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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR

MOS 36C- WIRE SYSTEMS INSTALLER/OPERATOR

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1 data gathering task observation structural prioritization checklist form inventory determination of English language skills compiled structural 60 in-house ECL data and vocabular Form . structures lexical list percentage anguage skills clustering of tasks according to duty position and common tasks. job language performance requirements (MCS):

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					异

## CONTENTS

	PREFACE	iii-iv
SECTION I	DATA GATHERING	1-1
	Methods	
	Forms	
	Conclusion	
SECTION II	DETERMINATION OF ENGLISH LANGUAGE SKILLS	2-1
	Organization of data	
	Table of language skills	
	Forms	
	Vocabulary	
	Conclusion	
SECTION III	CLUSTERING COMMON AND DUTY POSITION TASKS	3-1
	Explanation	
65.05TAV TV	Clusters	
SECTION IV	JOB LANGUAGE PERFORMANCE REQUIREMENTS	4-1
	Format	
	Task	
	Explanation of language tasks vs MOS tasks	
	Conditions	•
	Standards	
47.67.4W W	Conclusion	
SECTION V	JOB LANGUAGE PERFORMANCE REQUIREMENTS	5-1_
	CLUSTER	
	TITLE	
	Percentage Language Skills	
	Job Language Performance Requirements	
	Task numbers	-
	Task names -	. •
SECTION VI	JOB LANGUAGE PERFORMANCE REQUIREMENTS	. <b>6-1</b>
	Entire MOS	
APPENDICES		•
l. Task Pri	oritization Checklist	A 1-
	entory Compiled Data Form .	A 2-
	ge Language Skills	A 3-
	ion Forms	A 4-
	al/Lexical List	A 5-
	ry (in house)	A 6-
	ry (machine-generated)	A 7-
	tructures	A 8-

#### PREFACE

Instructions for review of Job Language Performance Requirements for 350.

## 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.

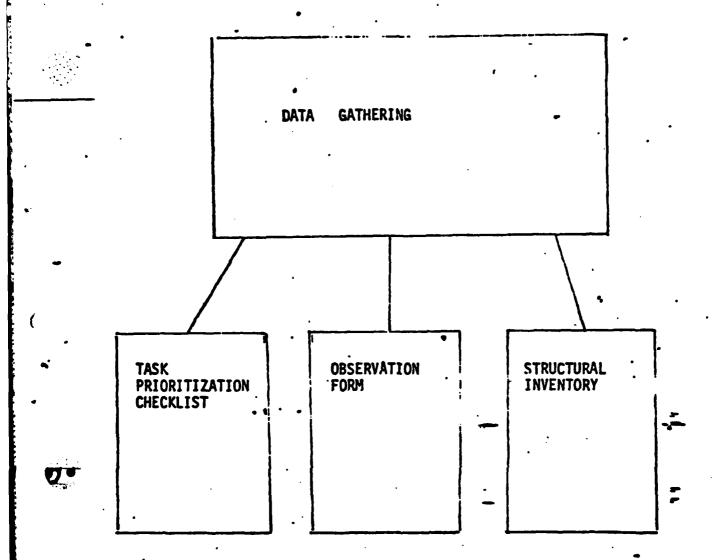
Appendix eight is the list of structural and lexical items requisite to 60 ECL. These were determined through coordination with the Tests and Measurements Section at the Defense Language Institute and the Defense Language Institute, American Language Course materials.

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.



#### 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).

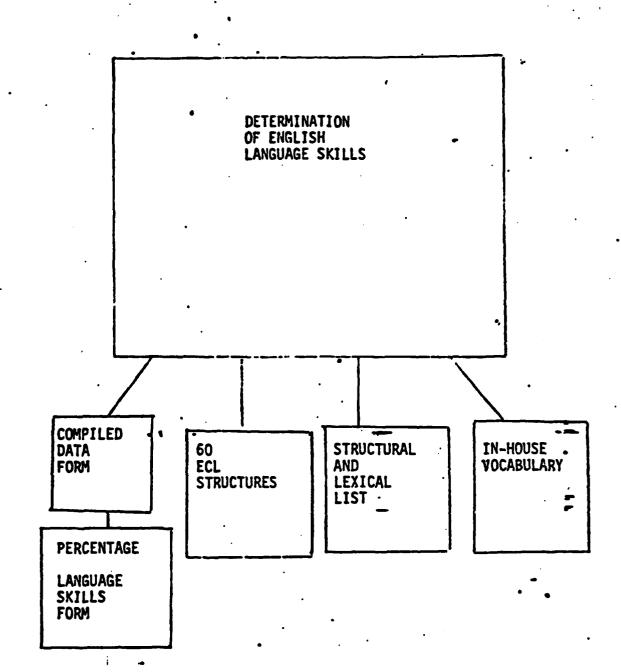
These tools were used to form the data pool from which the information to determine the Job Language Requirements was found.

#### 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.



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	Tistening, 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.

3 = average = high		*RATING: *RATING: 1 = high 1 = low 2 = 2 = med 3 = average = high 4 = 5 = low	<i>/</i>
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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	24.4%
Reading	19.8%
Writing	24.6%

As shown by the figures, listening is the most important skill in 36C. 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 36C. 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 36C. 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 36C.

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:

- Basic Vocablary. 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 wordsterms, and acronyms common to everyday English.
- 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 Engish 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.

4

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

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 360 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 360 indicates verbal reports entailing those activities directly related to installing and operating telephones and switchboards.

The speaking act to respond or elicit reponse is in 360 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 preceeds 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 shor' 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 wast and the presentations of oral language are so waried, 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.

<b>AVERAGE</b>	NUMBER
<b>5</b> 0.9	1
24.6	2
24.4	3
19.8	Ţ

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.

# 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 nonstandard 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 in-

structions, 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 train-

ing 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, scen-

arios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lex-

ical items (Appendix 5 & 6)

STANDARDS: 100% understandable oral responses

## III. TASK NUMBER AND TITLE

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

U51-191-1362 Camouflage/Conceal Equipment

## M16A1 RIFLE

## I. PERCENTAGE LANGUAGE SKILLS

Listening 62% Speaking 31% Reading 20% Writing 21%

#### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, 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 train-

ing 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, scen-

arios 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 proced-

ures, manuals, charts, pictures with captions and explan-

ations

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 train-

ing 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

CCMDITIONS: Given any verbal stimulus in the form of questions, scen-

arios 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 51% Speaking 21% Reading 21% Writing 26%

## II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read for information

CONDITIONS: Given printed MUS 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 emplain

CONDITIONS: Given a simple medical scenario requiring an oral inter-

pretation 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, scen-

ariosor instructions in any training situation (Appendix 4) and with standard and non-standard structural and loxical

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

28

## NUCLEAR, BIOLOGICAL AND CHEMICAL

## I. <u>PERCENTAGE LANGUAGE SKILLS</u>

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, scen-

arios 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

C81-831-1012 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 34% Reading 19% Writing 20%

## II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Read to learn

CONDITIONS: Given printed MOS training material in the form of pro-

cedures, 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, scen-

arios 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 train-

ing 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 in-

structions, 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

# 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, scen-

arios 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-311/TT

#### I. PERCENTAGE LANGUAGE SKILLS

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

#### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appendix

4), using standard and non-standard lexical and structural

items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, scen-

arios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lex-

ical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, 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

### CENERATOR 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)

STANDIRDS: 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 struc-

tural 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, explan-

ations 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 FU-619/M

113-601-6003 Perform Equipment Serviceability Criteria (ESC) on Generator Set FU-519/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 5%

#### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: List-: 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 (Appen-

dix 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 24.4%

# II. JOB LANGUAGE PERFUHMANUE HEQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation (Appen-

dix 4), using standard and non-standard lexical and struc-

tural 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, scen-

arios 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 nonstandard 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 pro-

cedures, 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/TF

113-595-3001 Perform Operator's Preventive Maintenance on Switch-

board Telephone Automatic SB-3614/TT

113-595-7003 Inspect Installation of Switchboard Telephone Auto-

matic BB-3614/TT, BB-3082(v)1/GT

113-595-7001 Check Operation of Switchboard Telephone Automatic

5B-3614/TI

113-595-7002 Inspect Operator's Preventive Maintenance on Switc's

board 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 (Appen-

dix 4), using standard and non-standard lexical and struc-

tural 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, scen-

arios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lex-

ical 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 nonstandard 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 pro-

cedures, captioned illustrations, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete communication forms and

logu

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-3032(v)1/GT

39

## 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 24.6% 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 (Appen-

dix 4), using standard and non-standard lexical and struc-

tural 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, scen-

arios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lex-

ical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over telephone

CONDITIONS: Given the requirement to orally communicate in any train-

ing 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 train-

ing 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 siructural

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/MAN-10
604-3004	Perform Operator's Preventive Maintenance on Central
<b>dal mand</b>	Office Group Telephone AN/MTC-10
604-3005	Perform Operator's Preventive Maintenance on Central
<b>701 400</b>	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
(0)	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
(0) 4007	Office Telephone Marrial AN/TN-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
601. 7001	Inspect Testallation of Central Office Telephone
604-7001	Manual AN/MTC-1A
604-7002	Check Operation of Central Office Telephone Manual
004-1002	AN/MIC-1A
604-7003	Inspect Operator's Preventive Maintenance on Central
004-1003	Office Telephone Manual AN/MTC-1A
604-7004	Check Operation of Telephone Manual Central Office
004-1004	AN/TCC-7, AN/TTC-7A or AN/GTA-14(v)
604-7005	Inspect Operator's Preventive Maintenance on Tele-
004 (00)	phone Central Office Telephone Manual AN/TTC-7
	AN/TTC-7A or AN/GTA-1L(v)
604-7006	Inspect Installation of Central Office Telephone
	Manual All/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
	<u> </u>

#### TELEPHONE SIGNAL CONVERTER

#### I. PERCENTAGE LANGUAGE SKILLS

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

## II. JOB LANGUAGE FERFORMANCE REQUIREMENTS

TASK: Listen to learn

COMDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard lex-

ical and structural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions

scenarios or instructions in any training situation (Appendix 1) and with standard and non-standard stru-

ctural 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 (Appen-

dix 4), using standard and non-standard lexical and

structural items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

TASK: Produce oral utterances to inform

COMDITIONS: Given a requirement to instruct in any training sit-

uation (Appendix 4) and wish 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

ani logs

STANDARDS: 100% legibility of written communication

TASK: Read for information

COMDITIONS: Given printed MOS training materials in the form of

instructions, whichs, pictures with captions, ex-

planations and procedures

STANDARDS: 100% understanding of printed content

# III. TASK NUMBER AND TITLE

113-505-1001	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	Ferform Operator's Preventive Maintenance on Telephone Signal Converter CV-1918A/G
113-605-7001	Check Operation of Telephone Signal Converter CV-19131/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-19:5A/G
113-605-7004	Check Operation of Telephone Signal Converter CV-1913A/G
113-605-7005.	

#### AUTOMATI: TELEPHONE CENTRAL OFFICE

#### I. PERCENTAGE LANGUAGE EXILLS

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, explan-

ations and procedures

STANDARDS:

100% understanding of printed content

TASK:

Produce oral utterances to inform

COMDITIONS:

Given a requirement to instruct in any training sit-

uation(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/TIC-38

113-603-7002 Check Operator Position Automatic Telephone Central

Office AN/TTC-38 Procedures

# CONSOLE 1A11 \_AN/TTC-25

## I. PERCENTAGE LANGUAGE SKILLS

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

## II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to perform

CONDITIONS: Given a verbal command in any training situation

(Appendix 4), using standard and non-standard lex-

ical 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% unlerstanding of printed content

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to instruct in any training sit-

uation (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/TIC-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, explan-

ations 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

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

### I. PERCENTAGE LANGUAGE SKILLS

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

#### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific

assignments in any training situation (Appendix 4) using standard and non-standard lexical and struc-

tural items (Appendices 5 & 6)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4) and with standard and non-standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable eral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any

training situation (Appendix 4), using standard and non-standard lexical—and structural items (Appendices

5 & 6)

STANDARDS: 100% understandable oral communication

TASK: Read for information

CONDITIONS: Given printed MOS training materials, pictures with

captions, procedures and references

STANDARDS: 100% legibility of written communication

TASK: Write to record

CONDITIONS: Given a requirement to complete communication forms

and logs

STANDARDS: 100% legibility of written communication

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to instruct in any training

situation (Appendix 4) and with standard and non-

standard structural and lexical items (Appendices 5 & 6)

STANDARDS: 100% understandable oral utterances

# III. TASK NUMBER AND TITLE

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

#### 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 struc-

tural 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 (App-

endices 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 nonstandard 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 RI-207/G

#### FIELD CABLE

#### I. PERCENTAGE LANGUAGE SKILLS

55% Listening 111% Speaking 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 lex-

ical 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

100% understanding of printed content STANDARDS:

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 sit-

uation (Appendix 4) and with standard and nonstandard structural and lexical items (Appendices

5 & 6)

STANDARDS: 100% understandable oral utterances

#### III. TASK NUMBER AND TITLE

C

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

Troubleshoot Field Cable Line CX-11230/G

113-588-3003 Troubleshoot Field Cable Line CX-11 113-588-3004 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

38% Listening Speaking 13% Reading 10% Writing

#### 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 lex-

ical 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 struc-

tural 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 nonstandard structural and lexical items (Appendices

5 & 6)

STANDARDS: 100% understandable oral responses

TASK: Read to learn

Given printed MOS training materials in the form of CONDITIONS:

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/M 113-588-1012 Erect Pole Using Truck V-17/MTQ Dig Pole Hole Using Truck V-18/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 Sub-

station

113-588-1010 Transport Cable on Cable Reel Trailer V-120/GT.

113-588-1013 Transport Poles Using Cable Reel Trailer V-120/GT

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 36°C.

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, resetechnical, lexical and structural features (Appendices 5 & 6) in simple to complex written form in any training situation.

(Appendix 4)

STANDARDS:

100% understanding of action 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

6-2-36C

Data Cards
Punched Tape

#### WRITING

TASK: U

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.

Given 'standardized forms or paper and oral

CONDITIONS:

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: CONDITIONS:

Understand oral language intended to inform or instruct 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 in-

form 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,

acenerios, 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

sit; ation.

\* 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

spentaneously or via a technical medium such as

radio telephone

CONDITIONS:

Given a communitive situation (Appendix 4,5, and 6,360

(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 signuls 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**

- Task Prioritization Checklist
- Task Inventory Compiled Data Forms
   Percentages Language Skills
   Observation Form

- 5. Structural/Lexical list
- Vocabulary (In-house)
   Vocabulary (Machine-generated)
   60 ECL Structures

#### 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.

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# APPENDIX 2

# TASK INVENTORY COMPILED DATA FORM

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

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#### 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 MOS 36 C

_ <b></b>	FORMULA	LISTENING	SPEAKING	READING	WRITING	
uster x' of tot, cluste		-demonstration	-oral (test)	-self-paced	-lecture	
of Clu		-lecture	-rating (scale)	-written (test)	-self-paced	
		-hands-on		-rating (scale)	-written (te	
asks les x idents	•	-performance (test)			-rating (sca	
f of tasks variables respondent total 2		-rating (scale)				
<b>1</b>	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%	
*	u u	2 *5 * 8 = 80	2 x 2 x 8 = 32	2 ×3 ×8 = 48	2x4 x8 = 6	
(	) F L A G	13 11 "> 10 • .	2 4 8 12	mo@ 1	11 3 0	
• • •	CAMOUF	52 80,52	32/12	48711	- 3 - 17 14/T	
	TOTAL	65%	38%	232	21%	
. Se		4 x 5 x 1 = 160	4 x 2 x 8 = 6 4	4 + 3 + 8 = 96	4×4×8=	
(	MIGAI RIFLG	23 19 19 19 19 19 10 19	13 30 64/20	7 = 12   19   96/19	19705	
	TOTAL	6220	31%	20%	24%	
		125 k8 = 40	1 × 2 × 8 = 16	1 × 3 × 8 : 24	1x4 x8 = 3:	
	Physical FitNESS	4 3 5	7 24	24/6	3 4 6 1	
	ځ نړ	5 40/23	1654	24/6	32/8	
	TOTAL	587.	25%	25%	25%	
	83					
P	الله والمراجع وأحراجا			•		

## PERCENTAGE LANGUAGE SKILLS MOS 36 C

**READING** WR1 LISTENING **SPEAKING FORMULA** -oral (test) -self-paced -lecture -demonstration -written (test) -self-paced -rating (scale) -lecture -rating (scale) -written (to -hands-on -rating (sca -performance (test) -rating (scale) 3 - 100% 4 = 100% 2 = 100% 5 - 100% Cluster 4x4x7= 4×3×7=84 442×7=56 445x7=140 15 21% 21% TOTAL 54% 4 x3 x 8 = 96 4 45 x 8 = 160 4x2x8= 64 24 23 96/23 160/113 33 % 7/% TATAL 27% 249. 2xxx8 = 32 80 2 +3 +8= 48 64 80/30 38% TOTAL 347. 20% 2 12 18 = 32 2 x 4 x 8 = 80/42 6452 30/9 48/16 28% 3320

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# FERCENTAGE LANGUAGE SKILLS MOS 36C

	FORMULA	LISTENING	SPEAK ING	READING	WRITING
uster x of tot.		-demonstration	-oral (test)	-self-paced	-lecture
clus of r clu		-lecture	-rating (scale)	-written (test)	-self-paced
in K's Per		-hands-on		-rating (scale)	-written (te
of tasks variables respondents		-performance (test)			-rating (sca
f of varia		-rating (scale)			
i. A	Cluster	5 = 1002	2 = 100%	3 - 100%	4 = 100%
( .	12	1 45 ×7. = 35	1x2 ×7 = 14	1 × 3 × 7 = 21	1 * 4 + 7 = 2
	٥	5	2	!	5 -
	Readin	5 .	3 5	<u>-</u> 7	65
2.5	<b>A</b> 6 6 <b>A</b>	5 27 35/27	:145	21/7	5 17 28/1
O.	TOTAL	7170	388	33%	61%
	13	4 4 5 48 = 160	4x2x8=64	4 x3 x8= 96 =	4x4x8=12
	20 6	21 13	n i	6	13
	Puene -312/1 341/7	19	1/22	7	4
	ا دا اسا	72 15	-	77	5
	75 C	90 160/90	64/22	96517	28 128:/2
	TOTAL	5670	34%	1890	22%
•	Set	8 x 5 x 7 = 280	8 ×2×7 = 112		8×4×7= 2;
	619/M	16	1	1	13
	614	15	7	iì l	2
	PU-619/	15/2	8	14	20
		71 280/71	112/8	168/14	224/20
	TOTAL	25%	70%	87.	9%
85					
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## PERCENTAGE LANGUAGE SKILLS NOS 36 C

•	}				
	Formula	LISTENING	SPEAK ING	READING	WK1
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	1	-hands-on		-rating (scale)	-written (
tasks bles x ndents		-performance (test)			-rating (s
f of tay	<u> </u>	-rating (scale)			
1	Cluster	5 = 1002	2 = 100%	3 - 100%	4 = 100%
₹ : <i>(</i>	0	6 x5 x5 = 150	6 x2 x5 = 60	6 +3 +5= 90	6×4×5=
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		and the second second			

## PERCENTAGE LANGUAGE SKILLS MOS 36 C

**SPEAKING** READING WRITING LISTENING **FORMULA** -self-paced -lecture -oral (test) respondents per clust(total % -demonstration -written (test) -self-paced -rating (scale) -lecture -rating (scale) -written (te -hands-on variables x's -rating (sca -performance (test) -rating (scale) 3 - 100% 4 = 100%5 - 100% 2 - 100% Cluster 23 ×4 23 43 23 15 Q. TOYAL 10 x 5 10 x3 10 x4 All and SIGNAC TOTAL 2 45 2 ×2 2 = 3 2 x4 Find Data ELEPHEN DUTOTANTI'C DEFILE TOTAL

# PERCENTAGE LANGUAGE SKILLS NOS 36C

	.nos 36C		•		
FORMULA	LISTENING	SPEAKING	READING	WR1 TING	
,	-demonstration	-oral (test)	-self-paced	-lecture	
	-lecture	-rating (scale)	-written (test)	-self-paced	
•	-hands-on		-rating (scale)	-written (t	
•	-performance (test)			-rating (so	
	-rating (scale)				
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Con 501	- 0'				
		-	-=	-	
TOTAL					
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	25/10	10/1	15/2	20/5	
PAL	40%	10%	13%	25%	
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2	10	1	3	6	
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154 150	7			72	
TesT SET TS-276/75M AW/PTM-7	120/38	48/4	72/11	96 =	
OTAL	322	192			
			157	_ 13 <u>*</u>	
			1		
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# PERCENTAGE LANGUAGE SKILLS MOS 36

<b>6</b> K	FORMULA	LISTENING	SPEAKING	READING	WRITING
. x		-demonstration	-oral (test)	-self-paced	-lecture
of Clu		-lecture	-rating (scale)	-written (test)	-self-paced
in c		-hands-on		-rating (scale)	-written (te
asks les x idents 2	•	-performance (test)			-rating (sca
f of tasks variables respondent		-rating (scale)			
	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
	İ	3 25 X7 = 105	3 x2 x7 = 432	3 x 3 × 7 = 63.	3 x 4 x7 =
	166 Unit	14	12	6 2 12	14 6 2
- - - -	Riser - 20	13 105/18	42/18_	63 520	25 84/2
Qu	TOTAL	74%	43~	32%	30%
•		11.45 + 8 = 440	11. A2×8=176	11 x3x8= 265	11. x4x 8=
(	ern 8ce	59 40 57 44 44	15 9 24	18 4 <u>31</u> 53	18 4 66
	بر n	244 440/244	176/24	264/53	352566
	TOTAL	55%	14%	20%	19%
•		11 x 5 x 6 = 330	11 ×2 ×6 = 132	11 × 3×6 = 198	11 24 26 2 2
	Fired	32 20 31 20 727	13 17	12 20	20 4 12 44
وه	TOTAL	38%	13%	10%	
07				1070	178
	5.5.86%	1			]

#### 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 OF SOM	VATION FO	277.1		
mos 36C	LOCATION	FT	Geroin	6A.	
TASK #	_ Person. reco	RDING			·
SUBJECT		<del></del>	·	<u></u>	
•/	INSTRUC	TION	•		
Physical Environmen			· c	omeats	
1. Classroom	•		•	•	
∠ 2. Open Areas (live)	fire field,	make-up 1	terrain)		•
	rea (bleacher	sites, wa	rehouse siz	e) _	••
4. Other (comments)	· · ·				
	<b>~</b> ,		٠.	•	
Instructional Ratio	٠.	-	•		
1. Instruct or one-	to-one/class				
2. Peer/one-to-one	•			•	
	ee group	•.•	•		-
4. Small (12 or less	s)	•	•		•
5. Other (comments)	•	•	•		
•	MODES OF I	nstructio	<u>on</u>	COMMENTS	
1. Films					
2. Video cassettes	•				
	aids (diagra	ms,etc.,	· ·		

4. Illustrations a)requiring reading
b) not requiring reading

5. Maps

6. Mock-ups

\_\_7. Models/Simulated

8. Real equipment

√9. Transparencies

A 4-2-360

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

10, Tape cassettes	•	
,11. Training publica		• .
12. Signs/notices	b) available  5 FLF- PPCED	MAYERIAL
13. P.A. System	SELF- PACED	
	TELEPHINES	
15. Soldier's Manual	T FLEPHEN	
∠16. Chalkboard	switch borr D	•
17. Other (comments)	,	•
•	MODES OF RESPONSE	COMMENTS
	•	•
1. Manipulate equip	oment .	•
2. Performance	• •	- 8
	-written)	
4. Signals		
5. Taking notes	•	
6. Teamwork		
7. Other (comments)		,
	•	
• • .	STYLES OF COMMUNICATION	COMMENTS
1. Formal Speech	•	
2. Informal Speech	•	
4. Body language		
	•	
6. Shop talk/slang		
7. Non-standard Engl	lish	
8, Other (comments)	▲ ¼-3-36C	
Instruction, verb	al orders	

#### APPENDIX 5

#### STRUCTURAL/LEXICAL LIST

This is the final list of structural and lexical items, grammatically named for MOS 36C .
(For discussion, see SectionII)

#### SENTENCE TYPES

#### INTERROGATIVE

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

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

EXCLAMATORY- \* Not found in this MOS.

#### IMPERATIVE-

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

#### ELLIPSIS:

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

#### FRACMENT

Movement to occupy a position. All other parts

#### ADVERBIAL CLAUSES\*

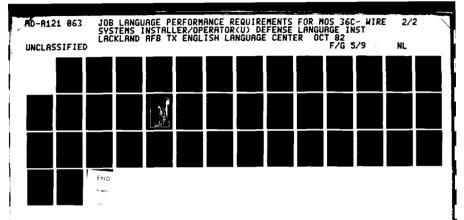
#### 1. PURPOSES

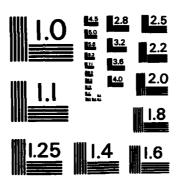
Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

#### 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.





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

• 1:

4

#### 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 used 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)

#### 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"
modsl+passive voice

model+negative+passive

#### 4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> 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).

<u>Do</u> not zero in under 100 meters.

If the round <u>does</u> 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).
- 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.
  - / 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 rocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL rocabulary. The final list is alphabetized for the entire Mos.

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

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

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

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

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

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

282 gasoline generate generator go ahead with call green gage (gauge) gas (poisonous, odorless, colorless Pas 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 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

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

lower band

4

4.

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 mair of cable panel parking brake pay cable from reel performance level serformance 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 séveral shelter shut down site (n) site (v) situation skin STOWLY 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

18

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

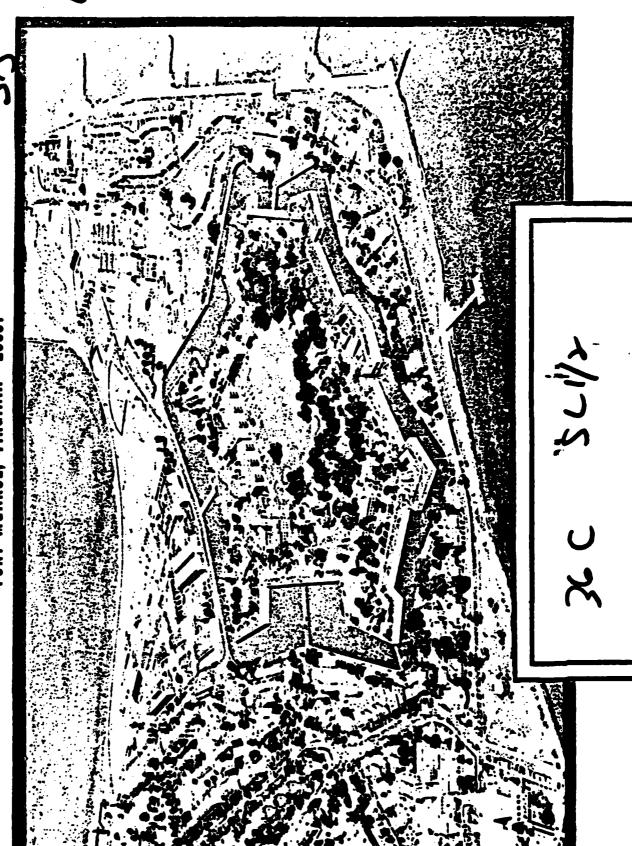
yellow

# APPENDIX 7

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

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651



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122   124   125   124   251			133/1													
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1751   1951   451   452   451   452   451   452   451   45	-33	:	17211	=	126	36.1	33,1	1701	:							
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### APPENDIX 8

# 60 ECL STRUCTURES AND LEXICON

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

## Sentences:

Declarative

Interrogative

statement question

wh- questions

tag questions (3) yes/no questions command, polite request

exclamation

Incerative

D. Exclamatory

## Sentence Complexity:

A. Simple

B. Compound

Corrlex

one full subject and predicate

two or more independent clauses joined by:

a. punctuation

b. punctuation and conjunctive adverb ..

c, coordinate conjunction

one or more dependent clauses and an independent clause

. two or more independent clauses and one or more

dependent clauses.

Verbs:

C.

Concord

Transitive

Intransitive

Comila

Linking

Auxiliaries of tense will, do, did F.

Compound-Complex

Auxiliaries of

modality

Tense H.

Aspect

subject-verb agreement

takes an object

doesn't take an abject

to be

connectors

should, ought to, wast, have to, have got to,

able to, can, near, might, could, would

present, past

perfect, progressive

#### Verbal Forms:

Present Participle

Past Participle

active voice passive voice

#### Voice:

Active

Passive

(b) agent not ex-

pressed

(a) agent expressed

subject does action subject does not do action

8-2-36¢

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

# Adjectives:

A. Predicative
B. Attributive

C. Degrees of comparison

(a) regular (b) irregular

D. Ordinal/Cardinal Numbers

The tank is green.
The green tank is moving.

big, bigger worse, worst

first, one

#### Adverbs:

A. Time/Frequency
B. Place/Position

C. Manner

D. Negative

E. Comparison of

F. Degree

immediately, today, ago here, there, everywhere maybe, possibly no, never

nearest, harder

thoroughly, completely

#### Articles:

A. Definite
B. Indefinite

a, the

#### Pronouns:

A. Personal

B. Pemonstrative

C. Indefinite

.D. Reflexive

E. Cases of

F. Relative

G. Interrogative

you that

anybody, both, each himself, yourself

I, me, my, mine

who, whom, whose who, which, what

### Conjunctions:

A. Coordinating

B. Subordinating

C. Correlative

D. Conjunctive adverb

and, but, or, nor

because, if, as, that, after

either, or

therefore, furthermore

A. Simple

(a) place

(b) time (c) direction/motion (d) manner/agent/ instrument

· (e) measuremant. number at and on, in in, at, on

to

by, with

of

B. Compound:

according to, because of, by means

Vocabulary:

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

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

"two mail nember

