CIVIL AVIATION AUTHORITY OF SRI LANKA

ENGLISH LANGUAGE PROFICIENCY CHECK (ELPC) - PROCEDURE MANUAL

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Issued under the authority of the Director General of Civil Aviation & Chief Executive Office

ENGLISH LANGUAGE PROFICIENCY CHECK (ELPC) - PROCEDURE MANUAL

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CIVIL AVIATION AUTHORITY OF SRILANKA

TRAINING ORGANIZATION & PERSONNEL LICENSING SECTION

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RECORD OF REVISIONS

Director (Training Organizations & Personal Licensing), Civil Aviation Authority, Sri Lanka is responsible to ensure that this manual is updated as required and to maintain the contents of the manual current at all times.

Amendments to this manual are promulgated by means of revisions issued whenever necessary to cover corrections and to add or modify the contents.

Any Revisions to the manual shall be shown with a vertical bar on the right side of the revised data. The page number and the revision number of the effected page must be changed accordingly. The list of effective pages and history of revisions page must be amended accordingly.

All revisions to this manual shall have the approval of the approving authority of this manual prior to publishing of the revisions.

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HISTORY OF REVISIONS

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FORWORD

Civil Aviation Authority of Sri Lanka being the regulatory body empowered to grant licence, certificates & conduct surveillance on civil Aviation activities, its Licensing Section is entrusted to conduct certification of personnel involved in these activities whose job functions require such certification to perform their jobs as per Civil Aviation Act, No 14 of 2010 with reference to Annex 1 of the Convention to International Civil Aviation.

Annex 1 and IS 92 stipulates all pertinent standards for conducting examinations to determine the English Language Proficiency requirement for the issuance of a personnel license.

Having the legal provisions as stipulated above the purpose of this manual is to document procedures and standards applicable for conducting of English Language Proficiency Check (ELPC). The manual cited as ELPC procedure manual also contains instructions for CAASL staff on administrating and conducting of English language proficiency checks.

Also included in it some useful information on qualification requirement, procedure for appointing examiners other related information such as applicable CAASL forms. This manual also contains producers for re-testing of applicants and the endorsement procedures of ELPC results on personnel licence.

This manual is developed to provide adequate instructions and procedures. Therefore, all shall be guided by the Applicable Standards mentioned in this manual.

This Authority may without any prior notice change the contents of this manual as appropriate to suit the administrative requirements.

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20th April 2020

ABBREVIATIONS

01.	APP	-	Approach Control Rating
02.	ASN	-	Aviation Safety Notice
03.	ATC	-	Air Traffic Controller
04.	ATPL	-	Airline Transport Pilot License
05.	ADGCA	-	Additional Director General of Civil Aviation
06.	CAATA	-	Civil Aviation Authority Training Academy
07.	CAASL	-	Civil Aviation Authority Sri Lanka
08.	CAO	-	Civil Aviation Officer
09.	CPL	-	Commercial Pilot License
10.	DGCA	-	Director General of Civil Aviation
11.	ELPC	-	English Language Proficiency Check
12.	ICAO	-	International Civil Aviation Organization
13.	MPL	-	Multi crew Pilot License
14.	SCAIPLES	-	Senior Civil Aviation Inspector (PL Examination & Standards)
15.	SCAIFCL	-	Senior Civil Aviation Inspector (Flight Crew Licensing)
16.	PEL	-	Personnel Licensing
17.	PIC	-	Pilot In Command
18.	CAIPLE	-	Civil Aviation Inspector (PL Examination)
19.	CAIPLS	-	Civil Aviation Inspector (PL Standards)
20.	DDGFSR	-	Deputy Director General Flight Safety Regulations
21.	DTO&PL	-	Director Training Organizations & Personnel Licensing
22.	PPL	-	Private Pilot License
23.	RT	-	Radio Telephony
24.	SARPs	-	Standards and Recommended Practices
25.	SIC	-	Second in Command
26.	SLCAP	-	Sri Lanka Civil Aviation Publication
27.	SPL	-	Student Pilot License
28.	TOS	-	Table of Specification
29.	TWR	-	Control Tower
30.	IS	-	Implementing Standards

DEFINITIONS

Accent. A distinctive pronunciation of a language which is usually associated with a geographical region (for first language speakers) or with the phonological influence of another mother tongue (for second or foreign language speakers). All speakers of all languages have an accent.

Administration. The actions involved in the delivery of a test to a group of candidates under specified conditions. Specifications might include registration procedures, instructions for candidate seating arrangements, equipment needed, time parameters for each test task, etc.

Cue. The spoken input from an audio recording or a live interlocutor which requires the candidate in an oral test to provide a spoken response.

Descriptor. A brief description accompanying a band on a rating scale, which summarizes the degree of proficiency or type of performance expected of a candidate to achieve that particular score. The band may contain several descriptors.

Dialect. A distinctive variety of a language, usually associated with social or geographical distinctions, which is characterized by differences in accent, vocabulary and grammar with regard to other varieties of the same language.

Discrete item. A test item which is not linked to any other item in the same test.

Examiner. A person who is authorized to conduct examinations.

Formulaic speech. A restricted or coded use of language comprising fixed standard phrases or lexical and syntactical routines, developed either by consensus for highly repetitive communications (e.g. everyday exchanges of greetings) or formally prescribed for special or professional purposes. (ICAO standardized phraseology is an example of formally prescribed formulaic speech.)

Interlocutor. A suitably qualified and trained person with whom a candidate interacts during a test in order to complete a speaking task.

Inter-rater reliability. The consistency or stability of scores between different raters.

Intra-rater reliability. The consistency or stability of scores given by a single rater to the same performances at different moments in time.

Item. Each testing point in a test which is given a separate mark.

Language proficiency skills. The knowledge and abilities which impact on the capacity of a given individual to communicate spontaneously, accurately, intelligibly, meaningfully and appropriately in a given language.

> *Note.— Six individual skills are identified in the ICAO Rating Scale.*

Operational language assessment. (A term specific to ICAO Doc 9835). The assessment of language proficiency using a procedure developed for a different purpose (for example during a flight check

or ATC exam). Such assessments however must be carried out in accordance with recognized principles of language testing best practice.

Operational rater or **Operational assessor.** A rater/assessor whose assessment will focus not only on the linguistic features of a candidate's performance but also on the appropriateness of a candidate's performance in a test with regard to professional standards and procedures (compare with "language rater/assessor").

> *Note.— Knowledge of operational procedures is not tested in language tests.*

Passing score. The lowest acceptable score in a test. Candidates scoring below the pass mark fail the test.

Plain language. The spontaneous, creative and non-coded use of a given natural language.

> *Note 1.— Plain language shall be used "only when standardized phraseology cannot serve an intended transmission" (Annex 10, Volume II, 5.1.1.1).*

> *Note 2.— The choice of the term "plain" originated from existing ICAO documentation at the time of the formulation of language proficiency requirements and was preferred to other test-taker terms such as "general", "common", "extended" or "natural".*

> *Note 3.— There is no intended association of this usage with the "Plain English" movement in the United Kingdom and the United States which aims to provide an alternative to unnecessarily complicated language by government, business and other authorities.*

Rate. To assign a score or mark to a candidate's performance in a test using a subjective assessment.

> *Note.— The potential for unreliability induced by individual subjectivity is countered by providing initial and maintenance training of raters, regular reference to a standard rating scale and the use of multiple raters.*

Rater or **Assessor.** A suitably qualified and trained person who assigns a score to a candidate's performance in a test based on a judgement usually involving the matching of features of the performance to descriptors on a rating scale.

Rating scale. A scale consisting of several ranked categories used for making judgements of performance. They are typically accompanied by band descriptors which make their interpretation clear

Register. A style of speech (involving distinctive vocabulary, syntax, speech rate, etc.) that is adopted by the speaker to be appropriate for a given situation or activity.

Reliability. The consistency or stability of the measures from a test.

Response. The candidate's linguistic performance elicited by the input of a test item (e.g. an answer to a question).

Score or **mark.** The numerical or coded result of a candidate's performance in a test enabling comparisons to be made with regard to other candidates of the same test or with regard to a fixed standard.

Specialized language testing. (A term specific to ICAO Doc 9835). The assessment of language proficiency using a procedure which has been developed for that purpose alone and in accordance with recognized principles of language testing best practice

Test construct. A hypothesized ability or mental trait which cannot necessarily be directly observed or measured, for example, in language testing, listening ability. Language tests attempt to measure the different constructs which underlie language ability.

Test delivery. The physical means by which test input is made available to the test-taker during test administration (e.g. paper documents, computer screen, audio sound-source, face-to-face encounter, etc.).

Testing system. A combination of all provisions for administrating a given test, including the test materials, but also the organization of test maintenance, test delivery, rating and marking.

Test maintenance. The activities of a testing organization intended to preserve the reliability, validity and security of the test over time. These activities include monitoring test results and rater reliability, designing and trialling new test items, issuing new versions of the test, reviewing instructions for test administrators, etc.

Test objective. The language behaviours for which a test requires candidates to demonstrate their ability.

Test-taker or **Candidate.** The person who is tested.

Test task. The combination of a single rubric and the associated cue(s) and response(s).

Test user. The persons or institutions making use of a test and to whom test results are made available in order to inform choices or actions.

Validate. To undertake actions during test development and test maintenance that demonstrate the validity of a test.

Validity. The extent to which scores on a test enable inferences to be made about language proficiency which are appropriate, meaningful and useful given the purpose of the test.

Washback effect. The influence of the format or content of tests or examinations on the methods and content of teaching and learning leading up to the assessment.

CHAPTER 1

BACKGROUND FOR INTRODUCING INTERNATIONAL AVIATION LANGUAGE PROFICIENCY REQUIREMENTS

1.1 BACKGROUND AND HISTORICAL DEVELOPMENT OF ICAO LANGUAGE PROFICIENCY REQUIRMENTS

1.1.1 Many people lost their lives in accidents in sector of Civil Aviation. In each of these seemingly different types of accidents, accident investigators found a common contributing element: insufficient English language proficiency on the part of the flight crew or a controller had played a contributing role in the chain of events leading to the accident. In addition to these high-profile accidents, multiple incidents and near misses are reported annually as a result of language problems, instigating a review of communication procedures and standards worldwide. Such concern was heightened after a 1996 mid-air collision in which 349 passengers and crew members were killed in an accident in which insufficient English language proficiency played a contributing role.

1.1.2 Accident investigators usually uncover a chain of events lining up in an unfortunate order and finally causing an accident. In some instances, the use (or misuse) of language contributes directly or indirectly to an accident. At other times, language is a link in the chain of events which exacerbates the problem. There are three ways that can be a contributing factor language in accidents and incidents:

a. incorrect use of standardized phraseologies;

b. lack of plain language proficiency; and

c. the use of more than one language in the same airspace.

1.1.3   *Incorrect use of standardized phraseologies.* The purpose of phraseologies is to provide clear, concise, unambiguous language to communicate messages of a routine nature. One study of real en-route radiotelephony communications (Mell, 1992) revealed that 70 per cent of all speech acts uttered by native and non-native speakers, and for which a phraseology is prescribed, are not compliant with the recognized standards. For phraseologies to have the most significant safety impact, all parties need to use ICAO standardized phraseology. The importance of adhering to ICAO standardized phraseology is discussed further in Chapter 4. However, while ICAO standardized phraseology has been developed to cover many circumstances, it cannot address all pilot and controller communication needs. It is widely acknowledged by operational and linguistic experts that no set of standardized phraseologies can fully describe all possible circumstances and responses.

1.1.4   *Lack of plain language proficiency.* This is often cited as having played a contributing role in some accidents. In one example, the controller last in contact with the unilingual English-speaking crew which strayed off course and crashed into a mountainside acknowledged to accident investigators that the flight's position reports were incongruent with where he understood their position to be. However, by his own admission, he lacked plain English proficiency to clarify his doubts or to notify the crew that they were off course.

1.1.5   *The use of two languages in the same airspace.* This can have an impact on the situational awareness of flight crews who do not understand all the languages used for radiotelephony in that airspace and has been cited in several accident reports as a contributing factor.

1.1.6   While the focus of ICAO language proficiency requirements is on improved aeronautical radiotelephony communications, language also plays a role in cockpit resource management (CRM) and has been cited as a contributing factor in incidents/accidents where miscommunication happened within a flight crew. By meeting language proficiency requirements, flight crews, especially multi-national flight crews, will have the added safety benefit of better CRM.

1.1.7   Concern over the role of language in aviation accidents and incidents has been expressed from several quarters. Data obtained from the ICAO Accident/Incident Data Reporting System (ADREP) database, United States National Transportation and Safety Board reports (ASRS), the United Kingdom Mandatory Occurrence Reporting System (MORS) and Confidential Human Factors Incident Reporting Programme (CHIRP) corroborate that the role of language in accidents and incidents is significant. A number of fatal and non-fatal accidents appear in the ICAO ADREP which cite "language barrier" as a factor. These data are further supported in two recent reports by Eurocontrol (Van Es, 2004 and Van Es, Wever and Verbeek, 2006).

1.1.8 Academic studies in such fields as natural language processing (Cushing, 1994) and sociolinguistics (Linde, 1988) have also examined and highlighted the role of language proficiency and language use in aviation incidents and accidents.

1.2 REVIEW OF PROVISIONS PRIOR TO ADOPTION OF AMENDMENTS CONTAINING LANGUAGE PROFICIENCY REQUIREMENTS

1.2.1 Until March 2003, provisions relating to the use of language were addressed through two Recommended Practices in Annex 10 and a Standard in Annex 1. Annex 10 recommended that English be made available whenever an aircraft station was unable to communicate in the language used by the station on the ground. There was also an attachment to Annex 10 dealing with specific language issues. Annex 1 stipulated that air traffic controllers demonstrate knowledge of "the language or languages nationally designated for use in air-ground communications and ability to speak such language or languages without accent or impediment which would adversely affect radio communication". These SARPs did not include similar requirements for the flight crew and did not provide a clearly defined required proficiency level, making harmonization difficult and assessment uneven.

1.2.2 At the time, there were hopes that the requirements for pilot and controller communications would be achieved once a radiotelephony speech based on simplified English had been developed. Linguistic research now makes it clear that there is no form of speech more suitable for human communication than natural language. Artificial languages such as Esperanto have had little impact decades after their introduction. Computer-aided voice recognition and translation technologies remain unproven in the context of the demand for high reliability in aviation (Eurocontrol, 2001). Human language is characterized, in part, by its ability to create new meanings and to use words in novel contexts. This creative function of language is especially useful in accommodating the complex and unpredictable nature of human interaction, including in the context of aviation communications. There is simply no more suitable form of speech for human interactions than natural languages.

1.3 ACTION TAKEN BY ICAO

1.3.1 Concern over the role of language in accidents led to the adoption of ICAO Assembly Resolution A32-16, in which the ICAO Council was urged to direct the Air Navigation Commission to consider this matter with a high degree of priority and complete the task of strengthening relevant ICAO provisions concerning language requirements, with a view to obligating Contracting States to take steps to ensure that air traffic control personnel and flight crews involved in flight operations in airspace where the use of the English language is required are proficient in conducting and comprehending radiotelephony communications in the English language.

1.3.2　In 2000, the Proficiency Requirements in Common English Study Group (PRICESG) convened for the first time. PRICESG was established by the Air Navigation Commission to assist ICAO in advancing the language competency task, which included, among other elements, the following aspects:

a. carry out a comprehensive review of existing provisions concerning all aspects of air-ground and ground-ground voice communications in international civil aviation, aimed at the identification of deficiencies and/or shortcomings;

b. develop ICAO provisions concerning standardized English language testing requirements and procedures; and

c. develop minimum skill level requirements in the common usage of the English language.

1.3.3　The study group brought together, from Contracting States and international organizations, operational and linguistic experts with backgrounds in aviation (pilots, air traffic controllers and civil aviation authority representatives), aviation English training and applied linguistics. The PRICESG met throughout 2000 and 2001, presenting the Secretariat with a set of recommendations in the fall of 2001.

1.3.4　Amendments to Annex 10 and the PANS-ATM (Doc 4444) regarding the harmonization of radiotelephony speech and improvement in the use of standardized phraseology became applicable on 1 November 2001. The 33rd Session of the ICAO Assembly (Montréal, 2001) noted that provisions related to language proficiency were being developed and considered that the objective should not be limited to the English language.

1.3.5　To complete the assigned task, the Secretariat proposed amendments to Annexes 1, 6, 10 and 11 and the PANS-ATM which were adopted by the ICAO Council in March 2003.

1.3.6　While data-link applications are improving, and some experts hope that they will mitigate the need for a common language, there are reasons why data links will not eliminate the requirement for pilots and controllers to have good language proficiency. First, they are not yet sufficiently developed for universal use in all applications. Second, they require language reading proficiency, and translation technology also remains unproven in the face of the rigorous demand for reliability. Finally, flight crews and controllers will always need natural language proficiency in case of data-link equipment failure.

1.3.7 Alternative measures to circumvent the need for common language proficiency similarly fall short of safety requirements: interpreters on the flight deck or in the control room add an additional layer between the two key agents — controller and pilot — further complicating communication. In routine situations, the use of an interpreter might suffice, but in unusual circumstances or during an emergency, any procedure that slows down communication becomes unacceptably cumbersome and perhaps even dangerous. Therefore, left with human language as the best vehicle for pilot and controller communications, the ICAO language proficiency requirements seek to improve communications thereby enhancing safety.

CHAPTER 2

GENERAL INTRODUCTION TO LANGUAGE PROFICIENCY AND LANGUAGE ACQUISITION

2.1   COMMUNICATION

2.1.1   A major component of communication is language proficiency. The traditional model of communication consists of a sender, a channel and a receiver. Figure 2-1 illustrates this model emphasizing spoken verbal (oral) communication, which is the form of communication that is addressed by the ICAO language proficiency requirements. The speaker and hearer participate in a given phase of communication. The speaker encodes his or her intended meaning in a spoken utterance. The utterance is conveyed via the appropriate channel in the form of a sound-stream which is perceived and decoded by the hearer. The hearer's representation of the meaning of the utterance will, in the case of successful communication, be a perfect or near-perfect match of the speaker's intended meaning.

Note;- however that this unidirectional model of spoken communication would need to be elaborated to take into account bidirectional, multi-level links between the speaker and hearer in order to be a more accurate reflection of spoken dialogue. These include the speaker's initial and ongoing representations of the hearer, the expectations of the hearer regarding message content, the opportunities for the hearer to provide feedback (backchannel) to the speaker on the state of the hearer's understanding. Also the ideal speaker, ideal channel and ideal hearer represented here do not include source random disturbances to communication such as interruptions of attention and background noise. It is clear that the speaker's ability to encode utterances and the hearer's ability to decode utterances will be crucial to successful communication. This is the field of language proficiency.

2.2   LANGUAGE PROFICIENCY

2.2.1   General

2.2.1.1   Language proficiency is not merely knowledge of a set of grammar rules, vocabulary and ways of pronouncing sounds. It is a complex interaction of that knowledge with a number of skills and abilities. In this, it differs substantially in nature from many of the other subjects in school education and in aviation training.

2.2.1.2   Oral language proficiency refers to:

a. the performance of a skill based on underlying competences as opposed to the simple reproduction or display of learned knowledge;

b. the performance of a complex skill resulting from the integration in real time of a number of subskills constituting communicative competence. These subskills include (among others):

   i. the activation of stored words and phrases belonging to the language's lexicon;
   ii. the application of learned grammatical rules;
   iii. the perception and articulation of the sounds and tones that constitute a meaningful sound-stream; and
   iv. the adjustment, in the context of interactive communication, to numerous discourse, social, cultural and professional norms.

c. The successful integration of these subskills constitutes communicative competence, which is very closely linked to, and to a great extent built upon, general knowledge (of the world, of culture, etc.) and general skills (social, occupational, cultural, etc.). Language proficiency does not exist in isolation from other abilities.

2.2.2   Communicative competence

2.2.2.1   In the 1980s, applied linguists developed a working definition of communicative competence that continues to be refined and elaborated. According to that definition, overall communicative competence includes linguistic, sociolinguistic and pragmatic competences.

2.2.2.2   Linguistic competence refers to the knowledge and meaningful use of the linguistic features of a given language or languages. For speaking and hearing, linguistic competence can be broken down into four distinct subskills:

a. lexical (single words, fixed expressions);

b. grammatical (rules of syntax, morphology);

c. semantic (meanings, meaning relationships); and

d. phonological (sounds, syllable structure, sentence stress, rhythm, intonation).

2.2.2.3   Sociolinguistic competence involves understanding the social (including occupational) context in which language is used. This involves being sensitive to or being able to make appropriate use of markers of social relations, politeness conventions, register differences, dialect and accent.

2.2.2.4   Pragmatic competence refers to a number of skills used to make or give meaning to language in a given situation or context. These include:

a.   strategic competence refers to how language users mobilize or balance their resources to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible;

b.   discourse competence refers to the ability to combine sentences or utterances to make coherent, whole texts;
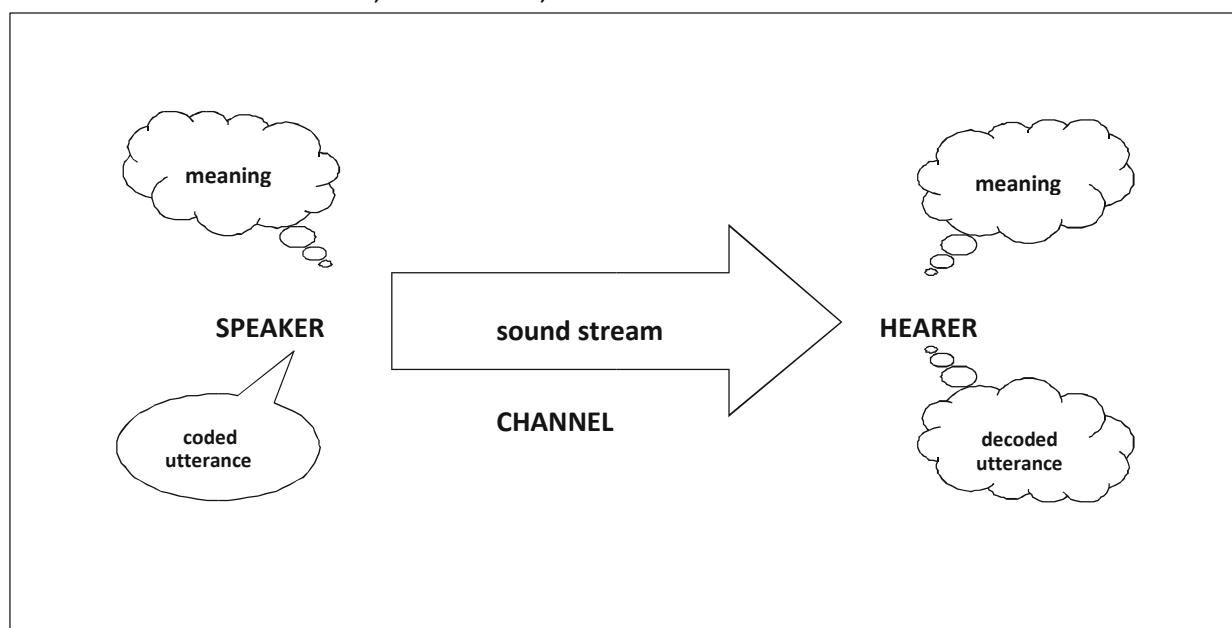
Figure 2-1

2.2.3   Traditional model of communication

a.   functional competence refers to the awareness of and ability to make use of the rules governing the way in which language structures are interpreted conventionally or in a given context — "language functions" — and the ways in which these functions are commonly sequenced to establish conversational structures (interactive scripts or schemata); and

b.   evaluation of outcomes of the use of language in the real world, for example, impacts on safety or impacts on efficiency.

2.2.4   Language performance

2.2.4.1 All the competences needed for language proficiency are "constructs" of mental and physical abilities and they are not directly observable. They can be inferred in individuals only by observing the language performance of those individuals. In performance, other factors may impact language proficiency, for example, levels of attention, mood, stress, verbal working memory and verbal processing abilities. These factors will, in turn, influence levels of performance in the areas of fluency, comprehension and interaction.

2.2.4.2 Performance then is not the same as competence, but provides the only opportunity by which competence and language proficiency can be inferred and assessed.

2.2.5 Language errors and miscommunication

2.2.5.1 Language errors, in both reception (understanding) and production (speaking), are failures to comply with a norm of the language system or subsystem being used. Performance in natural language is rarely completely error-free. Errors in language performance, their frequency in an individual's performance and their impact on understanding are one characteristic of language proficiency. Errors may be local (isolated to one language item) or global (negatively affecting the meaning of a whole message). The recognition of these errors contributed to the construction of ICAO Operational Level 4 which is considered to be the minimum level acceptable to ensure safe operations.

2.2.5.2 Inevitable language errors should always be considered and judged in the wider context of miscommunication or failure to communicate successfully. In the model of communication presented in Figure 2-1, the location of failure may be found in one or more of its stages. Table 2-1 lists communication failures and where they may be located.

Table 2-1.　Communication failures -

Speaker	Channel	Hearer
Propositional failure: this includes factual errors or inaccurate assumptions about the degree of contextual knowledge shared with the hearer.	Channel failure: this includes disturbances to the transmission of a sound-stream coming from garbling, background noise, static, capacity (bandwidth), signal strength and directionality, as well as clipping through incorrect use of microphones.	Decoding failure: this involves incorrect perception or non-perception of the incoming sound-stream, which may be caused by insufficient language proficiency or by limitations of attention or short-term memory or by false expectations.
Encoding failure: this includes errors in choice of vocabulary or syntax at the moment of encoding the message, as well as inappropriate choices of register, lack of directness due to considerations of politeness or non-avoidance of ambiguity, and contextually inappropriate uses of slang, jargon or idioms.		Interpretation failure: this includes the consequences of speaker encoding failures as well as the consequences of insufficient language proficiency, a lack of contextual knowledge shared with the speaker or simply unwillingness to understand.
Delivery failure: this includes inappropriate speech rate, pausing, pronunciation, stress and intonation, the organization of information, as well as slips of the tongue.		Feedback failure: this implies the omission of signals to the speaker that keep the speaker informed of the state of understanding by the hearer.

2.3　LANGUAGE USER STATUS AND LEVELS OF PROFICIENCY

2.3.1　Native speaker/non-native speaker

2.3.1.1　Monolingualism is no longer the norm in the world at large. Bilingualism and multilingualism are conventional in many, if not most, nations and cultures. In a multilingual context, it can become difficult to clarify with precision what is an individual's native language because there may legitimately be more than one. The terms "native speaker" or "first language" (L1) or "mother-tongue" (MT) speaker are essentially useful only when referring to those individuals who speak only one language (monolingual speakers).

2.3.1.2   The expectation that all native speakers will consistently perform at the highest level of proficiency in all areas of the language is not founded on real observations. Native speakers may lack the vocabulary to discuss certain themes or may speak with a regional accent that is an impediment to intelligibility for those from outside that region. They may fail to take into account or use appropriate sociolinguistic differences in register. They may be inefficient users of the language in terms of their pragmatic competence.

2.3.1.3   Finally, native speakers may be perceived as the "owners" of a language through whom ultimate standards for proficiency are set. In the modern world of global communication, and particularly in the case of the English language, this point of view is becoming difficult to defend (see 2.4) of this manual.

2.3.2   Second/foreign language speakers

2.3.2.1   Non-native speakers (including multilingual speakers) are frequently classified into two groups. Second-language (L2) speakers are those in whose country a given language is used alongside a first language for internal communications. Usually, they have used the language from a very young age and, in these areas, a distinct variety of the language has usually evolved (for example, Caribbean or South Asian varieties of English). Foreign-language (FL) speakers are those who have learned to use a language for communication with speakers from other countries. Their learning has usually begun in late childhood or adulthood.

2.3.2.2   As with native speakers, however, these distinctions fail to be supported by observations of real performance. Both categories of non-native speaker can display a wide variety of levels of proficiency.

2.3.3   Levels of proficiency and rating scales

2.3.3.1   Taking into account the preceding remarks on native and non-native speakers, it becomes apparent that actual descriptions of different levels proficiency, without reference to geographical or biographical distinctions, are needed.

2.3.3.2   Language trainers and testers are mostly in agreement on three distinct levels of proficiency in language. These are variously labelled low/mid/high or beginner/intermediate/advanced. Further distinctions may also be made within a given level, giving for example lower-intermediate/intermediate/upper-intermediate. However these distinctions have been found to be of limited usefulness due to their lack of explicit meaning in terms of actual language performance. In recent years this has resulted in several different initiatives involving the creation of detailed descriptions of levels.

2.3.3.3 Attempts to describe levels of language proficiency in performance terms have most notably been made by the Interagency Language Round Table (USA) and the Council of Europe. These have given rise, respectively, to the Oral Proficiency Interview (OPI) scale and the Common European Framework of References for Languages (CEFR), which are now widely used as guides to direct assessment or as references for the interpretation of scores in language tests. These scales focus on general (social or academic) uses of language. The need for a specific scale for ICAO language proficiency requirements, and its resulting development, are discussed in Chapter 4 of this manual.

2.3.3.4 The texts that make up such scales are called descriptors. They summarize significant features of language performance that allow distinctions between one level and another. Broadly speaking, there are two types of language proficiency rating scales in use in language training and testing: those which use a "can do" approach and those which describe specific features of language use. While the "can do" descriptors describe the types of real-world communication tasks that are successfully accomplished at each level, descriptions of language use are generalizations about the quality of language used. These generalizations may focus separately on individual features of language use. Thus one level may be characterized by several different features such as pronunciation, structure, vocabulary, fluency, comprehension or interaction.

2.3.3.5 In these descriptions, characteristics of accuracy and fluency are commonly differentiated. Accuracy refers to the correctness of the language and its use. Fluency refers to the ease and spontaneity with which the language is used. At a given stage of progression, accuracy and fluency may be at different levels. The assessment criteria based on the rating scale presented in Chapter 4 must enable accuracy and fluency to be discriminated.

2.4 THE CASE OF ENGLISH AS A LINGUA FRANCA

2.4.1 English is a first language or a widely used national language in approximately sixty States and is an important second language in many more. There are more speakers worldwide of English as a second or foreign language than as a first language, and most of the contexts in which English is used occur among speakers of English as a second or foreign language. Non-native users of English outnumbered native users at the start of the 21st century by approximately 3 to 1 (Graddol, 1997; Graddol, 2006).

2.4.2   In this context, it is no longer appropriate to use first-language or "native" speakers as the model for pronunciation. Most users of English will not be communicating with a native speaker of English but with another English-as-a-second-language speaker, and very few adult language learners achieve so-called "native-like" pronunciation. Thus, we are now seeing the emergence of English as an international language (EIL) or lingua franca, which sets its own standards of proficiency to ensure mutual understanding between multi-cultural users with different levels of proficiency. This evolution is particularly pertinent for language proficiency requirements in aeronautical radiotelephony communications.

2.4.3   EIL research (Jenkins, 2000) points out that "native-like" pronunciation is not only unlikely but also unnecessary. However certain features of the pronunciation of English are identified as being crucial to intelligibility for international users (lingua franca "core phonology"). These features include:

a.   long/short vowel length distinctions (e.g. hit/heat);

b.   the correct placing of nuclear stress (e.g. radar);

c.   the marking of tone boundaries (i.e. significant changes in voice pitch or the direction of intonation which identify new components of a message); and

d.   the avoidance of simplification or reduction of some consonant clusters (e.g. the cluster "st fl" linking the two words of "test flight" may be reduced in rapid speech to "tes' flight").

2.4.4   Research also points to the need, especially for highly proficient speakers, to focus on skills of accommodation in speaking. Accommodation is a natural process of adapting speech habits to the constraints of the context and the perceived ability of the hearer to understand. This involves:

a.   the perception of an interlocutor's possible linguistic difficulties; and

b.   the replacement of high-risk (possibly unclear or ambiguous) features of the language to increase communicative efficiency.

2.4.5   Much of the general public attitude to dialect or accent is a matter of bias, with some accents favoured and others perceived negatively. Such bias, however, is attitudinal and not supported by linguistic knowledge; there is no single language or dialect or accent that is inherently better or worse than any other. However, popular attitudes to accent variety are difficult to dislodge.

2.4.6   It has been determined that, in an English-as-a-second-language context, speakers often do not share background knowledge. This means that pronunciation becomes even more important when two non-native English speakers are communicating. Mutually comprehensible pronunciation is desirable and, in the context of aviation communications, necessary.

2.5   ACQUIRING LANGUAGE PROFICIENCY

2.5.1   Basic principles of language learning

This section outlines some basic concepts about language learning in order to assist aviation language programme administrators. More detailed guidance on language training is provided in Circular 323. Much research has been conducted in linguistics and language acquisition. Many professional organizations, university programmes, seminars, books and journals are devoted to language acquisition and teaching, particularly to the teaching of second languages.

2.5.2   Language learning versus language acquisition

2.5.2.1   Researchers have distinguished two cognitive processes in the ways in which people develop language proficiency that are partially related to age and environment. These processes are distinguished by the terms "learning" and "acquisition".

2.5.2.2   The process of language "learning" is analytical and conscious and is typically set in motion by adults needing to use a foreign language. It involves moving progressively from simple to complex features (following a syllabus), often with a stronger focus on language forms than on meaningful use of language. Early language production and intensive practice of individual features, leading to habit-forming, are features of this process, with a high priority being given to correction of errors. While rapid progress is an important advantage of this process, one hypothesis is that the results of this process are unstable and do not enable the user to spontaneously speak or understand the language, but only to monitor or check the accuracy of language as it is used (Krashen, 1981; Krashen, 1982). Some features of linguistic competence, such as vocabulary memorization or applying grammatical rules, are better served by the language learning process than others, such as developing pronunciation skills or sociolinguistic competence.

2.5.2.3   The process of language "acquisition" is the one whereby infants learn their first language, or immigrants in a new community learn a second language. It comes about unconsciously through meaningful contact with and use of a language (for example mother-child or social interaction). Acquisition takes place over fairly long periods of time, involves an early "silent period" in which little language is produced, follows to some extent a "natural order" of language features, and progresses in response to natural feedback as opposed to formal correction. The results of the language acquisition process tend to be more stable and are considered to be the foundations of spontaneous uses of language. However one disadvantage of this process is the possible "fossilization" of skills. This means that a user's level of proficiency in certain skills (frequently pronunciation) may stop developing at a level where the user unconsciously remains comfortable. This level might not however meet the proficiency requirements of the community.

2.5.2.4   Both processes therefore have their advantages and disadvantages. Adolescents and adults attempting to develop proficiency in a new language will need to mobilize both processes. Learning activities will allow rapid progress and help to improve accuracy through careful monitoring, but this will initially be at the cost of fluency and speed of speech processing and at the risk of not developing certain competences. Acquisition activities will help to improve spontaneous fluency through natural practice and provide a stable foundation for proficiency but, initially, at the cost of accuracy and at the risk of not progressing beyond certain levels of fossilization.

2.5.2.5   Generally speaking, progress in language proficiency is uneven. Typically the early stages provide opportunities to observe very rapid progress, but this can be followed by a period when progress seems to be much slower. Movement from one level to a higher one may often come about suddenly after long periods of seemingly fruitless efforts.

2.5.2.6   It should be remembered that errors are a natural feature of language development and an essential contribution to learning as a result of feedback in the communication loop or correction in a training environment. The correction of errors needs to be considered in the light of their developmental status as well as their seriousness with regard to successful communication.

2.5.3   Acquiring listening and speaking skills

2.5.3.1   Linguistic proficiency in listening and speaking can be broken down into component skills which are described below with their associated learning processes. These are the skills that appear in the ICAO rating scale.

   a.   ***Pronunciation (phonological competence).*** The basic elements of pronunciation (therefore of accent) are the individual sounds (phonemes) of the language, the patterns for stressing and unstressing syllables and words, and the patterns governing the rhythm and intonation of sentences or utterances. Pronunciation is particularly susceptible to the influence of a first language or regional variations and plays a very important role in the intelligibility of messages. The learning processes involved in the development of pronunciation include:

i.   listening and perception of meaningful phonemes and patterns;

ii.   reproduction through repetition and rehearsal;

iii.   adjustment in accordance with overt correction or feedback on communicative success.

b. **Structure (grammatical competence).** This skill addresses the accurate and appropriate use of basic and complex syntactic structures and grammatical features of the language, such as tenses and modality. Grammar and syntax are fundamental to conveying meanings and intentions. The accuracy of their use is a strong indicator of proficiency. The learning processes involved in the development of grammatical competence are:

i.   discovery of syntactic and grammatical rules by presentations and explanations or by induction;

ii.   productive use of structures in isolation;

iii.   productive use within context.

c. **Vocabulary (lexical competence).** The elements of vocabulary are words and fixed expressions comprising several words. They are often separated into function words (usually fulfilling a grammatical role) and content words related to topics being discussed. The level of proficiency will be apparent in the accuracy, range and speed of access to the vocabulary required in a given situation. This skill also includes paraphrasing skills. The learning processes involved in the development of lexical competence are:

i.   identification and memorization of new items;
ii.   recognition and retrieval in context;
iii.   application of rules for word formation (morphology);
iv.   application of "collocational" knowledge (words frequently occurring together in pairs or in word clusters);
v.   correct use of words in their grammatical and syntactic context.

d. **Fluency.** This skill addresses the ability to produce unrehearsed speech at an appropriate pace. Nonfunctional hesitations and fillers, due to language processing or excessive self-monitoring, gradually diminish as proficiency increases. Also speakers increase their ability to guide listeners through their discourse using lexical, structural and phonological resources of the language. The learning processes involved in the development of fluency are:

     i.   mastery of other subskills;

     ii.   rehearsal, repetition;

     iii.   production practice with reduced monitoring.

    e. ***Comprehension.*** This skill addresses the ability to recognize and understand speech. Development of this skill will result in decreasing difficulty when dealing with complex discourse, with unexpected or unfamiliar topics, unfamiliar accents or delivery styles and with unfavourable conditions of reception (due to background noise, etc.). Proficiency in comprehension can be characterized by the degree of detail and speed of understanding. The learning processes involved in the development of comprehension are:

     i.   mastery of other subskills;

     ii.   progression from simplified to natural speech;

     iii.   graduated listening tasks (word recognition, overall meaning, complex meanings, inferences).

    f. ***Interaction.*** This skill addresses the ability to engage in spontaneous spoken dialogue and to successfully achieve communicative goals. Increasing proficiency in this skill results in reduced allowance or effort on the part of an interlocutor to maintain a conversation. It is characterized by the rapidity and appropriateness of responses, the ability to volunteer new information, to take conversational initiatives, to be responsive to feedback from an interlocutor, and to detect and to resolve misunderstandings as they occur. The learning processes involved in the development of interaction are:

     i.   exercises to acquire fluency and comprehension;

     ii.   observation of interaction by others;

     iii.   active situational practice with varied interlocutors.

2.5.3.2   It can be helpful to consider the above skills as forming a pyramid structure as illustrated in Figure 2-2. In this representation, the three linguistic subskills, structure, vocabulary and pronunciation, at the base of the pyramid are used by speakers and hearers and provide the foundation for the performance skills of speaking (fluency) and listening (comprehension). These two performance skills are further combined to ensure proficiency in interaction.

2.5.4   Language loss and language maintenance

2.5.4.1   It is known from experience and practical observation that language loss occurs. Deterioration to some degree in the language proficiency of individuals who do not use their second or foreign language for a long time is a common experience. What is not known is at what rate such loss occurs or at what point language loss does not occur. While loss of a second or foreign language is a commonly observed occurrence, people do not normally lose fully acquired first languages (barring disability or injury).

2.5.4.2   It is important therefore, where language proficiency is part of a career-long requirement, for it to be considered over time, with periodic renewals of assessment associated with the provision of sufficient opportunities for practice and skill-refreshment.

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                    ┌─────────────────────┐
                    │    INTERACTION      │
              ┌─────┴─────────┬───────────┴─────┐
              │   FLUE NCY    │  COMPREHENSION  │
         ┌────┴──────┬────────┴──────┬──────────┴────┐
         │ STRUCTURE │  VOCABULARY   │ PRONUNCIATION │
         └───────────┴───────────────┴───────────────┘
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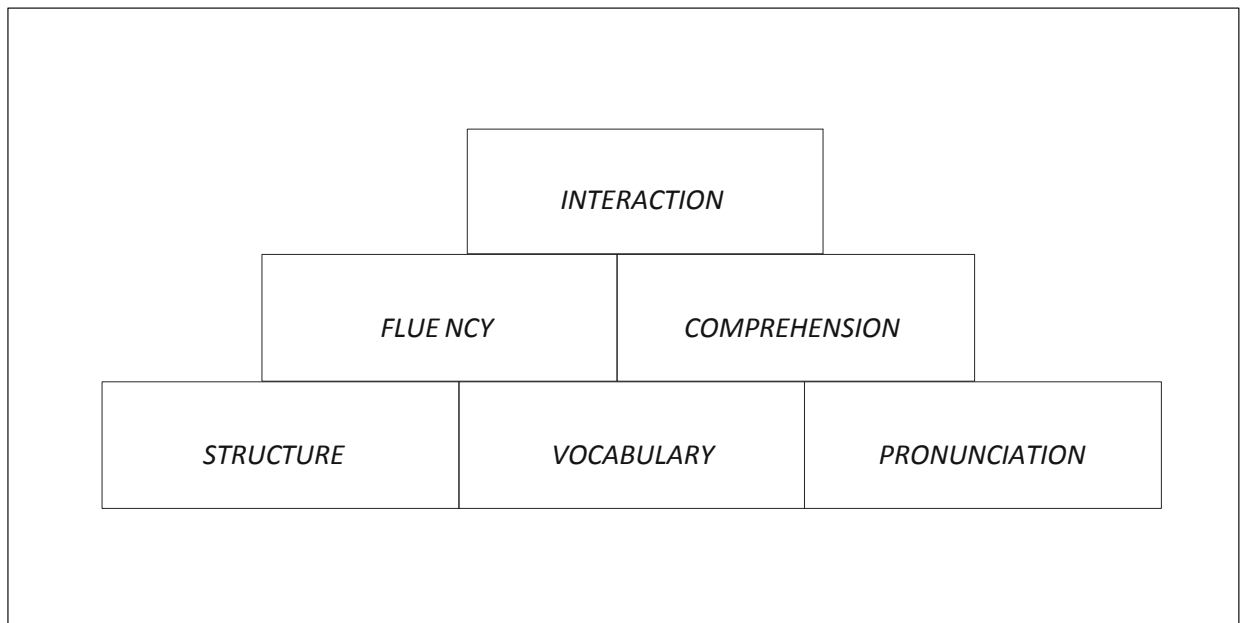
Figure 2-2.   A pyramid structure of language proficiency skills

CHAPTER 3

AERONAUTICAL RADIOTELEPHONY COMMUNICATIONS

3.1 GENERAL LANGUAGE AND SPECIAL PURPOSE LANGUAGE

3.1.1 Language proficiency is necessarily linked to particular uses of the language. Even the most general uses of language (for example, social conversation, reading newspapers or watching films), serving as environments for the natural acquisition of languages or for the exercise of already acquired proficiency, are specific in many ways. No effective language-teaching programme would attempt to expose learners to a language without referring to examples of actual language use. All uses of a language and all language-learning environments have unique characteristics that are the consequence of the context of communication and the tasks and purposes of the users.

3.1.2 The context of the communication includes features such as:

a. domains (personal, occupational, etc.);

b. situations (physical location, institutional conventions, etc.);

c. conditions and constraints (acoustic interference, relative social status of speakers, time pressures, etc.);

d. mental contexts of the user and of the interlocutor (i.e. filtering of the external context through different perceptual mechanisms);

e. language activities (receptive/productive/interactive/mediating); and

f. texts (spoken/written).

3.1.3 The tasks and purposes of the users determine:

a. communication themes or topics;

b. dominant speech acts or language functions to be understood or produced;

c. dominant interactive schemata or speech-act sequences and exchange structures;

d. dominant strategies (e.g. interaction: turn-taking, cooperating, communication repair, etc.).

3.1.4 Proper implementation of ICAO language proficiency requirements depends on an accurate understanding of the characteristics of the language of aeronautical radiotelephony communications.

3.1.5 *Sub-languages*

Highly specialized uses of language may give rise to subsystems of a given language, or sub-languages. The term is not intended to be pejorative. It does not convey a notion of inferiority, but of linguistic dependence, since sub-languages are derived from the linguistic material of natural or plain languages. Sub-languages are characterized by the use of "non-standard" linguistic forms and highly specialized vocabularies. As a result, they may be difficult or impossible to understand by those who are not members of the specialized community of users. Sub-languages may arise spontaneously, they may be designed and implemented artificially, or they may be the product of a combination of spontaneous and artificial processes. An example of an artificial sub-language is Seaspeak which has been designed for maritime ship-to-shore and ship-to-ship communications (Weeks et al., 1983).

3.1.6 *Aviation language*

The field covered by the term "aviation language" is relatively broad. It could include all of the language uses of many different professions (engineers, technicians, commercial staff, flight crews, etc.) within the aviation domain, which itself includes specializations such as aircraft construction, aircraft maintenance, aircraft operations, air traffic control, regulation, airport activities, passenger care, and flight crew operations.

3.1.7 The sole object of ICAO language proficiency requirements is aeronautical radiotelephony communications, a specialized subcategory of aviation language corresponding to a limited portion of the language uses of only two aviation professions — controllers and flight crews. It includes ICAO standardized phraseology and the use of plain language. The standardized words and phrases of ICAO phraseology approved for radiotelephony communications have been developed over years and represent a true sub-language as defined above. It may be useful to consider aviation language, radiotelephony language, and phraseologies as increasingly smaller subsets within the larger category of "language".

3.2 GENERAL FEATURES OF THE LANGUAGE OF AERONAUTICAL RADIOTELEPHONY COMMUNICATIONS

3.2.1 Aeronautical radiotelephony communications can be characterized as follows:

a. they require speaking and listening skills, but not reading and writing (although data link applications will undoubtedly require these additional skills in the near future). Receptive, productive, interactive and mediating activity (in the case of relayed messages) are all required;

b. they are highly context-dependent since they rely on a great deal of specific technical knowledge related to aviation themes or topics such as aircraft, navigation, air traffic control procedures and equipment;

c. the absence of a visual/kinetic channel puts increased reliance on clear and accurate speech, since the usual conversational supports of gesture, posture, gaze, etc., are unavailable;

d. the separation of speakers in space, and the resulting absence of common points of reference, mean that much more information needs to be exchanged in order to establish common ground;

e. only one speaker can transmit a message at any one time. Speakers are therefore unable to interject remarks or comments that may serve to monitor effective mutual understanding;

f. the acoustic conditions under which communication takes place is generally poorer than in face-to-face communications due to the narrow bandwidth which can obscure some sounds (for example "s" and "f"), background noises such as static interference or the cockpit working environment. Imperfect microphone technique on the part of speakers, who may, for example, switch their microphone on some moments after commencing a message, will "clip" part of that message.

3.2.2 While pilots and controllers are communication partners, they approach the task from different perspectives, and therefore their communication differs in purpose and standpoint. Controllers, with an overall view of traffic within an airspace, are concerned with ensuring the safety of all aircraft in that airspace, with additional secondary consideration to the efficient management of their own workload. Meanwhile, flight crews are focused on the progress of their individual flight, with additional secondary consideration given to the efficiency and expeditiousness of that flight. This divergence of standpoint and purpose causes a certain degree of negotiation in radiotelephony communications and is one of the reasons why plain language is needed.

3.2.3 Radiotelephony communications bring together an international community of speakers whose pronunciation of the common language, English, will be influenced by regional varieties or by their mother tongue and whose levels of proficiency are unequal. This aeronautical community is defined by its shared knowledge of the aeronautical domain and, in particular, the conventions of radiotelephony communications. This shared knowledge is however counterbalanced by differences in language proficiency levels. This places different responsibilities on the shoulders of all users:

a. users with low proficiency must undertake training in order to reach the minimum level acceptable to ensure safe operations; and

    b.   users with high proficiency must accommodate their use of language so as to remain intelligible and supportive to less proficient users.

3.2.4   In addition to all of these constraints, one overriding feature needs to be taken into account: unlike social conversations or intellectual discussions, inaccuracy and misunderstandings in aviation radiotelephony communications represent a danger to human lives.

3.2.5 *Misunderstandings in aeronautical radiotelephony*

Most humans use language readily and usually successfully without knowledge about the nature of language. Studies of miscommunications in air traffic control highlight how the ease with which we use language to communicate in our daily lives without serious consequences for miscommunication masks the fragility of human language as a vehicle for safety-critical communications. The apparently simple use of language actually requires a sophisticated interaction of complex processes, and our usually successful daily experience with language belies its complexity. Breakdowns occur for any number of reasons, for example:

    a.   two words may sound the same;

    b.   there may be significant pronunciation differences, even among native speakers;

    c.   a speaker's message may be too indirect so that the intent is missed; and

    d.   a speaker may have inadequate familiarity with the language and so is unable to communicate effectively.

3.2.6   In daily life, miscommunication occurs but rarely results in anything other than minor inconvenience, embarrassment or lost time. In aeronautical radiotelephony communications, however, the stakes are dramatically higher and communication errors have the potential for far more serious consequences. Subsequent to an accident in 1977 where miscommunication was identified as a contributing factor, ICAO published changes to phraseologies and procedures based on lessons learned from an analysis of the communication prior to the accident. Nonetheless, miscommunication continues to occur decades later as numerous incidents and a number of other high-profile accidents in the intervening years attest.

3.2.7   The accumulated experience of decades of aviation have provided many examples of actual misunderstandings between pilots and controllers. In most cases, these were resolved. However, in a number of cases, unresolved misunderstandings contributed to serious damage to property and loss of life. The following two examples of messages illustrate misunderstandings due to errors in their production:

a.   *Controller: Descend two four zero zero feet.*

In this message, the similarity ("homophony") between "two" and "to" led the pilot to understand 400 feet instead of 2 400 feet. The aircraft crashed into high ground.

b.   *Pilot: We are at take-off.*

In this message, the controller understood that the pilot was waiting in position to begin the take-off, whereas the aircraft had actually begun to accelerate along the runway. It collided in foggy conditions with another aircraft.

3.2.8   ***Phraseology***
The chances of such confusion arising are greatly reduced by the use of standardized phraseology which is intended to be employed by all those involved in aeronautical radiotelephony communications. The rules for this language are located in Annex 10, Volume II, and Chapter 12 of Doc 4444. These are the basis of a "restricted" sublanguage for routine situations. They contain rules for when to say something, what to say (words and sentence patterns), what to understand and how to pronounce and utter messages. The use of phraseology is further illustrated in Doc 9432.

3.2.9   Standardized ICAO phraseology is sometimes referred to as a kind of jargon, a specialized code specific to air traffic controllers and flight crews. Yet, as a formalized code, ICAO phraseology does not serve the same function as informal jargon. Rather, phraseology has the specific technical function of ensuring efficient and safe communications. Informal jargon, jargons from other specialized fields of activity (for example, military) or anything else which may make comprehension more difficult should be avoided, given the potential consequences of misunderstandings within the radiotelephony environment.

3.2.10   The principal linguistic characteristics of standardized phraseology (Philps, 1991) are a reduced vocabulary (around 400 words) in which each word has a precise meaning, often exclusive to the aviation domain, and short sentences resulting from the deletion of "function words" such as determiners (the, your, etc.), auxiliary and link verbs (is/are), subject pronouns (I, you, we) and many prepositions. Sentences also frequently contain nominalizations (verbs transformed into nouns). A high proportion of sentences (around 50 per cent) are imperative or passive. Examples of such sentences are:

Cleared to land

Report when ready

Request rate of climb

Requesting low pass

Heading is good

3.2.11   However, compliance with ICAO standardized phraseology is not fully harmonized on a worldwide basis. States publish differences with respect to ICAO Standards. Additionally, users, particularly expert speakers of a language, for all sorts of respectable reasons such as pressure of work, and less respectable reasons such as carelessness and insensitivity, fail to adhere to prescribed ICAO standardized phraseology, thereby creating possibilities for misunderstanding in a busy international environment. One example of such failure would be to identify a runway by saying "Runway ten left" instead of "Runway one zero left". The word "ten" could very easily be heard as "turn", with obvious risks for the safety of ground movements.

3.2.12   While standardized phraseology is a linguistic phenomenon and thus susceptible to linguistic analysis, it is also important to acknowledge that it represents a set of operational procedures. The linguistic analysis of phraseology must therefore recognize these operational constraints, whose adequate description belongs solely in the hands of qualified operational personnel.

3.2.13   *Plain language*
Standardized phraseology should therefore provide the tools for communication in most of the situations encountered in the daily practice of ATC and flight. However, sometimes the unexpected happens. For example an inexperienced pilot gets lost, a technical problem develops on the aircraft, a passenger falls sick, someone provokes a bomb alert, ATC equipment fails or the truly unexpected arises. In these cases, where phraseology provides no readymade form for communication, pilots and controllers must resort to plain language.

3.2.14   Plain language in aeronautical radiotelephony communications means the spontaneous, creative and non-coded use of a given natural language, although constrained by the functions and topics (aviation and non-aviation) that are required by aeronautical radiotelephony communications, as well as by specific safety-critical requirements for intelligibility, directness, appropriacy, non-ambiguity and concision.

3.2.15   Below is an example of plain language as actually used by a military pilot to explain an unusual problem to a civil air traffic controller:

Pilot: … I have, I have a request. Our patient is a victim of an automobile accident. Requesting immediate orthopaedic surgery for her severe condition. Do you know from our

route of flight, as per our flight plan of any fields in name of (country) in the event of … that we may divert into, where medical crews can meet the aircraft, with transportation by ambulance and immediate transport to surgery? We would like a request, of names of fields along our route of flight shortest distance from our positions along our continued route if you could please ask; we are not requesting a diversion at this time. However if it is approved by our controlling air force we'll then be requesting this diversion. How do you copy sir?

3.2.16   The features of plain language, as illustrated above, can be far from plain and present a challenge to listening skills. They include the use of a wider vocabulary referring (often with less precision) to domains and topics outside the aviation area (medicine, military organizations, etc.), references to complex notions such as hypothesis (we may divert), indirectness (we would like a request) and, under stressful conditions, much longer and less organized sentences.

3.2.17   While it is widely recognized that a need for plain language may quickly arise during emergency or unusual situations, the critical role of plain language in more or less routine situations is less recognized outside the relatively small circle of applied linguists who specialize in aviation communications. In fact, in addition to the need for plain language, which is readily acknowledged to occur during unusual or emergency situations, plain language is a requirement in many everyday situations. Pilots and controllers frequently need to share information or to negotiate a variety of matters. Consider, as an example, the following exchange:

> ATC: Midland Five November Zulu, good morning. Radar contact. Proceeding into Kerky Vectoring 02.
> Pilot: Direct Kerky 02, Midland Five November Zulu. Can we keep high speed?
> ATC: For the time, yes.
> ATC :   Can we have your operator address for mailing.
> Pilot: Yes, its Midland Aviation 24 Lake Drive Ny 11245 USA.

While it is acknowledged that this transcript of an actual ATC communication represents imperfect use of available phraseology, it is also true that there is no ICAO phraseology for this pilot's request for permission ("Can we keep high speed?"). As such, this is an example of a situation that can occur which calls on plain language proficiency in order to meet the communicative requirements of the task at hand.

3.2.18   Another example of a non-urgent communication which would require plain language is given in this excerpt from an actual transcript, as two aircraft are descending towards the airfield:

> Pilot: Who's ahead? Us or the Air Europe?

In this case, once again, there appears to be no ICAO phraseology to cover this request for information. While ICAO phraseologies should always be used in the first instance, there will always be situations, some routine, for which phraseologies do not exist.

3.2.19   Of course, the most critical need for plain language proficiency arises during urgent or emergency situations, when inadequate language proficiency simply becomes another barrier to the successful conclusion of a flight. One analysis of a pilot and controller dialogue in which a light, general aviation aircraft could not lower its landing gear reveals that fully 60 per cent of the dialogue required plain language. An examination of the transcripts of the dialogue highlights the important role that plain language proficiency plays in resolving a problem:

ATC: You will let me know about your intentions for the main landing gear?

Pilot: UD Wilco. We'll try to let the gear down again and if it remains up and I'm unable to release the nose gear then we'll land with all three up.

ATC: Roger. So if you wish you may come for a go around and visual check of your landing gear.

Pilot: Okay, Roger.

ATC: UD have you got the field in sight?

Pilot: UD Affirm.

ATC: Roger. You will … you will pass over the field and make a low pass over the runway 29 for landing gear check.

3.2.20   Nevertheless, even when using plain language, speakers are required to be fluent, clear, concise and unambiguous so as to efficiently and safely give instructions, obtain and provide information, resolve misunderstandings and ensure the pilot's confidence in the service provided.

3.2.21   *Code-switching*
Code-switching is a common phenomenon of language use referring to the alternation between two or more languages, dialects or registers in a single conversation (or even a single utterance within a conversation) involving users who have more than one language in common. Pilots and controllers share two distinct registers of language for the purposes of radiotelephony communications — standardized phraseology and plain language. Unsurprisingly, code-switching is strongly present in radiotelephony communications, as pilots and controllers make alternating use of standardized phraseology and plain language. Some of the interfering effects of code-switching can be observed when utterances in standardized phraseology display the undesirable influence of plain language (for example, the use of non-standard vocabulary or the expansion of normally reduced syntactic structures). Plain language may equally sometimes display the influence of phraseology (the deletion of determiners, auxiliary verbs, etc.) in the interest of concision.

3.2.22   *Bilingualism*
In addition to code-switching phenomena, compliance with Annex 10, Volume II, 5.2.1.2.1, leads, in many parts of the world, to the creation of a bilingual environment in which controllers alternate between their local (usually native) language and the English language, while pilots may choose which of the available languages to use. In these environments, pilots who are proficient only in the English language may be unable to take into account exchanges taking place in the local language with other aircraft in the same airspace.

3.3   SPECIFIC FEATURES OF THE LANGUAGE OF AERONAUTICAL RADIOTELEPHONY COMMUNICATIONS

3.3.1   The specific nature of the language of aeronautical radiotelephony communications is apparent in the forms of the language that are dominant or most common. The most useful vocabulary for pilots and controllers is dependent on the themes and topics that are most commonly referred to. The most useful grammar is dependent on the language functions that are most commonly expressed and on the most characteristic exchange structures. This section provides a brief introduction to these dominant characteristics. Appendix B provides more detailed checklists. The primary purpose of these checklists is to enable language course planners and teachers to formulate linguistically appropriate objectives for training and testing. While the checklists are not exhaustive, their coverage has been crosschecked against the published results of a number of linguistic and Human Factors studies of pilot-controller communications.

3.3.2   *Dominant themes and topics*
The lexical competence required of pilots and controllers will concern words and phrases associated with dominant themes or topics. Below is a non-exhaustive list of priority themes and topics arising in aeronautical radiotelephony communications:

— Abbreviations, acronyms

— Animals, birds

— Aviation, flight

— Behaviour, activities

— Cargo, merchandise, packaging, materials

— Causes, conditions

— Geography, topographical features, nationalities

— Health, medicine

— Language, spoken communications

— Modality (obligation, probability, possibility)

— Numbers

— Perception, senses

— Problems, errors, accidents, malfunctions

— Rules, enforcement, infringement, protocol

— Space, movement, position, distance, dimension

— Technology

— Time, duration, schedules

— Transport, travel, vehicles

— Weather, climate, natural disasters

A more detailed inventory of domains and topics is provided in Appendix B, Part II.

3.3.3   ***Dominant communicative functions***
The communicative function of an utterance corresponds to the speaker's intention in producing a given message (speech act) and can usually be described by a verb of communication. For example, the intention may be to request information, to thank or to deny approval. Since intentions are inherently linked to the activities that are being undertaken by the speakers, it follows that those tasks which are peculiar to the jobs of pilots and controllers will give rise to a limited range of communicative functions occurring with a high degree of frequency.

3.3.4   A speaker can convey an intended function through a variety of language forms. For example, the language function of "requesting an action" could be expressed in any of the following utterance forms in a non-radiotelephony context:

a. Bring me the file.

b. Could you bring me the file?

c. Would you hand me that?

d. Pass that here.

e. Where is the file?

f. How about that file?

3.3.5   A single function can be expressed by several different grammatical forms, while the same grammatical form can be employed to express a variety of functions. Very often, the correct interpretation by a listener of an utterance relies on additional cues provided by the speaker, particularly intonation and pausing. Knowledge of the immediate context of the utterance (the physical environment, the role of the speaker, etc.) also assists listeners in identifying the intended function of an utterance.

3.3.6   The dominant functions in a pilot-controller dialogue are presented in the checklist in Appendix B, Part I. The functions have been grouped into four categories corresponding to their role in carrying out ATC and piloting tasks. These categories are listed as communicative functions directed towards:

a. triggering actions;

b. sharing information;

c. managing the pilot-controller relationship;

d. managing the dialogue.

3.3.7   The "triggering actions" category is the core role of pilot-controller communications. Supporting the core is the "sharing information" category because appropriate actions can be triggered only if the pilot and controller share sufficient information about the current situation. The two last categories play a subordinate mediating role with regard to the first two. The functions in each category are listed in the checklist in Appendix B, Part I.

3.3.8   Due to the different roles of the pilot and controller within the overall context of their activities, some functions are typically uttered exclusively by one or the other. These functions are marked (P) or (C) in the checklist in Appendix B, Part I. Other functions, marked (C/P), may be uttered by either speaker in the course of their exchanges. In the training context, this distinction will determine whether given functions need to be learned for comprehension, for production or for both comprehension and production.

3.3.9   Contextual factors may result in certain functions being more or less "marked" for different attitudes, such as politeness or insistence. These markers, which may be lexical ("please") or grammatical ("Could you possibly give me …?"), as well as the language structures for the basic functions, need to be learned and practised.

3.3.10 Many communicative functions are paired with one another; for example, a given function (e.g. request permission) is commonly adjacent to another given function (e.g. give permission) in the context of an exchange. These paired relationships are indicated in the checklist by displaying related functions in two columns.

3.3.11 ***Dominant exchange structures***
Exchange structures (also called schemata or scripts) are based on the most frequently occurring conversational patterns in given contexts. They tell us, for example, who will open the exchange and how the exchange will be closed. They tell us what are the different steps of the exchange between opening and closing, and what meanings will be exchanged.

3.3.12 Familiarity with the scripts for a given situation plays an important role in the fluent and accurate production and comprehension of language in dialogue situations. It facilitates the ability to plan participation ahead of time on the basis of the expected course of the conversation. The principal components of these scripts are "moves" (separate messages from one speaker) and "exchanges" (combinations of several moves going from initiation to completion).

3.3.13 In aeronautical radiotelephony these scripts have been described (Mell, 1992; Sassen, 2005) and may be assumed to contribute to the shared knowledge of pilots and controllers. Exchange patterns are of three basic types:

a. two moves initiated by the controller (Maintain flight level 270/Maintain 270);

b. three moves initiated by the controller (Say heading/173/173 roger);

c. three moves initiated by the pilot (Requesting descent/Descend flight level 1 3 0/Descend flight level 1 3 0).

The examples given above are made up of "simple" moves — that is to say single short utterances each expressing a single communicative function.

3.3.14 One feature of communications in non-standard situations is the replacement of simple moves by "complex" moves such as the following:

Pilot: I've got an emergency, short on fuel, and I'm steering to the beacon on 112.3, and I've been told to tune onto the ILS to get me into an airfield. I have less than 15 minutes fuel supply sir. Have you copied? Over.

The linguistic challenge of complex moves is for the listener to locate and identify the core function of the move. By way of illustration the above example is reproduced below with the core function in bold characters:

Pilot: I've got an emergency, short on fuel, and I'm steering to the beacon on 112.3, and **I've been told to tune onto the ILS to get me into an airfield**. I have less than 15 minutes fuel supply sir. Have you copied? Over.

3.3.15 Furthermore, the basic exchange structures will sometimes be extended by the embedding of subordinate exchanges thereby producing complex exchanges. For example:

ATC:	Are you direct BRC?
Pilot:	Yes sir. Do we need to come right a little?
ATC:	I think you proceed initially to ABB, if you wish ABB by the right.
Pilot:	Understand turn right. We could go to ABB VOR, BRC.
ATC:	Negative. Proceed ABB, BRC or if you prefer BRC direct.
Pilot:	Direct to the BRC.

Knowledge of the basic script will enable users to track complex structures so as to locate and identify the core moves. By way of illustration the above example is reproduced below with the core moves in bold characters:

ATC:	Are you direct BRC?
Pilot:	Yes sir. Do we need to come right a little?
ATC:	I think you proceed initially to ABB, if you wish ABB by the right.
Pilot:	Understand turn right. We could go to ABB VOR, BRC.
ATC:	Negative. Proceed ABB, BRC or if you prefer **BRC direct**.
Pilot:	**Direct to the BRC**.

CHAPTER 4

ICAO STANDARDS AND RECOMMENDED PRACTICES CONCERNING LANGUAGE PROFICIENCY REQUIREMENTS

4.1 OVERVIEW OF ICAO LANGUAGE PROFICIENCY SARPS

4.1.1 The purpose of the ICAO language proficiency requirements is to ensure that the language proficiency of pilots and air traffic controllers is sufficient to reduce miscommunication as much as possible and to allow pilots and controllers to recognize and solve potential miscommunication when it does occur. In short, language should be a tool to identify and help solve a potential problem before it becomes a disaster, rather than being one more attention-demanding obstacle. Rather than language playing a contributing role, the object of ICAO language proficiency requirements is for language to play a problem-alleviating or problem-avoiding role.

4.1.2 The ICAO language proficiency requirements cannot completely eliminate all sources of miscommunication in radiotelephony communications. Rather, the goal is to ensure, as far as possible, that all speakers have sufficient language proficiency to handle non-routine situations. It is unlikely that communication errors will ever be completely eliminated; however, compliance with the ICAO language proficiency requirements will enable speakers to more readily recognize errors and work towards the successful and safe resolution of misunderstandings.

4.1.3 The SARPs relating to language use for aeronautical radiotelephony communications that were adopted by the ICAO Council in March 2003 are found in Annex 1; Annex 6, Parts I and III; Annex 10, Volume II and Annex 11 (see Appendix A of DOC 9835).

4.1.4 The language-related SARPs can be broadly categorized into three types: Annex 10 SARPs clarify which languages can be used for radiotelephony communications; Annex 1 SARPs establish proficiency skill level requirements as a licensing prerequisite; and Annexes 6 and 11 provide for service provider and operator responsibility.

4.1.5 The language proficiency requirements and Rating Scale were developed to assess speaking and listening proficiency specifically for aeronautical radiotelephony communications. The requirements were also developed for use in assessing proficiency in all languages used for radiotelephony communications, not just in the English language. Table 4-1 provides the references in the Annexes for the language provisions.

4.1.6   Other language-related information and guidance material are contained in the PANS-ATM (Doc 4444), Chapter 12, and in the Foreword to Doc 9432.

4.1.7   Table 4-1.   References in ICAO Annexes concerning language provisions

Annex	Reference (Chapter)	Focus
1	1.2.9 5.1.1.2, XIII) Appendix 1 Attachment A	Language proficiency Licence endorsement Requirements for proficiency in languages used for radiotelephony communications ICAO Language Proficiency Rating Scale
6 Part I Part III	 3.1.8 Section II, 1.1.3	 Operators' responsibility Operators' responsibility
10 Volume II	 5.1.1 5.1.1.1 and 5.2.1.6.2.1.1 5.2.1.2.1 to 5.2.1.2.3 5.2.1.4.3 5.2.1.5	 Radiotelephony discipline Using standardized phraseology and plain language to be used in aeronautical radiotelephony Pronunciation of numbers Transmitting technique
11	2.29	Air traffic services providers' responsibility Language to be used between ATC units

4.2   ANNEX 10 SARPs RELATED TO LANGUAGE USE

4.2.1   The SARPs contained in Annex 10, Volume II (reproduced in Appendix A of DOC 9835), lay the foundation for the language proficiency requirements, stipulating that English be made available for international radiotelephony communications. The key changes brought about by the Annex 10 amendments were:

a.   stipulating the use of ICAO standardized phraseology specifically;

b.   clarifying that both phraseology and plain language proficiency are required;

c.   strengthening the provisions that English be made available in international operations.

4.2.2   The first important feature of Annex 10 language-related SARPs is that greater emphasis is placed on the importance of the use of ICAO standardized phraseology. The use of non-standardized phraseology increases the chances of miscommunication.

4.2.3   The second sentence in Annex 10, Volume II, Chapter 5, 5.1.1.1, establishes as an ICAO Standard what has previously been implicit in a number of ICAO SARPs and explicit in ICAO guidance: the need for plain language proficiency as a fundamental component of radiotelephony communications. While paragraph 5.1.1.1 specifies the need for plain language proficiency in addition to standardized phraseology, it should not be interpreted as suggesting that plain language can suffice instead of ICAO standardized phraseology. ICAO standardized phraseology should always be used in the first instance.

4.2.4   It is not possible, however, to develop standardized phraseology to cover every conceivable situation. When plain language is required, it should be delivered in the same clear, concise and unambiguous manner as standardized phraseology in emergencies or unusual situations, to clarify or elaborate on instructions or when the need to negotiate information or instructions arises. While the Standard in 5.1.1.1 identifies and formalizes the need for the use of plain language, it should in no way be interpreted as permission to chat or otherwise ignore the formal and informal protocols that govern the use of standardized phraseology.

4.2.5   In Annex 10, Volume II, it is stipulated that radiotelephony communications shall be conducted either in the language of the station on the ground or in English, and that English shall be made available when pilots are unable to use the language of the station on the ground. The upgrading of provisions governing the use of language for radiotelephony communications from a Recommendation to a Standard emphasizes the important link between communications and safety. In Annex 10, Volume II, Chapter 5, Note 1 to 5.2.1.2.1, it is clarified that the language of the ground station may be different from the national language of the State, and that States in a particular region may also agree that a regional, common language be used. The Standards in 5.2.1.2 mean, in effect, that local, national and regional languages can be used for radiotelephony communications, but that English shall always be available at those stations serving routes and airports used by international air services. As an example, Spanish is spoken as the national language in States from Mexico through Central America and throughout much of South America. For international flights in such States, Spanish or English can be used, but English must be made available. International pilots flying in this airspace may use either English or Spanish. ICAO provisions do not in any way limit the use of a national, regional or local language but recognize the practical requirement for English to be available for the many pilots who do not speak the national language of a particular State.

4.2.6   It should be noted that the establishment, at this stage, of a single language in the radiotelephony environment that would rely only on the English language faces several challenges. It would require all users of airspace to have a sufficient knowledge of the English language (ICAO Operational Level 4). The new ICAO language proficiency requirements will certainly improve levels of language proficiency in aviation, but it is doubtful that the level of English proficiency among pilots and air traffic controllers worldwide at the moment the amendments were proposed would have permitted the implementation of such a policy without excluding a large number of currently active pilots. It must also be recognized that there are significant national, cultural, economic and organizational impediments that make such a move impractical. Because language use is so closely tied to a community's sense of national and cultural identity, language policies always require sensitive management.

4.3   ANNEX 1 SARPS RELATED TO LANGUAGE PROFICIENCY

4.3.1   Provisions governing required proficiency in the language(s) used for radiotelephony communications previously consisted of an Annex 1 Standard limited to controllers. Controllers were required to demonstrate knowledge of "the language or languages nationally designated for use in air-ground communications and ability to speak such language or languages without accent or impediment which would adversely affect radio communication". The intent of the provisions was clear but did not indicate what the "ability" to speak a language means.

4.3.2   The strengthened language proficiency requirements clarify what level of proficiency is appropriate. When more than one language can be used for radiotelephony communications, then all languages must be governed by the same proficiency requirements. The provisions also introduce evaluation requirements that apply equally to flight crews and air traffic controllers, as well as, in varying degrees, to aeronautical station operators, navigators and flight engineers.

4.3.3   The SARPs in Chapter 1, 1.2.9.1, 1.2.9.2 and 1.2.9.3 require flight crews and air traffic controllers to demonstrate language proficiency. The two Standards at 1.2.9.1 and 1.2.9.2 echo the previous provisions in Annex 1 regarding language proficiency and extend the provisions to most flight crews and some navigators. A Recommended Practice at 1.2.9.3 refers to the advisability that flight engineers and glider and free balloon pilots should have language proficiency.

4.3.4   Paragraphs 1.2.9.4 and 1.2.9.5 specify proficiency level requirements and an implementation date of 5 March 2008 for flight crews, air traffic controllers and aeronautical station operators involved in international operations. These language proficiency requirements are found in the holistic descriptors in Appendix 1 to Annex 1 and Operational Level 4 in the ICAO Rating Scale contained in Attachment A to Annex 1. Commentary and additional information about the level requirements found in the holistic descriptors and Rating Scale are provided in 4.5 of this chapter.

4.3.5   Paragraphs 1.2.9.4 and 1.2.9.5 refer to a level of proficiency as described in Operational Level 4 of the Rating Scale. How States ensure that personnel demonstrate proficiency in this case may vary to some extent but, again, must be related to language proficiency rather than knowledge about language and must be directly linked to the ICAO Rating Scale. Testing requirements are described in Chapter 6 of this manual.

4.3.6   Although the heaviest training and testing burden will fall in the area of English as a second or foreign language, the language proficiency requirements apply to any language used in international aeronautical radiotelephony communications, but not to any language used in domestic operations.

4.3.7   The ICAO minimum proficiency requirements described in Operational Level 4 do not require "native" or "native-like" proficiency. As Operational Level 4 is significantly below Expert Level 6, it can be assumed that language loss as described in Chapter 2, 2.5.4, of this manual, can occur in individuals with Level 4 proficiency. Therefore, a Standard requiring recurrent language testing and a Recommended Practice recommending a schedule for reevaluation were introduced into Annex 1 (Annex 1, 1.2.9.6 and 1.2.9.7).

4.3.8   The Standard at 1.2.9.6 stipulates that personnel who demonstrate language proficiency below Expert Level 6 on the ICAO Rating Scale shall be formally evaluated at intervals. The Recommended Practice at 1.2.9.7 indicates a schedule for re-evaluation, and Note 1 clarifies that recurrent evaluation is not required of anyone who is able to demonstrate language proficiency at Expert Level 6.

4.3.9   Annex 1, Chapter 2, 2.1.1.3.1, and Chapter 4, 4.1.2, stipulate that, for initial licensing and rating purposes, licensing authorities shall determine the way in which language proficiency is to be demonstrated. However, 1.2.9.6 stipulates that recurrent evaluations required for personnel who demonstrated Operational Level 4 and Extended Level 5 shall be formal.

4.3.10   The language provisions came into effect on 27 November 2003 and became progressively applicable as a result of the Council decision to apply Article 42 of the Convention on International Civil Aviation, whereby testing requirements for flight crews shall be applicable five years after adoption of the Standard to provide existing licence holders with "grandfather" rights.

4.3.11 As of 5 March 2008, aeroplane, airship, helicopter and powered-lift pilots, air traffic controllers and aeronautical station operators shall demonstrate the ability to speak and understand the language used for radiotelephony communications to the level specified in the language proficiency requirements in Appendix 1 to Annex 1. Flight navigators who are required to use the radiotelephone aboard an aircraft shall demonstrate the ability to speak and understand the language used for radiotelephony communications.

4.3.12 There is no language proficiency Standard applicable for glider and free balloon pilots and flight engineers. However, Annex 1, Chapter 1, 1.2.9.2, recommends that "Flight engineers, and glider and free balloon pilots should have the ability to speak and understand the language used for radiotelephony communications."

4.3.13 Several States invested considerable resources and efforts to comply with the provisions by 5 March 2008. While some States were not compliant by March 2008, the applicability date established a milestone that helped to retain the focus required to implement the safety Standards related to language proficiency as soon as practicable.

4.3.14 In June 2007, the ICAO Council considered the consequences of non-compliance, including the impact on multilateral recognition of pilots' licences provided for under Article 33 of the Convention on International Civil Aviation when a State is unable to meet the minimum Standards prescribed in Annex 1. The Council proposed and the Assembly adopted Resolution A36-11, Proficiency in the English language used for radiotelephony communications, which urged Contracting States that are not in a position to comply with the language proficiency requirements by 5 March 2008 to post their language proficiency implementation plan, including their interim measures to mitigate risk.

4.3.15 The intent of the implementation plan is to provide a means of communicating the steps that States are taking to meet the language proficiency requirements and mitigate risk during the transition period from the applicability date of 5 March 2008 to 5 March 2011. Contracting States not compliant by 5 March 2008 were to provide their implementation plans to ICAO for posting on the flight safety information exchange website (FSIX) at **www.icao.int/fsix/lp** no later than 05 March 2008 and to regularly update them until full implementation. In this way, all other States would be aware of the implementation plans and able to make informed decisions.

4.4   ANNEX 1 DESCRIPTORS OF THE ICAO LANGUGE PROFICIENCY REQUIRMENTS

4.4.1   The ICAO Language Proficiency Requirements consist of a set of holistic descriptors (Appendix 1 to Annex 1) and Operational Level 4 of the ICAO Rating Scale (Attachment A to Annex 1). Both are reproduced in Appendix A to DOC 9835. Five holistic descriptors provide characteristics of proficient speakers and establish context for communications. The Rating Scale describes the discrete features of language use. ("Holistic" refers to the communicating person as a "whole", in contrast to the descriptors in the Rating Scale which instead examine individual, discrete features of language use.) A language proficiency Rating Scale may be thought of as a guide to good judgement and an important step towards harmonization of language standards to which pilots and air traffic controllers are held.

4.4.2   A note in Appendix 1 to Annex 1 states that "The language proficiency requirements are applicable to the use of both phraseologies and plain language." This statement refers only to those characteristics of language use to which ICAO standardized phraseology conforms. Appropriate application of the language proficiency requirements to the use of phraseology should include the following criteria:

a.   pronunciation of phraseology according to ICAO recommended pronunciations as found in Annex 10, Volume II, 5.2.1.4.3, Doc 9342 or otherwise in accordance with the ICAO Operational Level 4 pronunciation descriptor of the Rating Scale;

b.   using a speech transmitting technique (enunciation, rate of speech, pausing, and speaking volume) in accordance with Doc 9342 or otherwise with the ICAO Operational Level 4 fluency descriptor of the Rating Scale.

4.4.3   *Appendix 1: Holistic descriptors*

4.4.3.1   The holistic descriptors and descriptors in the Rating Scale are designed as a frame of reference for trainers and assessors to be able to make consistent judgements about pilot and controller language proficiency. Each descriptor is explained below.

a. *Proficient speakers shall communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations.* Radiotelephony communications lack the facial cues, body language and listening cues found in usual face-to-face situations. Communications without such cues are considered to be more difficult and challenging, requiring a higher degree of language proficiency than face-to-face interactions. In addition, other features of radiotelephony communications make it a unique kind of communicative event. For example, the sound quality may be poor, with distracting sounds and the communicative workload of the air traffic controller or a pilot may be heavy, with a corresponding need for efficiency and brevity. This holistic descriptor draws attention to the need for training and testing to provide

voice-only settings to exercise or demonstrate language proficiency, as well as face-to-face settings that allow broader uses of language.

b. ***Proficient speakers shall communicate on common, concrete and work-related topics with accuracy and clarity.*** Context is an important consideration in communications, and an individual's language proficiency may vary in different contexts. This holistic descriptor limits the domain of the communicative requirements to work-related topics; that is, air traffic controllers and pilots are expected to be able to communicate about issues in their field of professional practice. Language proficiency should not be limited to standardized phraseology and should range across a relatively broad area of work-related communicative domains. Appendix B of Doc 9835 provides a non-exhaustive list of topics and domains appropriate to the work-related requirements of pilot and air traffic controller communications. It is meant as a guide to curriculum development. The assessment of radiotelephony communications should not be limited solely to those topics.

c. ***Proficient speakers shall use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or work-related context.*** Linguists have identified strategic competence as an important part of language proficiency (see Chapter 2, 2.2.2.4, for a definition of strategic competence). One aspect of strategic competence important to air traffic controllers and flight crews is the ability to recognize and resolve potential misunderstandings, e.g. having strategies to check for comprehension in a meaningful way, such as asking for a readback. Equally important is the ability to rephrase or paraphrase a message when it is apparent that a message was not understood. Sometimes the phraseology "Say again" should be understood as a request for clarification rather than repetition. Air traffic controllers and flight crews should understand that silence does not always indicate comprehension. On the part of native-speaking air traffic controllers and flight crews, strategic competence can include an appreciation of the threats presented by cross-cultural communications and a sensitivity to strategies to confirm comprehension.

d. ***Proficient speakers shall handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar.*** One of the more challenging events in all communications, including those involving the use of a second language, is when the unexpected happens. Human Factors experts have emphasized the threat of letting our expectations hinder our interpretation of reality. Sometimes, a complication or an unexpected event can lead to a communication breakdown. It is important for air traffic controllers and flight crews to have sufficient language proficiency and the strategic skills to manage a dialogue through any unexpected event. It is the nature of the work of controllers and pilots to adhere to strictly defined procedures and regulations and yet to be able, when confronted with a new situation, to demonstrate

substantial flexibility in their response. This holistic descriptor emphasizes the need for language skills practiced and demonstrated in this context.

    e. ***Proficient speakers shall use a dialect or accent which is intelligible to the aeronautical community.*** A first and natural response to this holistic descriptor is to inquire which dialects or accents would be considered intelligible. One answer is to consider how this issue has traditionally been handled among native-speaker controller populations. In the United Kingdom, for instance, a great variety of regional dialects and differences exist. Air traffic control applicants and trainees are informally screened for use of a dialect appropriate to the international aviation context. A determination of what constitutes a strong regional dialect or marked accent is based on the extensive experience and good judgement of the trainer or assessor. When an individual demonstrates a strong regional dialect or marked accent, one determined to be easily understood only by those most familiar with the dialect, that individual is counselled to use a dialect more widely acceptable or is provided with additional elocution or speech training.

4.4.4   If the native speaker as model and judge of appropriate dialect and accent is discarded (see Chapter 2, 2.3.1), then who is eligible to determine intelligibility? If the aeronautical community is considered as one to which an applicant gains admission through the demonstration of any number of competencies determined to be important to the community, then language proficiency is simply another competency. Based on their extensive experience, coupled with some standardized guides to qualifications, pilot and air traffic controller trainers and assessors use good judgement to make decisions regarding the readiness of applicants to enter the field.

4.4.5   ICAO Rating Scale

4.4.5.1   The scope and focus of the ICAO Language Proficiency Rating Scale are specific and unique in several important ways:

    a. the ICAO Rating Scale addresses only spoken language (speaking and listening); it does not address reading and writing skills;

    b. the ICAO Rating Scale has a distinct aeronautical radiotelephony focus; it addresses the use of language in a work-related aviation context, voice-only communications, using strategic competences for safe communications in case of complications or unexpected turn of events, and emphasizing intelligibility in an international community of users;

    c. ICAO Operational Level 4 does not target high degrees of grammatical correctness or native-like pronunciation. Grammar, syntax, vocabulary and pronunciation are judged primarily to the extent that they do not interfere with effective oral communication; and

    d. the final rating is not the average or aggregate of the ratings in each of the six ICAO language proficiency skills but the lowest of these six ratings.

4.4.6   The ICAO Rating Scale contained in Attachment A to Annex 1 describes language use as opposed to "can do" statements. Professional language teaching or testing specialists are familiar with this form. The ICAO Rating Scale delineates six levels of language proficiency ranging from Pre-elementary (Level 1) to Expert (Level 6) across six skill areas of linguistic performance: pronunciation, structure, vocabulary, fluency, comprehension and interactions.

4.4.7   The number of levels was determined as sufficient to show adequate progression in developing language proficiency without exceeding the number of levels between which people are capable of making meaningful distinctions. It is not an "equal interval" scale; the amount of time required to progress between levels will vary, i.e. moving from Elementary Level 2 to Pre-operational Level 3 may take longer or more training than moving from Operational Level 4 to Extended Level 5.

4.4.8   Levels 1 to 3 of the Rating Scale have been provided in order to assist Contracting States in setting language proficiency standards for recruitment and training purposes, whereas Levels 4 to 6, in addition to providing the minimum operational standard (Level 4), also provide the basis for determining intervals between recurrent formal evaluation or dispensation from the need to be re-evaluated.

4.4.9   It should also be noted that the descriptors for Expert Level 6 exceed the demands of aeronautical radiotelephony communications. Level 6 has a very wide coverage since it is intended to account for most first-language speakers with native or native-like proficiency as well as second- or foreign-language speakers with a high level of proficiency. Attainment of Level 6 should be considered as being beyond the realistic expectations of most second- or foreign-language learners. Furthermore, it is not an indispensable requirement for successful aeronautical communication.

4.4.10 It is important to note that the Rating Scale does not refer to native or native-like proficiency, resulting from a principled decision that native speech should not be privileged in a global context. All participants in aeronautical radiotelephony communications must conform to the ICAO proficiency requirements, and there is no presupposition that first-language speakers necessarily conform. An additional reason for avoiding the use of the term native language or referring to a native speaker is because of the proven difficulty in defining just precisely what a native speaker is (see Chapter 2, 2.3).

4.4.11 It is assumed that anyone awarded a particular rating level demonstrates proficiency better than the descriptors contained in each level below. Failure to comply with descriptors in one category in one level indicates that the next lower proficiency level should be awarded. A person's overall proficiency rating is determined by the lowest rating assigned in any of the language proficiency skills of the rating scale. This is essential because the Operational Level 4 descriptors were developed as the safest minimum proficiency skill level for aeronautical radiotelephony communications. A lower score on any one feature indicates inadequate proficiency; for example, pilots with Operational Level 4 ratings in all areas except pronunciation may not be understood by the air traffic controllers with whom they must communicate. In summary, an individual must demonstrate proficiency at Level 4 in all categories in order to receive a Level 4 rating.

4.5 EXPLANATION OF RATING SCALE DESCRIPTORS (LEVEL 3 AND ABOVE)

4.5.1 General
The following explanations of the ICAO Rating Scale descriptors focus on Level 3 (Pre-operational), Level 4 (Operational), Level 5 (Extended) and Level 6 (Expert).

4.5.2 Pronunciation
The six levels of pronunciation descriptors are applicable at all levels to native and non-native speakers. This implies that native English speakers may demonstrate Elementary Level 2 proficiency if their regional dialect is so localized that it is not readily understood by those outside of that particular region. On the other hand, speakers whose speech patterns clearly identify them as non-native speakers (having a so-called "accent") may demonstrate Expert Level 6 proficiency, as long as this meets the criterion of "almost never" interfering with ease of understanding.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	*Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation, but only sometimes interfere with ease of understanding.*	*Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.*	*Pronunciation, stress, rhythm and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.*

Accent at this Pre-operational Level 3 is so strong as to render comprehension by an international community of aeronautical radiotelephony users very difficult or impossible. It should be noted that native or second language speakers may be assessed at this level in cases where a regional variety of the language has not been sufficiently attenuated.	Operational Level 4 speakers demonstrate a marked accent, or localized regional variety of English. Occasionally, a proficient listener may have to pay close attention to understand or may have to clarify something from time to time. Operational Level 4 is certainly not a perfect level of proficiency; it is the minimum level of proficiency determined to be safe for air traffic control communications. While it is not an Expert level, it is important to keep in mind that pronunciation plays the critical role in aiding comprehension between two non-native speakers of English.	Extended Level 5 speakers demonstrate a marked accent, or localized regional variety of English, but one which rarely interferes with how easily understood their speech is. They are always clear and understandable, although, only occasionally, a proficient listener may have to pay close attention.	An Expert Level 6 speaker may be a speaker of English as a first language with a widely understood dialect or may be a very proficient second-language speaker, again with a widely used or understood accent and/or dialect. The speakers' accent or dialect may or may not identify them as second language users, but the pronunciation patterns or any difficulties or "mistakes" almost never interfere with the ease with which they are understood. Expert speakers are always clear and understandable.

4.5.3 Structure

Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task. Users may refer to the communicative aeronautical language functions, to the list of controller communicative tasks and to the classification of basic and complex structures in Appendix B (Doc 9835) for guidance. Language teaching specialists generally categorize grammatical errors into two classes: "global" and "local". Global errors are those which interfere with meaning; local errors are those which do not interfere with meaning.

Pre-operational 3: Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	*Operational 4:* Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	*Extended 5*: Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interferes with meaning.	*Expert 6:* Both basic and complex grammatical structures and sentence patterns are consistently well controlled.
A weak command of basic grammatical structures at this level will limit available range of expression or result in errors which could lead to misunderstandings.	Operational Level 4 speakers have good command of basic grammatical structures. They do not merely have a memorized set of words or phrases on which they rely but have sufficient command of basic grammar to create new meaning as appropriate. They demonstrate local errors and infrequent global errors and communication is effective overall. Level 4 speakers will not usually attempt complex structures, and when they do, quite a lot of errors would be expected resulting in less effective communication.	Extended Level 5 speakers demonstrate greater control of complex grammatical structures than do Operational Level 4 speakers and may commit global errors from time to time when using complex structures. The critical difference between the Level 4 and Level 5 requirements concerns the use of basic grammatical structures and sentence patterns compared to the use of complex structures (see the glossary of basic and complex structures in Appendix B, Part IV). At Level 5, the structure descriptors refer to consistent control of basic structure, with errors possibly occurring when complex	Expert Level 6 speakers do not demonstrate consistent global structural or grammatical errors but may exhibit some local errors.

		structures and language are used. There is actually a big jump between Level 4 and Level 5. Level 5 speakers will have a more sophisticated use of English overall, but will exhibit some errors in their use of complex language structures, but not in their basic structure patterns.	

4.5.4 Vocabulary

Vocabulary includes individual words and fixed expression. Vocabulary can be classified by the domains of meaning to which it refers. A partial list of vocabulary domains related to aviation communications is found in Appendix B of DOC 9835. While memorizing phraseologies is neither an acceptable means of demonstrating language proficiency nor an effective or recommended language learning strategy, it is undeniable that *context* is a relevant factor in language proficiency. Therefore, learning or testing that focuses on, or is designed to elicit vocabulary related to, aeronautical radiotelephony communications is preferable.

Pre-operational 3: *Vocabulary range and accuracy are often sufficient to communicate on common, concrete or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.*	*Operational 4:* *Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.*	*Extended 5:* *Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.*	*Expert 6:* *Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced and sensitive to register.*

Gaps in vocabulary knowledge and/or choice of wrong or non-existent words are apparent at this level. This has a negative impact on fluency or results in errors which could lead to misunderstandings. The frequent inability to paraphrase unknown words or in the process of clarification makes accurate communication impossible.	An Operational Level 4 speaker will likely not have a well-developed sensitivity to register (see glossary on page (ix)). A speaker at this level will usually be able to manage communication on work-related topics, but may sometimes need clarification. When faced with a communication breakdown, an Operational Level 4 speaker can paraphrase and negotiate meaning so that the message is understood. The ability to paraphrase includes appropriate choices of simple vocabulary and considerate use of speech rate and pronunciation.	Extended Level 5 speakers may display some sensitivity to register, with a lexical range which may not be sufficient to communicate effectively in as broad a range of topics as an Expert Level 6 speaker, but a speaker with Extended proficiency will have no trouble paraphrasing whenever necessary.	Level 6 speakers demonstrate a strong sensitivity to register. Another marker of strong proficiency seems to be the acquisition of, and facility with, idiomatic expressions and the ability to communicate nuanced ideas. As such, use of idioms may be taken into account in assessment procedures designed to identify Level 6 users in a non-radiotelephony context. This is not however intended to imply that idiomatic usages are a desirable feature of aeronautical radiotelephony communications. On the contrary, use of idioms is an obstacle to intelligibility and mutual understanding between non-expert users and should therefore be avoided by all users in this environment.

4.5.5   Fluency

For our purposes, fluency is intended to refer to the naturalness of the flow of speech production, the degree to which comprehension is hindered by any unnatural or unusual hesitancy, distracting starts and stops, distracting fillers (em … huh … er …) or inappropriate silence. Levels of fluency will be most apparent during longer utterances in an interaction.

They will also be affected by the degree of expectedness of the preceding input which is dependent on familiarity with scripts or schemata described in Chapter 3.

Pre-operational 3: *Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.*	Operational 4: *Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.*	Extended 5: *Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.*	Expert 6: *Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.*
The slowness of speech flow at this level is such that communication lacks concision and efficiency. Long silent pauses frequently interrupt the speech flow. Speakers at this level will fail to obtain the professional confidence of their interlocutors.	Speech rate at this level may be slowed by the requirements of language processing, but remains fairly constant and does not negatively affect the speaker's involvement in communication. The speaker has the possibility of speaking a little faster than the ICAO recommended rate of 100 words per minute if the situation requires (Annex 10, Volume II, 5.2.1.5.3 b)).	Rate of speech and organization of discourse at this level approach natural fluency. Under appropriate circumstances, rates significantly higher than the ICAO recommended rate of 100 words per minute can be achieved without negatively affecting intelligibility.	Fluency at this level is nativelike or near native-like. It is notably characterized by a high degree of flexibility in producing language and in adapting the speech rate to the context of communication and the purposes of the speaker.

4.5.6   Comprehension

This skill refers to the ability to listen and understand. In air traffic control communications, pilots rely on the clear and accurate information provided to them by controllers for safety. It is not sufficient for air traffic controllers to be able to handle most pilot communications; they must be ready for the unexpected. Similarly, pilots must be able to understand air traffic controller instructions, especially when these differ from what a pilot expects to hear. It is during complications in aviation that communications become most crucial, with a greater reliance upon plain language. While comprehension is only one out of six skills in the Rating Scale, it represents half of the linguistic workload in spoken communications.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Comprehension is often accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	*Comprehension is mostly accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.*	*Comprehension is accurate on common, concrete and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.*	*Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.*

Level 3 comprehension is limited to routine communications in optimum conditions. A pilot or controller at this level would not be proficient enough to understand the full range of radiotelephony communications, including unexpected events, substandard speech behaviours or inferior radio reception.	As with all Operational Level 4 descriptors, comprehension is not expected to be perfectly accurate in all instances. However, pilots or air traffic controllers will need to have strategies available which allow them to ultimately comprehend the unexpected or unusual communication. Unmarked or complex textual relations are occasionally misunderstood or missed. The descriptor of Operational Level 4 under "Interactions" clarifies the need for clarification strategies. Failure to understand a clearly communicated unexpected communication, even after seeking clarification, should result in the assignment of a lower proficiency level assessment.	Level 5 users achieve a high degree of detailed accuracy in their understanding of aeronautical radiotelephony communications. Their understanding is not hindered by the most frequently encountered non-standard dialects or regional accents, nor by the less well-structured messages that are associated with unexpected or stressful events.	Level 6 users achieve a high degree of detailed accuracy and flexibility in their understanding of aeronautical radiotelephony communications regardless of the situation or dialect used. They further have the ability to discern a meaning which is not made obvious or explicit ("read between the lines"), using tones of voice, choice of register, etc., as clues to unexpressed meanings.

4.5.7   Interactions

Because radiotelephony communications take place in a busy environment, the communications of air traffic controllers and pilots must not only be clear, concise and unambiguous, but appropriate responses must be delivered efficiently and a rapid response time is expected. The interactions skill refers to this ability, as well as to the ability to initiate exchanges and to identify and clear up misunderstandings.

Pre-operational 3: Responses are sometimes immediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.	Operational 4: Responses are usually immediate, appropriate and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming or clarifying.	Extended 5: Responses are immediate, appropriate and informative. Manages the speaker/listener relationship effectively.	Expert 6: Interacts with ease in nearly all situations. Is sensitive to verbal and nonverbal cues and responds to them appropriately.
The interaction features at this level are such that communication lacks concision and efficiency. Misunderstandings and non-understandings are frequent leading to possible breakdowns in communication. Speakers at this level will not gain the confidence of their interlocutors.	A pilot or air traffic controller who does not understand an unexpected communication must be able to communicate that fact. It is much safer to query a communication, to clarify, or even to simply acknowledge that one does not understand rather than to allow silence to mistakenly represent comprehension. At Operational Level 4, it is acceptable that comprehension is not perfect 100 per cent of the time when dealing with unexpected situations, but Level 4 speakers need to be	Interactions at this level are based on high levels of comprehension and fluency. While skills in checking, seeking confirmation and clarification remain important, they are less frequently deployed. On the other hand speakers at this level are capable of exercising greater control over the conduct and direction of the conversation.	Expert speakers display no difficulties in reacting or initiating interaction. They are additionally able to recognize and to use non-verbal signs of mental and emotional states (for example, intonations or unusual stress patterns). They display authority in the conduct of the conversation.

	skilled at checking, seeking confirmation, or clarifying a situation or communication.		

4.6 PROCEDURES FOR AIR NAVIGATION SERVICES — AIR TRAFFIC MANAGEMENT (PANS-ATM, DOC 4444)

4.6.1 Chapter 12 of PANS-ATM (Doc 4444) provides a list of model patterns and structures for messages in ICAO standardized phraseology. That chapter along with parts of Annex 10, Volume II, provides the reference for ICAO standardized phraseology.

4.6.2 Doc 4444, Chapter 12, 12.2, underlines that the list is not exhaustive and that clear and concise use of plain language to the level specified in Annex 1 will be required. The requirements of Chapter 12, 12.2, also extend to other ground personnel.

CHAPTER 5

LANGUAGE TEST ADMINISTRATION & SECURITY

5.1   APPLICABILITY

5.1.1   Following personal license holders are required to demonstrate English language proficiency level 04 (operational) or above in order to exercise privileges of their respective licenses as described in IS 92.

    a.   Aeroplane, airship, helicopter and powered-lift pilots
    b.   Flight navigators required to use the radiotelephone on board an aircraft.
    c.   Air traffic controllers (ATCOs)
    d.   Aeronautical station operators
    e.   Flight engineers
    f.   Glider pilots
    g.   Free balloon pilots.

5.2   TEST ADMINISTRATION

5.2.1   English language proficiency checks is administrated by Examination centre of Training Organizations and Personnel Licensing section of CAASL.

5.2.2   Candidate can apply for an English Language Proficiency Check by submitting CAASL form CAA/PL/E/08; refer   (Appendix – B) of this manual and making the applicable payment.

5.2.3   Examination staff member receiving an application requesting an ELPC shall record the same in ELPC examination request book.

5.2.4   English language proficiency check is to be scheduled taking in to account availability   of examiners and once examination date and time is finalized same to be communicated for examiners, applicants. If a requested examination is unable to schedule within 07 working days same to be brought to the notice of SCAIPLES. Candidate shall be evaluated in the following areas.

    a.   Pronunciation.
    b.   Structure.
    c.   Vocabulary.
    d.   Fluency.
    e.   Comprehension.
    f.   Interaction.

5.2.5   Examiners are to use CAA/PL/E/08 when conducting English language proficiency assessments. ELPC assessment records are to be stored in PEL- Examination center for reference. All documents to be handled in accordance to test security and record keeping described in this chapter.

5.2.6   Result sheet to be obtained from examiners on completion of ELPC test. Original result sheets to be retained in examination center, a copy of the same to be forwarded to SCAIFCL, SCAINFCL to be endorsed in respective licenses. A letter confirming results of ELPC may be given for a candidate on request; refer sample letter (Appendix – C) of this manual. Special remarks shall made on result sheets of candidates with ELPC level (1 to 3). Indicating that the language proficiency is below the operational level.

5.2.7   Check list for aviation language testing (reference Appendix C – Doc 9835) to be used for periodical checking of ELP checks conducted in CAASL.

5.3   PROCEDURE FOR RE-SITTING.

Applicant who is unable to obtain ELPC level 4 or above may retake the examinations by submitting a fresh application and making the payment which is applicable for ELPC examinations. Re-sit examinations will be arranged/conducted as per the initial procedure laid down in 5.2 above. If a licence holder obtained bellow level (4) from a subsequent ELPC, procedure described in 5.7 (i) to be adopted.

5.4   RE-EVALUATING PILOTS/ATC/ASO BELLOW ELPC LEVEL 06

5.4.1   Applicants who has demonstrated bellow ELPC level 6 (Expert) shall be re-evaluated with in time frames mentioned bellow.

      a. ELPC Level 4 (Operational)   -   Within 03 years.
      b. ELPC Level 5 (Extended)   -   Within 06 years.

5.4.2   English Language Proficiency requirement for issuance of a license is published in Implementing Standards (IS-92). In order to ensure the affective implantation of ICAO requirements.

5.5   INSTRUCTIONS AND GUIDE LINES FOR EXAMINERS AND RATERS

5.5.1   Examiners shall possess sound knowledge on following Implementing Standards and publications.

a. Implementing Standard 092: English Language Proficiency Check.
b. ELPC Procedure Manual ; SLCAP 3040
c. Doc 9835 : Manual on implementing ICAO Language Proficiency requirements.
d. ICAO Annex 1 (appendix 1)

5.5.2   Examiners are to establish identity of the candidate prior to commencement of the check.

5.5.3   Examiners are to adhere to guidance published in this manual, doc 9835 and Annex 1 requirements while conducting examinations with emphasis to :

a. Holistic descriptors.
b. ICAO rating scale.
c. Code of ethics for examiners.

5.5.4   ELPC shall be conducted by a panel of two examiners, a third examiner shall be consulted in the case of divergent scores.

5.5.5   Examiners are to come to examination center at least 10 minutes prior to starting time of ELPC and to obtain examination forms from examination center.

5.5.6   Examiners may refer SLCAP 3040, DOC 9835 which are available at room designated for ELPCs and test to be conducted considering followings.

a. The final score for each test-taker shall be the lowest of the scores in each of the six ICAO language proficiency evaluation criterion.
b. Test shall avoid items that are designated to elicit highly technical or very context-specific language.
c. Examiners shall assess plain language proficiency of test-taker in an aviation context.

5.5.7   Documentation and submission of results by examiners on completion of ELPC.

a. Form : CAA/PL/E/08 shall be filled (Separately form for each candidate)
b. Both examiners are to place their signature on assessment form.
c. ELPC level is to be indicated in the assessment form.
d. Assessment form shall be handed over to examination section on completion of ELPC.
e. If assessment level of an ELPC is less than 4, same to be informed to DPEL with special remarks.

5.6 INSTRUCTIONS AND GUIDE LINES FOR EXAMINATION STAFF (TEST ADMINISTRATORS)

a. Candidate's details to be noted in ELPC record book.
b. Suitable date to be checked with examiners.
c. Finalize date and time.
d. Inform examiners and candidates the examination details.
e. Advice the candidate to make the appropriate payment for CAASL.
f. Make an attendance sheet.
g. Hand over attendance sheet and assessment forms to the examiner.
h. Collect assessment forms on completion of examination.
i. In an ELPC If a license holder scores bellow level 4, notify the same to DTOPL in most expeditious manner in order to initiate suspension action and advice the candidate to contact DTOPL.
j. Senior Inspector is to communicate details of candidates obtain ELPC level below Level - 4 to DTO&PL.
k. Only examiners approved by DGCA shall be nominated for ELPC examinations.
l. Ensure the approval given by DGCA is valid at the date of the examination.
m. Arrange refresher training for examiners once a year.
n. Maintain a list of approved examiners with the validity period of authorization.
o. Ensure that ELPC is arranged in a well-coordinated manner with applicants and examiners.
p. Raters are to be evaluated annually by an examiner appointed by DGCA as per criterion laid down in CAA/PL/E/08 – A.

5.7 LANGUAGE TESTING LOCATION

5.7.1 Language testing location/room shall have following facilities

a. Adequate lighting & air-conditioning.
b. Privacy for examiners and test takers.
c. Non disturbance from surrounding noise.
d. Comfortable seating facilities for minimum of 04 individuals.
e. Access to SLCAP 3040, IS 92 and DOC 9835.
f. ELPC evaluation forms

5.8 INSTRUCTIONS FOR TEST TAKERS

5.8.1 You can book an ELPC by contacting examination center of CAASL, details pertaining to ELPC is given in Appendix – A to this manual.

5.8.2 You are to submit details are required in CAASL Form: CAASL/PL/E/08.

8.8.3 You are required to come to examination center at least 30 minutes prior to the test for administrative formalities.

8.8.4 Dress code for examinations in CAASL is smart casual.

8.8.5 Results of ELPC will be endorsed in your personal license, if a candidate required a letter confirming results of the ELPC, same will be provided on request in format given in Appendix – C of this manual.

8.8.6 ELPCs are conducted in examination center of CAASL Katunayake.

5.9 APPEALING PROCEDURE

5.9.1 Candidate can appeal against the outcome of ELPC (within seven days from the check) and following procedures shall be adopted in such occurrence.

   a. Candidate shall submit his/her appeal in writing to DTOPL via the examination center.
   b. Check result sheet of ELPC of respective test.
   c. Conduct a meeting consisting of following officials.

      i.   DTO&PL
      ii.   SCAI – PLES
      iii. Examiners who conducted the ELPC.

   d. The candidate to be checked by an examination panel other than the panel who conducted previous ELPC.
   e. Appeal to be forwarded to DGCA along with results of both ELP checks and with recommendations.
   f. Decision /remarks to be obtained from DGCA.

   g. Decision of DGCA pertaining to the appeal shall be communicated to the candidate.

   h. All correspondents pertaining to appeals to be kept in "ELPC CANDIDATE APEALS FILE".

5.10 TEST SECURITY AND RECORD KEEPING

5.10.1 ELPC result sheets and other related documents are to be kept under lock and key and treat as confidential documents result sheet to be retained for a period of 3 years.

5.10.2 Original result sheet is to be kept in examination centre and a copy of the same is to be send to licensing section.

5.10.3 Result sheets to be provided only to the applicant (result to any third party shall not be given unless having written request from the candidate).

5.10.4 Test records, test recordings are to be stored in computer assigned to ELPC same is to be accessed only by examination staff.

5.5.5   Test questions and prompts are to be held in confidence, shall not be published or made available for `test takers prior to the test.

5.5.7   Language testing room shall be out of bounds for unauthorized personnel.

5.9.6   Language testing room shall be kept under lock and key when not in use.

CHAPTER 6

LANGUAGE TESTING TEAM AND TRAINING

6.1   INTRODUCTION

The testing team should include test designers, developers, administrators, examiners and raters. Within team same person may possess several areas of expertise or play several roles.

6.1.1   Test design and development team members are appointed by DGCA to develop English language proficiency checks and testing materials for ELPC conducted in CAASL.

6.1.2   Language raters or Assessors are the designated examiners who have been trained by licensing section as per the training programme mentioned under this Chapter and then certified & authorized to conduct English language proficiency checks. Authorization is generally valid for three years, unless revoked or withdrawn.

6.2   PRE-REQUESTS AND QUALIFICATIONS OF TEST DESIGN & TEST ADMINISTRATION TEAM MEMBERS

6.2.1   Test design and development team

6.2.1.1   The test design and development team should include individuals with the operational, language test development, and linguistic expertise described below in line with qualifications described in Appendix - D of DOC 9835.

6.2.2   Operational expertise:

    a.   radiotelephony experience as a flight crew member, air traffic controller or aeronautical station operator;

    b.   experience in aeronautical operations and procedures and working knowledge of current practices.

6.2.3   Language test development expertise:

    a.   specialization in language test development through training, education or work experience; working knowledge of the principles of best practice in language test development.

6.2.4   Linguistic expertise:

a.   working knowledge of the principles of theoretical and applied linguistics;

b.   working knowledge of the principles of language learning;

c.   experience in language teaching.

6.2.5   Test administration team (Administrators and examiners/Raters)

6.2.5.1   Test administrators (the people who supervise and manage the administration of tests) and examiners/raters should have a working knowledge of the test administration guidelines published by DGCA and relevant ICAO requirements.

a.   Examiners/raters should demonstrate language proficiency of at least ICAO extended level 5 in in the language to be tested and proficiency at Expert level 6 if the test is designed to assess ICAO level 06 proficiency.
b.   Examiners/raters should have successfully completed initial interlocutor training.
c.   Examiners/raters should have successfully completed recurrent interlocutor training at least once each year.
d.   Examiners/raters should have appropriate aviation operational or language testing experience, or both.

6.3   PRE-REQUESTS AND QUALIFICATIONS FOR APPOINTING AS A LANGUAGE RATER.

6.3.1   Raters/examiners should demonstrate language proficiency of ICAO Level 6.

6.3.2   Raters/examiners should have successfully completed initial examiner/rater training.

6.3.3   Raters/examiners should successfully complete recurrent examiner/rater training at least once each year.

6.3.4   Raters/examiners should have appropriate aviation operational or language testing expertise, or both.

6.3.4.1   Operational expertise. The involvement of operational experts such as pilots, controllers and flight instructors or examiners in the rating process will add operational integrity to the process. Operationally experienced raters can also assist by making informed judgements from an operational perspective on such aspects of language use as conciseness (exactness and brevity) in speech and intelligibility of accents and dialects that are acceptable to the aeronautical community.

6.3.4.2   Language specialist expertise. Because language testing for licensing requirements will have an impact on the professional careers of the test-takers as well as the reputations of operators and service providers and, ultimately, the safety of passengers and flight crews, test raters should be able not only to correctly interpret the descriptors of the Rating Scale but also to accurately identify strengths and weaknesses in a test-taker's performance. Only qualified language specialists serving as raters can identify and describe these strengths and weaknesses.

6.3.5   Raters should have a valid approval from DGCA.

6.3.6   Raters should be familiar with aviation English and with any vocabulary and structures that are likely to be elicited by test prompts and interactions.

6.3.7   Raters should successfully complete recurrent rater training at least once each year.

6.4   INITIAL AND RECURRENT TRAINING FOR LANGUAGE RATERS.

6.4.1   Training - Initial.

6.4.2   Well-developed training Program as per the guidelines given in this Manual conducted by a qualified Trainer who is certified by authorized personnel of DGCA after undergoing the training. Following program is in place for the training & certification of raters. A classroom training program is conducted for Eight hours on the following topics.

   a.   ICAO Annex 1 requirements
   b.   ICAO MANUAL DOC 9835 & SLCAP 3040 (This Manual)
   c.   Collective Listening & Analyzing of ICAO speech samples and discussion
   d.   Training on the actual conducting of the Formal evaluation. (Demonstration)
   e.   Model Evaluation & Standardizing.
   f.   English language.
   g.   Currency requirements
   h.   Ethics of examiner/rater

6.4.3   Currency requirements
Recommended currency requirement is to have at least SIX Tests being performed during preceding twelve months. Regaining currency during the designated period of Authority would be to Observe & perform with another Interlocutor during actual evaluation.

6.4.4   Training - Recurrent
Recurrent Training Program shall consist of following class room topics followed by standardization exercise after, listening to ICAO speech samples. Examiners are required to undergo recurrent training once in every year.

a. ICAO Requirements.
b. Evaluation levels.
c. Technics of evaluation and assessment of students.
d. English language proficiency checks (simulated)
e. Proposals for Amendments of SLCAP 3040
f. Duration of classroom training may be about 2-3 Hrs & any examiner/rater is required to undergo recurrent training at least once in two years.

6.4.5 Raters/examiners are to be annually evaluated by an examiner appointed by DGCA such evaluation to be done utilizing CAASL form: CAA/PL/E/08/01

6.5 CODE OF ETHICS FOR EXAMINERS (REF ICAO DOC 9835)

The English language proficiency check shall be conducted with good conduct and code of ethics described below

6.5.1 Principle 1

a. Language testers shall have respect for the humanity and dignity of each of their test takers. They shall provide them with the best possible professional consideration and shall respect all persons' needs, values and cultures in the provision of their language testing service.

b. Language testers shall not discriminate against nor exploit their test takers on grounds of age, gender, race, ethnicity, sexual orientation, language background, creed, political affiliations or religion, nor knowingly impose their own values (for example social, spiritual, political and ideological), to the extent that they are aware of them.

c. Language testers shall never exploit their clients nor try to influence them in ways that are not related to the aims of the service they are providing or the investigation they are mounting.

d. Sexual relations between language testers and their test takers are always unethical.

e. Teaching and researching language testing involving the use of test takers (including students) requires their consent; IT ALSO REQUIRES respect for their dignity and privacy. Those involved should be informed that their refusal to participate will not affect the quality of the language tester's service (in teaching, in research, in development, in administration). THE USE OF all forms of media (paper, electronic, video, audio) involving test takers requires informed consent before being used for secondary purposes.

f. Language testers shall endeavor to communicate the information they produce to all relevant stakeholders in as meaningful a way as possible.

g. Where possible, test takers should be consulted on all matters concerning their interests.

6.5.2   Principle 2

a.   Language testers shall hold all information obtained in their professional capacity about their test takers in confidence and they shall use professional judgment in sharing such information. Annotation.

b.   In the face of the widespread use of photocopied materials and facsimile, computerized test records and data banks, the increased demand for accountability from various sources and the personal nature of the information obtained from test takers, language testers are obliged to respect test takers' right to confidentiality and to safeguard all information associated with the tester-test taker relationship.

c.   Confidentiality cannot be absolute, especially where the records concern students who may be competing for admissions and appointments. A careful balance must be maintained between preserving confidentiality as a fundamental aspect of the language tester's professional duty and the wider responsibility the tester has to society.

d.   Similarly, in appropriate cases, the language tester's professional colleagues also have a right to access data of test takers other than their own ion order to improve the service the profession offers. In such cases, those given access to data should agree to maintain confidentiality.

e.   Test taker data collected from sources other than the test taker directly (for example from teachers of students under test) are subject to the same principles of confidentiality.

f.   There may be statutory requirements on disclosure, for example where the language tester is called as an expert witness in a law court or tribunal. In such circumstances, the language tester is released from his/her professional duty to confidentiality. Manual on the Implementation of D-4 ICAO Language Proficiency Requirements

6.5.3   Principle 3

a.   Language testers should adhere to all relevant ethical principles embodied in national and international guidelines when undertaking any trial, experiment, treatment or other research activity.

b.   Annotation

   i.   Language testing progress depends on research, which necessarily involves the participation of human subjects. This research shall conform to generally accepted principles of academic inquiry, be based on a thorough knowledge of the professional literature; and be planned and executed according to the highest standards.

   ii.   All research must be justified; that is proposed studies shall be reasonably expected to provide answers to questions posed.

iii. The human rights of the research subject shall always take precedence over the interests of science or society.

iv. Where there are likely discomforts or risks to the research subject, the benefits of that research should be taken into account but must not be used in themselves to justify such discomforts or risks. If unforeseeable harmful effects occur, the research should always be stopped or modified.

v. An independent Ethics Committee should evaluate all research proposals in order to ensure that studies conform to the highest scientific and ethical standards.

vi. Relevant information about the aims, methods, risks and discomforts of the research shall be given to the subject in advance. The information shall be conveyed in such a way that it is fully understood. Consent shall be free, without pressure, coercion or duress.

vii. The subject shall be free to refuse to participate in or to withdraw from, the research at any time prior to publication of research results. Such refusal shall not jeopardize the subject's treatment.

viii. Special care shall be taken with regard to obtaining prior consent in the case of subjects who are in dependent relationships (for example, students, the elderly, proficiency challenged learners).

ix. In the case of a minor, consent shall be obtained from a parent or guardian but also from the child if he is of sufficient maturity and understanding.

x. Confidential information obtained in research shall not be used for purposes other than THOSE specified in the approved research protocol.

xi. Publication of research results shall be truthful and accurate.

xii. Publication of research reports shall not permit identification of the subjects who have been involved.

6.5.4   Principle 4

    a.   Language testers shall not allow the misuse of their professional knowledge or skills, in so far as they are able.

    b.   Annotation

        i.   Language testers shall not knowingly use their professional knowledge or skills to advance purposes inimical to their test takers' interests. When the progress of the tester's intervention is not directly to the benefit of the test Appendix D D-5 takers (for example when they are asked to act as trial subjects for a proficiency test designed for some other situation), its nature shall be made absolutely clear.

        ii.   Non-conformity with a society's prevailing moral, religious etc values, or status as an unwelcome migrant, shall not be the determining factor in assessing language ability.

        iii.   Whatever the legal circumstances, language testers shall not participate, either directly or indirectly in the practice of torture or other forms of cruel, inhuman or degrading punishment (see Declaration of Tokyo 1975).

6.5.5   Principle 5

    a.   Language testers shall continue to develop their professional knowledge, sharing this knowledge with colleagues and other language professionals.

    b.   Annotation

        i.   Continued learning and advancing one's knowledge are fundamental to the professional role; failure to do so constitutes a disservice to test takers.

        ii.   Language testers shall make use of the various methods of continuing education that are available to them. These may involve participation in continuing language testing programmes and professional conferences, and the regular reading of relevant professional publications.

        iii.   Language testers shall take the opportunity to interact with colleagues and other relevant language professionals as an important means of developing their professional knowledge.

        iv.   Language testers shall share new knowledge with colleagues by publication in recognized professional journals or at meetings.

v. Language testers shall be expected to contribute to the education and professional development of language testers in training and to the drawing up of guidelines for the core requirements of that training.

vi. Language testers shall be prepared to contribute to the education of students in the WIDER language professions.

6.5.6 Principle 6

a. Language testers shall share the responsibility of upholding the integrity of the language testing profession.

b. Annotation

i. Language testers shall promote and enhance the integrity of their profession by fostering a sense of trust and mutual responsibility among colleagues. In the event of differences of opinion, viewpoints should be expressed with candor and respect rather than by mutual denigration.

ii. Language testers develop and exercise norms on behalf of society. As such theirs is a privileged position which brings with it an obligation to maintain appropriate personal and moral standards in their professional practice, and in those aspects of their personal life which may reflect upon the integrity of that practice. Manual on the Implementation of D-6 ICAO Language Proficiency Requirements.

iii. Language testers who become aware of unprofessional conduct by a colleague shall take appropriate action; this may include a report to the relevant authorities.

iv. Failure to uphold this Code of Ethics will be regarded with the utmost seriousness and could lead to severe penalties including withdrawal of status as an interlocutor.

6.5.7 Principle 7

a. Language testers in their societal roles shall strive to improve the quality of language testing, assessment and teaching services, promote the just allocation of those services and contribute to the education of society regarding language learning and language proficiency.

b. Annotation

i. Language testers have a particular duty to promote the improvement of language testing provision/services in that many of their test takers are disenfranchised and lack power on account of their non-native speaker status.

ii.   Language testers shall be prepared by virtue of their knowledge and experience to advise those responsible for the provision of language testing services.

iii. Language testers shall be prepared to act as advocates and join with others in ensuring that language testing test takers have available to them the best possible language testing service.

iv.   Language testers shall be prepared to work with advisory, statutory, voluntary and commercial bodies that have a role in the provision of language testing services.

v.   Language testers shall take appropriate action if services, by reason of fiscal restriction or otherwise, fall below minimal standards. Exceptionally, language testers may have to dissociate themselves from such services provided that this is not harmful to their test takers.

vi.   Language testers shall be prepared to interpret and disseminate relevant scientific information and established Professional opinions to society. In so doing, language testers shall clarify their status as either spokespersons for a recognised professional body or not. If the views expressed are contrary to those generally held, they shall so indicate.

vii. It is reasonable for language testers to make scientifically substantiated contributions to public debate on sensitive socio-political issues, such as race, disadvantage and child rearing.

viii. Language testers shall differentiate between their role as educators based on professional knowledge and their role as citizens.

ix.   In fulfilling their responsibilities under this principle, language testers shall take care to avoid self-promotion and the denigration of colleagues.

x.   Language testers shall make clear that they do not claim (and are not seen to claim) that they alone possess all the relevant knowledge.

6.5.8   Principle 8

a.   Language testers shall be mindful of their obligations to the society within which they work, while recognizing that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.

b.   Annotation

i.   When test results are obtained on behalf of institutions (government departments, professional bodies, universities, schools, companies) language testers have an obligation to report those results accurately, however unwelcome they may be to the test takers and other stakeholders (families, prospective employers etc).

ii.   As members of the society in which they   work,   language testers should   recognize their obligation to the testing requirements of that society, even when they may not themselves agree with them. Where their disagreement is of sufficient strength to qualify as a   conscientious objection, they should have the right to withdraw their professional services.

6.5.9   Principle 9

a.   Language testers shall regularly consider the potential effects, both short and long term on all stakeholders of their projects, reserving the right to withhold their professional services on the grounds of conscience.

b.   Annotation

i.   As professionals, language testers have the responsibility to evaluate the ethical consequences of the projects submitted to them. While they cannot consider all possible eventualities, they should engage in a thorough evaluation of the likely consequences and, where those consequences are in their view professionally unacceptable, withdraw their services. In such cases, they should as a matter of course consult with fellow language testers to determine how far their view is shared, always reserving the right, where their colleagues take a different view, to make an individual stand on the grounds of conscience.

6.6 ADOPTED PROCEDURE
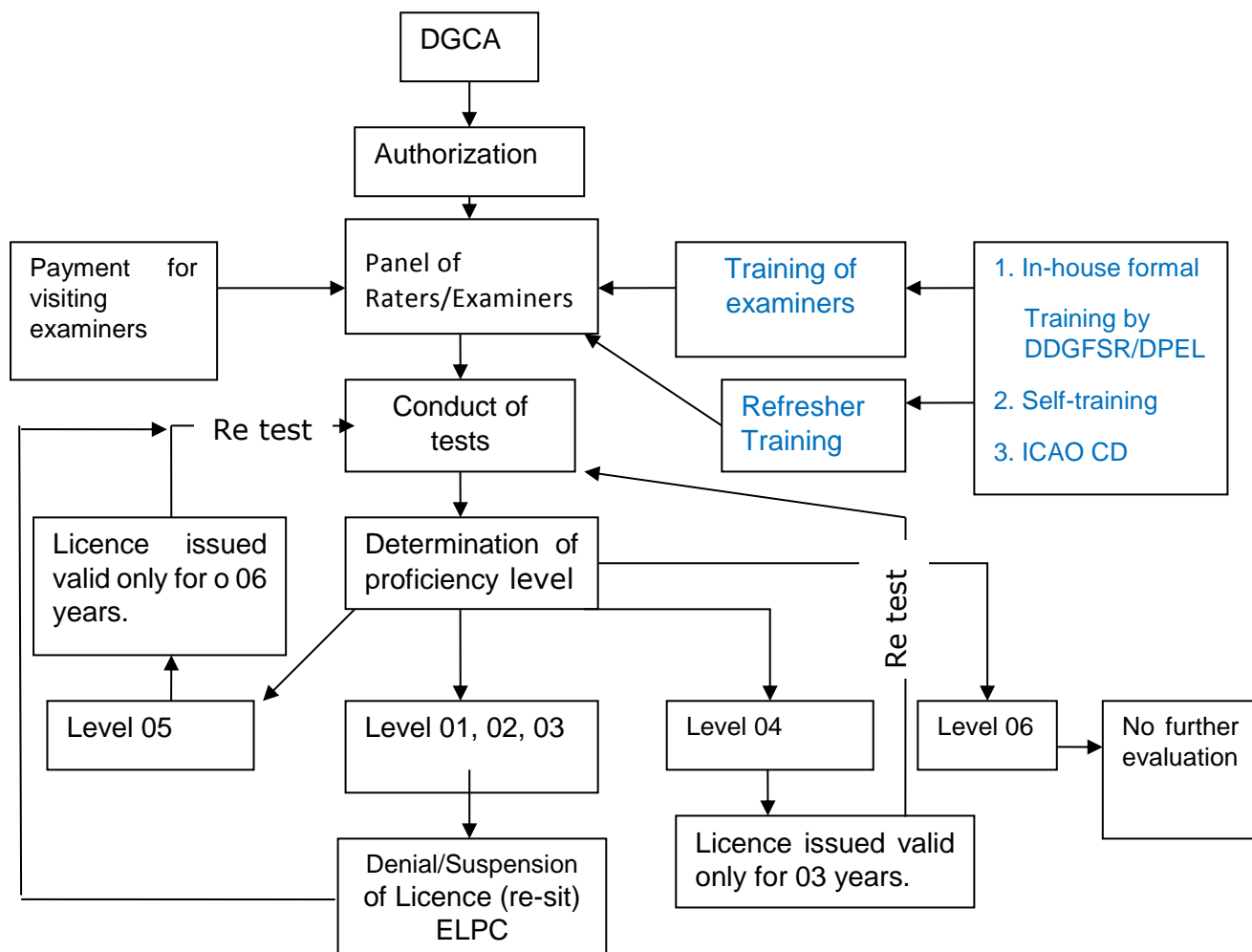
6.7 ENDORSEMENT TO THE LICENCE.

If the applicant obtain level 4 or above, result sheet will be sent to licensing section for endorsement action.

APPENDIX A

INFORMATION PAMPHLET FOR THE ENGLISH LANGUAGEPROFICIENCY CHECK

1.1.1 ELPC is an English Language Test specially designed to meet ICAO standards made in Amendment 167 to Annex 1 to Test the Speaking, Listening & Comprehension abilities of Pilots, Air traffic Controllers, Flight Engineers, Flight Navigators (If applicable) & Aeronautical Station operators.

1.1.2 You may book an ELPC by contacting Examination Centre of CAASL. ELPCs are conducted in CAASL –Katunayake.

1.1.3 During the Test applicants shall demonstrate their ability to communicate effectively using English Language. They will be tested on questions based on aviation context. Applicant from his/her part may try to express ideas scenarios or events as descriptive as possible on the cues given by the Interlocutors.

1.1.4 Duration & Format

1.1.5 Duration is usually about 20 to 30 minutes depending on the corporation of the applicant. During the test English language proficiency will be checked in following areas. .

    a. Fluency
    b. Pronunciation
    c. Vocabulary
    d. Structure
    e. Comprehension & Interaction.

1.1.6 Evaluation Methodology

1.1.7 As per recommendations of ICAO, the evaluation is done considering the holistic descriptors for a very proficient English speaker, shall

    a. Communicate effectively in voice-only in face-to-face situations;
    b. Communicate on common, concrete and work-related topics with accuracy and clarity;
    c. use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or work-related context;
    d. Handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
    e. Use a dialect or accent which is intelligible to the aeronautical community.

1.1.8   ICAO Rating Scale is based on a linear scale of 1 to 6 evaluated on linguistic descriptors of Fluency, Pronunciation, Vocabulary, Structure, Comprehension, & Interaction. Please refer is 92 or IS 50 Attachment 3 or **reverse side of this pamphlet** for applicable linguistic descriptors for Levels 4-6.

1.1.9   Each descriptor shall be evaluated individually on the rating scale of 1-6, & the final grading would be the **minimum number obtained** during the demonstration.

1.1.10 Minimum level for the excising of privileges of a licence is level 4.

CIVIL AVIATION AUTHORITY OF SRI LANKA

APPENDIX B

Office Use Only	Receipt No.
	Date

CIVIL AVIATION AUTHORITY OF SRI LANKA
ENGLISH LANGUAGE PROFICIENCY CHECK EVALUATION FORM

Particulars of the applicant

1. Full Name (In Block Capitals)   : …………………………………………………………………………….

       ………………………………………………………………………………..

2. Contact Number   : ……………………..   E mail   : …………………………………….
3. Nationality   : ……………………   Licence Issuance Authority: ………..…..……….

4. ID No. / Pass Port No.   : ……………………………….
5. Licence Number/ Type of Licence applied for   : ………………………………………….
6. Name of the Airline/Organization: …………………………………………………………

7. ELPC Required Date :   [   ]

8. Applied for (PILOT/FN/ATC/ASO): Licence Issuance   [   ] Licence Conversion   [   ]

       Ratings Renewal   [   ]

9. If ELPC is already done: Previous Level [   ] Expiry Date   [   ]

       Signature   : …………………   Date: ……………….

10. Checked by: Signature:……………………….   Date:……………….

Official Use Only						
Evaluation Criteria	**1**	**2**	**3**	**4**	**5**	**6**
PRONUNCIATION						
STRUCTURE						
VOCABULARY						
FLUENCY						
COMPREHENSION						
INTERACTION						

Very Proficient Non Native / Native Speaker   Yes [   ]   No [   ]

ICAO Language Proficiency Level   [   ]
(Lowest rating among individual ratings)

Remarks

INTERVIEW PANEL

Name	Designator	Signature	Date

1. ………
2. ………..

APPENDIX C

SAMPLE LETTER (CONFIRMATION OF ELPC RESULTS)

PL/ 07/26   *<<Date>>*

To Whom It May Concern

This is to certify that _____*<<Name>>*_____ (*National Identity Card Number or Passport Number*) has demonstrated English Language Proficiency at Operational Level (Level *XX*) on *<<Date of test>>* in accordance with the Language Proficiency Rating Scale specified in Annex 1 to the Convention on International Civil Aviation.

This letter issued on request of _____*<<Name>>*_____.

Director (Training organization and
Personnel licensing)

APPENDIX D

CERTIFICATE OF APPOINTMENT (EXAMINERS)

CIVIL AVIATION AUTHORITY – SRI LANKA

DESIGNATION AS

ELPC RATER/EXAMINER

By virtue of powers Conferred on the DGCA by regulation 60 of the Ceylon Air Navigation regulations 1955 made under Air Navigation Act of 1950, I hereby appoint ___*<<Name of Instructor>>*___to conduct English Language Proficiency check (Viva) to evaluate the Level of Performance on the English Language Proficiency demonstrated by the applicants for Personnel Licences (Pilot, Flight Navigator, Flight Engineers, Air Traffic Controllers, Aeronautical Station Operators) or by the holders of such licences respectively in the following circumstances

    (i)   For Initial issuance licences

    (ii)   For grant of higher level of performance (Level 5 or 6)

and furnish a report to me upon the performance of an applicant as per guidelines specified in English Language Proficiency check Manual (SLCAP 3040)

    The check should be conducted only on specific instructions issued by me.

    The authorization expires on *<<DATE>>* or earlier if it is revoked or cancelled.
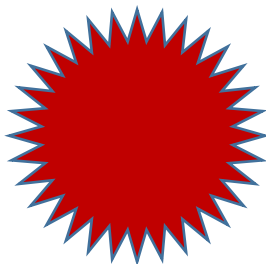
**Director General of Civil Aviation &
Chief Executive Officer**

Civil Aviation Authority
No: 04, Hunupitiya Road,
Colombo 02.
<<DATE>>

APPENDIX E

EXAMINER CHECK FORM (CAA/PL/08/A)

Civil Aviation Authority of Sri Lanka

Evaluation of ELPC Examiners

Name Of Examiner	
Name of Applicant	

No	Description	Status Sat	Status Unsat	Remarks
1	Knowledge on ELPC requirements			
2	Knowledge on ICAO publications & Annex 1 requirements			
3	Planning & organizing the ELPC			
4	Pre-Examination briefing for the candidate			
5	Use of language & structuring of questions during ELPC			
6	Accuracy in assessing the applicant			
7	Eye contact with the candidate & other soft skills			
8	Coordination with the other examiner			
9	Proper submission documentation			
10	De briefing of candidate			

Performance Satisfactorily			Performance Not Satisfactorily	

Name of the Examiner

Signature

Date