1.0

1.1

1.25

1.4

1.6

1.8

2.0

2.2

2.5

2.8

3.2

3.6

4.0

MICROCOPY RESOLUTION TEST CHART

LEVEL

METHOD FOR DETERMINING
LANGUAGE OBJECTIVES
AND
CRITERIA

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VOLUME II

METHODOLOGICAL TOOLS:

COMPUTER ANALYSIS, DATA COLLECTION INSTRUMENTS

A study conducted under contract number

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for

The Defense Language Institute Foreign Language Center

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VOLUME II.
METHODOLOGICAL TOOLS:
COMPUTER ANALYSIS, DATA COLLECTION INSTRUMENTS.

Contract Monitor

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This volume presents (1) Methods for computer and hand analysis of numerical language performance data (includes examples) (2) samples of interview, observation, and survey instruments used in collecting language data.

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TABLE OF CONTENTS

Introduction

This volume contains two sections. Part I presents the rationale and methods used in the statistical computer analysis of the language use data supplied by jobholders in a post-interview survey. It discusses calculation by hand and by computer, describes the circumstances in which each is most appropriate, and gives "how to do it" directions for each approach. The section includes sample worksheets and computer punch cards, and also a copy of the post-interview survey questionnaire used in the data collection. It should be noted that the post-interview questionnaire presented here is an <u>example</u> of a follow-up survey rather than a general model. A follow-up survey is needed when examination of the initial interview, observation or initial survey data shows that unanswered questions remain or that certain sections need clarification. Under those circumstances a follow-up survey is designed to answer the specific questions or to clarify the remaining "muddy" points. It is clear then, that a follow-up survey will not be needed in all cases; nor is it possible to design a standard follow-up survey form.

It is important to note that the statistical methods described in Part I are applicable to the analysis of data obtained by means of all the data collection methods which are part of the overall analysis system: interview, observation, and both initial and follow-up surveys.

Part II of the volume presents samples of the instruments used in the collection of data on language requirements of jobholders. Three different kinds of instruments are included: the Structured Interview,

featuring both a Sequential and a Categorical routine, the Structured

Observation, and the Initial Survey. Together with the follow-up survey

(see Part I) they cover all the possible data collection circumstances

involved in assessing the language needs of military jobholders.

STATISTICAL ANALYSIS

The survey questionnaire of foreign language requirements was analyzed by means of simple descriptive statistics which can be calculated easily by hand or computer. The following report will explain how to conduct the analysis by hand, how to communicate your needs to a computer programmer, and how to prepare the data for keypunching. A sample of the computer program used in this report is also included. These procedures will follow immediately after a description of the type of analysis that is recommended, the rationale for it, and other uses that might be made of the data.

Descriptive Statistics

The primary requirement in this questionnaire is to determine the average rating that is assigned to each communicative task and topic. These averages are computed for each of the four criteria (mission criticality, foreign language necessity, performance frequency, and language learning difficulty). An overall average is then computed for each task and topic. Once these averages are obtained, the tasks and topics can be rank-ordered. This rank ordering demonstrates which tasks and topics are perceived to be most important by the persons responding to the questionnaire.

Rationale

These data are collected and the statistics computed to assist in decision making, but it must be kept in mind that they do not take the place of decision making. There are several reasons for this. The level of analysis used in this survey is sufficient to illustrate the frequency and importance of the tasks based on the experience and perceptions of the respondents. By the same token, it is important to accurately gauge the representativeness of the res-

pondents in terms of their experience and their qualifications for judging the range of topics included in their specialty.

Other factors that must be kept in mind when evaluating these data include the issue of past experience versus predictions of the future. A questionnaire survey tends to reflect the past experience of the respondents. If changes in doctrine, or other characteristics of the job are anticipated, then the survey data have to be qualified appropriately.

In summary, the point being made here is that the decision-maker has to understand what functions these data do and do not serve. All too often there is a tendency to bestow a degree of certainty and confidence on quantitative data that is not warranted when other factors are considered. That is why it is important to remember that these data assist in decision-making; they do not replace it. On the positive side decisions can, of course, be greatly improved by knowledge of the actual frequencies of events, and that is the rationale for the use of quantitative methods in task and job analysis.

Elaboration

There are alternatives to the descriptive level of statistics used in this analysis but, before considering them, it would be well to recall a stanza from the famous cowboy song, "The Old Chisolm Trail". It goes something like this:

> Got a ten-dollar horse
> And a forty-dollar saddle,
> And I'm goin' to punch
> Them Texas cattle.

Statisticians sometimes present us with the same situation. They would saddle us with methods that are more sophisticated than the level of decision-making that is actually taking place. In order to analyze the data from the Language Requirements Survey, simple descriptive statistics are sufficient. By tabulating frequencies and computing averages, the task analyst can determine which

tasks and topics are considered to be most important by the respondents and how they are rank-ordered. These summaries will usually be adequate when combined with the current doctrine and priorities in an occupational specialty to serve as a basis for determining the tasks to be included in the Communicative Task Statements.

However, it is possible to conduct more sophisticated analyses with the data that are collected with this instrument. For example, if doctrine indicates that "Performance Frequency" is considerably more important than "Language Learning Difficulty" in determining which tasks to include in training, then that criterion could be given a weighting to double or triple its influence on the overall average score.

If the task analyst wants to explore questions about the relative importance of various criteria, or about characteristic patterns as indicated by the responses obtained in the survey, then even more complex analyses could be conducted. The analyst could determine whether there are statistically significant differences among the four criteria for given tasks or topics. Multivariate factor or cluster analyses could be conducted to see whether there are characteristic differences in certain groups of respondents with respect to certain tasks and topics.

However, many of these procedures begin to fall into the category of the "forty-dollar saddle". Analyses conducted with the simpler level of statistics will be sufficient for the level of decision-making that is taking place. The more sophisticated analyses would be utilized more in research than in task analysis projects. The information might be interesting, but would not lead to the development of differentiated programs of instruction due to the cost inefficiencies involved.

Hand Versus Computer Analysis

This is one situation where the decision to use a computer is based on labor rather than complexity. The procedure for analyzing the data is very simple. The computer would be used when the size of the survey is large, or when the analyst expects to use more complex levels of analysis. The procedure for computing frequencies and averages is presented below and is followed by a discussion of approaches to using the computer.

Hand Calculation

Following is the format for a worksheet (Exhibit 1) that can be used to tally the results for each task and topic with respect to each criterion. These worksheets also illustrate how to compute the average and record the range of scores in each case. These worksheets may be duplicated and passed out to a number of personnel who can set up an assembly line. The first person can tally the results of the first page on a series of worksheets and then pass the questionnaire to a second person. This reduces the likelihood of error since each person sets up a limited field of concentration and establishes a pattern of recording the responses. It also reduces boredom to have a number of persons working at the same time. The blank worksheet (Exhibit 1) is followed by a hypothetical example (Exhibit 2) based on a survey of twenty-three infantrymen with respect to the Russian language.

A convenient way to record the results is to use a copy of the survey form (as we have done). The frequency (Column C totals), average, and range can be inserted in place of the response. The overall average for each topic and task can be easily obtained by adding the means for each criterion and dividing by four. The overall average, also known as the mean of the means, is then recorded in the right-hand margin. The rank-ordering of tasks and

EXHIBIT 1

COMPUTATION WORKSHEET

TASK OR TOPIC:_____

CRITERION:_____

A) Response	B) Tally		C) Total	D) Multiplier		E) Value
1. Very Critical	_____	=	_____	X 1	=	_____
2. Critical	_____	=	_____	X 2	=	_____
3. Important	_____	=	_____	X 3	=	_____
4. Not So Critical	_____	=	_____	X 4	=	_____

Column C Total _____   Column E Total _____

To obtain average: $\dfrac{\rule{2cm}{0.4pt}}{\text{Column E Total}} \div \dfrac{\rule{2cm}{0.4pt}}{\text{Column C Total}} = \dfrac{\rule{2cm}{0.4pt}}{\text{Average}}$

To obtain range: $\dfrac{\rule{3cm}{0.4pt}}{\begin{array}{l}\text{Lowest Response}\\\text{Chosen}\end{array}}$ to $\dfrac{\rule{3cm}{0.4pt}}{\begin{array}{l}\text{Highest Response}\\\text{Chosen}\end{array}}$

EXHIBIT 2

COMPUTATION WORKSHEET

TASK OR TOPIC: _Interrogation_

CRITERION: _Mission Criticality_

A) Response	B) Tally		C) Total	D) Multiplier			E) Value
1. Very Critical	~~HHT~~ III	=	8	X	1	=	8
2. Critical	~~HHT~~ ~~HHT~~ I	=	11	X	2	=	22
3. Important	IIII	=	4	X	3	=	12
4. Not So Critical		=		X	4	=	

Column C Total __23__   Column E Total __42__

To obtain average: __42__ ÷ __23__ = __1.39__
Column E Total   Column C Total   Average

To obtain range: __1__ to __3__
Lowest Response   Highest Response
Chosen   Chosen

topics can be determined from the means recorded on the survey form.

It will be noticed that a statistic called the standard deviation is included in the data summary sheets of this report but is not included in the hand calculations. This statistic is interesting and is easily obtained from a computer analysis of the data, but it is not essential and it is time-consuming to compute by hand. The standard deviation indicates the amount of divergence in the responses. It is similar to the range. The range indicates the spread in the data; that is, the minimum and maximum scores. The standard deviation indicates how similar the responses were or were not. The smaller the standard deviation, the greater the tendency for all of the responses to equal the mean; the larger the standard deviation, the greater the tendency for the scores to be equally spread between the minimum and maximum. In the present situation the spread of scores is limited to four, so the standard deviation is not as important as in other contexts.

Computer Calculation

If the number of respondents in the survey prohibits hand-processing of the data, or if complex statistical analyses will be conducted, then it would be appropriate to have the data prepared for entry into a computer for analysis. Generally speaking, the best approach to using the computer when you are not already practiced in its use is to present your needs to a consultant at the computer center. The consultant will want to know what your input (the survey forms) looks like and what it is that you want in the way of output. He will then be able to advise you as to how to have the data keypunched for entry into the computer. He will also know what analytical programs are available at the computer center that will meet your needs, or he will be able to write an original program.

To assist you in this process and to familiarize you with the type of information that will be helpful to the consultant, the remainder of this section includes an example with an explanation of the basic computer analysis used in this project.

Formatting the Data

The first step in preparing the data for keypunching and entry into the computer is to organize it in a manner that is suitable for the computer and statistical program that you will use. One of the most frequently used statistical packages that is used with survey data such as these is the Statistical Package for the Social Sciences (SPSS). It is very flexible in that after the data are in the computer they can be reorganized as necessary to conduct different types of analyses. Some other programs require the data to be keypunched in a rigidly prescribed format in order for the analysis to run properly. The SPSS package was used in this project and the following examples illustrate its use.

The data for this project were formatted in a very straightforward, unambiguous manner. A number of variables were defined on the cover sheet of the questionnaire in order to include the demographic information in the computer file. These are described in Exhibit 3. The responses were keypunched by beginning with the first task (Instructing) and recording the responses to each of the four criteria as separate variables. The same procedure was followed until we came to the end of the eleven tasks listed on Pages 2-5 of the questionnaire (Exhibit 6). We skipped Page 6 in the computer analysis because of the variation in the topics that were volunteered. On Page 7 we used the same method to record the responses to the tasks printed in the questionnaire, and we again skipped the fill-in tasks.

II-11

The data on Page 8 had to be prepared for keypunching. The respondents were asked to select and rank-order the five most important tasks and the five most important topics. The soldiers' responses had to be transferred to the lists of tasks and topics. All tasks and topics that were omitted were given a value of zero. That way, each task and topic is included as a variable in the analysis, and each of these variables receives a value of zero or its rank order (highest = 5, lowest = 1) for each respondent. Exhibit 4 illustrates the list of tasks with one respondent's rank order decisions, and the same list of tasks after it was coded for keypunching.

On the final page, each culture area was included as a variable, and the ratings were recorded as in the earlier sections of the questionnaire. In all cases only the printed culture areas were recorded. Fill-in responses were not included in the computer analysis because of their lack of comparability.

The complete list of variables is included in Exhibit 3. This exhibit includes the code words used for each variable, the number of columns required to record each variable, and the number of cards needed to record all the variables. It can be noted that three cards (records) were needed to record all of the variables for each soldier who responded.

The Computer Program

There are three basic categories of input cards that are required to con- duct a statistical analysis in a computer. The first is the local control cards that contain your password and activate the computer for your use. The second group is the program control cards. They either activate an analytical program that is already on the computer, or they contain the program that is to be used. The third group consists of the actual data cards.

We have included a copy of the program control cards (Exhibit 5) that were

used in this project. They are the cards that activate the SPSS package and tell it what you want to do. They also include information about the number of persons (cases) in your data deck, the list of variables, and how the variables are organized. The program control cards for SPSS would be almost identical to these regardless of which computer you use, but you should rely on your computer consultant for any peculiarities of your system or special characteristics of your data.

Summary

There is no doubt that the computer offers many advantages in data analysis. It provides you with a complete record of each person's responses and allows you to subdivide the sample in any way you wish in order to compare one group of respondents with another. It also allows you to quickly and inexpensively conduct a variety of complex statistical programs. But there is also the fact that some time and expense is involved in preparing the data for analysis and activating the system. The final decision to use the computer or to conduct the analysis by hand will depend on the size of the survey and the types of analyses to be conducted.

EXHIBIT 3

LIST OF VARIABLES

According to your input format variables are to be read as follows:

VARIABLE	FORMAT	RECORD	COLUMNS	DESCRIPTION
CASECDI	F 3. 0	1	1- 3	An identification number
SPFRC	F 1. 0	1	4- 4	Special Forces 7 or 5
INST	F 1. 0	1	5- 5	Instructor or not
LANG	F 1. 0	1	6- 6	Foreign Language
MOS	F 1. 0	1	7- 7	MOS
RANK	F 1. 0	1	8- 8	Rank
MOSEXP	F 3. 0	1	9- 11	Experience in MOS
SFEXP	F 3. 0	1	12- 14	Experience in Special Forces
INSTMC	F 1. 0	1	15- 15	Instructing: Mission Criticality (MC)
INSTFL	F 1. 0	1	16- 16	: Foreign Lang Necessity (FL)
INSTPF	F 1. 0	1	17- 17	: Performance Frequency (PF)
INSTLL	F 1. 0	1	18- 18	: Language Learning Difficult (LL)
DEBRMC	F 1. 0	1	19- 19	Debriefing : MC
DEBRFL	F 1. 0	1	20- 20	: FL
DEBRPF	F 1. 0	1	21- 21	: PF
DEBRLL	F 1. 0	1	22- 22	: LL
BRIEFMC	F 1. 0	1	23- 23	Briefing : MC
BRIEFFL	F 1. 0	1	24- 24	: FL
BRIEFPF	F 1. 0	1	25- 25	: PF
BRIEFLL	F 1. 0	1	26- 26	: LL
CONVRMC	F 1. 0	1	27- 27	Conversing : MC
CONVRFL	F 1. 0	1	28- 28	: FL
CCNVRPF	F 1. 0	1	29- 29	: PF
CONVRLL	F 1. 0	1	30- 30	: LL
ADVISMC	F 1. 0	1	31- 31	Advising : MC
ADVISFL	F 1. 0	1	32- 32	: FL
ADVISPF	F 1. 0	1	33- 33	: PF
ADVISLL	F 1. 0	1	34- 34	: LL
INVEWMC	F 1. 0	1	35- 35	Interviewing: MC
INVEWFL	F 1. 0	1	36- 36	: FL
INVEWPF	F 1. 0	1	37- 37	: PF
INVEWLL	F 1. 0	1	38- 38	: LL
INROGMC	F 1. 0	1	39- 39	Interrogating: MC
INROGFL	F 1. 0	1	40- 40	: FL
INROGPF	F 1. 0	1	41- 41	: PF
INROGLL	F 1. 0	1	42- 42	: LL
INPRTMC	F 1. 0	1	43- 43	Interpreting: MC
INPRTFL	F 1. 0	1	44- 44	: FL
INPRTPF	F 1. 0	1	45- 45	: PF
INPRTLL	F 1. 0	1	46- 46	: LL
MONITMC	F 1. 0	1	47- 47	Monitoring: : MC
MONITFL	F 1. 0	1	48- 48	: FL
MONITPF	F 1. 0	1	49- 49	: PF
MONITLL	F 1. 0	1	50- 50	: LL
REVMC	F 1. 0	1	51- 51	Reviewing : MC
REVFL	F 1. 0	1	52- 52	: FL
REVPF	F 1. 0	1	53- 53	: PF
REVLL	F 1. 0	1	54- 54	: LL
SCANMC	F 1. 0	1	55- 55	Scanning : MC
SCANFL	F 1. 0	1	56- 56	: FL
SCANPF	F 1. 0	1	57- 57	: PF
SCANLL	F 1. 0	1	58- 58	: LL
ITIMC	F 1. 0	2	4- 4	Instr.TopicI: MC

EXHIBIT 3

LIST OF VARIABLES (Continued)

IT1FL	F	1.0	2	5-	5
IT1PF	F	1.0	2	6-	6
IT1LL	F	1.0	2	7-	7
IT2MC	F	1.0	2	8-	8
IT2FL	F	1.0	2	9-	9
IT2PF	F	1.0	2	10-	10
IT2LL	F	1.0	2	11-	11
IT3MC	F	1.0	2	12-	12
IT3FL	F	1.0	2	13-	13
IT3PF	F	1.0	2	14-	14
IT3LL	F	1.0	2	15-	15
IT4MC	F	1.0	2	16-	16
IT4FL	F	1.0	2	17-	17
IT4PF	F	1.0	2	18-	18
IT4LL	F	1.0	2	19-	19
IT5MC	F	1.0	2	20-	20
IT5FL	F	1.0	2	21-	21
IT5PF	F	1.0	2	22-	22
IT5LL	F	1.0	2	23-	23
IT6MC	F	1.0	2	24-	24
IT6FL	F	1.0	2	25-	25
IT6PF	F	1.0	2	26-	26
IT6LL	F	1.0	2	27-	27
IT7MC	F	1.0	2	28-	28
IT7FL	F	1.0	2	29-	29
IT7PF	F	1.0	2	30-	30
IT7LL	F	1.0	2	31-	31
IT8MC	F	1.0	2	32-	32
IT8FL	F	1.0	2	33-	33
IT8PF	F	1.0	2	34-	34
IT8LL	F	1.0	2	35-	35
IT9MC	F	1.0	2	36-	36
IT9FL	F	1.0	2	37-	37
IT9PF	F	1.0	2	38-	38
IT9LL	F	1.0	2	39-	39
IT10MC	F	1.0	2	40-	40
IT10FL	F	1.0	2	41-	41
IT10PF	F	1.0	2	42-	42
IT10LL	F	1.0	2	43-	43
IT11MC	F	1.0	2	44-	44
IT11FL	F	1.0	2	45-	45
IT11PF	F	1.0	2	46-	46
IT11LL	F	1.0	2	47-	47
IT12MC	F	1.0	2	48-	48
IT12FL	F	1.0	2	49-	49
IT12PF	F	1.0	2	50-	50
IT12LL	F	1.0	2	51-	51
IT13MC	F	1.0	2	52-	52
IT13FL	F	1.0	2	53-	53
IT13PF	F	1.0	2	54-	54
IT13LL	F	1.0	2	55-	55
IT14MC	F	1.0	2	56-	56
IT14FL	F	1.0	2	57-	57
IT14PF	F	1.0	2	58-	58
IT14LL	F	1.0	2	59-	59
IT15MC	F	1.0	2	60-	60
IT15FL	F	1.0	2	61-	61
IT15PF	F	1.0	2	62-	62
IT15LL	F	1.0	2	63-	63
IT16MC	F	1.0	2	64-	64
IT16FL	F	1.0	2	65-	65
IT16PF	F	1.0	2	66-	66
IT16LL	F	1.0	2	67-	67
IT17MC	F	1.0	2	68-	68

Instructional Topic I: FL
                     : PF
                     : LL
etc.

(Note that this sequence is repeated 18 times. It allowed for as many as 18 instructional tasks to be included in the questionnaire for each occupational specialty. The questionnaire for a given occupational specialty would have to be consulted to see the specific instructional tasks.)

EXHIBIT 3

LIST OF VARIABLES (Continued)

IT17FL	F	1.0		2	69- 69	
IT17PF	F	1.0		2	70- 70	
IT17LL	F	1.0		2	71- 71	
IT18MC	F	1.0		2	72- 72	
IT18FL	F	1.0		2	73- 73	
IT18PF	F	1.0		2	74- 74	
IT18LL	F	1.0		2	75- 75	
INSTRO	F	1.0		3	4- 4	Instruction Rank Order (R.O.)
DEBRFRO	F	1.0		3	5- 5	Debriefing R.O.
BRIEFRO	F	1.0		3	6- 6	Briefing R.O.
CONVRO	F	1.0		3	7- 7	Conversing R.O.
AOVRO	F	1.0		3	8- 8	Advising R.O.
INVEWRO	F	1.0		3	9- 9	Interviewing R.O.
INROGRO	F	1.0		3	10- 10	Interrogating R.O.
INPRETRO	F	1.0		3	11- 11	Interpreting R.O.
MONITRO	F	1.0		3	12- 12	Monitoring R.O.
REVVRO	F	1.0		3	13- 13	Reviewing R.O.
SCANRO	F	1.0		3	14- 14	Scanning R.O.
ITA	F	1.0		3	15- 15	Instructional Task "A" Rank Order
ITAB	F	1.0		3	16- 16	Instructional Task "B" Rank Order
ITC	F	1.0		3	17- 17	
ITD	F	1.0		3	18- 18	
ITE	F	1.0		3	19- 19	
ITF	F	1.0		3	20- 20	
ITG	F	1.0		3	21- 21	
ITH	F	1.0		3	22- 22	
ITI	F	1.0		3	23- 23	
ITJ	F	1.0		3	24- 24	
ITK	F	1.0		3	25- 25	
ITL	F	1.0		3	26- 26	
ITM	F	1.0		3	27- 27	
ITN	F	1.0		3	28- 28	
ITO	F	1.0		3	29- 29	
ITP	F	1.0		3	30- 30	
ITQ	F	1.0		3	31- 31	
ITR	F	1.0		3	32- 32	
ITS	F	1.0		3	33- 33	
ITT	F	1.0		3	34- 34	
BIZCUST	F	1.0		3	40- 40	Business Customs
HISTORY	F	1.0		3	41- 41	History
LOKECON	F	1.0		3	42- 42	Local Economy
INDIGMP	F	1.0		3	43- 43	Indigenous Medical Practices
RELIG	F	1.0		3	44- 44	Religion
ART	F	1.0		3	45- 45	Art
MUSIC	F	1.0		3	46- 46	Music
FAMILYST	F	1.0		3	47- 47	Family Structure
ATWOMEN	F	1.0		3	48- 48	Attitude Toward Women
ATCHILD	F	1.0		3	49- 49	Attitude Toward Children
ATELDER	F	1.0		3	50- 50	Attitude Toward the Elderly
ATFORGN	F	1.0		3	51- 51	Attitude Toward Foreigners
BYSLBARG	F	1.0		3	52- 52	Buying-Selling-Bargaining
AGPRACT	F	1.0		3	53- 53	Agricultural Practices
DRUGALC	F	1.0		3	54- 54	Use of Drugs, Alcohol

EXHIBIT 4

CODING OF RANK-ORDER DATA

A. Below is a representation of an infantryman's rank-ordering of

the most important communicative tasks in Russian:

A.	instructing	
B.	debriefing	
C.	briefing	
D.	conversing	
E.	advising	1st __A__
F.	interviewing	2nd __B__
G.	interrogating	3rd __C__
H.	interpreting	4th __D__
I.	monitoring	5th __E__
J.	reviewing	
K.	scanning	
L.	_____	
M.	_____	

B. To be prepared for keypunching, the tasks are numbered and values

assigned as follows:

1. _5_	A.	instructing	
2. _4_	B.	debriefing	
3. _3_	C.	briefing	
4. _2_	D.	conversing	
5. _1_	E.	advising	1st __A = 5__
6. _0_	F.	interviewing	2nd __B = 4__
7. _0_	G.	interrogating	3rd __C = 3__
8. _0_	H.	interpreting	4th __D = 2__
9. _0_	I.	monitoring	5th __E = 1__
10. _0_	J.	reviewing	
11. _0_	K.	scanning	

EXHIBIT 5

SPSS PROGRAM CARDS

Run Name
1
Summary Statistics for MOS 5B

Variable List
CASECD1,SPFRC,INST,LANG,MOS,RANK,MOSEXP,SFEXP,INSTMC,INSTFL,
INSTPF,INSTLL,DEBRMC,DEBRFL,DEBRPF,DEBRLL,BRIEFMC,BRIEFFL,
BRIEFPF,BRIEFLL,CONVRMC,CONVRFL,CONVRPF,
CONVRLL,ADVISMC,ADVISFL,ADVISPF,ADVISLL,INVEWMC,INVEWFL,INVEWPF,
INVEWLL,INROGMC,INROGFL,INROGPF,INROGLL,INPRTMC,INPRTPF,
INPRTLL,MONITMC,MONITPF,MONITLL,REVMC,REVFL,REVPF,REVLL,
SCANMC,SCANFL,SCANPF,SCANLL,
IT1MC,IT1FL,IT1PF,IT1LL,IT2MC,IT2FL,IT2LL,IT2PF,IT3MC,IT3FL,
IT3PF,IT3LL,IT4MC,IT4FL,IT4PF,IT4LL,IT5MC,IT5FL,IT5PF,IT5LL,
IT6MC,IT6FL,IT6PF,IT6LL,IT7MC,IT7FL,IT7PF,IT7LL,IT8MC,IT8FL,
IT8PF,IT8LL,IT9MC,IT9FL,IT9PF,IT9LL,IT10MC,IT10FL,IT10PF,IT10LL,
IT11MC,IT11FL,IT11PF,IT11LL,IT12MC,IT12FL,IT12LL,IT13MC,
IT13FL,IT13PF,IT13LL,IT14MC,IT14FL,IT14PF,IT14LL,IT15MC,IT15FL,
IT15PF,IT15LL,IT16MC,IT16FL,IT16PF,IT16LL,IT17MC,IT17FL,IT17PF,
IT17LL,IT18MC,IT18FL,IT18PF,IT18LL,
INSTRO,DEERFRO,BRIEFRD,CONVRO,ADVRO,INVEWRO,INROGRO,INPRETRO,
MONITRO,REVVRO,SCANRO,ITA,ITAB,ITC,ITD,ITE,ITF,ITG,ITH,ITI,ITJ,
ITK,ITL,ITM,ITN,ITO,ITP,ITQ,ITR,ITS,ITT,
BIZCUST,HISTORY,LCKECON,INDIGMP,RELIG,ART,MUSIC,FAMILYST,ATWOMEN,
AICHILD,ATELDER,ATFORGN,BYSLBARG,AGPRACT,DRUGALC

Input Medium   CARD

N of Cases   27

Input Format   FIXED (F3.0, 5F1.0, 2F3.0,44F1.0,/3X, 72F1.0/3X,31F1.0,5X,15F1.0)

Recode   INSTMC TO DRUGALC (BLANK=9)

Missing Values   INSTMC TO DRUGALC(9)

Condescriptive   ALL

Options   4

Statistics   ALL

Read Input Data

EXHIBIT 6
EXAMPLE
QUESTIONNAIRE:
11BF1 CHINESE

SURVEY QUESTIONNAIRE: SPECIAL FORCES FOREIGN LANGUAGE REQUIREMENTS

Survey Control Number
MSP-77-46
_____

Language: Chinese
MOS 11BF1: Operations/Intelligence Specialist

Respondent's Rank _____

MOS experience _____ yrs. _____ mos.

Special Forces experience _____ yrs. _____ mos.

There are three sections of this survey questionnaire. In the first, you will be asked to rate general communicative tasks as to their mission criticality, foreign language necessity, performance frequency, and language learning difficulty for your MOS. In the second section, you will rate various instructional topics related to MOS 11BF1 using the same criteria. Finally, you will rank both communicative tasks and instructional topics according to their importance in completing a mission. More complete instructions will be given for each section.

As you complete this portion of the survey, imagine that you are operating in an UW environment in Chinese. You must use Chinese to communicate with indigenous personnel in performing your MOS duties. Rate each general communicative task listed below as indicated.

Mission Criticality

How critical to the success of the mission is this task?
1-very critical
2-critical
3-important
4-not so important

Foreign Language Necessity

How important is it to the success of the mission that the foreign language be used in performing this task?
1-very necessary
2-necessary
3-helpful
4-unnecessary

Performance Frequency

How often is the task performed? If at any point during a mission the task is performed on a daily or weekly basis, circle the daily or weekly response.
1-daily
2-weekly
3-monthly
4-less than monthly

Language Learning Difficulty

How difficult is it to learn the foreign language skills required to perform this task?
1-very difficult
2-difficult
3-about average
4-easy

TASKS	Mission Criticality	Foreign Language Necessity	Performance Frequency	Language Learning Difficulty
1. instructing-training or teaching indigenous personnel	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2. debriefing-listening to oral reports of indigenous personnel after patrols, raids, ambushes, etc., taking written or mental notes, asking pertinent questions.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

List topics or subject matter which would most frequently be included in a debriefing session:
_____
_____

Mission Criticality   Foreign Language Necessity   Performance Frequency   Language Learning Difficulty

3. briefing—use Chinese to brief indigenous personnel on patrol orders, patrol organization, etc.

    1   2   3   4   1   2   3   4   1   2   3   4   1   2   3   4

List topics or subject matter which would most frequently be included in a briefing session:

_____

_____

4. conversing—establishing rapport with indigenous personnel through ordinary personal conversation.

    1   2   3   4   1   2   3   4   1   2   3   4   1   2   3   4

List topics or subject matter which would most frequently be included in a conversation:

_____

_____

5. advising—taking a leadership posture in giving guidance and confidence to indigenous personnel through suggestions and explanations.

    1   2   3   4   1   2   3   4   1   2   3   4   1   2   3   4

List topics or subject matter which would most frequently be included in advisement:

_____

_____

	Mission Criticality	Foreign Language Necessity	Performance Frequency	Language Learning Difficulty

6. **interviewing**—talking to indigenous personnel to evaluate or assess their capability for leadership, technical knowledge, and possible placement.

| | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

List topics or subject matter which would most frequently be included in an interview:

_____

_____

7. **interrogating**—questioning POW's or hostile indigenous personnel for military or tactical information.

| | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

List topics or subject matter which most frequently would be included in an interrogation:

_____

_____

8. **interpreting**—facilitating communication between U.S. personnel who do not speak the foreign language and indigenous personnel by orally paraphrasing utterances by each party in the other participant's language.

| | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

List topics or subject matter that would most frequently require interpretation:

_____

_____

	Mission Criticality	Foreign Language Necessity	Performance Frequency	Language Learning Difficulty

9. monitoring-listening to tactical radio transmissions, field telephones, etc., to gain information.

	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

List topics or subject matter that would most frequently be included in such broadcasts:

_____

_____

_____

10. reviewing-reading captured enemy documents, reports, tactical battle orders, etc., for extensive information.

	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

List the topics or subject matter which would most frequently appear in such reading matter:

_____

_____

_____

11. scanning-reading and understanding labels, place names, road signs, and prose for general information.

	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

List the topics or subject matter which would most frequently appear in such reading matter:

_____

_____

_____

Add any other general communicative tasks which are important to your MOS and rate them using the same categories. Include a brief description of the task and a list of related topics or subject matter:

	Mission Criticality	Foreign Language Necessity	Performance Frequency	Language Learning Difficulty
12. _____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
13. _____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
14. _____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
15. _____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Instructional topics or subject matter	Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
1. Drop Zone Operations	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2. Caching Techniques	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3. Security and Interior Guard	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4. Staff Organization and Planning	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5. Organization of G-Force	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6. CBR Defense	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7. Establishing Law and Order	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8. Map Reading and Compass	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9. Field Sketching	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10. Graphics	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11. Air Defense	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12. Logistical Support	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
13. Intelligence Cycle	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
14. Combat Intelligence/ Individual Soldier	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
15. Collection of Information	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
16. Counter-Intelligence	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
17. Fingerprinting	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
18. Photography	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Add any other topics or subject matter frequently required for this MOS:

	Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
19.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
20.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Below is the list of general communicative tasks which you considered earlier. If you could receive foreign language training for only five of these tasks, which five would you select as essential? To indicate your choices, use the blanks below.

A. instructing
B. debriefing
C. briefing
D. conversing
E. advising
F. interviewing
G. interrogating
H. interpreting
I. monitoring
J. reviewing
K. scanning
L. _____
M. _____

If I were to be trained in Chinese specific to a UW mission, I would probably select the following tasks for language training:

1st ____
2nd ____
3rd ____
4th ____
5th ____

Below is the list of instructional topics or subject matter. If you could receive foreign language training in only five of these topics, which five would you select as the most crucial to your mission? To indicate your choices, use the blanks below.

If I were to be trained in Chinese specific to a UW mission, I would probably select the following topics for language training:

1st ____
2nd ____
3rd ____
4th ____
5th ____

CULTURE

It is important for American military personnel to be familiar with the indigenous culture. Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a member of a Special Forces team in a UW environment in Chinese.

KEY: 1=Knowledge in this area is CRITICAL
      2=Knowledge in this area is VERY IMPORTANT
      3=Knowledge in this area is IMPORTANT
      4=Knowledge in this area is NOT VERY IMPORTANT
      5=Knowledge in this area is NOT PART OF JOB REQUIREMENT

CULTURE AREA	RATINGS				
Business Customs					
History	1	2	3	4	5
Local Economy	1	2	3	4	5
Indigenous Medical Practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family Structure	1	2	3	4	5
Attitude Toward Women	1	2	3	4	5
Attitude Toward Children	1	2	3	4	5
Attitude Toward the Elderly	1	2	3	4	5
Attitude Toward Foreigners	1	2	3	4	5

CULTURE AREA	RATINGS				
Buying/Selling/Bargaining	1	2	3	4	5
Agricultural Practices	1	2	3	4	5
Use of Drugs, Alcohol	1	2	3	4	5
Others: (please list)					
1.					
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5

Data Collection Instruments

Part II of this volume presents the instruments to be used to collect data from jobholders about the foreign language requirements of their job positions.

The first instrument is the Structured Interview; it comes in two different versions, the Sequential Routine and the Categorical Routine. The interview consists of a structured series of questions about the potential communicative activities that could be involved in job performance. The interviewer is expected to adhere reasonably closely to the organization and sequence of the interview as presented, but s/he should also remain open to unsolicited details and anecdotes if the jobholder volunteers them.

The Observation Instrument offers guidelines to the analyst who wishes to observe actual or simulated job performance. It points out aspects of language performance to which attention should be directed during the observation period. The Observation Instrument can be successfully employed with both live and "canned" samples of job performance. That is, the observer or jobholder may tape record language interactions for subsequent analysis using the Observation Instrument.

It should be noted that successful data collection will be expedited by the combined use of the Interview and Observation methods during a site visit.

The Initial Survey instrument is a "self-instructional" version of the Structured Interview instrument. It is designed to be used in settings where a site visit is not possible, and can be administered by mail if necessary. Use of the Initial Survey instrument alone is the data collection approach of last resort. It cannot replace face to face interaction between the jobholder and the analyst.

BASIC GUIDELINES FOR USING THE STRUCTURED INTERVIEW

The structured interview has two basic routines: the first routine allows the interviewer to develop each communicative task in its entirety before going to the next; and the second routine permits the interviewer to identify all communicative tasks required on the job before exploring each task in depth. The decision on which routine to use is up to the interviewer. His style, knowledge of the interviewees, and prior job knowledge are all factors governing the final decision. Either routine can be used with individuals or groups. The following guidelines are based on experience with instruments in both versions.

Sequential Routine

Each task developed in depth before continuing.

Useful when:

* little is known about the job

* it is the initial interview with the first job holder

* different topics are associated with different communicative tasks

* interviewer or interviewee prefers this approach

* there is maximum time available for the interview

* limited time is available and the interviewer is going to gather data on only one communicative task per respondent

Categorical Routine

All tasks determined before in-depth analysis of each task.

Useful when:

* some prior knowledge of the job is available

* it is later interview with holders of the same job

* the topics are the same irrespective of the communicative task

* interviewer or interviewee prefers this approach

* limited time is available for the interview and the number of potential interviewees is small

---

the job, not all sections will be applicable. The flexibility and skill of the interviewer is the key ingredient.

The interviewer may find that in some situations it is better to make notes and fill in the instrument at a later time. Often when questioning dynamic or strong personalities, the interviewer will receive data according to the respondent's own internal organizational scheme. By knowing exactly what categories of information are necessary to develop communicative task statements, conditions statements, and indices of language performance, the interviewer can skillfully ask the appropriate follow-up questions. Eventually he will obtain the necessary and sufficient data.

The important questions to keep constantly in mind are:

* Do I have the communicative task verb, the role identification, audience characteristics, topics, and job task documentation?

* Do I have the priority of the communicative tasks and their topics?

* Do I have data on the job conditions: the environment, key vocabulary, language content, preparation time, and materials?

* Do I have some data indicating how to measure the communicative adequacy required for this task?

These questions reflect the basic data-collection categories. The interviewer must always think in terms of communicative task, communicative conditions, and communicative standards. He must keep his eye on documentation and job-oriented resources at the data-gathering site: manuals, job descriptions, job products, vocabulary listings, prior task analyses, and technical dictionaries. The collection of documentation and resources is of inestimable value during the subsequent analysis phase. Without a collection of real-world examples of the job to draw upon, instructional development is virtually impossible.

STRUCTURED INTERVIEW: FL REQUIREMENTS FOR JOB TASKS

Survey Control Number: _____

Target MOS: _____

Date: ___/___/___ Interviewer: _____
      da. mo. yr.

Location: [ ] Job site   [ ] Proponent school   [ ] Other _____

[ ] INDIVIDUAL INTERVIEW   MOS Holder [ ] Yes [ ] No

Rank/Title _____

Job Position _____

Target MOS Experience: _____ Years _____ Months

[ ] GROUP INTERVIEW

No. of Participants _____   No. of MOS Holders _____

MOS Holders:

Rank   Experience   Job Position

_____ _____ years _____ months _____
_____ _____ years _____ months _____
_____ _____ years _____ months _____
_____ _____ years _____ months _____
_____ _____ years _____ months _____

Other Participants

Title/Rank   Job Position

_____ _____
_____ _____
_____ _____

1

STRUCTURED
INTERVIEW
INSTRUMENT
(SEQUENTIAL
ROUTINE)

Explanation to the respondent, overview, and instructions.

Briefly, let me explain why I am here. Our mission is to find out what the foreign language requirement is for (MOS designator). This foreign language requirement will be based on actual job tasks that you perform. The information organized in this way will help focus on the kinds of foreign language training that (MOS designator) personnel really need.

This interview is one of the inputs in determining the foreign language requirement of your present assignment. Also, we want your thoughts and opinions about foreign language tasks you, or others in (MOS designator), should be trained to do—those tasks you consider critical for this MOS.

The interview itself is structured. That is, it was developed to get specific information in a particular sequence to meet the needs of subsequent data analysis. This is how the interview works:

2

First, there are six (6) broad categories taken up one at a time.

TRANSLATING

WRITING

READING

LISTENING

SPEAKING FORMALLY

CONVERSATIONALLY SPEAKING

In each of these broad categories, we will go over the various tasks, if any, that you actually do or may be required to do.

Each task will be developed one at a time. That is, we shall cover completely all aspects of a specific task before going to the next. If, under the broad category of LISTENING, you do three (3) specific listening tasks, we shall go through each task, one at a time, before moving on to the broad category READING.

(Answer any questions at this time.)

GO TO NEXT TAB.

3

L.0 LISTENING

Do you do anything on the job now that requires you to use (target language) primarily for listening, such as monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like?

☐ YES GO TO L.1 MONITORING

☐ NO Do you think such listening skills should be part of the job requirement or emphasis should be placed on these kinds of listening tasks during training?

☐ YES GO TO L.1 MONITORING Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO GO TO NEXT TAB

L.1 MONITORING

Do you do any monitoring in (target language), such as listening in on broadcasts, telephone conversations, or the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.2 NOTING

L.2 NOTING

Do you participate, as a listener taking mental or written notes, in briefings, speeches, lectures, or the like conducted in (target language)?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.3 TAKING DICTATION

NOTES
_____
_____
_____
_____
_____

L.3 TAKING DICTATION

Do you take dictation either from someone in person, on tape, dictaphone, or the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.4 TRANSCRIBING

L.4 TRANSCRIBING

Do you transcribe; that is, do you type or write down verbatim transcripts in the original (target language) from voice tapes, broadcasts, telephone conversations, or the like?

☐ YES GO TO TASK PACKET

☐ NO Are there any other listening tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.5 EXTRACTING

L.5 EXTRACTING

Do you listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES
_____
_____
_____
_____
_____

S.0 SPEAKING FORMALLY

Do you do anything on the job now that requires you to use primarily your speaking skill, such as conducting briefings, giving lectures, reading aloud--activities where you do most of the talking?

☐ YES   GO TO S.1 NARRATING

☐ NO   Do you think such formal speak-
        ing skills should be required
        in this MOS and emphasized in
        training?

☐ YES   GO TO S.1 NARRATING Adjust
        all subsequent questions to read:
        "Should you be able to...?"

☐ NO   GO TO NEXT TAB

S.1 NARRATING

Do you read aloud to others as part of your job requirement, such as reading official letters, communiques, announcements, or the like at meetings or ceremonies?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO S.2 INFORMING

S.2 INFORMING

Do you speak briefly in (target language) to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO S.3 BRIEFING

NOTES _____
_____
_____
_____
_____

S.3 BRIEFING

Do you do anything on your job now that requires you to prepare and deliver a formal or informal briefing in (target language)?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO S.4 LECTURING

S.4 LECTURING

Do you do anything on your job now that requires you to give lectures in (target language), such as teaching classes, demonstrating equipment, slide presentations, and the like?

☐ YES   GO TO TASK PACKET

☐ NO   Are there any other formal speak-
        ing tasks that you do or should
        be part of the job?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO NEXT TAB

NOTES _____
_____
_____
_____
_____

6

7

C.0 CONVERSATIONAL SPEAKING

Do you do anything on the job now that requires you to speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting?

☐ YES GO TO C.1 CONVERSING

☐ NO Do you think that conversational skills should be part of your MOS requirement and emphasized in training?

☐ YES GO TO C.1 CONVERSING Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO GO TO NEXT TAB

C.1 CONVERSING

Do you do anything on the job now that requires you to talk with people in (target language) conversationally, such as at parties, official gatherings, restaurants, airports, and in other face-to-face encounters?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.2 TELEPHONING

C.2 TELEPHONING

Do you talk on the telephone in (target language) as part of the job requirement?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.3 INTERVIEWING

C.3 INTERVIEWING

Do you do anything on the job now that requires you to conduct interviews of personnel, such as hiring interviews, press interviews, and the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.4 INTERROGATING

NOTES _____

8

C.4 INTERROGATING

Do you do anything on the job now in (target language) that falls under the heading of interrogation, such as obtaining information from hostile or reluctant sources, POW interrogation practice, and the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.5 INTERPRETING

C.5 INTERPRETING

Do you do anything on the job now that requires you to perform as an interpreter, such as a middle man in an interrogation, negotiations between decision makers, or the like? By interpreting, I mean translating back and forth to facilitate precise communications in a formal setting.

☐ YES GO TO TASK PACKET

☐ NO GO TO C.6 FACILITATING

C.6 FACILITATING

Do you do anything on the job now that requires you to do interpreting in a limited way? That is, do you act as a middle man in communications in which you don't need to translate back and forth precisely; you give each party the gist of what is being said?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.7 DEMONSTRATING

C.7 DEMONSTRATING

Do you do anything on the job now that requires you, in an instructional setting, to demonstrate how to operate, run, fix, assemble, disassemble equipment, or the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO C.8 TEACHING

NOTES _____

9

R.0 READING

Do you do anything on the job that requires you to use primarily your reading skill in (target language), such as reading correspondence, reports, technical documents, and the like?

☐ YES   GO TO R.1 REVIEWING

☐ NO   Do you think such reading skills should be part of the job requirement or emphasis should be placed on these kinds of reading tasks during training?

☐ YES   GO TO R.1 REVIEWING. Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO   GO TO NEXT TAB

R.1 REVIEWING

Do you read official documents or articles for the purpose of understanding their contents in depth as opposed to just familiarizing yourself with their contents?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO R.2 SCANNING

R.2 SCANNING

Do you have to read quickly, searching for specific kinds of information in, for example, newspapers, reports, documents, or correspondence?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO R.3 GISTING

NOTES _____

11

R.3 GISTING

Do you read articles, official documents, newspapers, or the like for the purpose of writing formal summaries for official use?

☐ YES   GO TO TASK PACKET

☐ NO   Are there any other reading tasks that you do or should be part of the job?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO R.4 DIGESTING

R.4 DIGESTING

Do you read documents, articles, or transcripts for the purpose of rendering key phrases, sentences, information, or thought into another language?

☐ YES   GO TO TASK PACKET

☐ NO   GO TO NEXT TAB

NOTES _____

12

C.8 Teaching

Is there anything on the job now that requires that you teach others in the target language? Do you have to teach ideas and concepts, answering student questions?

☐ YES GO TO TASK PACKET

☐ NO Are there any other conversational tasks that you now do or should do as part of your job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES
_____
_____
_____
_____
_____

10

W.0 Writing

Do you do anything on your job now that requires you to write in (target language), such as correspondence, official letters, reports, memoranda, and the like?

☐ YES GO TO W.1 CORRESPONDING

☐ NO Do you think that writing should be part of your job requirement and, as such, emphasized in training courses?

☐ YES GO TO W.1 CORRESPONDING Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO GO TO NEXT TAB

W.1 Corresponding

Do you write official correspondence and letters in (target language)?

☐ YES GO TO TASK PACKET

☐ NO GO TO W.2 PREPARING REPORTS

W.2 Preparing Reports

Do you prepare reports in (target language) either technical or administrative?

☐ YES GO TO TASK PACKET

☐ NO GO TO W.3 PREPARING MEMORANDA

W.3 Preparing Memoranda

Do you prepare memoranda, notices for in-house distribution, notes to (target language)-speaking co-workers, and the like?

☐ YES GO TO TASK PACKET

☐ NO Are there any other writing tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES
_____
_____
_____
_____
_____

13

T.0 TRANSLATING

This category is a little different from the others. Translating is looked upon as a unique language task. For that reason, we have made it a separate category.

Do you write word-for-word translations from (target language) into English of any technical documents, reports, newspaper articles, and the like?

☐ YES GO TO TASK PACKET

☐ NO Do you think that translating tasks should be part of your job requirement and emphasized in training courses?

☐ YES GO TO TASK PACKET

☐ NO Are there any other translating tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

_____
_____
_____
_____
_____

14

TASK PRIORITY

You have identified _____ tasks that require a foreign language communicative skill.

Now I shall ask you four (4) questions about each task;

How critical is, or probably will be, each job task to the success of the mission?

How necessary is the foreign language skill to the accomplishment of each task?

How frequently do MOS holders perform each task, either now or in the future?

How difficult is it to learn the foreign language skill for each task?

Have participants fill in Priority Task Determination sheets.

During this participant activity, write the task number and abbreviated descriptors on the cards provided to help in laying out sequence and structure as part of the next activity.

NOTES

_____
_____
_____
_____
_____

15

TASK RELATIONSHIPS

Now I would like for you to work on how these tasks fit together. Here are cards with the tasks you have already identified written on them. I am trying to find out whether the tasks have to be performed in a predetermined order. One type of order is sequential; that is, you must do Task 1, then Task 2, then Task 3. For example, an interrogator must read the documents found on a source before actually interrogating him; the task of reading documents must precede the task of interrogation. Obviously, the task of interrogation must come before the task of tactical reporting. This is what I mean by sequenced tasks.

The other type of order we are interested in is called structure. For example, if three tasks are involved, one and two could be done in either order, but they both must be done before Task 3. An attaché officer may have the task of conducting a briefing; he must compose the agenda for the briefing and notify the briefing participants before conducting the actual briefing, but the order in which he does these two preparatory tasks does not matter.

Other tasks may be independent; for example, the task of telephoning host country personnel can be considered independent of providing written summaries of foreign language technical reports.

Hand out cards and, using your example cards, demonstrate the activity of determining sequence; determining structure; and determining independence.

NOTES

_____

17

16

PRIORITY TASK DETERMINATION

MOS/JOB:

_____

TASK	ABBREVIATED DESCRIPTOR	Mission Criticality 1=very critical 2=critical 3=important 4=not so important				Foreign Language Necessity 1=very necessary 2=necessary 3=helpful 4=unnecessary				Performance Frequency 1=daily 2=weekly 3=monthly 4=less than monthly				Learning Difficulty 1=very difficult 2=difficult 3=about average 4=easy			
1	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

II-38

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the frequency with which it is used in the job task and its criticality to successful performance of the job task. For functions judged highly critical, please explain why it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY Very frequent			Not at all frequent	CRITICALITY Highly critical			Not at all critical	If criticality rating is 1, 2, or 3, answer this section: WHY CRITICAL?
exchange greetings	1 2 3 4 5				1 2 3 4 5				
request information or objects	1 2 3 4 5				1 2 3 4 5				
express opinion	1 2 3 4 5				1 2 3 4 5				
give information	1 2 3 4 5				1 2 3 4 5				
grant or deny requests	1 2 3 4 5				1 2 3 4 5				
ask questions	1 2 3 4 5				1 2 3 4 5				
argue/persuade	1 2 3 4 5				1 2 3 4 5				
state incomprehension	1 2 3 4 5				1 2 3 4 5				
express agreement/ disagreement	1 2 3 4 5				1 2 3 4 5				
ask for suggestion	1 2 3 4 5				1 2 3 4 5				
praise someone, something	1 2 3 4 5				1 2 3 4 5				
thank	1 2 3 4 5				1 2 3 4 5				
inquire about moral judgment	1 2 3 4 5				1 2 3 4 5				
apologize	1 2 3 4 5				1 2 3 4 5				

Indicate tasks by number and sequence.

Are there any tasks that are structured where Tasks 1 and 2 can be done in any order, but they both must be done before Task 3?

Are the rest of the tasks independent of one another, or is there something else we need to know about how they are put together?

CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

1=Knowledge in this area is CRITICAL
2=Knowledge in this area is VERY IMPORTANT
3=Knowledge in this area is IMPORTANT
4=Knowledge in this area is NOT VERY IMPORTANT
5=Knowledge in this area is NOT PART OF JOB
        REQUIREMENT

CULTURE AREA	RATINGS
Business customs	1 2 3 4 5
History	1 2 3 4 5
Local economy	1 2 3 4 5
Indigenous medical practices	1 2 3 4 5
Religion	1 2 3 4 5
Art	1 2 3 4 5
Music	1 2 3 4 5
Family structure	1 2 3 4 5
Attitude toward women	1 2 3 4 5
Attitude toward children	1 2 3 4 5
Attitude toward the elderly	1 2 3 4 5
Attitude toward foreigners	1 2 3 4 5
Buying/selling/bargaining	1 2 3 4 5
Agricultural practices	1 2 3 4 5
Use of drugs, alcohol	1 2 3 4 5
Others: (please list)	
1.	1 2 3 4 5
2.	1 2 3 4 5
3.	1 2 3 4 5
4.	1 2 3 4 5

COMMENTS

21

	Very frequent			Not at all fre- quent	Highly critical			Not at all cri- tical	WHY CRITICAL?
give directions	1	2	3	4 5	1	2	3	4 5	
give safety warnings	1	2	3	4 5	1	2	3	4 5	
express intention to do something	1	2	3	4 5	1	2	3	4 5	
express emotional state	1	2	3	4 5	1	2	3	4 5	
introduce one person to another	1	2	3	4 5	1	2	3	4 5	
correct (factual information)	1	2	3	4 5	1	2	3	4 5	

20

II-40

NOTE:

The pages which follow make up a Communicative Task Packet. It is used to obtain detailed information on each of the Communicative Activities identified earlier as part of the language requirement. Normally, several Communicative Task Packets would appear at this point. For reasons of cost-efficiency, we have included one example of a Packet in each of the Interview Routines (Sequential and Categorical).

23

FINAL CHECK

☐ Review job-task documentation arrangements that were done as part of the Communicative Task Statements.

NOTES _____

☐ Review arrangements for acquiring job products and/or conducting taping sessions.

NOTES _____

☐ Ask participant(s) if there is any other information that may be helpful or necessary in doing this analysis.

NOTES _____

22

COMMUNICATIVE TASK STATEMENT

Adjust questions to comply with the checked block.

☐ MOS holder/respondent does it

☐ Other MOS holders do it

☐ MOS holders should be required to do it

Supply communicative activity identification.

COMMUNICATIVE ACTIVITY

_____, TASK NO. _____

Number tasks sequentially.

JOB TASK STATEMENT

The activity of (communicative activity) is part of the job requirement. What particular job task or tasks does this activity support? That is, why is it your responsibility to do it?

_____

_____

_____

Documentation:

Is there any documentation for this job task, such as in a job description, soldier's manual, official directive, or the like?

☐ YES   Where can I find and reference it?

_____

_____

☐ NO   Can you tell me how it should be referenced?

_____

_____

TOPICS

What are the primary topics or subjects connected with your job (or with this communicative task)?

Determine the criticality to the mission, frequency of occurrence, and language difficulty of each topic.

KEY

CRITICALITY
1=critical
2=important
3=not so important

FREQUENCY
1=daily
2=weekly
3=monthly
4=less often

DIFFICULTY
1=very hard
2=hard
3=about average
4=easy

OPTION:

If topics are defined by the job holders as though they were job tasks, you may wish to use the TOPIC PRIORITY SHEET on the following page instead.

FILL OUT LEFT COLUMN IF APPLICABLE:

TOPIC

1. _____

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

☐ Crit   ☐ Freq   ☐ Diff

2. _____

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

☐ Crit   ☐ Freq   ☐ Diff

3. _____

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

☐ Crit   ☐ Freq   ☐ Diff

TOPIC PRIORITY DETERMINATION

MOS/JOB:

_____

		Mission Criticality	Foreign Language Necessity	Performance Frequency	Learning Difficulty
		1=very critical 2=critical 3=important 4=not so important	1=very necessary 2=necessary 3=helpful 4=unnecessary	1=daily 2=weekly 3=monthly 4=less than monthly	1=very difficult 2=difficult 3=about average 4=easy

TOPIC	ABBREVIATED DESCRIPTOR			
1	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

27

FILL OUT LEFT COLUMN IF APPLICABLE:

TOPIC

4. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

5. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

6. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

7. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

8. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

9. _____
   This topic is:
   ☐ True for all com. tasks
   ☐ Restricted to the fol-lowing com. tasks: ___/___
   ☐ Crit ☐ Freq ☐ Diff

26

AUDIENCE/RESPONDENT IDENTIFICATION

If applicable. complete this section.

Do you do this activity primarily with individuals, groups, or both?

☐ Individual   ☐ Group

_Knows the target language only
_All know the target language only

_Knows the target language and some English
_All know English only

_Knows both well
_Some know the target language only

_Knows English and some of the target language
_Some know English only

_Knows English only

The people involved in this activity are:

☐ Military personnel only
☐ Civilian personnel only
☐ Both military and civilian personnel

Are there any other particular characteristics of the people with whom you do this activity that are significant?

_____
_____
_____
_____
_____

28

CONDITIONS STATEMENT

We shall now discuss the conditions under which you do this task. (summarize the communicative task statement.)

ENVIRONMENT

Is this task performed in a professional environment, a social environment, or is it both; that is, doing business in a restaurant or at an official party, or the like?

☐ Professional
☐ Social
☐ Socioprofessional

MATERIALS/EQUIPMENT

Are there any materials and equipment used in performing this task?

☐ YES GO TO MATERIALS/EQUIPMENT LISTING
☐ NO GO TO PREPARATION TIME

MATERIALS/EQUIPMENT LISTING

Writing Equipment & Implements

pencils/pens
typewriters
brushes
paper
computer printers
other _____

References Sources

grammars
dictionaries
  standard
  technical
  conversational
other _____

NOTES
_____
_____
_____
_____
_____

29

SPEECH

Is the language used in this task primarily a technical language; that is, is it filled with technical words, technical jargon, or very set ways of saying things? For example, Air Traffic Controllers use the language in very set, predetermined sentences.

□ YES Techno-jargon

□ NO

Is the language used in this task very structured in a formal sense? For example, at official functions diplomats must often use a very formal style of language.

□ YES Formal

□ NO

Is the language used in this task more like the language you would associate with the man on the street; that is, is the normal spoken language of the country used?

□ YES Colloquial

□ NO How would you describe the language, since it does not seem to fit into any of the above?

Other: _____

Ask the following questions about speech and/or print as applicable.

Ask the question "other" if none of the above applied.

NOTES
_____
_____
_____
_____

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NOTES
_____
_____
_____
_____

Audio & Audio-Visual Equipment

__ tape recorder
__ radio/TV
__ tapes, discs
__ projector
__ other _____

Print Sources

__ books
__ articles
__ newspapers
__ journals
__ reports
__ official documents
__ official communiqués
__ letters
__ computer printout
__ training manuals
__ other

PREPARATION TIME

How much preparation time, if any, is required to adequately perform this task?

□ NO PREPARATION TIME REQUIRED

□ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

If preparation time is required, fill in minimum, maximum, and average times.

LINGUISTIC REGISTER

Now I am going to ask you about some of the characteristics of the language used in this task as you understand them.

30

LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language training courses?

KEY TERMS   ENGLISH MEANING

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

If copies are available, make arrangements to acquire them.

_____

_____

33

PRINT

Is the language used of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles?

☐ YES   Technical standard

☐ NO

Does the language follow a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard?

☐ YES   Literary standard

☐ NO

Is the language more informal, like the language used in personal letters or correspondence?

☐ YES   Informal

☐ NO   How would you describe the language, since it does not fit into any of the aforementioned categories?

_____

_____

_____

_____

32

NOTES _____

_____

_____

_____

STANDARDS STATEMENT

Can we get some examples of real job products of this task, make tapes of the task being performed, either actually or through simulation?

☐ Job Products. Arrangements for Acquisition: _____

_____

_____

☐ Taped Real-World Performance. Arrangements for Taping: _____

_____

_____

☐ Taped Simulation. Arrangements for Taping: _____

_____

_____

Go to Task Standards booklet, "Language Adequacy: Job Holders' Determination."

RETURN TO MAIN SECTION OF INTERVIEW (WHITE PAGES).

STRUCTURED
INTERVIEW
INSTRUMENT
(CATEGORICAL
ROUTINE)

STRUCTURED INTERVIEW: FL REQUIREMENTS FOR JOB TASKS

Survey Control Number: [_____]

Target MOS: _____

Date: ___/___/___   Interviewer: _____
    da. mo. yr.

Location: ☐ Job site ☐ Proponent school ☐ Other _____

☐ INDIVIDUAL INTERVIEW   MOS Holder ☐ Yes ☐ No

Rank/Title _____

Job Position _____

Target MOS Experience: _____ Years _____ Months

☐ GROUP INTERVIEW

No. of Participants _____   No. of MOS Holders _____

MOS Holders:

Rank	Experience	
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months

Other Participants

Title/Rank	Job Position
_____	_____
_____	_____
_____	_____

1

First, there are six (6) broad categories taken up one at a time.

LISTENING

SPEAKING FORMALLY

CONVERSATIONAL SPEAKING

READING

WRITING

TRANSLATING

In each of these broad categories, we will go over the various tasks, if any, that you actually do or may be required to do.

After we have identified the specific language tasks you are required or should be required to perform in every broad category, we shall go back and discuss specific details about each language task.

(Answer any questions at this time.)

GO TO NEXT TAB.

2

Do you, as an MOS _____, do the following:

☐ LISTENING

Do you use (target language) primarily for listening, such as for monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like?

☐ SPEAKING FORMALLY

Do you use your speaking skill primarily in conducting briefings, giving lectures, reading aloud--activities where you do most of the talking?

☐ CONVERSATIONAL SPEAKING

Do you speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting?

☐ WRITING

Do you write in (target language), such as correspondence, official letters, reports, memoranda, and the like?

☐ READING

Do you read in (target language), correspondence, reports, technical documents, and the like; for example, review, scan, and/or summarize?

☐ TRANSLATING

Do you write word-for-word translations from (target language) into English of any documents, reports, newspaper articles, technical documents, and the like?

NOTES

3

LISTENING

You indicated that LISTENING is part of your job requirement. I would like to find out more about your listening requirement.

☐ **L.1 MONITORING**

Do you monitor broadcasts, telephone conversations, and the like?

☐ **L.2 NOTES**

Do you participate as a listener in briefings, lectures, speeches, etc., conducted in the foreign language? Do you have to take extensive notes during this activity?

☐ **L.3 TAKES DICTATION**

Do you take dictation from someone either in person or from a dictaphone?

☐ **L.4 TRANSCRIBES**

Do you transcribe either by typing or in longhand verbatim transcripts in the original language from voice tapes, broadcasts, telephone conversations, and the like?

☐ **L.5 EXTRACTS**

Do you listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language?

Request documentation for each task indicated as a requirement. See the following two pages.

NOTES
_____
_____
_____
_____

4

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____ pg. no. _____

___ soldier's manual: title _____ pg. no. _____

___ other official directive: title _____ pg. no. _____

___ none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____ pg. no. _____

___ soldier's manual: title _____ pg. no. _____

___ other official directive: title _____ pg. no. _____

___ none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

Note: Each list of Communicative Activities by broad categories is normally followed by two (2) copies of the Documentation Form.

5

READING

You indicated that READING is part of your job requirement. Now I would like to find out the exact nature of this reading requirement.

☐ R.1 REVIEWS

Do you read official documents or articles for the purpose of understanding their contents in <u>depth</u> as opposed to just familiarizing yourself with them?

☐ R.2 SCANS

Do you read or scan (read quickly) searching for certain specific pieces of information in newspapers, reports, documents, and the like?

☐ R.3 GISTS

Do you read official documents, newspapers, and the like and prepare official summaries in writing of their contents?

☐ R.4 DIGESTS

Do you read documents, articles, or transcripts for the purpose of rendering key phrases, sentences, information, or thought into another language?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

7

SPEAKING FORMALLY

You indicated that SPEAKING FORMALLY is part of your job requirement. I need to know more about this formal speaking requirement.

☐ S.1 NARRATES

Do you read aloud to others, either announcements, ceremonially prepared statements, or scripts, bulletins, and news briefs for radio or TV broadcasts?

☐ S.2 INFORMS

Do you speak briefly from prepared notes to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like?

☐ S.3 BRIEFS

Do you do actual briefings in the foreign language that require you to prepare and deliver both formal and informal briefings for the host nation?

☐ S.4 LECTURES

Do you lecture or read papers in the foreign language?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

6

WRITING

You indicated that WRITING is part of your job requirement. Now I shall ask more about your writing need.

☐ **W.1 CORRESPONDS**

Do you write official correspondence and letters in the foreign language?

☐ **W.2 PREPARES REPORTS**

Do you prepare reports, either technical or administrative, in the foreign language?

☐ **W.3 PREPARES MEMORANDA**

Do you prepare memoranda and notices for in-house distribution in the foreign language?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

Notes

_____

_____

_____

_____

_____

8

CONVERSATIONAL SPEAKING

You indicated that CONVERSATIONAL SPEAKING is part of your job requirement. Let's go into conversational speaking in greater detail.

☐ **C.1 CONVERSES**

Do you talk with native speakers face-to-face in general conversations on a variety of topics?

☐ **C.2 TELEPHONES**

Do you talk with native speakers on the telephone?

☐ **C.3 INTERVIEWS**

Do you interview native speakers for job positions, news releases, general information on job related topics, and the like?

☐ **C.4 INTERROGATES**

Do you interrogate sources, POWs, and the like to acquire strategic information?

☐ **C.5 INTERPRETS**

Do you do simultaneous translating; that is, do you do highly skilled interpreting so that information can be precisely passed back and forth between English speakers and foreign speakers?

☐ **C.6 FACILITATES**

Do you assist in verbal communications between English speakers and foreign speakers; that is, do you help the two parties get the gist, the general idea, of what is being said?

☐ **C.7 DEMONSTRATES**

Do you show people or instruct people in: the use of equipment, machinery, such as operating a vehicle, disassembling a rifle, repairing a radio? This is a "hands-on" type of instruction, rather than extensive presentation and discussion.

9

☐ T.0 TRANSLATING

You indicated the major descriptor TRANSLATING as part of your job requirement. This means that you need to be able to write word-for-word translations from foreign-language documents, articles, reports, or letters into English.

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

NOTES

_____

_____

_____

_____

_____

☐ C.8 TEACHING

Do you teach formally? That is, do you teach concepts and ideas to students, asking and answering questions frequently?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

NOTES

_____

_____

_____

_____

_____

TASK PRIORITY

You have identified _____ tasks that require a foreign language communicative skill.

Now I shall ask you four (4) questions about each task:

How critical is, or probably will be, each job task to the success of the mission?

How necessary is the foreign language skill to the accomplishment of each task?

How frequently do MOS holders perform each task, either now or in the future?

How difficult is it to learn the foreign language skill for each task?

Have participants fill in Priority Task Determination sheets.

During this participant activity, write the task number and abbreviated descriptors on the cards provided to help in laying out sequence and structure as part of the next activity.

NOTES

_____
_____
_____
_____
_____
_____

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OTHER TASKS

Are there any other tasks you do that require you to use your language skill?

0.1 TASK DESCRIPTION

_____
_____
_____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

job description: title _____
                 pg. no. _____

soldier's manual: title _____
                  pg. no. _____

other official directive: title _____
                          pg. no. _____

none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

0.2 TASK DESCRIPTION

_____
_____
_____

NOW THAT YOU HAVE IDENTIFIED ALL TASKS, GO TO THE TASK PACKETS TO DEVELOP DETAILED INFORMATION.

12

TASK RELATIONSHIPS

Now I would like for you to work on how these tasks fit together. Here are cards with the tasks you have already identified written on them. I am trying to find out whether the tasks have to be performed in a predetermined order. One type of order is sequential; that is, you must do Task 1, then Task 2, then Task 3. For example, an interrogator must read the documents found on a source before actually interrogating him; the task of reading documents must precede the task of interrogation. Obviously, the task of interrogation must come before the task of tactical reporting. This is what I mean by sequenced tasks.

The other type of order we are interested in is called structure. For example, if three tasks are involved, one and two could be done in either order, but they both must be done before Task 3. An attaché officer may have the task of conducting a briefing; he must compose the agenda for the briefing and notify the briefing participants before conducting the actual briefing, but the order in which he does these two preparatory tasks does not matter.

Other tasks may be independent; for example, the task of telephoning host country personnel can be considered independent of providing written summaries of foreign language technical reports.

Hand out cards and, using your example cards, demonstrate the activity of determining sequence; determining structure; and determining independence.

NOTES

|||||

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PRIORITY TASK DETERMINATION

MOS/JOB:

_____

	Mission Criticality	Foreign Language Necessity	Performance Frequency	Learning Difficulty
	1=very critical 2=critical 3=important 4=not so important	1=very necessary 2=necessary 3=helpful 4=unnecessary	1=daily 2=weekly 3=monthly 4=less than monthly	1=very difficult 2=difficult 3=about average 4=easy

TASK	ABBREVIATED DESCRIPTOR	Mission Criticality	Foreign Language Necessity	Performance Frequency	Learning Difficulty
1	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

14

LANGUAGE FUNCTIONS

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the <u>frequency</u> with which it is used in the job task and its <u>criticality</u> to successful performance of the job task. For functions judged highly critical, please explain <u>why</u> it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY Very frequent			Not at all frequent		CRITICALITY Highly critical			Not at all critical		If criticality rating is 1, 2, or 3, answer this section: WHY CRITICAL?
exchange greetings	1	2	3	4	5	1	2	3	4	5	
request information or objects	1	2	3	4	5	1	2	3	4	5	
express opinion	1	2	3	4	5	1	2	3	4	5	
give information	1	2	3	4	5	1	2	3	4	5	
grant or deny requests	1	2	3	4	5	1	2	3	4	5	
ask questions	1	2	3	4	5	1	2	3	4	5	
argue/persuade	1	2	3	4	5	1	2	3	4	5	
state incomprehension	1	2	3	4	5	1	2	3	4	5	
express agreement/ disagreement	1	2	3	4	5	1	2	3	4	5	
ask for suggestion	1	2	3	4	5	1	2	3	4	5	
praise someone, something	1	2	3	4	5	1	2	3	4	5	
thank	1	2	3	4	5	1	2	3	4	5	
inquire about moral judgment	1	2	3	4	5	1	2	3	4	5	
apologize	1	2	3	4	5	1	2	3	4	5	

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Indicate tasks by number and sequence.

Are there any tasks that are structured where Tasks 1 and 2 can be done in any order, but they both must be done before Task 3?

Are the rest of the tasks independent of one another, or is there something else we need to know about how they are put together?

16

CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

1=Knowledge in this area is CRITICAL
2=Knowledge in this area is VERY IMPORTANT
3=Knowledge in this area is IMPORTANT
4=Knowledge in this area is NOT VERY IMPORTANT
5=Knowledge in this area is NOT PART OF JOB REQUIREMENT

CULTURE AREA	RATINGS				
Business customs	1	2	3	4	5
History	1	2	3	4	5
Local economy	1	2	3	4	5
Indigenous medical practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family structure	1	2	3	4	5
Attitude toward women	1	2	3	4	5
Attitude toward children	1	2	3	4	5
Attitude toward the elderly	1	2	3	4	5
Attitude toward foreigners	1	2	3	4	5
Buying/selling/bargaining	1	2	3	4	5
Agricultural practices	1	2	3	4	5
Use of drugs, alcohol	1	2	3	4	5
Others: (please list)					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5

COMMENTS

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	Very frequent			Not at all fre-quent		Highly critical			Not at all cri-tical		WHY CRITICAL?
give directions	1	2	3	4	5	1	2	3	4	5	
give safety warnings	1	2	3	4	5	1	2	3	4	5	
express intention to do something	1	2	3	4	5	1	2	3	4	5	
express emotional state	1	2	3	4	5	1	2	3	4	5	
introduce one person to another	1	2	3	4	5	1	2	3	4	5	
correct (factual information)	1	2	3	4	5	1	2	3	4	5	

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COMMUNICATIVE TASK: PACKET FOR CATEGORICAL ROUTINE

THIS TASK PACKET CONTAINS THE DATA FOR:

LISTENING

___ L.1 Monitor
___ L.2 Note
___ L.3 Take dictation
___ L.4 Transcribe

READING

___ R.1 Review
___ R.2 Scan
___ R.3 Gist

SPEAKING FORMALLY

___ S.1 Narrate
___ S.2 Inform
___ S.3 Brief
___ S.4 Lecture

WRITING

___ W.1 Correspond
___ W.2 Prepare reports
___ W.3 Prepare memoranda

CONVERSATIONAL SPEAKING

___ C.1 Converse
___ C.2 Telephone
___ C.3 Interview
___ C.4 Interrogate
___ C.5 Interpret
___ C.6 Facilitate
___ C.7 Demonstrate
___ C.8 Teach

TRANSLATING

___ T.0 Translate

OTHER

___ 0.1
___ 0.2
___ 0.3

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FINAL CHECK

▢ Review job-task documentation arrangements that were done as part of the Communicative Task Statements.

NOTES _____
_____
_____

▢ Review arrangements for acquiring job products and/or conducting taping sessions.

NOTES _____
_____
_____

▢ Ask participant(s) if there is any other information that may be helpful or necessary in doing this analysis.

NOTES _____
_____
_____

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OPTION:

If topics are defined by the job holders as though they were job tasks, you may wish to use the TOPIC PRIORITY SHEET on the following page instead.

TOPICS

What are the primary topics or subjects connected with your job (or with this communicative task)?

Determine the criticality to the mission, frequency of occurrence, and language difficulty of each topic.

KEY

CRITICALITY
1=critical
2=important
3=not so important

FREQUENCY
1=daily
2=weekly
3=monthly
4=less often

DIFFICULTY
1=very hard
2=hard
3=about average
4=easy

FILL OUT LEFT COLUMN IF APPLICABLE:

TOPIC

1. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

2. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

3. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

FILL OUT LEFT COLUMN IF APPLICABLE:

TOPIC

4. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

5. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

6. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

7. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

8. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

9. _____

☐ Crit ☐ Freq ☐ Diff

This topic is:
☐ True for all com. tasks
☐ Restricted to the following com. tasks: ___

AUDIENCE/RESPONDENT IDENTIFICATION

If applicable, complete this section.

Do you do this activity primarily with individuals, groups, or both?

☐ Individual ☐ Group

___ Knows the target language only _All know the target language only

___ Knows the target language and some English _All know English only

___ Knows both well ___ Some know the target language only

___ Knows English and some of the target language ___ Some know English only

___ Knows English only

The people involved in this activity are:

☐ Military personnel only

☐ Civilian personnel only

☐ Both military and civilian personnel

Are there any other particular characteristics of the people with whom you do this activity that are significant?

_____

_____

_____

_____

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TOPIC PRIORITY DETERMINATION

MOS/JOB:

_____

		Mission Criticality				Foreign Language Necessity				Performance Frequency				Learning Difficulty			
		1=very critical				1=very necessary				1=daily				1=very difficult			
		2=critical				2=necessary				2=weekly				2=difficult			
		3=important				3=helpful				3=monthly				3=about average			
		4=not so important				4=unnecessary				4=less than monthly				4=easy			
TOPIC	ABBREVIATED DESCRIPTOR																	
1	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12	_____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

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CONDITIONS STATEMENT

We shall now discuss the conditions under which you do this task. (summarize the communicative task statement.)

ENVIRONMENT

Is this task performed in a professional environment, a social environment, or is it both; that is, doing business in a restaurant or at an official party, or the like?

☐ Professional

☐ Social

☐ Socioprofessional

MATERIALS/EQUIPMENT

Are there any materials and equipment used in performing this task?

☐ YES GO TO MATERIALS/EQUIPMENT LISTING

☐ NO GO TO PREPARATION TIME

MATERIALS/EQUIPMENT LISTING

Writing Equipment & Implements

_pencils/pens
_typewriters
_brushes
_paper
_computer printers
_other

Reference Sources

_grammars
_dictionaries
_standard
_technical
_conversational
_other

NOTES

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Audio & Audio-Visual Equipment

_tape recorder
_radio/TV
_tapes, discs
_projector
_other

Print Sources

_books
_articles
_newspapers
_journals
_reports
_official documents,
_official communiques
_letters
_computer printout
_training manuals
_other

PREPARATION TIME

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

If preparation time is required, fill in minimum, maximum, and average times.

Minimum time:
_ days _ hrs. _ mins.

Maximum time:
_ days _ hrs. _ mins.

Average time:
_ days _ hrs. _ mins.

LINGUISTIC REGISTER

Now I am going to ask you about some of the characteristics of the language used in this task as you understand them.

NOTES

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PRINT

Is the language used of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles?

☐ YES Technical standard

☐ NO

Does the language follow a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard?

☐ YES Literary standard

☐ NO

Is the language more informal, like the language used in personal letters or correspondence?

☐ YES Informal

☐ NO How would you describe the language, since it does not fit into any of the aforementioned categories?

_____

NOTES

_____
_____
_____
_____
_____

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SPEECH

Ask the following questions about speech and/or print as applicable.

Is the language used in this task primarily a technical language; that is, is it filled with technical words, technical jargon, or very set ways of saying things? For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES Techno-jargon

☐ NO

Is the language used in this task very structured in a formal sense? For example, at official functions diplomats must often use a very formal style of language.

☐ YES Formal

☐ NO

Is the language used in this task more like the language you would associate with the man on the street; that is, is the normal spoken language of the country used?

☐ YES Colloquial

☐ NO How would you describe the language, since it does not seem to fit into any of the above?

Ask the question "Other" if none of the above applied.

Other: _____
_____
_____

NOTES

_____
_____
_____
_____
_____

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STANDARDS STATEMENT

Can we get some examples of real job products of this task, make tapes of the task being performed, either actually or through simulation?

[ ] Job Products. Arrangements for Acquisition: _____
_____
_____

[ ] Taped Real-World Performance. Arrangements for Taping: _____
_____
_____

[ ] Taped Simulation. Arrangements for Taping: _____
_____
_____

Go to Task Standards booklet, "Language Adequacy: Job Holders' Determination."

RETURN TO MAIN SECTION OF INTERVIEW (WHITE PAGES).

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LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language training courses?

KEY TERMS ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

If copies are available, make arrangements to acquire them.

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Observation Instrument: Notes

●The Structured Interview instrument specifies both a set of procedures and an order in which they should be carried out.   In contrast, the Structured Observation instrument specifies aspects of job performance to which attention should be directed, but does not specify a sequence of steps.

●In certain circumstances it is advisable to have the jobholder tape record samples of his/her own job performance without the presence of the task analyst. Examples of these circumstances might be situations where: (a) the job holder engages in one activity for long periods, and the analyst's time would be wasted if he/she observed all of it, or (b) ones in which the jobholder engages in an activity only occasionally at a time which does not coincide with the analyst's scheduled observation period.

STRUCTURED OBSERVATION INSTRUMENT

STRUCTURED OBSERVATION: FL REQUIREMENTS FOR JOB TASKS

Control Number: _____

1.0 Orientation Data

1.1 Target MOS _____

1.2 Location: ☐ Job Site ☐ Proponent School ☐ Other

1.3 Observation of:
☐ Actual job performance
☐ Simulated MOS job performance

1.4 Rank/Title of Job holder _____

Job position _____

Present MOS holder ☐ Yes ☐ No ☐ Simulation

Target MOS experience: _____ years _____ months ☐ none

2.0 Job Task Description

2.1 Overall job task: _____

Briefly describe job task in a few words or a sentence:

_____

_____

_____

3.0 Language Use

3.1 Number of communicators:

3.1.1 In this task, the job holder addresses

☐ One ☐ A few ☐ A large group of persons
...at a time.

☐ Item not applicable to this task

3.1.2 In this task,

☐ One ☐ A small number ☐ A large group
...of speakers address the job holder at one time.

☐ Item not applicable to this task

1

3.2 Identities of communicators:

In this task, the job holder communicates with: (Check all that apply)

☐ Host-country military

☐ US military

☐ US non-military

☐ Host-country non-military employees, e.g. secretaries

☐ Host-country non-military (friends, relatives of host military, civilian suppliers)

3.3 Role of communicators

The act of communication contributes to the existence of or creates a social relationship between speaker and addressee. Language roles function as stimulus cues which help to determine the form of the language interaction.

Which of the following social roles describe the job holder's relations with the addressee/speaker in the performance of this job task?

Check all that apply:

☐ Superior rank/subordinate rank

☐ Colleague/colleague

☐ Older/younger

☐ Instructor/pupils

☐ Asker/giver

☐ Important/less important

☐ Buyer/seller

☐ Expert/novice

☐ Expert/expert

☐ Friend/friend

☐ Acquaintance/acquaintance

☐ Stranger/stranger

☐ Technical expert/technical expert

☐ Technical expert/lay person, non-expert

2

3.4 Language of Communication

3.4.1 In this task, the language used is: | In communicating with:

☐ English only

☐ Target language only

☐ mostly English, minimal target

☐ mostly target, minimal English

3.4.2 If the language used differs with the categories of persons in 3.2 above, then indicate which language is used with which persons in the column to the right of 3.3.

3.5 Means of Communication

☐ spontaneous speech/direct listening

☐ spontaneous speech/indirect listening (television, radio, tape recordings, telephone)

☐ formal speech/direct listening (lecture, briefing, demonstration of process, product)

☐ formal speech/indirect listening (film, sound filmstrip, radio monitoring, television, tape recording)

☐ print

☐ gesture/mime

3.6 Language tasks:

Check all language tasks performed by the job holder in this job task:

a. ☐ speaks

b. ☐ listens

c. ☐ writes

  i. ☐ technical manuals

  ii. ☐ correspondence

  iii. ☐ memoranda, notes

  iv. ☐ articles

  v. ☐ reports in: ___ English
            ___ target language

3

d. ☐ read:

   i. ☐ correspondence

   ii. ☐ newspapers, magazines

   iii. ☐ technical manuals

e. ☐ translates

f. ☐ telephones

Comments/Notes: _____

_____

3.7 Language Functions

Language functions are the purposes people use language to accomplish.

Check all the language functions involved in the performance of this task:

☐ exchange greetings

☐ request information or objects

☐ express opinion

☐ give information

☐ grant or deny requests

☐ ask questions

☐ argue/persuade

☐ state incomprehension

☐ express agreement/disagreement

☐ ask for suggestion

☐ praise someone, something

☐ thank

☐ inquire about moral judgment:

☐ apologize

Comments/Notes: _____

4

☐ give directions

☐ give safety warnings

☐ express intention to do something

☐ express emotional state

☐ introduce one person to another

☐ correct (factual information)

Comments/Notes: _____

3.8 Topics: List all topics discussed during the performance of this task. Classify each topic as: technical(T) or non-technical (N) and indicate whether discussion of it took place in the target language (TL) or English (E).

Topic	Technical (T)/ Non-technical (N)	Target language (TL)/English (E)

5

3.9.2 Indicate the degree of language skill demonstrated by the job holder in performing this task on each of the scale below. If the scale is not applicable to the task you are considering, check the box labeled "does not apply."

JOB HOLDER AS A SPEAKER   ▢ DOES NOT APPLY

a. many hesitations, long pauses, complete breakdown of utterance. |————|————| no hesitations, rhythm matches native speakers of TL.

b. lacks correct vocabulary; depends on gestures, pointing |————|————| wide vocabulary, discusses wide range of topics in depth with ease.

c. addresses often ask for repetitions. |————|————| addresses seldom ask for repetitions.

d. addressee seems confused, does wrong thing in response to job holder request. |————|————| addressee follows directions by job holder without signs of confusion.

JOB HOLDER AS A LISTENER   ▢ DOES NOT APPLY

a. job holder frequently asks for repetition. |————|————| job holder never asks for repetition.

b. job holder transcribing leaves large gaps in transcription. |————|————| job holder produces complete transcription.

c. job holder frequently makes mistakes in responding to speaker request. |————|————| job holder fulfills speaker requests accurately.

7

Topic	Technical (T)/ Non-technical (N)	Target Language (TL)/English (E)
	————	————
	————	————
	————	————
	————	————
	————	————
	————	————

3.9 Degree of skill required:

For some job tasks with a language requirement, it is necessary that the job holder have a high degree of skill with the language to function effectively. For other job tasks, a minimal degree of skill in the target language is enough to get the job done.

3.9.1 In your observation, what percentage of the communication necessary for the task takes place in the target language?

▢ minimal target language: less than 10%

▢ a small amount: 10-25%

▢ a medium amount; 25-55%

▢ quite a lot; 55-75%

▢ mostly target language: 75-99%

6

JOB HOLDER AS A READER/WRITER/TRANSLATOR ▱ DOES NOT APPLY

a. | job holder reads at a very slow speed, with apparent difficulty. |———|———|———| job holder reads very quickly.

b. | job holder constantly asks others for help in composition, interpretation. |———|———|———| job holder works independently with TL materials.

c. | job holder looks up every word in a sequence in the dictionary. |———|———|———| job holder reads/writes without dictionary.

d. | job holder consults grammar book for each form encountered. |———|———|———| job holder reads/writes/translates without using grammar book.

8

Initial Survey Instrument: Notes

● The Initial Survey instrument is a version of the Structured Interview instrument which has been modified for independent use by the job holder when a site visit by a task analyst is not possible.

● Since the Initial Survey instrument is composed of two sections, Part A and Part B, it is important that the job holder is careful to:

1) complete both parts

2) accurately follow the directions for moving between the parts

▶▲▲ START HERE

QUESTIONNAIRE SURVEY

PART A

- Read instructions carefully.
- This package contains three items:
  - Book 1: Questionnaire survey Part A
  - Book 2: Questionnaire survey Part B
  - Return envelope
- Start with Part A.
- After completing Part A and Part B, gather all job products, documentation & examples.
- Put Part A, Part B, all documentation and any job products, tapes, or language examples in the return envelope.
- Return completed survey package.

INITIAL SURVEY INSTRUMENT

DEMOGRAPHIC DATA

Survey Control Number: [____]

Social Security No. _____ (optional)

MOS _____ Rank/Title _____

Job Experience _____ years _____ months

- -

I, as an MOS _____, do the following:

☐ LISTENING: Use (target language) primarily for listening, such as for monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like.

☐ SPEAKING FORMALLY: Use your speaking skill primarily in conducting briefings, giving lectures, reading aloud—activities where you do most of the talking.

☐ CONVERSATIONAL SPEAKING: Speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting.

☐ WRITING: Write in (target language), such as correspondence, official letters, reports, memoranda, and the like.

☐ READING: Read in (target language), correspondence, reports, technical documents, and the like; for example, review, scan, and/or summarize.

☐ TRANSLATING: Write word-for-word translations from (target language) into English of any documents, reports, newspaper articles, technical documents, and the like.

- -

● GO TO PART B, BOOK 2. COMPLETE THOSE SECTIONS THAT ARE PART OF YOUR JOB REQUIREMENT AS YOU INDICATED ABOVE.

RETURN HERE, PAGE 1 OF PART A, AFTER YOU COMPLETE PART B.

- -

● IF YOU ARE AT THIS POINT, YOU HAVE FINISHED ALL OF PART B, BOOK 2. IF YOU HAVE NOT FINISHED PART B, BOOK 2, RETURN TO IT NOW. IF YOU HAVE FINISHED PART B, PLEASE TURN THE PAGE.

1

The purpose of this survey is to assess the nature of the language requirement in military jobs for which knowledge of a language other than English is necessary. The survey asks for your knowledge and experience-based judgments about the foreign-language requirements of your job. It is not an evaluation of your job performance.

The information which you provide will contribute to the ongoing efforts of instructional developers to make language-training programs fit the needs of job holders and user agencies.

Thank you for your cooperation.

TASK PRIORITY

● If you are at this page, you have finished Part B, Book 2. Take the TASK PRIORITY CHECK LIST that you filled out as you completed the task packet in Part B. Now you will use the information you have recorded on the TASK PRIORITY CHECKLIST to fill out the PRIORITY TASK DETERMINATION sheet on the page following this.

● Copy the reference numbers of the tasks you have identified as ones you perform onto the blanks in the left-hand column of the PRIORITY TASK DETERMINATION sheet.

● Rate the mission criticality, foreign-language necessity, frequency of performance, and learning difficulty of each task answering to the following questions:

1. HOW CRITICAL IS, OR WILL BE, THIS JOB TASK TO THE SUCCESS OF THE MISSION?

2. HOW NECESSARY IS THE FOREIGN-LANGUAGE SKILL TO THE ACCOMPLISHMENT OF THIS TASK?

3. HOW FREQUENTLY WILL YOU PERFORM THIS TASK?

4. HOW DIFFICULT IS IT TO LEARN THE FOREIGN-LANGUAGE SKILL FOR THIS TASK?

2

TASK PRIORITY CHECKLIST

LISTENING

___ L1

___ L2

___ L3

___ L4

READING

___ R1

___ R2

___ R3

SPEAKING FORMALLY

___ S1

___ S2

___ S3

___ S4

WRITING

___ W1

___ W2

___ W3

CONVERSATIONAL SPEAKING

___ C1

___ C2

___ C3

___ C4

___ C5

___ C6

TRANSLATING

___

OTHER

___ O1

___ O2

___ O3

3

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the frequency with which it is used in the job task and its criticality to successful performance of the job task. For functions judged highly critical, please explain why it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY Very frequent → Not at all frequent					CRITICALITY Highly critical → Not at all critical					If criticality rating is 1, 2, or 3, answer this section: WHY CRITICAL?
exchange greetings	1	2	3	4	5	1	2	3	4	5	
request information or objects	1	2	3	4	5	1	2	3	4	5	
express opinion	1	2	3	4	5	1	2	3	4	5	
give information	1	2	3	4	5	1	2	3	4	5	
grant or deny requests	1	2	3	4	5	1	2	3	4	5	
ask questions	1	2	3	4	5	1	2	3	4	5	
argue/persuade	1	2	3	4	5	1	2	3	4	5	
state incomprehension	1	2	3	4	5	1	2	3	4	5	
express agreement/ disagreement	1	2	3	4	5	1	2	3	4	5	
ask for suggestion	1	2	3	4	5	1	2	3	4	5	
praise someone, something	1	2	3	4	5	1	2	3	4	5	
thank	1	2	3	4	5	1	2	3	4	5	
inquire about moral judgment	1	2	3	4	5	1	2	3	4	5	
apologize	1	2	3	4	5	1	2	3	4	5	

CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

1=Knowledge in this area is CRITICAL
2=Knowledge in this area is VERY IMPORTANT
3=Knowledge in this area is IMPORTANT
4=Knowledge in this area is NOT VERY IMPORTANT
5=Knowledge in this area is NOT PART OF JOB REQUIREMENT

CULTURE AREA	RATINGS				
Business customs	1	2	3	4	5
History	1	2	3	4	5
Local economy	1	2	3	4	5
Indigenous medical practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family structure	1	2	3	4	5
Attitude toward women	1	2	3	4	5
Attitude toward children	1	2	3	4	5
Attitude toward the elderly	1	2	3	4	5
Attitude toward foreigners	1	2	3	4	5
Buying/selling/bargaining	1	2	3	4	5
Agricultural practices	1	2	3	4	5
Use of drugs, alcohol	1	2	3	4	5
Others: (please list)					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5

COMMENTS

QUESTIONNAIRE SURVEY

PART B

FILL OUT ONLY THOSE SECTIONS WHICH APPLY TO YOUR JOB.

LISTENING . . . . TAB L
SPEAKING FORMALLY . . . . . TAB F
CONVERSATIONAL SPEAKING . . TAB C
READING . . . . TAB R
WRITING . . . . TAB W
TRANSLATING . . . . TAB T

FILL OUT ANY TASKS THAT WERE NOT COVERED BY THE ABOVE CATEGORIES . . . TAB O

RETURN TO PART A, PAGE 1.

	Very frequent				Not at all frequent	Highly critical				Not at all critical	WHY CRITICAL?
give directions	1	2	3	4	5	1	2	3	4	5	
give safety warnings	1	2	3	4	5	1	2	3	4	5	
express intention to do something	1	2	3	4	5	1	2	3	4	5	
express emotional state	1	2	3	4	5	1	2	3	4	5	
introduce one person to another	1	2	3	4	5	1	2	3	4	5	
correct (factual information)	1	2	3	4	5	1	2	3	4	5	

COMMUNICATIVE TASK STATEMENT

LISTENING

You checked the major descriptor that indicates that LISTENING is part of your job requirement. Place an "x" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of LISTENING.

___ L.1 I monitor broadcasts, telephone conversations, and the like.

___ L.2 I participate as a listener in briefings, lectures, speeches, etc., conducted in the foreign language. I have to take extensive notes during this activity.

___ L.3 I take dictation from someone either in person or from a dictaphone.

___ L.4 I transcribe either by typing or in longhand verbatim transcripts in the original language from voice tapes, broadcasts, telephone conversations, and the like.

___ L.5 I listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language.

DOCUMENTATION FOR L____

A description or reference to this task can be found in:

___ job description: _____ title
                     _____ pg. no.

___ soldier's manual: _____ title
                      _____ pg. no.

___ other official directive: _____ title
                             _____ pg. no.

___ none of the above. The requirement for this job task comes from:

□ local custom

□ request by host country military personnel

□ verbal directive by superior

□ personal initiative

□ other _____

8

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

___ job description: _____ title
                     _____ pg. no.

___ soldier's manual: _____ title
                      _____ pg. no.

___ other official directive: _____ title
                             _____ pg. no.

___ none of the above. The requirement for this job task comes from:

□ local custom

□ request by host country military personnel

□ verbal directive by superior

□ personal initiative

□ other

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

___ job description: _____ title
                     _____ pg. no.

___ soldier's manual: _____ title
                      _____ pg. no.

___ other official directive: _____ title
                             _____ pg. no.

___ none of the above. The requirement for this job task comes from:

□ local custom

□ request by host country military personnel

□ verbal directive by superior

□ personal initiative

□ other _____

9

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

```
        frequency of occurrence
        language difficulty
        criticality to the mission
```

according to the scale given below.

KEY

Criticality: 1=critical
               2=important
               3=not so important

Frequency: 1=daily
               2=weekly
               3=monthly
               4=less often

Difficulty: 1=very hard
               2=hard
               3=about average
               4=easy

TOPIC(S)

1. _____   Crit ___
                                  Freq ___
                                  Diff ___

2. _____   Crit ___
                                  Freq ___
                                  Diff ___

3. _____   Crit ___
                                  Freq ___
                                  Diff ___

4. _____   Crit ___
                                  Freq ___
                                  Diff ___

5. _____   Crit ___
                                  Freq ___
                                  Diff ___

6. _____   Crit ___
                                  Freq ___
                                  Diff ___

10

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

▱ INDIVIDUALS

▱ GROUPS

▱ BOTH

Check the following, if applicable:

INDIVIDUAL

___ Knows the target language only
___ Knows the target language and some English
___ Knows both well
___ Knows English and some of the target language
___ Knows English only

GROUP

___ All know the target language only
___ All know English only
___ Some know the target language only
___ Some know English only

The people involved in this activity are:

___ Military personnel only
___ Civilian personnel only
___ Both military and civilian personnel

Is your rank:
___ superior to the respondent(s)?
___ equal to the respondent(s)?
___ subordinate to the respondent(s)?

11

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

□ PROFESSIONAL

□ SOCIAL

□ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

□ YES

□ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

___ pencils/pens
___ typewriters
___ brushes
___ paper
___ computer printers
___ other _____

Reference Sources

___ grammars
___ dictionaries
___ standard
___ technical
___ conversational
___ other _____

Audio & Audio-Visual Equipment

___ tape recorder
___ radio/TV
___ tapes, discs
___ projector
___ other _____

Print Sources

___ books
___ articles
___ newspapers
___ journals
___ reports
___ official documents
___ official communiqués
___ letters
___ computer printout
___ training manuals
___ other _____

How much preparation time, if any, is required to adequately perform this task?

□ NO PREPARATION TIME REQUIRED

□ PREPARATION TIME REQUIRED

Minimum time:
___ days ___ hrs. ___ mins.

Maximum time:
___ days ___ hrs. ___ mins.

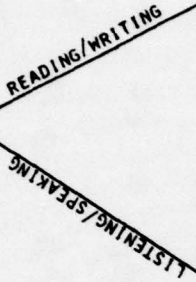Average time:
___ days ___ hrs. ___ mins.

LANGUAGE STYLE

A. When performing this task, I use:

___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

LISTENING/SPEAKING

The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.
▱ YES
▱ NO

The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.
▱ YES
▱ NO

The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.
▱ YES
▱ NO

READING/WRITING

The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.
▱ YES
▱ NO

The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.
▱ YES
▱ NO

The language used in this task is more informal, like the language used in personal letters or correspondence.
▱ YES
▱ NO

OR

▱ None of the above describes the language style used in this task. A better description would be:

_____
_____

15

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

▱ YES
▱ NO

If yes, describe them:

KEY TERMS	ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____
_____
_____
_____

14

COMMUNICATIVE TASK STATEMENT

SPEAKING FORMALLY

You checked the major descriptor that indicates that SPEAKING FOR-MALLY is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of SPEAKING FORMALLY.

____ S.1 I read aloud to others, either announcements, ceremonially prepared statements, or scripts, bulletins, and news briefs for radio or TV broadcasts.

____ S.2 I speak briefly from prepared notes to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like.

____ S.3 I do actual briefings in the foreign language that re-quire me to prepare and deliver both formal and informal briefings for the host nation.

____ S.4 I teach, instruct, or lecture in the foreign language.

DOCUMENTATION FOR S____

A description or reference to this task can be found in:

____ job description: title _____
                                pg. no. ____

____ soldier's manual: title _____
                                pg. no. ____

____ other official directive: title _____
                                pg. no. ____

____ none of the above. The requirement for this job task comes
from:

     ☐ local custom

     ☐ request by host country military personnel

     ☐ verbal directive by superior

     ☐ personal initiative

     ☐ other _____

16

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

____ job description: title _____
                                pg. no. ____

____ soldier's manual: title _____
                                pg. no. ____

____ other official directive: title _____
                                pg. no. ____

____ none of the above. The requirement for this job task comes
from:

     ☐ local custom

     ☐ request by host country military personnel

     ☐ verbal directive by superior

     ☐ personal initiative

     ☐ other _____

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

____ job description: title _____
                                pg. no. ____

____ soldier's manual: title _____
                                pg. no. ____

____ other official directive: title _____
                                pg. no. ____

____ none of the above. The requirement for this job task comes
from:

     ☐ local custom

     ☐ request by host country military personnel

     ☐ verbal directive by superior

     ☐ personal initiative

     ☐ other _____

17

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

    __ frequency of occurrence
    __ language difficulty
    __ criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
             2=important
             3=not so important

Frequency: 1=daily
            2=weekly
            3=monthly
            4=less often

Difficulty: 1=very hard
           2=hard
           3=about average
           4=easy

TOPIC(S)

1. _____ Crit ____
                      Freq ____
                      Diff ____

2. _____ Crit ____
                      Freq ____
                      Diff ____

3. _____ Crit ____
                      Freq ____
                      Diff ____

4. _____ Crit ____
                      Freq ____
                      Diff ____

5. _____ Crit ____
                      Freq ____
                      Diff ____

6. _____ Crit ____
                      Freq ____
                      Diff ____

18

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

  ▱ INDIVIDUALS

  ▱ GROUPS

  ▱ BOTH

Check the following, if applicable:

INDIVIDUAL

__ Knows the target language only
__ Knows the target language and some English
__ Knows both well
__ Knows English and some of the target language
__ Knows English only

GROUP

__ All know the target language only
__ All know English only
__ Some know the target language only
__ Some know English only

The people involved in this activity are:

__ Military personnel only
__ Civilian personnel only
__ Both military and civilian personnel

Is your rank:

__ superior to the respondent(s)?
__ equal to the respondent(s)?
__ subordinate to the respondent(s)?

19

Print Sources

___ books
___ articles
___ newspapers
___ journals
___ reports
___ official documents,
___ official communiqués
___ letters
___ computer printout
___ training manuals
___ other _____

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
___ days ___ hrs. ___ mins.

Maximum time:
___ days ___ hrs. ___ mins.

Average time:
___ days ___ hrs. ___ mins.

21

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

___ pencils/pens
___ typewriters
___ brushes
___ paper
___ computer printers
___ other _____

Reference Sources

___ grammars
___ dictionaries
___ standard
___ technical
___ conversational
___ other _____

Audio & Audio-Visual Equipment

___ tape recorder
___ radio/TV
___ tapes, discs
___ projector
___ other _____

20

LANGUAGE STYLE

A. When performing this task, I use:
___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

READING/WRITING

☐ YES
☐ NO
The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES
☐ NO
The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES
☐ NO
The language used in this task is more informal, like the language used in personal letters or correspondence.

LISTENING/SPEAKING

☐ YES
☐ NO
The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES
☐ NO
The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES
☐ NO
The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

OR

☐ None of the above describes the language style used in this task. A better description would be:
_____
_____

23

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES
☐ NO

If yes, describe them:

KEY TERMS	ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____
_____
_____

22

COMMUNICATIVE TASK STATEMENT

CONVERSATIONAL SPEAKING

You checked the major descriptor that indicates that CONVERSATIONAL SPEAKING is part of your job. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of CONVERSATIONAL SPEAKING.

C.1 I talk with native speakers face-to-face in general conversations.

C.2 I talk with native speakers on the telephone.

C.3 I interview native speakers for job positions, news releases, general information on job related topics, and the like.

C.4 I interrogate sources, POWs, and the like to acquire strategic information.

C.5 I do simultaneous translating; that is, I do highly skilled interpreting so that information can be precisely passed back and forth between English speakers and foreign speakers

C.6 I assist in verbal communications between English speakers and foreign speakers; that is, I help the two parties get the gist, the general idea, of what is being said.

C.7 I show people or instruct people in: the use of equipment, machinery, such as operating a vehicle, disassembling a rifle, repairing a radio. This is a "hands-on" type of instruction, rather than extensive presentation and discussion.

C.8 I teach formally; that is, I teach concepts and ideas to students, asking and answering questions frequently.

DOCUMENTATION FOR C.___

A description or reference to this task can be found in:

__ job description: title ___
    pg. no. ___

__ soldier's manual title ___
    pg. no. ___

__ other official directive: title ___
    pg. no. ___

__ none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other ___

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DOCUMENTATION FOR ___

A description or reference to this task can be found in:

__ job description: title ___
    pg. no. ___

__ soldier's manual: title ___
    pg. no. ___

__ other official directive: title ___
    pg. no. ___

__ none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other ___

DOCUMENTATION FOR ___

A description or reference to this task can be found in:

__ job description: title ___
    pg. no. ___

__ soldier's manual: title ___
    pg. no. ___

__ other official directive: title ___
    pg. no. ___

__ none of the above. The requirement for this job task comes from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other ___

25

TOPIC(S)

- List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

- For each topic you have listed, rate its

    ___ frequency of occurrence
    ___ language difficulty
    ___ criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
                 2=important
                 3=not so important

Frequency: 1=daily
                 2=weekly
                 3=monthly
                 4=less often

Difficulty: 1=very hard
                 2=hard
                 3=about average
                 4=easy

TOPIC(S)

1. _____ Crit ___ Freq ___ Diff ___

2. _____ Crit ___ Freq ___ Diff ___

3. _____ Crit ___ Freq ___ Diff ___

4. _____ Crit ___ Freq ___ Diff ___

5. _____ Crit ___ Freq ___ Diff ___

6. _____ Crit ___ Freq ___ Diff ___

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

___ Knows the target language only
___ Knows the target language and some English
___ Knows both well
___ Knows English and some of the target language
___ Knows English only

GROUP

___ All know the target language only
___ All know English only
___ Some know the target language only
___ Some know English only

The people involved in this activity are:

___ Military personnel only
___ Civilian personnel only
___ Both military and civilian personnel

Is your rank:
___ superior to the respondent(s)?
___ equal to the respondent(s)?
___ subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environ-
ment that is primarily professional,
or primarily social, or both (for ex-
ample, doing business at an official
party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment
used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment
used in performing this task.

Writing Equipment & Implements

__pencils/pens
__typewriters
__brushes
__paper
__computer printers
__other

Reference Sources

__grammars
__dictionaries
____standard
____technical
____conversational
____other

Audio & Audio-Visual Equipment

__tape recorder
__radio/TV
__tapes, discs
__projector
__other

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Print Sources

__books
__articles
__newspapers
__journals
__reports
__official documents
__official communiqués
__letters
__computer printout
__training manuals
__other

How much preparation time, if any, is
required to adequately perform this
task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

29

LANGUAGE STYLE

A. When performing this task, I use:

___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only.

B. Which of the following language styles best describe(s) the language you use in performing this task?

READING/WRITING

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.
☐ NO

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.
☐ NO

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.
☐ NO

LISTENING/SPEAKING

☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.
☐ NO

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.
☐ NO

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.
☐ NO

OR

☐ None of the above describes the language style used in this task. A better description would be:

_____

_____

31

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES
☐ NO

If yes, describe them:

KEY TERMS   ENGLISH MEANING

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____   _____
_____   _____
_____   _____

30

COMMUNICATIVE TASK STATEMENT

READING

You checked the major descriptor that indicates that READING is
part of you job requirement. Place an "X" on the line(s) beside
the minor descriptor(s) that most directly apply to your task(s)
of READING.

____ R.1 I read official documents or articles for the purpose of
understanding their contents in _depth_ as opposed to just
familiarizing myself with them.

____ R.2 I read or scan (read quickly) searching for certain speci-
fic pieces of information in newspapers, reports, docu-
ments, and the like.

____ R.3 I read official documents, newspapers, and the like and
prepare official summaries in writing of their contents.

____ R.4 I read documents, articles, or transcripts for the pur-
pose of rendering key phrases, sentences, information,
or thought into another language.

DOCUMENTATION FOR R____

A description or reference to this task can be found in:

____ job description: title _____
                              pg. no. _____

____ soldier's manual: title _____
                              pg. no. _____

____ other official directive: title _____
                              pg. no. _____

____ none of the above. The requirement for this job task comes
from:

◇ local custom

◇ request by host country military personnel

◇ verbal directive by superior

◇ personal initiative

◇ other _____

32

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

____ job description: title _____
                              pg. no. _____

____ soldier's manual: title _____
                              pg. no. _____

____ other official directive: title _____
                              pg. no. _____

____ none of the above. The requirement for this job task comes
from:

◇ local custom

◇ request by host country military personnel

◇ verbal directive by superior

◇ personal initiative

◇ other _____

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

____ job description: title _____
                              pg. no. _____

____ soldier's manual: title _____
                              pg. no. _____

____ other official directive: title _____
                              pg. no. _____

____ none of the above. The requirement for this job task comes
from:

◇ local custom

◇ request by host country military personnel

◇ verbal directive by superior

◇ personal initiative

◇ other _____

33

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

    frequency of occurrence
    language difficulty
    criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
              2=important
              3=not so important

Frequency: 1=daily
              2=weekly
              3=monthly
              4=less often

Difficulty: 1=very hard
              2=hard
              3=about average
              4=easy

TOPIC(S)

1. _____ Crit ___ Freq ___ Diff ___

2. _____ Crit ___ Freq ___ Diff ___

3. _____ Crit ___ Freq ___ Diff ___

4. _____ Crit ___ Freq ___ Diff ___

5. _____ Crit ___ Freq ___ Diff ___

6. _____ Crit ___ Freq ___ Diff ___

34

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

▢ INDIVIDUALS

▢ GROUPS

▢ BOTH

Check the following, if applicable:

INDIVIDUAL

___ Knows the target language only
___ Knows the target language and some English
___ Knows both well
___ Knows English and some of the target language
___ Knows English only

GROUP

___ All know the target language only
___ All know English only
___ Some know the target language only
___ Some know English only

The people involved in this activity are:

___ Military personnel only
___ Civilian personnel only
___ Both military and civilian personnel

Is your rank:

___ superior to the respondent(s)?
___ equal to the respondent(s)?
___ subordinate to the respondent(s)?

35

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements
_ pencils/pens
_ typewriters
_ brushes
_ paper
_ computer printers
_ other _____

Reference Sources
_ grammars
_ dictionaries
_ standard
_ technical
_ conversational
_ other _____

Audio & Audio-Visual Equipment
_ tape recorder
_ radio/TV
_ tapes, discs
_ projector
_ other _____

Print Sources
_ books
_ articles
_ newspapers
_ journals
_ reports
_ official documents
_ official communiqués
_ letters
_ computer printout
_ training manuals
_ other _____

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
_ days _ hrs. _ mins.

Maximum time:
_ days _ hrs. _ mins.

Average time:
_ days _ hrs. _ mins.

36

37

LANGUAGE STYLE

A. When performing this task, I use:

  ___ English only
  ___ mostly English, minimal use of target language
  ___ both English and target language
  ___ mostly target language, minimal use of English
  ___ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

LISTENING/SPEAKING   **READING/WRITING**

LISTENING/SPEAKING	READING/WRITING
☐ YES ☐ NO — The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.	☐ YES ☐ NO — The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.
☐ YES ☐ NO — The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.	☐ YES ☐ NO — The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.
☐ YES ☐ NO — The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.	☐ YES ☐ NO — The language used in this task is more informal, like the language used in personal letters or correspondence.

OR

☐ None of the above describes the language style used in this task. A better description would be:

_____

_____

39

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS	ENGLISH MEANING
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____

_____

_____

38

COMMUNICATIVE TASK STATEMENT

WRITING

You checked the major descriptor that indicates that WRITING is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of WRITING.

___ W.1 I write official correspondence and letters in the foreign language.

___ W.2 I prepare reports, either technical or administrative, in the foreign language.

___ W.3 I prepare memoranda and notices for in-house distribution in the foreign language.

DOCUMENTATION FOR W___

A description or reference to this task can be found in:

___ job description: title ___ pg. no. ___

___ soldier's manual: title ___ pg. no. ___

___ other official directive: title ___ pg. no. ___

___ none of the above. The requirement for this job task comes from:

▭ local custom

▭ request by host country military personnel

▭ verbal directive by superior

▭ personal initiative

▭ other ___

40

DOCUMENTATION FOR ___

A description or reference to this task can be found in:

___ job description: title ___ pg. no. ___

___ soldier's manual: title ___ pg. no. ___

___ other official directive: title ___ pg. no. ___

___ none of the above. The requirement for this job task comes from:

▭ local custom

▭ request by host country military personnel

▭ verbal directive by superior

▭ personal initiative

▭ other ___

DOCUMENTATION FOR ___

A description or reference to this task can be found in:

___ job description: title ___ pg. no. ___

___ soldier's manual: title ___ pg. no. ___

___ other official directive: title ___ pg. no. ___

___ none of the above. The requirement for this job task comes from:

▭ local custom

▭ request by host country military personnel

▭ verbal directive by superior

▭ personal initiative

▭ other ___

41

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

        frequency of occurrence
        language difficulty
        criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
                2=important
                3=not so important

Frequency: 1=daily
                2=weekly
                3=monthly
                4=less often

Difficulty: 1=very hard
                2=hard
                3=about average
                4=easy

TOPIC(S)

1. _____   Crit ___
                         Freq ___
                         Diff ___

2. _____   Crit ___
                         Freq ___
                         Diff ___

3. _____   Crit ___
                         Freq ___
                         Diff ___

4. _____   Crit ___
                         Freq ___
                         Diff ___

5. _____   Crit ___
                         Freq ___
                         Diff ___

6. _____   Crit ___
                         Freq ___
                         Diff ___

42

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

▱ INDIVIDUALS

▱ GROUPS

▱ BOTH

Check the following, if applicable:

INDIVIDUAL

___ Knows the target language only
___ Knows the target language and some English
___ Knows both well
___ Knows English and some of the target language
___ Knows English only

GROUP

___ All know the target language only
___ All know English only
___ Some know the target language only
___ Some know English only

The people involved in this activity are:

___ Military personnel only
___ Civilian personnel only
___ Both military and civilian personnel

Is your rank:

___ superior to the respondent(s)?
___ equal to the respondent(s)?
___ subordinate to the respondent(s)?

43

1.0

1.1

1.25   1.4   1.6

2.8   2.5

3.2   2.2

3.6

4.0   2.0
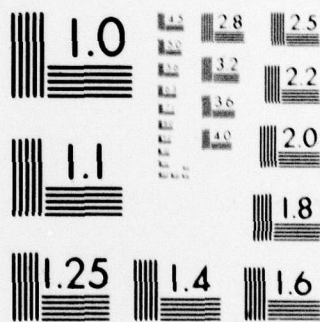
1.8

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

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task.

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements
__ Pencils/pens
__ typewriters
__ brushes
__ paper
__ computer printers
__ other

Reference Sources
__ grammars
__ dictionaries
____ standard
____ technical
____ conversational
____ other

Audio & Audio-Visual Equipment
__ tape recorder
__ radio/TV
__ tapes, discs
__ projector
__ other

44

Print Sources
__ books
__ articles
__ newspapers
__ journals
__ reports
__ official documents
__ official communiqués
__ letters
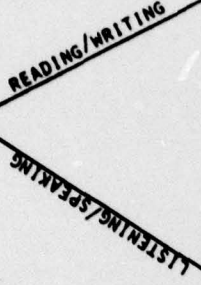__ computer printout
__ training manuals
__ other

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

45

LANGUAGE STYLE

A. When performing this task, I use:
___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

READING/WRITING

LISTENING/SPEAKING

LISTENING/SPEAKING

The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.
☐ YES ☐ NO

The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.
☐ YES ☐ NO

The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.
☐ YES ☐ NO

READING/WRITING

The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.
☐ YES ☐ NO

The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.
☐ YES ☐ NO

The language used in this task is more informal, like the language used in personal letters or correspondence.
☐ YES ☐ NO

OR

☐ None of the above describes the language style used in this task. A better description would be:
_____
_____

47

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES
☐ NO

If yes, describe them:

KEY TERMS   ENGLISH MEANING

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____
_____
_____
_____

46

COMMUNICATIVE TASK STATEMENT

TRANSLATING

You checked the major descriptor TRANSLATING as part of your job requirement. This means that you need to be able to write word-for-word translations from foreign-language documents, articles, reports, or letters into English.

DOCUMENTATION FOR TRANSLATING

A description or reference to this task can be found in:

___ job description: title _____
                     pg. no. _____

___ soldier's manual: title _____
                     pg. no. _____

___ other official directive: title _____
                             pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

48

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
                     pg. no. _____

___ soldier's manual: title _____
                     pg. no. _____

___ other official directive: title _____
                             pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
                     pg. no. _____

___ soldier's manual: title _____
                     pg. no. _____

___ other official directive: title _____
                             pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

49

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

  ⎯ frequency of occurrence
  ⎯ language difficulty
  ⎯ criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
2=important
3=not so important

Frequency: 1=daily
2=weekly
3=monthly
4=less often

Difficulty: 1=very hard
2=hard
3=about average
4=easy

TOPIC(S)

1. _____ Crit ___ Freq ___ Diff ___

2. _____ Crit ___ Freq ___ Diff ___

3. _____ Crit ___ Freq ___ Diff ___

4. _____ Crit ___ Freq ___ Diff ___

5. _____ Crit ___ Freq ___ Diff ___

6. _____ Crit ___ Freq ___ Diff ___

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

⎯ Knows the target language only
⎯ Knows the target language and some English
⎯ Knows both well
⎯ Knows English and some of the target language
⎯ Knows English only

GROUP

⎯ All know the target language only
⎯ All know English only
⎯ Some know the target language only
⎯ Some know English only

The people involved in this activity are:

⎯ Military personnel only
⎯ Civilian personnel only
⎯ Both military and civilian personnel

Is your rank:

⎯ superior to the respondent(s)?
⎯ equal to the respondent(s)?
⎯ subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

__ pencils/pens
__ typewriters
__ brushes
__ paper
__ computer printers
__ other _____

Reference Sources

__ grammers
__ dictionaries
____ standard
____ technical
____ conversational
____ other
__ _____

Audio & Audio-Visual Equipment

__ tape recorder
__ radio/TV
__ tapes, discs
__ projector
__ other

52

Print Sources

__ books
__ articles
__ newspapers
__ journals
__ reports
__ official documents
__ official communiqués
__ letters
__ computer printout
__ training manuals
__ other _____

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

53

LANGUAGE STYLE

A. When performing this task, I use:

___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only.

B. Which of the following language styles best describe(s) the language you use in performing this task?

READING/WRITING

☐ YES
☐ NO

The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES
☐ NO

The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES
☐ NO

The language used in this task is more informal, like the language used in personal letters or correspondence.

LISTENING/SPEAKING

☐ YES
☐ NO

The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES
☐ NO

The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES
☐ NO

The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

OR

☐ None of the above describes the language style used in this task. A better description would be:

_____
_____

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES
☐ NO

If yes, describe them:

KEY TERMS	ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

_____
_____
_____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
                              pg. no. _____

___ soldier's manual: title _____
                              pg. no. _____

___ other official directive: title _____
                              pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

    ☐ local custom
    ☐ request by host country military personnel
    ☐ verbal directive by superior
    ☐ personal initiative
    ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
                              pg. no. _____

___ soldier's manual: title _____
                              pg. no. _____

___ other official directive: title _____
                              pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

    ☐ local custom
    ☐ request by host country military personnel
    ☐ verbal directive by superior
    ☐ personal initiative
    ☐ other _____

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OTHER TASKS

The following task is part of my job, but is not described in the above sections:

                    TASK DESCRIPTION

_____
_____
_____
_____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
                              pg. no. _____

___ soldier's manual: title _____
                              pg. no. _____

___ other official directive: title _____
                              pg. no. _____

___ none of the above. The requirement for this job task comes
    from:

    ☐ local custom
    ☐ request by host country military personnel
    ☐ verbal directive by superior
    ☐ personal initiative
    ☐ other _____

56

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily
with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

___ Knows the target language only
___ Knows the target language and some
    English
___ Knows both well
___ Knows English and some of the target
    language
___ Knows English only

GROUP

___ All know the target language only
___ All know English only
___ Some know the target language only
___ Some know English only

The people involved in this activity
are:

___ Military personnel only
___ Civilian personnel only
___ Both military and civilian personnel

Is your rank:
___ superior to the respondent(s)?
___ equal to the respondent(s)?
___ subordinate to the respondent(s)?

59

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you
  can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

    ___ frequency of occurrence
    ___ language difficulty
    ___ criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
               2=important
               3=not so important

Frequency: 1=daily
               2=weekly
               3=monthly
               4=less often

Difficulty: 1=very hard
               2=hard
               3=about average
               4=easy

TOPIC(S)

1. _____   Crit ___
                       Freq ___
                       Diff ___

2. _____   Crit ___
                       Freq ___
                       Diff ___

3. _____   Crit ___
                       Freq ___
                       Diff ___

4. _____   Crit ___
                       Freq ___
                       Diff ___

5. _____   Crit ___
                       Freq ___
                       Diff ___

6. _____   Crit ___
                       Freq ___
                       Diff ___

58

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements
___ pencils/pens
___ typewriters
___ brushes
___ paper
___ computer printers
___ other

Reference Sources
___ grammars
___ dictionaries
___ standard
___ technical
___ conversational
___ other

Audio & Audio-Visual Equipment
___ tape recorder
___ radio/TV
___ tapes, discs
___ projector
___ other

60

Print Sources
___ books
___ articles
___ newspapers
___ journals
___ reports
___ official documents
___ official communiqués
___ letters
___ computer printout
___ training manuals
___ other

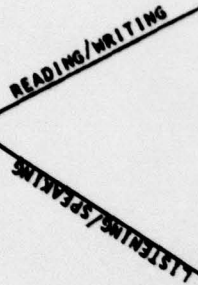How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
___ days ___ hrs. ___ mins.

Maximum time:
___ days ___ hrs. ___ mins.

Average time:
___ days ___ hrs. ___ mins.

61

LANGUAGE STYLE

A. When performing this task, I use:

___ English only
___ mostly English, minimal use of target language
___ both English and target language
___ mostly target language, minimal use of English
___ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

READING/WRITING

[] YES The language used in this test is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

[] NO

[] YES The language used in this test follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

[] NO

[] YES The language used in this test is more informal, like the language used in personal letters or correspondence.

[] NO

LISTENING/SPEAKING

[] YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

[] NO

[] YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

[] NO

[] YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

[] NO

OR

[] None of the above describes the language style used in this test. A better description would be:

_____
_____

63

SPECIAL LANGUAGE CONTENT

Does this test have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

[] YES
[] NO

If yes, describe them:

KEY TERMS	ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

62