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

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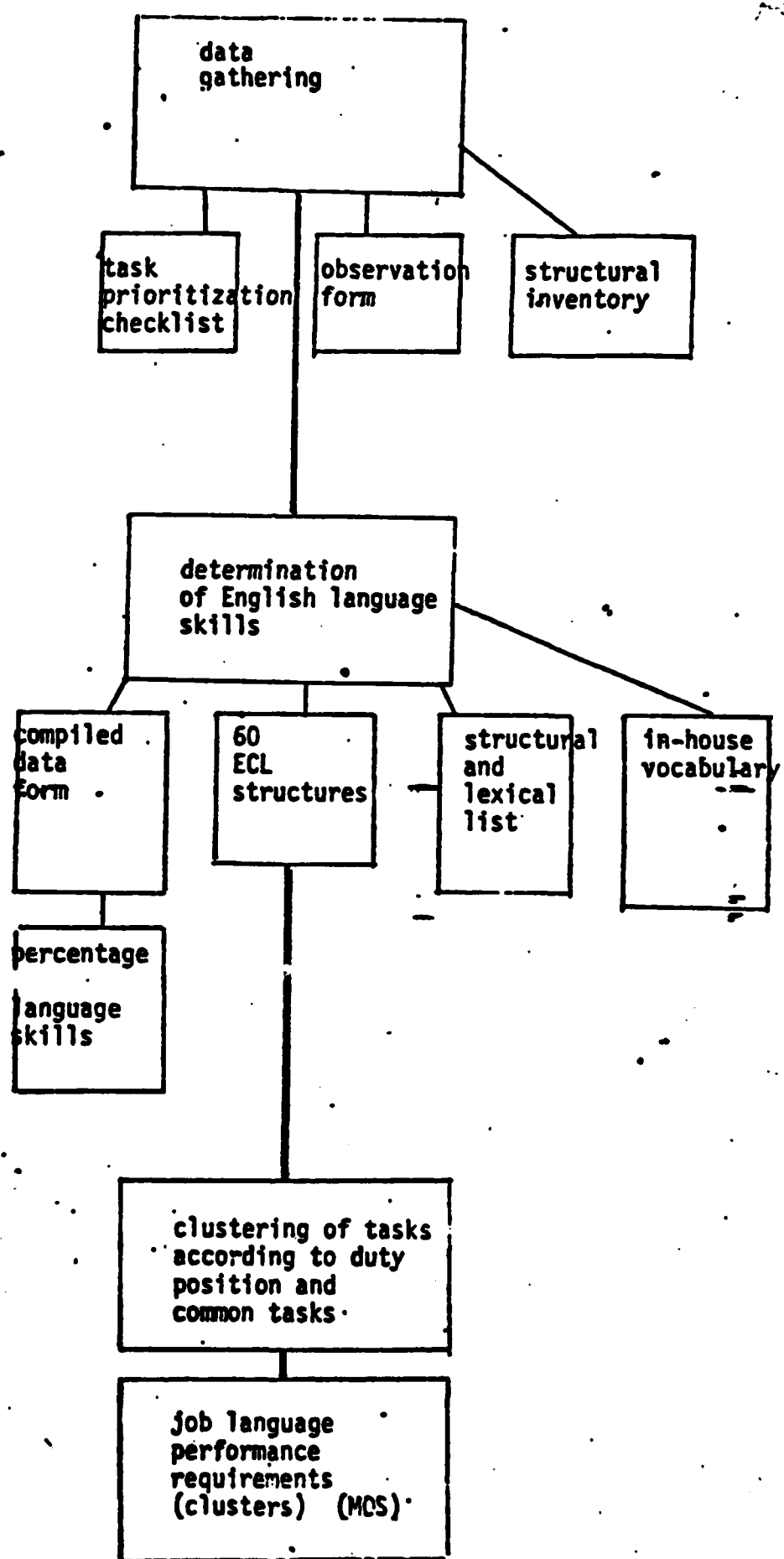
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FIGURE 1

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM											
1. REPORT NUMBER	2. GOVT ACCESSION NO. AD-A121063	3. RECIPIENT'S CATALOG NUMBER											
4. TITLE (and Subtitle) Job Language Performance Requirements (JLPR) for Pre-BT Extended Course mos 36C		5. TYPE OF REPORT & PERIOD COVERED Final											
7. AUTHOR(s) Defense Language Institute-English Language Center		6. PERFORMING ORG. REPORT NUMBER											
9. PERFORMING ORGANIZATION NAME AND ADDRESS Defense Language Institute-English Language Center ATTN: DLIELC-LEACA Lackland Air Force Base, TX 78236		8. CONTRACT OR GRANT NUMBER(s)											
11. CONTROLLING OFFICE NAME AND ADDRESS		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS											
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Training Developments Institute ATTN: ATTG-DOR Fort Monroe, VA 23651		12. REPORT DATE OCT 1982											
		13. NUMBER OF PAGES 135											
		15. SECURITY CLASS. (of this report) UNCLASSIFIED											
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE											
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		<table border="1"> <tr><td colspan="2">Accession For</td></tr> <tr><td>NTIS GRA&amp;I</td><td><input checked="" type="checkbox"/></td></tr> <tr><td>DTIC TAB</td><td><input type="checkbox"/></td></tr> <tr><td>Unannounced</td><td><input type="checkbox"/></td></tr> <tr><td>Justification</td><td></td></tr> </table>		Accession For		NTIS GRA&I	<input checked="" type="checkbox"/>	DTIC TAB	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	Justification	
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18. SUPPLEMENTARY NOTES		<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">         REIS          COPY          REQUESTED          2       </div>											
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)													
Job Language Performance Requirements (JLPR) Lexical Analysis Structural Analysis English Language Skills Task Prioritization Checklist		Task Inventory Common Tasks Listening Speaking Reading											
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)													
The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.													

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## PREFACE

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

### Military Reviewers:

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

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

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

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

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

Thank you for your cooperation. It is greatly appreciated.

An explanation of Appendices one through eight follows:

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

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

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

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



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

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

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

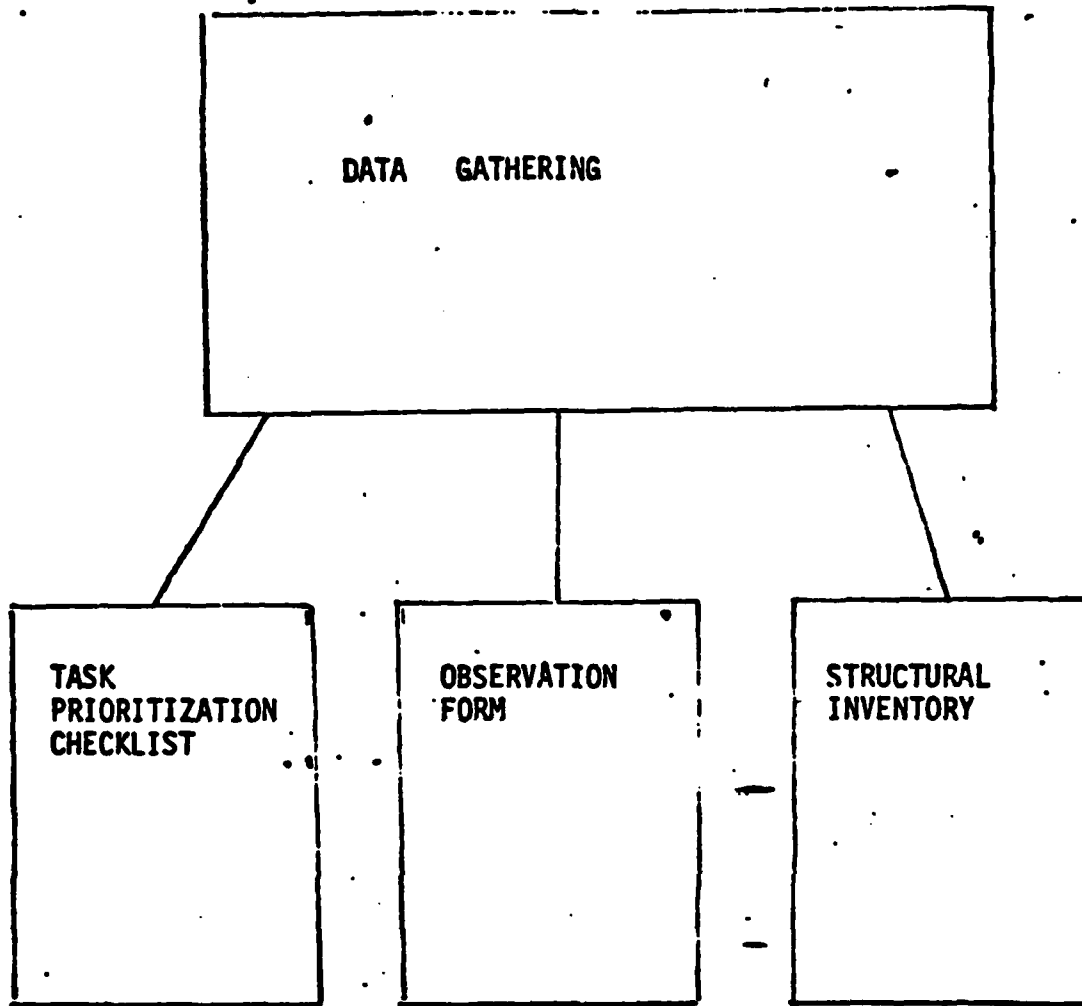
Appendix eight is the list of structural and lexical items requisite to 60 ECL. These were determined through coordination with the Tests and Measurements Section at the Defense Language Institute and the Defense Language Institute, American Language Course materials.

## SECTION I

### DATA GATHERING

#### INTRODUCTION

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



1-2-360  
FIGURE 2

## SECTION I: DATA GATHERING

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

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

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

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

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

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

### CONCLUSION:

The tools for data gathering were:

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

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

## SECTION II

### DETERMINATION OF ENGLISH LANGUAGE SKILLS

#### INTRODUCTION

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

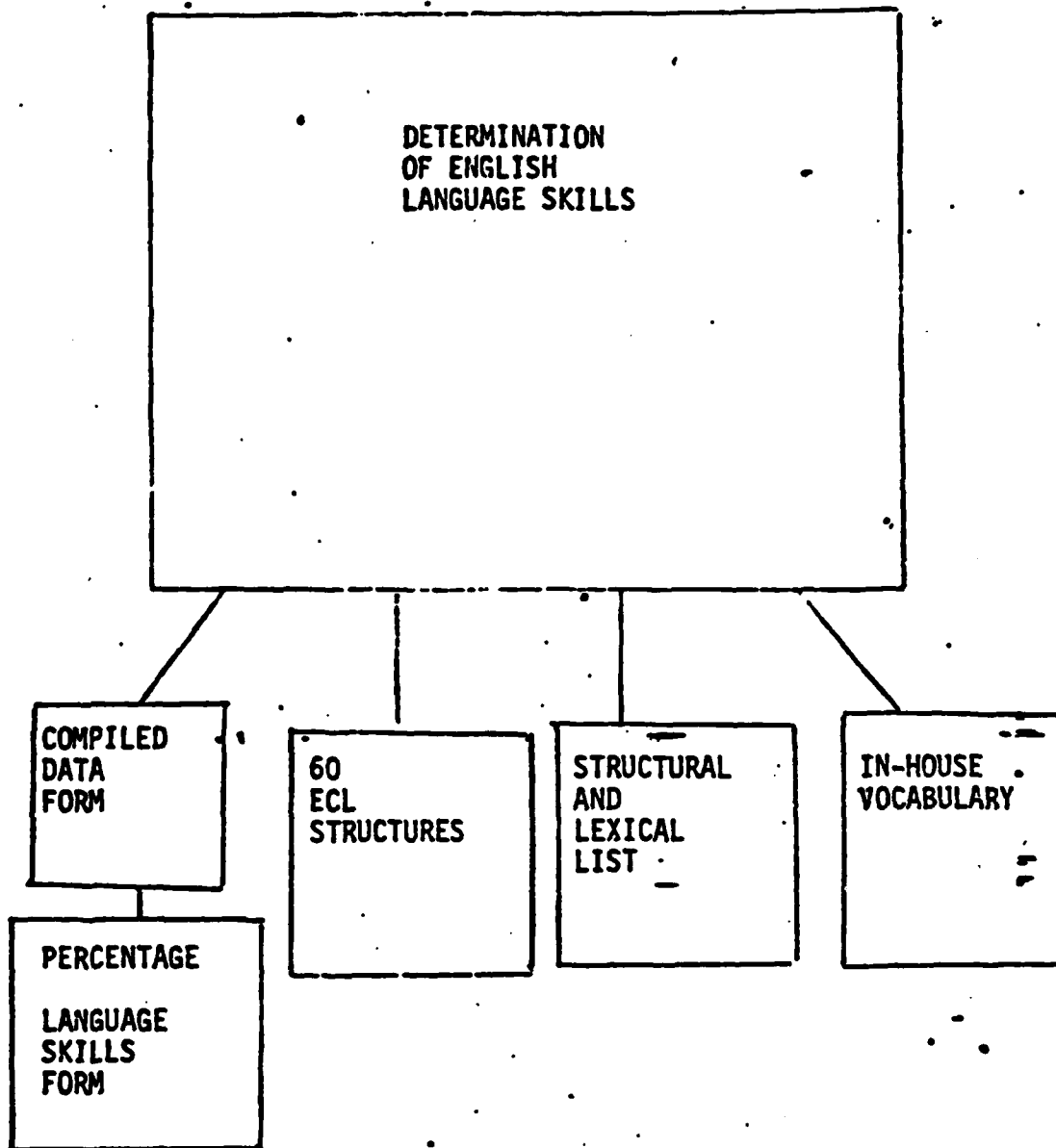


FIGURE 3

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

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

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

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

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

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

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

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

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

divisor

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

dividend

This indicated the percentage of use of the skill in the task. Percentages of skills in the duty position and in the MOS were found by incrementing task number and number of responses, (See Appendix 3). Percentages found in 360 were:

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

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

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

We are concerned with those lexical and structural items that are necessary to learn and perform tasks in 360. The non-native soldier needs these structural and lexical items to successfully complete MOS training. Appendix 5 is the final list of lexical and structural items necessary in 360. A 60 ECL was used as a base line and does not reflect the specified ECL for entry into MOS training. The 60 ECL was chosen because experience at DLIELC (Defense Language Institute, English Language Center) has shown a 60 ECL to be an excellent indicator of success in training of a non-native speaker.

The lexical and structural items are identified by grammatical title. Appendices 6 and 7 are the actual words, terms and acronyms found in 360.



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

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

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

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

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

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

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

**CONCLUSION:**

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

SECTION III

CLUSTERING OF COMMON  
AND DUTY POSITION TASKS

INTRODUCTION

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

The following section contains a discussion of the clustering process.

CLUSTERING OF TASKS  
ACCORDING TO DUTY  
POSITION AND COMMON TASKS

JOB LANGUAGE  
PERFORMANCE  
REQUIREMENTS  
(CLUSTERS)

JOB LANGUAGE  
PERFORMANCE  
REQUIREMENTS  
(ENTIRE MOS)

FIGURE 4

### SECTION III: CLUSTERING COMMON AND DUTY POSITION TASKS

The Soldier's Manual for MOS 36C contains 117 tasks. The necessity to keep the flow of teaching and flexibility of teaching one task before or after another warranted clustering of the tasks.

Clustering was done by using the common and duty position tasks in the 36C Soldier's Manual.

The following clusters are in MOS 36C:

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

## SECTION IV

### THE JOB LANGUAGE PERFORMANCE REQUIREMENTS

#### INTRODUCTION

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

## SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:  
CONDITION:  
STANDARD:

### A. TASK

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

#### SPEAKING

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

Analysis of 36C indicates verbal reports entailing those activities directly related to installing and operating telephones and switchboards.

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

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

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

Speaking to inform involves reporting discrepancies and task completion.

#### READING

Read for information/Read to learn.

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

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

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

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

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

#### LISTENING

##### Listen to oral information to learn or report.

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

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

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

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



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

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

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

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

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

#### B. CONDITIONS

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

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

#### C. STANDARDS

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

**CONCLUSION:**

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

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

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

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

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

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

AVERAGE	NUMBER
50.9	1
24.6	2
24.4	3
19.8	4

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

**SECTION V**

**JOB LANGUAGE PERFORMANCE REQUIREMENTS**  
**(CLUSTERED)**

**INTRODUCTION**

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

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

## CAMOUFLAGE

### I. PERCENTAGE LANGUAGE SKILLS

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

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

**TASK:** Listen to learn

**CONDITIONS:** Given oral instructions in the form of a lecture in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

**STANDARDS:** 100% understanding of oral communication

**TASK:** Read for information

**CONDITIONS:** Given printed MOS training materials in the form of instructions, charts, pictures with captions, explanations and procedures

**STANDARDS:** 100% understanding of printed content

**TASK:** Produce oral utterances to inform

**CONDITIONS:** Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

**STANDARDS:** 100% understandable oral communication

**TASK:** Write to record

**CONDITIONS:** Given a requirement to make a written report

**STANDARDS:** 100% legible written content

**TASK:** Produce appropriate oral responses spontaneously or upon request

**CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendix 5 & 6)

**STANDARDS:** 100% understandable oral responses

### III. TASK NUMBER AND TITLE

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

051-191-1362 Camouflage/Conceal Equipment

## M16A1 RIFLE

### I. PERCENTAGE LANGUAGE SKILLS

Listening 62%  
Speaking 31%  
Reading 20%  
Writing 24%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

### III. TASK NUMBER AND TITLE

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

## PHYSICAL FITNESS

### I. PERCENTAGE LANGUAGE SKILLS

Listening 58%  
Speaking 25%  
Reading 25%  
Writing 25%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

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

### III. TASK NUMBER AND TITLE

071-327-0201 Maintain Individual Physical Fitness Appropriate to unit mission

## FIRST AID

### I. PERCENTAGE LANGUAGE SKILLS

Listening 54%  
Speaking 21%  
Reading 21%  
Writing 26%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

### III. TASK NUMBER AND TITLE

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



NUCLEAR, BIOLOGICAL AND CHEMICAL

**I. PERCENTAGE LANGUAGE SKILLS**

Listening 71%  
Speaking 33%  
Reading 21%  
Writing 27%

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

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

**III. TASK NUMBER AND TITLE**

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

SECURITY AND INTELLIGENCE

**I. PERCENTAGE LANGUAGE SKILLS**

Listening      38%  
Speaking       31%  
Reading        19%  
Writing        20%

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

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

**III. TASK NUMBER AND TITLE**

071-331-0801 Use Challenge and Password  
121-030-1503 Safeguard Classified Information

PREPARE DA FORM 2404

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

STANDARDS: 100% understanding of oral communication

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

STANDARDS: 100% understanding of printed content

TASK: Write to record information  
CONDITION: Given printed MOS training material and a blank Form 2404 with instructions

STANDARDS: 100% legible written communication

III.

TASK NUMBER AND TITLE

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

MAP READING

**I. PERCENTAGE LANGUAGE SKILLS**

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

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

**III. TASK NUMBER AND TITLE**

071-329-1006 Navigate Using a Map

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

I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	31%
Reading	18%
Writing	22%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

III. TASK NUMBER AND TITLE

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

GENERATOR SET PU-619/M

**I. PERCENTAGE LANGUAGE SKILLS**

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

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

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

**III. TASK NUMBER AND TITLE**

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

III.

TASK NUMBER AND TITLE (cont'd)

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

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

TELEPHONE SWITCHBOARD MANUAL

**I. PERCENTAGE LANGUAGE SKILLS**

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

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

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

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



II.

TASK NUMBER AND TITLE

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

**SWITCHBOARD TELEPHONE AUTOMATIC**  
**SB-3614/TT**

**I. PERCENTAGE LANGUAGE SKILLS**

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

**II. JOB LANGUAGE PERFORMANCE REQUIREMENTS**

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

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

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

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

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

**III. TASK NUMBER AND TITLE**

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

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

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

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

II. TASK NUMBER AND TITLE

113-594-1002 Install Switchboard Telephone Cordless Manual SB-3082(v)1/GT  
113-594-2002 Operate Switchboard Telephone Cordless Manual SB-3082(v)1/GT  
113-594-3002 Perform Operator's Preventive Maintenance on Switchboard Telephone Cordless Manual SB-3082(v)1/GT  
113-594-7004 Inspect Installation of Switchboard Telephone Cordless Manual SB-3082(v)1/GT

III. TASK NUMBER AND TITLE

- 113-594-7005 Check Operation of Switchboard Telephone Cordless Manual SB-3082(v)1/GT
- 113-594-7006 Inspect Operator's Maintenance on Switchboard Telephone Cordless Manual

CENTRAL OFFICE TELEPHONE MANUAL

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

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

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

III.

TASK NUMBER AND TITLE

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

## TELEPHONE SIGNAL CONVERTER

### I. PERCENTAGE LANGUAGE SKILLS

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

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

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

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

**III.****TASK NUMBER AND TITLE**

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



AUTOMATIC TELEPHONE CENTRAL OFFICE

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

III. TASK NUMBER AND TITLE

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

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

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

III. TASK NUMBER AND TITLE

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

MAPPING

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

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

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

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

III. TASK NUMBER AND TITLE

113-611-4001 Develop line route map

5-24-36C

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

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

<b>TASK:</b>	Listen for information
<b>CONDITIONS:</b>	Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendices 5 & 6)
<b>STANDARDS:</b>	100% understanding of oral information
<b>TASK:</b>	Produce appropriate oral responses spontaneously or upon request
<b>CONDITIONS:</b>	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
<b>STANDARDS:</b>	100% understandable oral responses
<b>TASK:</b>	Produce oral utterances to inform and respond
<b>CONDITIONS:</b>	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)
<b>STANDARDS:</b>	100% understandable oral communication
<b>TASK:</b>	Read for information
<b>CONDITIONS:</b>	Given printed MOS training materials, pictures with captions, procedures and references
<b>STANDARDS:</b>	100% legibility of written communication
<b>TASK:</b>	Write to record
<b>CONDITIONS:</b>	Given a requirement to complete communication forms and logs
<b>STANDARDS:</b>	100% legibility of written communication
<b>TASK:</b>	Produce oral utterances to inform
<b>CONDITIONS:</b>	Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)
<b>STANDARDS:</b>	100% understandable oral utterances

III.

TASK NUMBER AND TITLE

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

5-26-36C

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REEL UNIT RL-207/G

I. PERCENTAGE LANGUAGE SKILLS

Listening	71%
Speaking	43%
Reading	32%
Writing	30%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

**TASK:** Produce appropriate oral responses spontaneously or upon request

**CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

**STANDARDS:** 100% understandable oral responses

**TASK:** Produce oral utterances to inform and respond

**CONDITIONS:** Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard lexical and structural items (Appendices 5 & 6)

**STANDARDS:** 100% understandable oral communication

**TASK:** Read for information

**CONDITIONS:** Given printed MOS training materials, pictures with captions, procedures and references

**STANDARDS:** 100% understanding of printed content

**TASK:** Write to record

**CONDITIONS:** Given a requirement to make a written report

**STANDARDS:** 100% legible written content

**TASK:** Produce oral utterances to inform

**CONDITIONS:** Given a requirement to instruct in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

**STANDARDS:** 100% understandable oral utterances

III. TASK NUMBER AND TITLE

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

FIELD CABLE

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

**TASK:** Read for information  
**CONDITIONS:** Given printed MOS training materials, pictures with captions, procedures and references  
**STANDARDS:** 100% understanding of printed content.

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

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

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

III. TASK NUMBER AND TITLE

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

III.

TASK NUMBER AND TITLE

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



FIXED CABLE

I. PERCENTAGE LANGUAGE SKILLS

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

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

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

TASK: Listen for information  
CONDITIONS: Given oral instructions to perform task specific assignments in any training situation (Appendix 4) using standard and non-standard lexical and structural items (Appendix 5 & 6)  
STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon request instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)  
STANDARDS: 100% understandable oral responses

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

III. TASK NUMBER AND TITLE

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

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SECTION VI

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

INTRODUCTION

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

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

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

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

**STANDARDS:** 100% understanding of printed content.

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

- |             |                               |
|-------------|-------------------------------|
| Lists       | Extracts                      |
| Procedures  | Columns                       |
| Information | Indices                       |
| Definitions | Charts                        |
| Outlines    | Methods                       |
| Signs       | Technical vocabulary          |
| Markers     | Standard Operating Procedures |
| References  |                               |
| Rules       | Problems                      |
| Maps        | Manuals                       |
|             | Graphic Training Aids         |

- Military documents
- I.D. papers
- Regulations

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

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

**STANDARDS:** 100% understanding of written content.

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

- \* Lists
- Information
- Descriptions

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

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WRITING

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

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

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

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

- \* Ratings
- Signatures
- Range cards
- Data symbols
- Answers
- Descriptions
- Notes
- Reports

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

**CONDITIONS:** Given standardized forms or paper and oral communication

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

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

- \* Technical forms
- Codes
- Grid coordinates
- Decoded messages
- Encoded messages
- Logbooks
- Plottings
- Figures
- Reports
- Tags
- Range Cards

## LISTENING

**TASK:** Understand oral language intended to inform or instruct  
**CONDITIONS:** Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, (Appendix 4), formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 5 & 6)

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

\*Warnings

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

**TASK:** Understand spontaneous oral language or language via a technical medium—such as a radio telephone—intended to inform and elicit response.  
**CONDITIONS:** Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation (Appendices 5 & 6).  
**STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

\* The following are specific conditions found in this language task.

\* Shouting

Radio communications  
Messages  
Coded messages  
Clear text  
Spellings  
Conversation  
Requests

SPEAKING

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

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

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

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

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

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

**CONDITIONS:** Given a communicative situation (Appendix 4, 5, and 6, 36C (Soldier's Manual) in any training situation.

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

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

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

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

## APPENDICES

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

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**APPENDIX 1**

**TASK PRIORITIZATION CHECKLIST**

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

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

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



... FOR ... USING

2=med  
3=high

YES  
NO IS TASK TAUGHT?

LISTENING\*  
SPEAKING\*  
READING\*  
WRITING\*

Importance of

LECTURE  
SELF-PACED  
DEMONSTRATE  
HANDS-ON

How Taught

YES  
NO IS TASK TESTED?

WRITTEN  
ORAL  
PERFORMED

How Tested

PERSON FC  
RESUI  
DANGI

A 1-2-360

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APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

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

▲ 2-1-36C

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UNIT	SOLDIERS P.O.I. MILLERSON Regs:		TEACHING: TESTING		importance	difficult? tested?	importance	hands-on demonstration lecture	self-paced	written oral performance	writing reading speaking listening	CONFIDENTIAL
	✓	(not used)	✓	(not used)								
071-329-1006	✓	(not used)	3 3 3 3	✓	5 5 5 5	2	5	✓	✓	✓	3 3 3	
113-594-7001		(not used)	3 3 1 1	✓	5 5	1	5	✓	✓	✓	3 3 1 1	
-7003		(not used)	1 1 3 1	✓	5 5	1	5	✓	✓	✓	1 1 3 1	
113-601-7005		(not used)	2 2 3 1	✓	5 5 6	2 0	5	✓	✓	✓	2 2 3 1	
-7002		(not used)	2 2 3 1	✓	5 5 5	2 0	5	✓	✓	✓	2 2 3 1	
-7003		(not used)	2 2 3 1	✓	5 5	2 0	5	✓	✓	✓	2 2 3 1	

36C

AIT

✓ 071-329-1006

113-594-7001

-7003

113-601-7005

-7002

-7003

UNIT

EC3: \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_

DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_

writing  
reading  
speaking  
listening

written  
oral  
performance

self-paced

hands-on  
demonstration  
lecture

importance

difficult?  
tested?

SOLDIERS  
P.O.I.  
MILLERSON  
Regs:

writing  
reading  
speaking  
listening

written  
oral  
performance

self-paced  
hands-on  
demonstration  
lecture

importance

difficult?  
tested?

importance

CONFIDENTIAL

9

360 AIT

UNIT

UNIT	NO. OF SOLDIERS	SOLDIERS F.O.I. MILPERCENT Regs:	TEACHING METHOD:				DANGER TO PERSON OR EQUIPMENT IMPORTANCE	DIFFICULT? TESTED?	COMPL. DATA
			written oral performance	self-paced hands-on demonstration lecture	written oral performance	self-paced hands-on demonstration lecture			
113-601-7001	0000	(not used)	✓	✓	✓	✓	5	0	333
081-831-1008	0100	✓	✓	✓	✓	5	0	333	
081-831-1012	0100	✓	✓	✓	✓	5	0	333	
091-503-1001	0100	✓	✓	✓	✓	5	0	333	
-1002	0100	✓	✓	✓	✓	5	0	333	
-1003	0100	✓	✓	✓	✓	5	0	333	

NO. OF REFERENCES:

NUMBER OF REFERENCES:

DATA OBTAINED FROM:

TRAINING SPECIALIST:

UNIT	NO.	DIFFICULTY TESTED? (0-5)	IMPORTANCE (1-5)	TEACHING				IMPORTANCE (1-5)	IMPORTANCE (1-5)	NO.	UNIT	NO.	DIFFICULTY TESTED? (0-5)	IMPORTANCE (1-5)	TEACHING				IMPORTANCE (1-5)	IMPORTANCE (1-5)	NO.	UNIT	NO.	DIFFICULTY TESTED? (0-5)	IMPORTANCE (1-5)	TEACHING				
				lecture	demonstration	hands-on	self-paced								written oral performance	speaking	reading	writing								lecture	demonstration	hands-on	self-paced	written oral performance
AIT	111-030-1503	00	5	✓	✓	✓	✓	5	5	00	AIT	3-31	3	✓	✓	✓	✓	3	3	00	AIT	3-31	3	✓	✓	✓	✓	3	3	00
	113-594-1001	00	5	✓	✓	✓	✓	5	5	00		3-31	3	✓	✓	✓	✓	3	3	00		3-31	3	✓	✓	✓	✓	3	3	00
	113-594-2001	00	5	✓	✓	✓	✓	5	5	00		3-31	3	✓	✓	✓	✓	3	3	00		3-31	3	✓	✓	✓	✓	3	3	00
AIT	113-601-1003	00	5	✓	✓	✓	✓	5	5	00	AIT	3-31	3	✓	✓	✓	✓	3	3	00	AIT	3-31	3	✓	✓	✓	✓	3	3	00
	113-601-2003	00	5	✓	✓	✓	✓	5	5	00		3-31	3	✓	✓	✓	✓	3	3	00		3-31	3	✓	✓	✓	✓	3	3	00
	3-003	00	5	✓	✓	✓	✓	5	5	00		3-31	3	✓	✓	✓	✓	3	3	00		3-31	3	✓	✓	✓	✓	3	3	00

99

4

36C

DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_  
 NOS: \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_

UNIT	SOLDIERS P.O.I. MILPERCEN Regs.	TEACHING TESTING				danger to person/ importance	difficult? tested? taught?	UNIT	CURRICULAR DATA			
		self-paced	hands-on demonstration lecture	written oral performance	writing reading speaking listening				written oral performance	self-paced	hands-on demonstration lecture	writing reading speaking listening
AIT		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
113-601-6003		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
113-606-1001		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
113-623501		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
-3002		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
051-191-1361		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33
071-311-2002		✓	✓	✓	3311	.5	0	UNIT	3-33	✓	✓	3-33

NCS: \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_  
 DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_

27

5

9

26C









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

00000 00000 00000 00000 00000 00000 00000 00000 00000 00000

26

10

DATE: \_\_\_\_\_

DATA OBTAINED FROM: \_\_\_\_\_

TRAINING SPECIALIST: \_\_\_\_\_

DATE/UNIT	COMPILED DATA							
	writing reading speaking listening							
	written oral performance							
	self-paced hands-on demonstration lecture							
	danger to person or equipment importance							
	difficult? tested?							
		NOS: _____			NUMBER OF RESPONSES: _____			
		DATA OBTAINED FROM: _____			TRAINING SPECIALIST: _____			
	soldiers P.O.I. MILITARY Regs:							
	writing reading speaking listening							33 / 3 11 / 33 31 / 33
	written oral performance							
	self-paced hands-on demonstration lecture							
	danger to person or equipment importance							
	difficult? tested?							

113-4001 113-45-3001 113-63-211 113-63-211 - 3007  
 113-64-105 - 306 113-64-105  
 113-64-105 - 306 113-64-105

32

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DATA OBTAINED FROM:

TRAINING SPECIALIST:

UNIT	CRITICAL IMPORTANCE	TEACHING METHOD	TYPE OF TESTING	ESL	ALL/UNIT
difficult? tested?	danger to person or equipment importance	self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening	COMPILED DATA
MOS: _____ NUMBER OF RESPONSES: _____ DATA OBTAINED FROM: _____ TRAINING SPECIALIST: _____					
DATA	soldiers P.O.I. MILPERCEN Regs:				
ESL	writing reading speaking listening				
TESTING	written oral performance				
TEACHING	self-paced hands-on demonstration lecture				
IMPORTANCE	danger to person or equipment importance				
DIFFICULTY	difficult? tested?				

3061 11-8-61-101 - 2063  
 3062 - 2062  
 11-8-61-102 - 2062





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DATA OBTAINED FROM:

TRAINING SPECIALIST:

DATE	UNIT	TEACHING	OF TESTING	SKS	COMPILED DATA
10/11/58	1011	self-paced hands-on demonstration lecture	written oral performance	3231	
10/10/58	1010	self-paced hands-on demonstration lecture	written oral performance	3231	
10/9/58	1009	self-paced hands-on demonstration lecture	written oral performance	3231	
10/8/58	1008	self-paced hands-on demonstration lecture	written oral performance	3231	
10/7/58	1007	self-paced hands-on demonstration lecture	written oral performance	3231	
10/6/58	1006	self-paced hands-on demonstration lecture	written oral performance	3231	
10/5/58	1005	self-paced hands-on demonstration lecture	written oral performance	3231	
10/4/58	1004	self-paced hands-on demonstration lecture	written oral performance	3231	
10/3/58	1003	self-paced hands-on demonstration lecture	written oral performance	3231	
10/2/58	1002	self-paced hands-on demonstration lecture	written oral performance	3231	
10/1/58	1001	self-paced hands-on demonstration lecture	written oral performance	3231	

NO. \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_  
 DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_

1011 - 1010 - 1009 - 1008 - 1007 - 1006 - 1005 - 1004 - 1003 - 1002 - 1001







6L

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NUMBER OF ...

DATA OBTAINED FROM:

TRAINING SPECIALIST:

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

7002 11-605-7001 11-607-7001 7002 11-595-7001 7002 11-595-7001 7002 11-595-7001 7002 11-595-7001 7002 11-595-7001

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18

DATA OBTAINED FROM:

TRAINING SPECIALIST:

W.I./UNIT	COMPILED DATA						
EIS	writing reading speaking listening						
US TESTING	written oral performance						
TEACHING	self-paced hands-on demonstration lecture						
CRITICAL	danger to person or equipment importance						
UNIT	difficult? tested?						

NCS: \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_

DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_

REG	REGS						
	soldiers P.O.I. MILPERCEN Regs	✓	✓	✓	✓	✓	✓
EIS	writing reading speaking listening						
US TESTING	written oral performance						
TEACHING	self-paced hands-on demonstration lecture						
CRITICAL	danger to person/ importance						
UNIT	difficult? tested? unit?						

26

10000 00000 00000 00 00000 00000

7003 702 11-604-702 2006 1002-404-811 2006 500- 702- 702- 702- 702- 702-

-19

UNIT	DIFFICULT? TESTED?	IMPORTANCE to person or equipment importance	TEACHING METHODS	TESTING METHODS	FILE	COMPILED DATA
1	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
2	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
3	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
4	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
5	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
6	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
7	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
8	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
9	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
10	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
11	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
12	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
13	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
14	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
15	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
16	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
17	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
18	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
19	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
20	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
21	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
22	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
23	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
24	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
25	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
26	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
27	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
28	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
29	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	
30	0	1.5	self-paced hands-on demonstration lecture	written oral performance	3231	

NO. \_\_\_\_\_ NUMBER OF RESPONSES: \_\_\_\_\_

DATA OBTAINED FROM: \_\_\_\_\_ TRAINING SPECIALIST: \_\_\_\_\_

DATA	FILE	TESTING	TEACHING	IMPORTANCE	DIFFICULT?
Soldiers P.O.I. MILITARY Regs:	22 312 331 223 1322 333 1122 3322 1311 223 1122 223 1122 223 1122 223 1122 223 1122	written oral performance	self-paced hands-on demonstration lecture	1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

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

\*some clusters have two sets of computations

This is because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS

NOS 36C

# of tasks in cluster x's  
variables x's # of tot.  
respondents per cluste  
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CAMOUFLAGE	$2 \times 5 \times 8 = 80$ 13 11 7 10 $\frac{11}{52}$ 80√52	$2 \times 2 \times 8 = 32$ 4 $\frac{8}{12}$ 32√12	$2 \times 3 \times 8 = 48$ 3 0 $\frac{8}{11}$ 48√11	$2 \times 4 \times 8 = 64$ 11 3 0 $\frac{3}{17}$ 64√17
TOTAL	65%	38%	23%	27%
MILITARY RIFLE	$4 \times 5 \times 8 = 160$ 23 19 19 19 $\frac{19}{99}$ 160√99	$4 \times 2 \times 8 = 64$ 7 $\frac{13}{30}$ 64√20	$4 \times 3 \times 8 = 96$ 7 0 $\frac{12}{19}$ 96√19	$4 \times 4 \times 8 = 128$ 19 7 0 $\frac{5}{31}$ 128√31
TOTAL	62%	31%	20%	24%
PHYSICAL FITNESS	$1 \times 5 \times 8 = 40$ 4 3 5 6 $\frac{5}{23}$ 40√23	$1 \times 2 \times 8 = 16$ 2 $\frac{2}{4}$ 16√4	$1 \times 3 \times 8 = 24$ 4 0 $\frac{2}{6}$ 24√6	$1 \times 4 \times 8 = 32$ 3 4 0 $\frac{1}{8}$ 32√8
TOTAL	58%	25%	25%	25%
83				

36C

PERCENTAGE LANGUAGE SKILLS  
NOS 36C

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

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
First Aid	$4 \times 5 \times 7 = 140$ 17 15 15 14 14 <hr/> 75    140 $\sqrt{75}$	$4 \times 2 \times 7 = 56$ 3 9 12 <hr/> 56 $\sqrt{12}$	$4 \times 3 \times 7 = 84$ 3 7 8 18 <hr/> 84 $\sqrt{18}$	$4 \times 4 \times 7 = 112$ 15 3 7 4 <hr/> 29    112
TOTAL	54%	21%	21%	26%
Nuclear Biological and Chemical	$4 \times 5 \times 8 = 160$ 24 21 25 23 20 <hr/> 113    160 $\sqrt{113}$	$4 \times 2 \times 8 = 64$ 8 13 21 <hr/> 64 $\sqrt{21}$	$4 \times 3 \times 8 = 96$ 6 8 9 23 <hr/> 96 $\sqrt{23}$	$4 \times 4 \times 8 = 128$ 21 6 8 0 <hr/> 35    128
TOTAL	71%	33%	24%	27%
Security and Intelligence	$2 \times 5 \times 8 = 80$ 5 8 3 4 10 <hr/> 30    80 $\sqrt{30}$	$2 \times 2 \times 8 = 32$ 4 7 11 <hr/> 32 $\sqrt{11}$	$2 \times 3 \times 8 = 48$ 2 1 6 9 <hr/> 48 $\sqrt{9}$	$2 \times 4 \times 8 = 64$ 8 2 1 2 13 <hr/> 13    64
TOTAL	38%	34%	19%	20%
PREPARE DR FORM 2404	$2 \times 5 \times 8 = 80$ 9 9 9 7 2 <hr/> 42    80 $\sqrt{42}$	$2 \times 2 \times 8 = 32$ 4 4 9 <hr/> 32 $\sqrt{9}$	$2 \times 3 \times 8 = 48$ 3 5 8 16 <hr/> 16    48 $\sqrt{16}$	$2 \times 4 \times 8 = 64$ 9 3 5 10 27 <hr/> 27    64 $\sqrt{27}$
TOTAL	53%	28%	33%	42%

84



360

PERCENTAGE LANGUAGE SKILLS  
NOS 360

# of tasks in cluster x's  
variables x's # of tot  
respondents per cluste  
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
MAP READING	$1 \times 5 \times 7 = 35$ 5 5 6 6 $\frac{5}{27}$	$1 \times 2 \times 7 = 14$ 2 $\frac{3}{5}$ $14 \sqrt{5}$	$1 \times 3 \times 7 = 21$ 1 $\frac{6}{7}$ $21 \sqrt{7}$	$1 \times 4 \times 7 = 28$ 5 1 6 $\frac{5}{17}$
TOTAL	77%	38%	33%	61%
TECE RIGNE SET TA-302/PT TA-341/TT	$4 \times 5 \times 8 = 160$ 21 13 19 22 15 $\frac{90}{160 \sqrt{90}}$	$4 \times 2 \times 8 = 64$ 11 $\frac{11}{22}$ $64 \sqrt{22}$	$4 \times 3 \times 8 = 96$ 6 4 $\frac{7}{17}$ $96 \sqrt{17}$	$4 \times 4 \times 8 = 128$ 13 6 4 $\frac{5}{28}$
TOTAL	56%	34%	18%	22%
Generator SET PU-619/M	$8 \times 5 \times 7 = 280$ 16 13 15 15 12 $\frac{71}{280 \sqrt{71}}$	$8 \times 2 \times 7 = 112$ 1 $\frac{7}{8}$ $112 \sqrt{8}$	$8 \times 3 \times 7 = 168$ 1 2 $\frac{11}{14}$ $168 \sqrt{14}$	$8 \times 4 \times 7 = 224$ 13 1 2 $\frac{4}{20}$ $224 \sqrt{20}$
TOTAL	25%	9%	8%	9%

85

PERCENTAGE LANGUAGE SKILLS

NOS 36e

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

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
TELEPHONE SWITCHBOARD MANUAL	$6 \times 5 \times 5 = 150$ $\begin{array}{r} 6 \\ 5 \\ 5 \\ \hline 150 \end{array}$	$6 \times 2 \times 5 = 60$ $\begin{array}{r} 0 \\ 2 \\ 2 \\ \hline 60 \end{array}$	$6 \times 3 \times 5 = 90$ $\begin{array}{r} 0 \\ 2 \\ 1 \\ \hline 90 \end{array}$	$6 \times 4 \times 5 = 120$ $\begin{array}{r} 5 \\ 0 \\ 2 \\ \hline 120 \end{array}$
TOTAL	17%	3%	3%	6%
Switchboard TELEPHONE AUTOMATIC SB-3614/TT	$6 \times 5$	$6 \times 2$	$6 \times 3$	$6 \times 4$
	INSUFFICIENT DATA			
Switch Board TELEPHONE CIRCULAR MANUAL SB-3082 (N) 1/67	$6 \times 5$	$6 \times 2$	$6 \times 3$	$6 \times 4$
	Insufficient data			

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36C

PERCENTAGE LANGUAGE SKILLS  
NOS 36C

5

# of tasks in cluster x's  
variables x's # of tot  
respondents per clust  
total %

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (te -rating (sca
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
CENTRAL OFFICE TELEPHONE MANUAL	23 x 5  <i>Inefficient data</i>	23 x 2	23 x 3	23 x 4
TOTAL				
TELEPHONE SIGNAL CONVERTOR	10 x 5  <i>Inefficient data</i>	10 x 2	10 x 3	10 x 4
TOTAL				
AUTOMATIC TELEPHONE CENTRAL OFFICE	2 x 5  <i>Inefficient data</i>	2 x 2	2 x 3	2 x 4
TOTAL				

97



PERCENTAGE LANGUAGE SKILLS  
NOS 36c

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

FORMULA	LISTENING	SPEAKING	READING	WRITING
	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
REEL UNIT RL-207/6	$3 \times 5 \times 7 = 105$ 19 14 14 13 13 18 $105 \sqrt{18}$	$3 \times 2 \times 7 = 42$ 6 12 18 $42 \sqrt{18}$	$3 \times 3 \times 7 = 63$ 6 2 12 20 $63 \sqrt{20}$	$3 \times 4 \times 7 = 84$ 14 6 2 3 25 $84 \sqrt{2}$
TOTAL	74%	43%	32%	30%
FIELD CABLE	$11 \times 5 \times 8 = 440$ 59 40 57 44 44 244 $440 \sqrt{244}$	$11 \times 2 \times 8 = 176$ 15 9 24 $176 \sqrt{24}$	$11 \times 3 \times 8 = 264$ 18 4 31 53 $264 \sqrt{53}$	$11 \times 4 \times 8 = 352$ 40 18 4 4 66 $352 \sqrt{66}$
TOTAL	55%	14%	20%	19%
FIXED CABLE	$11 \times 5 \times 6 = 330$ 32 20 31 24 20 127 $330 \sqrt{127}$	$11 \times 2 \times 6 = 132$ 4 13 17 $132 \sqrt{17}$	$11 \times 3 \times 6 = 198$ 4 4 12 20 $198 \sqrt{20}$	$11 \times 4 \times 6 = 264$ 20 4 4 12 4 44 $264 \sqrt{44}$
TOTAL	38%	13%	10%	17%

89

#### APPENDIX 4

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

MOS OBSERVATION FORM

MOS 36C

LOCATION FT Gordon GA

TASK # \_\_\_\_\_

PERSON RECORDING \_\_\_\_\_

SUBJECT \_\_\_\_\_

INSTRUCTION

Physical Environment:

COMMENTS

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

Instructional Ratio

- 1. Instruct or one-to-one/class
- 2. Peer/one-to-one
- 3. Group or Committee group<sup>1</sup>
- 4. Small (12 or less)
- 5. Other (comments)

MODES OF INSTRUCTION

COMMENTS

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

A 4-2-36C

<sup>1</sup>Group of instructors of whom one teaches one portion of the whole

9/

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

*SELF-PACED MATERIAL*  
*TELEPHONE*  
*Switchboard*

MODES OF RESPONSE

COMMENTS

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

STYLES OF COMMUNICATION<sup>2</sup>

COMMENTS

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

A 4-3-36C

<sup>2</sup>Instruction, verbal orders

*92*



APPENDIX 5

STRUCTURAL/LEXICAL LIST

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

(For discussion, see SectionII)

SENTENCE TYPES

INTERROGATIVE

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

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

EXCLAMATORY- \* Not found in this MOS.

IMPERATIVE-

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

ELLIPSIS:

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

FRAGMENT

Movement to occupy a position.  
All other parts

ADVERBIAL CLAUSES\*

1. PURPOSES

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

2. CONTRAST

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

3. COMPARISON- \* Not found in this MOS.

4. RESULT- \* Not found in this MOS.

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


AD-A121 063

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

UNCLASSIFIED

F/G 5/9

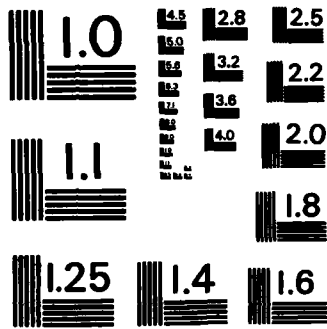
NL

END

FORM 10

10-1



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

## STRUCTURAL ITEMS

### SENTENCE TYPES

1. **SIMPLE:** One subject and one predicate

#### PATTERNS:

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

2. **COMPOUND:** Two or more sentences joined by:

1. Coordinating conjunction

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

2. Conjunctive adverb

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

3. Semicolon

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

3. **COMPLEX:** One or more dependent clauses

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

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

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

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

6. TIME

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

Split the bracket until the fire for effect is possible.

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

8. CAUSE

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

9. ADVERSATIVE-\*Not found in this MOS.

10. CONDITION

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

PHRASES

1. GERUND

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

2. PARTICIPIAL- Report uncorrected faults to your team chief.

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

4. PREPOSITIONAL

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

\* Ambiguous sentence- can be adjective or adverb clause (non-standard)

## VERBS

### 1. VERB TENSES

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

--You will be tested.

--If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.

--If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.

--When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.

--Have someone walk the FDL and determine dead space.

--Sensing is an instantaneous determination by the grenadier, as to where the grenade exploded.

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

### 2. TYPES

intransitive- The switchboard weighs approximately 280 pounds.

transitive- Performance measure/requires a team of two.

linking- Supervision and assistance are available

### 3. VOICE

active

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

appear  
seek  
secure  
wear  
mask  
stored  
do require  
could affect

has  
must be  
wipe  
rinse  
put brush  
empty  
reassemble  
reinstall  
remove

passive

given  
is protected  
is sprayed

are alerted  
are reported  
have been corrected

are authorized  
be corrected

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

modal+negative+passive

#### 4. MODALS

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

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

Injury or death could result.

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

"might have to be placed"

"be"

"will be given"

"should be"

"must"

"must be"

"can"

"can be"

"may be"

"should not be"

#### 5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

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



## LEXICAL ITEMS

### ADJECTIVALS

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

### ADJECTIVES

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

### PRONOUNS

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

## GERUNDS

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

INFINITIVES-Do not attempt to move it alone.

## ADVERBS +

### 1. SUPERLATIVE

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

### 2. INDEFINITE

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

### 3. FREQUENCY

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

### 4.

#### OTHER

Assembly procedures for the grenade launcher merely reverses disassembly steps.

### 5. COMPARATIVE

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

## VERBS AND PREPOSITIONS

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

VERBS AND ADVERB - \*Not found in this MOS.

(particles)

\*Negatives  
Prepositions  
Articles

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

APPENDIX 6

VOCABULARY (17-house)

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

above	battery charging meter indicator
according to	battery compartment
adequate	battery compartment cover
adjust	battery compartment latch
ample	binding post
another	broken plugs
answer (v)	buried road crossing
apply	burst of ringing
appropriate	bury
as an	buzzer
as in	buzzer volume control
assign	by a team of 3 within 20 minutes
assistance	
ask (for)	
at least	call (v)
attach	call (n)
attempt	call back
at the same time	called party
available	case
avoid	cause (v)
AC	caution
accessory	challenge (v)
aerial cable	change (v)
air brake operation	change over (v)
answer cord	chapter (chap)
answer cord plug	check (v)
answer switch	check (n)
appendix	clean
automatic ringing	cleanliness
AUX position	climb
axle	close
	closely
barely	clothing
base (n)	cable
base (v)	cable connection
basic	cable line
before, during, after operation	cable reel
behind	call cord
between	calling cord
black	call plug
block	carbon monoxide
both	carrying case
bottom	carrying strap
box	central knob
buzz	central switch
backfill	choke control
base plate	circuit breaker
basket hitch tie	circuit switch
bat binding post	civilian trunk
battery	cleaning cloth
battery cell	cleaning compound
battery cell compartment cover	climbing equipment

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communication  
complete  
completely  
completeness  
completion  
component  
conduct  
condition  
conductor  
conference  
connect  
connection  
connector  
construct  
contact (n)  
contact (with)  
contain  
container  
continue  
color code  
color rating  
common battery line  
common battery signal (CBS)  
common battery trunk  
completion report  
CONF (calling party's cord.  
circuit switch)  
CONF position  
CONF-SUPR position (conference  
supervisor position)  
CONF-SUPR-TRK-SIG switch  
(conference supervisor trunk  
signal)  
conference call  
connector  
connector block  
control cabinet  
cord  
cord circuit switch  
corrosion  
counterclockwise  
control (v)  
control (n)  
convert  
correct  
correctly  
correspond (to)  
cover  
crack  
current  
cut  
cover assembly  
cradle

crank  
current selector switch  
cycle

daily  
damage (v)  
damage (n)  
dangerous  
death  
decrease  
defect  
defective  
depend  
depress  
desire  
detectable  
determine  
dirt  
direction  
disassemble  
discolor  
disconnect  
distant  
during  
DC  
dicing  
diagram  
dig  
digging tool  
digit key  
digit selection tone  
digit sidetone  
distant switch board  
distribution box  
door assembly  
door holder  
drive hook

each  
ear  
either  
electrical  
emergency  
end  
enclosed space  
engine  
entangled  
enter  
entry  
environment  
equipment

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

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

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

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

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

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

just  
jack  
jack field section

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

last

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

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

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

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

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

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

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



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

quart

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

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

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

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

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

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

uncorrected  
under  
unit  
unless  
unlock  
unplug  
use  
underground system  
upper bank

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

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

yellow

**APPENDIX 7**

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

DATA CONTROL NUMBER

Proj No

HEADQUARTERS

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

Sis

SEP 1 1950

WCA  
DLI



36C 5011/2

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QTY	UNIT	PRICE	TOTAL	QTY	UNIT	PRICE	TOTAL	QTY	UNIT	PRICE	TOTAL
20.1	20.1	20.1	402.1	20.1	20.1	20.1	402.1	20.1	20.1	20.1	402.1
30.2	29.1	4.1	1206.2	30.2	29.1	4.1	1206.2	30.2	29.1	4.1	1206.2
7.1	4.1	1.1	28.2	7.1	4.1	1.1	28.2	7.1	4.1	1.1	28.2
44.1				44.1				44.1			
92.1				92.1				92.1			
117.1				117.1				117.1			
611.1				611.1				611.1			
3.1				3.1				3.1			
40.2				40.2				40.2			
65.1				65.1				65.1			
9.1	8.2	5.1	46.1	9.1	8.2	5.1	46.1	9.1	8.2	5.1	46.1
611.4	213.1	212.1	130.1	611.4	213.1	212.1	130.1	611.4	213.1	212.1	130.1
68.1	33.1	50.1	168.2	68.1	33.1	50.1	168.2	68.1	33.1	50.1	168.2
15.3	13.1	11.1	167.1	15.3	13.1	11.1	167.1	15.3	13.1	11.1	167.1
163.1	41.1	167.1		163.1	41.1	167.1		163.1	41.1	167.1	
117.1	4.1	611.2	28.1	117.1	4.1	611.2	28.1	117.1	4.1	611.2	28.1
3.1	1.1	611.2	28.1	3.1	1.1	611.2	28.1	3.1	1.1	611.2	28.1
5.1				5.1				5.1			
143.1	117.1			143.1	117.1			143.1	117.1		
36.1				36.1				36.1			
212.2	46.1	9.1	6.1	212.2	46.1	9.1	6.1	212.2	46.1	9.1	6.1
4.1	1.1	7.1	178.1	4.1	1.1	7.1	178.1	4.1	1.1	7.1	178.1
5.1	2.1			5.1	2.1			5.1	2.1		
192.4	4.3			192.4	4.3			192.4	4.3		
24.3				24.3				24.3			
111.1				111.1				111.1			
117.1				117.1				117.1			
117.1				117.1				117.1			
27.1	7.1	19.2		27.1	7.1	19.2		27.1	7.1	19.2	
28.1				28.1				28.1			
28.1				28.1				28.1			
65.1				65.1				65.1			
7.1	2.1			7.1	2.1			7.1	2.1		
19.1	5.1			19.1	5.1			19.1	5.1		
7.1				7.1				7.1			
2.1				2.1				2.1			
1.2	611.1	71.3	37.1	1.2	611.1	71.3	37.1	1.2	611.1	71.3	37.1
4.1				4.1				4.1			
28.3	611.2			28.3	611.2			28.3	611.2		
165.1	123.1	117.1	65.1	165.1	123.1	117.1	65.1	165.1	123.1	117.1	65.1
5.1				5.1				5.1			
611.1	9.1	7.1	3.1	611.1	9.1	7.1	3.1	611.1	9.1	7.1	3.1
28.2				28.2				28.2			
3.1				3.1				3.1			
611.1				611.1				611.1			
13.1				13.1				13.1			
114.1	5.1			114.1	5.1			114.1	5.1		
167.6	165.3	163.2	113.2	167.6	165.3	163.2	113.2	167.6	165.3	163.2	113.2
31.12	30.2	28.1	19.1	31.12	30.2	28.1	19.1	31.12	30.2	28.1	19.1
35.1				35.1				35.1			

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4	COLLECTED	611/1	115/1	109/1	5/1	87/1	74/2	69/2	6/1	53/1	49/2	40/1	30/1
		7/1	5/1	3/1	2/1	611/1	131/1	131/1	125/1	119/1	115/1	114/1	109/1
4	CONSPU	20/1	10/4	12/1	2/1	167/2	4/2	4/1	31/4	29/3	19/3	10/1	15/2
	ICE	0/1	4/1	2/1	1/7	167/2	4/2	4/1	31/4	29/3	19/3	10/1	15/2
4	CORRUPTION	2/1	1/1	111/1	90/1	5/1	3/1	117/3					
4	COUNTERCLOCKWISE	20/1											
4	CROPLINGS	1/1											
4	COURSE	1/7	69/2	41/1	31/4	29/3	19/3	10/1	19/2	11/2	0/1	5/1	4/1
4	COVER	7/1	3/2	1/4	117/1	94/1	66/1	13/2					
4	CURRENT	611/1	20/2	4/2									
4	CURTAIN	135/1											
4	CUT	157/1	36/1	3/1									
4	CYCLE	170/1											
4	DASH	133/1											
4	DASH	145/2											
4	DE:	611/8	36/1	16/1									
		610/4	219/4	143/1	135/1	131/1	130/1	125/1	123/3	123/3	121/3	117/1	115/3
		111/1	109/2	105/1	99/1	95/2	89/1	87/1	87/1	77/1	76/1	74/1	69/2
		55/1	53/1	49/2	40/2	31/1	30/2	21/3	20/2	18/17	14/2	13/6	12/1
		9/2	7/9	5/13	4/1	3/17	2/10	1/9					
4	DAILY	2/2	1/9	109/1	95/1	87/1	74/1	69/1	61/1	55/2	53/1	43/1	30/1
4	DAMAGE	21/2	9/1	7/3	5/3	3/2	611/1	153/1	143/1	135/1	123/1	115/1	63/1
4	DANGEROUS	51/1	1/1	39/1	33/1	32/1	28/1	9/2	5/1	4/2	3/1	112/1	93/1
4	DATE	29/1	9/1	143/1	139/1								
4	DAYS	3/3	1/2	611/1	7/3								
4	DEATH	610/1	135/2										
4	DECREASE	143/1	139/1	79/1	25/1	7/1	3/2	2/1					
4	DEFINITELY	12/1											
4	DEFINITIONS	167/1											
4	DEICING	610/1											
4	DEPARTMENT	100/1											
4	DEPT	65/1											
4	DEPTH	145/1											
4	DEPRESS	27/1											
4	DEPTH	157/1											
4	DEWICK	5/1											
4	DESCRIBED	5/1											
4	DESIGNATE	7/1											
4	DESIRED	28/1	20/1	17/1	8/1	7/1	5/4	4/2	2/2	139/1	71/3		
4	DESK	0/1	1/1										
4	DESSERT	153/1											
4	DETAILED	161/1	101/1	1/1	170/1								
4	DEFLECTABLE	3/2											
4	DEFERRED	3/3											
4	DEVELOP	611/1	2/2	14/1	13/1	12/2	6/1	611/1	167/1	161/1	157/2	155/1	
4	DEVICE	3/1	2/1	32/3									
4	DIAGRAM	3/1											





W	201	101	307	702	509	402	1201	1102	901	802	12001	12102
WLP	11901	11501	11401	11201	10902	10301	9802	7403	6003	3301	4901	3001
W	3001	2102	1301	2001	10010	1301	1401	13003	13102	61107	61002	21302
W	7101	1901										
W	19201											
W	4001	2501										
W	11501	11301	501									
W	3202											
W	701	303	203	101	7102	301						
W	503	203	10501	10102	15502	3102	1301	1101	701			
W	11701											
W	2501	4101	3001									
W	1101	19301	2301	1001								
W	11701											
W	1101											
W	1001	301	2901									
W	501	201	101	11301	61100	16701	4002	3001	3301	3101		
W	501	2001										
W	601	14501	3101									
W	901	501										
W	21202											
W	1301	101	15501	9301	17001							
W	1303											
W	3001											
W	9201											
W	01001											
W	17501	4101										
W	3501											
W	201	9001	401	11101	10501							
W	501	601										
W	701	303	103	6002								
W	21201	501	101									
W	901	302	101	12700	1001							
W	12101											
W	11101											
W	401											
W	401	302	103	1901	16010	1501	702	3001	3103	2404	0902	01100
W	7403											11500
W	102	7401	901	502	304	13903						
W	001	702										
W	16701	601	501									
W	201	9901	2101	11901	13001							
W	61101	61001										
W	901	5012	403									
W	3001	2101	1401	901	701	303	13101	9901	0701	7401	6901	0701
W	501	4901										
W	7103	201	101	7302								
W	301											
W	2001	201	7901	2002	21201	17001						

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	303	201	172	1	69,1	60,1	28,1	109,1	71,3	27,1	26,1	24,1	23,1
4 LOCAL	303	201	172	1	69,1	60,1	28,1	109,1	71,3	27,1	26,1	24,1	23,1
4 LOCAL	306												
4 LOCAL	13,1	20,1	65,1	16,1									
4 LOCAL	28,1	145,1	163,1										
4 LOCAL	135,2	117,2	87,1	31,1	18,1	5,1	2,2	1,3	219,1	159,1			
4 LOCAL	71,1												
4 LOCAL	5,1	3,1	1,1	11,1	10,1	7,1	24,2	36,1	28,1	212,1	201,1	167,1	48,1
4 LOCAL	45,1												
4 LOCAL	66,2	40,1	73,1	104,1	101,1	74,2	611,3	79,1	28,1	20,1	1,1	18,1	10,1
4 LOCAL	9,1	5,1											
4 MAINTENANCE	15,1	14,2	13,4	18,32	25,1	21,5	29,1	30,3	83,1	77,1	76,3	74,4	69,3
4 MAINTENANCE	49,3	43,1	40,1	36,2	33,2	31,4	61,4	55,1	53,3	1,19	89,2	87,3	61,12
4 MAINTENANCE	610,5	219,3	213,2	167,2	153,4	143,2	139,1	135,1	131,2	125,1	123,6	121,3	117,2
4 MAINTENANCE	115,4	114,1	113,3	112,1	109,3	98,4	95,3	3,16	2,11	4,2	12,4	8,1	7,9
4 MAINTENANCE	11,1	9,3	6,1	5,8									
4 MANAGEMENT	611,4	610,1	25,1	18,21	13,1	12,1	5,2	4,1	3,1	2,2	1,1		
4 MANAGEMENT	65,1												
4 MANAGEMENT	133,1												
4 MANAGEMENT	3,9												
4 MANAGEMENT	125,1	123,1	53,1	74,1	71,1	69,2	66,1	11,1	9,2	7,4	4,1	61,1	213,2
4 MANAGEMENT	29,1	27,1	26,1	119,1	115,2	114,1	112,1	109,1	51,1	49,1	47,1	33,1	30,1
4 MANAGEMENT													
4 MANAGEMENT	1,1	5,1	4,1	3,1	2,1	36,1	31,1	18,2					
4 MANAGEMENT	7,1												
4 MANAGEMENT	106,1												
4 MANAGEMENT	13,1												
4 MANAGEMENT	13,1												
4 MANAGEMENT	30,5												
4 MANAGEMENT	115,1	114,1	113,2	111,1	109,1	7,9	5,1	211,1	178,1	167,2	163,1	119,1	117,1
4 MANAGEMENT	155,1	153,1	152,1	149,1	147,1	145,1	143,1	141,1	139,1	137,1	135,1	133,1	131,1
4 MANAGEMENT	78,1	76,1	74,2	69,2	56,1	53,1	51,1	49,1	47,1	45,1	43,1	41,1	39,1
4 MANAGEMENT	33,1	32,1	30,1	28,2	25,2	21,1	14,2	20,1	18,13	17,1	15,1	13,2	12,1
4 MANAGEMENT	11,2	9,1	213,1	611,10	219,1								
4 MANAGEMENT	3,1	1,4	155,1	112,1	111,1	5,2	36,1	33,1	21,1	18,1	15,1	11,1	10,1
4 MANAGEMENT	9,1	611,1	610,1										
4 MECHANICAL	9,1												
4 MECHANICAL	5,8												
4 MECHANICAL	49,1	46,1	45,2	44,1	42,1	31,3	21,4	11,1	10,2	9,1	8,1	7,6	6,5
4 MECHANICAL	11,1	1,1											
4 METALLIC	7,1												
4 METALLIC	167,1												
4 METALLIC	101,2												
4 METALLIC	178,1												
4 METALLIC	23,1												
4 METALLIC	170,1												
4 METALLIC	123,2												
4 METALLIC	610,1	135,2	7,1										
4 METALLIC	3,1	109,1	29,1	26,1	5,1								
4 METALLIC	7,1												
4 MODIFICATION	611,1												

Category	Item	Value 1	Value 2	Value 3	Value 4	Value 5	Value 6	Value 7	Value 8	Value 9	Value 10			
MILITARY	2001	11703	10501											
	11701	2001	901											
	4001	11701	1201											
	3001	4001	2001											
	7001	3001	4301											
	1001	7001	7103	801										
	2001	1001	1701											
	3001	2001	1001											
	4001	3001	2102	1901	901	701	601	503	401	302	201			
	5001	4001	61002	21101	15901	12701	18901	18701	18101	17802	11501	11202	10901	4001
NATIVE	1001	701	101											
	2001	1001	1301											
	3001	2001	301											
	4001	3001	402											
	5001	4001	301											
	6001	5001	7003	7003										
	7001	6001	303											
	8001	7001	7101											
	9001	8001	301											
	1001	9001	11102	4000										
NATIONAL	1001	1001	1001											
	2001	1001	14301											
	3001	2001	201											
	4001	3001	61001											
	5001	4001	702											
	6001	5001	201											
	7001	6001	401											
	8001	7001	7001											
	9001	8001	1001											
	1001	9001	4000											
MILITARY	1001	1001	1001											
	2001	1001	10901											
	3001	2001	11701											
	4001	3001	1501											
	5001	4001	10901											
	6001	5001	13903											
	7001	6001	201											
	8001	7001	2001											
	9001	8001	2001											
	1001	9001	5501											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											
	2001	1001	1001											
	3001	2001	1001											
	4001	3001	1001											
	5001	4001	1001											
	6001	5001	1001											
	7001	6001	1001											
	8001	7001	1001											
	9001	8001	1001											
	1001	9001	1001											
MILITARY	1001	1001	1001											



6521	701	3201	7301	6001	6301	5101	4701	4101	3301	13501	7001
61101	2901	3201	7301	6001	6301	5101	4701	4101	3301	13501	7001
3001	61101	10701	6701	4601	2001	901					
13901	101	21202	10701	6701	3001	2001	12301	11501	10901	4001	
501	101	701	502	3001	2001	102	2801	11501	10901	4001	
501	101	2001	10701	6701	2001	102	2801	11501	10901	4001	
10021	1201	701	502	3001	2001	102	2801	11501	10901	4001	
401	9901	1301	2401	9301	7901	7702	7501	7301	6101	5301	5301
301	9101	8301	9201	5101	4601	4502	4401	6902	4801	4701	6301
6001	6301	6902	6701	6603	1020	61101	6101	19203	18902	21302	21301
21101	21904	10702	10101	17606	17502	17001	16706	16301	16102	15706	15501
15901	12401	12304	12102	15305	14701	14503	14304	13503	13302	13101	13001
12701	12601	12501	9902	9002	9501	9401	10103	4302	4201	4101	4008
3904	3601	3701	2107	1905	18033	1705	1604	1402	1304	1201	1100
2902	2807	2703	3603	3502	3301	3208	31017	2601	2502	24014	2301
11901	11702	115010	11401	11305	11203	11101	10901	10502	10301	1004	9025
2045	9016	8011	7016	6011	5035	4015					

REFLECT	501	502	301	4002	3902	2901	2702	7101	6002	9701	
REGISTRATION/SERIAL/FSH	701	501	4001	3101	7101	6001	4202	9401	7401	21201	1101
REGULATIONS	1302	103	702	503	402						
REINSERT	401	501	2001	701	503	5501	3101	2401	1501	15303	
REINSTALLED	501	17001	301	402	10301	15501	16701	17801	13301	12302	
RELEASE	201	207	100	10301	16101	802	701	3102	11301	509	602
RELEASABLE	61001	18020	1501	1201	1103				4001	3601	11702
RELEVANT	301	4102	21301	21101	61103						
RELEVANT	300	501	702	503	402						
REPAIR	103	17001	2001	701	701						
REPEAT	501	702	301	402	503	5501	3101	2401	1501	15303	
REPLACE	1101	207	100	10301	16101	15501	16701	17801	13301	12302	
REPLUG	303	201	1501	1201	1103						
	2201	18020	1501	1201	1103						
	9301	4102	21301	21101	61103						
REPRINTED	301										
REQUEST	1001	401	201	11101	2001	11101	17801	4101			
REQUIRE	801	402	1001	3601	402						
RESCUE	10703	3601	3501	402							
RESCUER	401										
RESET	10901	2901	2001								
RESPIRATION	4301	16702									
RESPIRABLE	6303										
RESUME	1501	1701	301								
RESURF	02501	701									
RESUSCITATION	3001										
RETAINING	401	7401	101	7401	7102	2001	1201				
RETURN	502	401									





4	TELE	1230	1192	1153	1192	1124	1110	1092	1051	1042	1012	993
		952	664	932	664	872	781	771	762	744	694	711
		1532	1533	1392	1431	1332	1313	1751	6103	2193	2132	2132
		1891	1871	1674	1783	61115						
		515	47	28	38	61114	2123	2112	1153	2011	1693	1873
		1789	1672	1612	1632	1553	1531	1391	1134	1124	1113	1042
		991	952	891	932	781	781	742	692	682	631	612
		532	511	471	493	452	441	421	414	402	391	371
		333	321	302	314	251	221	216	976	816	79	202
		1819	171	162	153	102						
		21	411	311	331	21	61111					
		1131	101	174	1824	123	1111	94	82	61	59	44
		75	191	1311	211	1231	1533	2131	694	942	532	761
		311	1152	682	1191	631	611	531	511	491	1094	282
		744	1001	981	995	471	301	291	406	391	331	
		251	732									
		741										
		271										
		101	61									
		101	321									
		101	22									
		402	391									
		1923	1731									
		203	61									
		151	51									
		181										
		6111										
		53										
		1531	61									
		51	111	81								
		51	931									
		51	131									
		41	6111									
		51	741									
		1431										
		6110										
		71	54									
		1611	321									
		6112	42									
		491	33									
		71	1391									
		6111										
		1171										
		412	12									
		1131	1671									
		1251	1161									
		52	1131									
		51										
		31	71									
		1922	1673									
		1121	361									

Category	Item	Value 1	Value 2	Value 3	Value 4	Value 5	Value 6	Value 7	Value 8	Value 9	Value 10	Value 11	Value 12	Value 13	Value 14	Value 15	Value 16	Value 17	Value 18	Value 19	Value 20	
WATER	21301	301	10301	11901	11401																	
	401																					
	1003																					
	61101																					
	1001	204	2804	61101	16702	2604	2501															
	401	9901																				
	305	601	903	703	2101	2501	16701	16301	14501	14302	13901	7401										
	7101	2901																				
	2901																					
	701																					
WATER	3301																					
	201	401	8901	6701	7801	7002	6901	6002	5601	5101	4901											
	302	103																				
	4701	201	1807	1501	1401	1301	1101	001	702	403	12101	1701	1303	21901	21301	16702						
	11501	13301	13101	12301	15501	15301	13901	01105	16301	21901	21101	17801										
	16701	11101	10401	10101	9901	9501	9301	4101	3901	3601	3201	3001										
	2501																					
	501	11701	7401	1801	503	301	204															
	104																					
	WATER	701																				
401																						
302																						
203																						
702		10101	6501	11401	4001	3901	1901	18011	1701	1303	1201	1701	1303	1201	21301	16702						
16301		13501	13301	13102	12501	12302	12101	11901	11501													
5601		301																				
5701		2701																				
21102		19202																				
15301		10402	17803	9901	9801	9501	9301	8901	16705	16302	16102	15302										
501	408	13903	12301	12101	11901	11701	11501	10901	309	203	106											
7002	7003	1503	1302	1103	901	801	702	602	8701	7901	7801											
4101	401	7102	603	6304	6102	5301	5102	5102	4901	4701	4301											
2003	18013	3903	3303	3201	3101	3001	2901	2803	2502	2403	2101											
2001	1804	1703	61001	21902	21301																	
5101	4701	4101	3001	201	17801	16301	16101	10401	7401	6901	6301											
901	501	201	11204	9301	6601	5101	4101	3201	3701													
WATER	16701																					
	16701																					
	901																					
	501	301																				
	701	61001																				
	501	301																				
	5602	11501																				
	7002	7000	1301	11204	11102	10901	10402	9903	9801	9502	9302	8701										
	4901	4702	3901	3003	3203	3102	3001	3001	2803	2502	2402	2301										
	2102	2002	18014	1001	1702	1502	1401	1302	1201	1101	904	801										
702	507	404	307	15303	15301	14501	13902	61105	61003	21901	21302											
21103	17803	16702	16303	12501	12303	12101	11901	11901														
4301	401																					
7301	701																					

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5	WIS	1922	7301	3601	7301	203	101	2901	2802	2701	2101	1701
5	WISC	17001	13901	10501	6001	7301	101	2901	2802	2701	2101	1701
5	MI-DE	901	601	403	3301	501	701	8701	3001	7402	7101	6301
5	NE	61101	11701	7101	2801	2001	701	8701	3001	7402	7101	6301
5	NY	3901	301	104	2801	2001	701	8701	3001	7402	7101	6301
5	NYT	201	101	602	504	401	304	14301	11701	11501	10901	7901
5	NYT	7401	7104	6902	6503	4002	3301	2901	2001	707	1803	1301
5	NYT	901	801	902	803	704	403	305	202	1701	1301	61003
5	NYT	602	509	1901	18701	18101	17801	17001	16101	15901	6701	3001
5	NYT	21101	18901	1901	18701	18101	17801	17001	16101	15901	6701	3001
5	NYT	2801	2001	61102	61102	61102	61102	61102	61102	61102	61102	61102
5	NYT	501	501	501	501	501	501	501	501	501	501	501
5	NYT	302	302	302	302	302	302	302	302	302	302	302
5	NYT	101	101	101	101	101	101	101	101	101	101	101
5	NYT	4001	2801	301	201	10901	10901	10901	10901	10901	10901	10901

APPENDIX 8

60 ECL STRUCTURES AND LEXICON

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

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**Sentences:**

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

**Sentence Complexity:**

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

**Verbs:**

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

**Verbal Forms:**

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

**Voice:**

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

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

**Adjectives:**

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

**Adverbs:**

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

**Articles:**

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

**Pronouns:**

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

**Conjunctions:**

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

A. Simple

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

B. Compound:

according to, because of, by means

Vocabulary:

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

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two verb verbs"

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