***Appendix 2***

 **ENGLISH for AVIATION LANGUAGE TESTING( EALT )**

 ***Introduction***

 English for Aviation Language Testing is a test of English language proficiency in the context of aviation specifically developed in response to the ICAO 2008 Language Proficiency Requirements. The EALT is intended for flight crew and air traffic control personnel requiring the assessment and certification of their English language proficiency in accordance with the ICAO March 2008 standard. Requirements on English Language Level 4 proficiency also refer to the aviation personnel *( flight crew and air traffic controllers )* which obtains validation for the certificate issued by other State Aviation Authorities.

Validation procedures on behalf of the GDCA of RA include English Language Level 4 proficiency certification in compliance with the requirements presented ICAO and EASA requirement’s. The EALT allows non-native English speaking aviation personnel to demonstrate their proficiency in the English language in the context of aviation and aeronautical communication. The EALT is *a valid, reliable* and *practical* test for using by the aviation industry in the language proficiency assessment of its personnel. The EALT is a comprehensive test of communicative competence in which the demonstration of a candidate's actual listening and speaking ability in English is required. Both parts of the EALT are administered and assessed by approved and certified examiners with the candidates being rated against the criteria contained in the ICAO Language Proficiency Rating Scale and the ICAO Holistic Descriptors of operational language proficiency.

The EALT assesses across the full range of the ICAO Language Proficiency Rating Scale ( Pre - elementary Level I - Operational Level ) and in each of the six discrete features of language *( pronunciation, structure, vocabulary, fluency, comprehension,* and *interactions ).*

Combining specialist input from subject matter experts, qualified and experienced language assessors, language trainers and aviation professionals with current research in oral language testing and assessment best practice, the EALT has been developed with detailed reference to **ICAO Doc 9835 :** Manual on the Implementation of ICAO Language Proficiency Requirements and **ICAO Cir 318-AN 180** Global Harmonization of Testing Criteria and is fully compliant with all relevant ICAO standards and recommended practices and associated supporting guidelines.

 ***The ICAO Language Proficiency Requirements Background***

The new language proficiency requirements affirm that ICAO standardized phraseology should be used whenever possible, and required that when phraseology is not applicable, pilots and air traffic controllers should demonstrate a minimum level of proficiency in plain language. The effective use of plain language is vital in routine operational situations in which phraseology provides no ready - made form of communication and is especially critical in unusual or emergency situations. The minimum skill level requirements are embodied in the ICAO Language Proficiency Rating Scale and the ICAO Holistic Descriptors of operational language proficiency that appear in *Attachment A* and *Appendix I* of *Annex 1* of the Convention on International Civil Aviation.

As of 5 March 2008, the ability to speak and understand the language used for radiotelephony that is required for pilots and air traffic controllers should be demonstrated based on the ICAO Holistic Descriptors and the minimum proficiency of **Operational** *Level 4* on the ICAO Language Proficiency Rating Scale.

**Operational** Level 4 is considered the minimum level of proficiency to ensure an acceptable level of safety in communications. Additionally, since November 2003, Annex 10 has required the availability of English language at all stations on the ground serving designated airports and routes used by international air services.

The SARPs relating to language use for aeronautical radiotelephony communications that were adopted by the ICAO Council in March 2003 and implemented in March. Licensing : Annex 1 - *Operation* of Aircraft, Part 18, Part III ;

 Annex 10 - Aeronautical Telecommunications, Volume II - Communication *Procedures* including those *with* PANS status ; *and*

 Annex 11 *- Air Traffic* Services. In summary, the ICAO language proficiency requirements :

a ) strengthen the requirements for English to be provided by air requirements for language proficiency for flight crews and air traffic controllers *( Annex 1 )* ;

b ) establish minimum skill level ;

c ) introduce an ICAO language proficiency rating scale applicable to both native and non-native speakers *( Annex 1 )* ;

d ) clarify the requirement for the use of both plain language and phraseologies

 *( Annexes 1 & 10 )*

e ) standardize the use of ICAO phraseologies *( Annex 10 )* ;

f ) recommend a testing schedule to demonstrate language proficiency *( Annex 1 ) ;* *and*

g ) stipulate air traffic service provider and aircraft operator oversight of personnel compliance

 *( Annexes 6 ( Pts 1 & 2 ) & 11 ) .* 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.

 ***ICAO SARPS and European Union Directive compliance***

EALT is fully compliant with all the standards and recommended practices *( SARPs )* in relation to the March 2008 Language Proficiency Requirements contained in the following documents :

***ICAO Doc 9835*** Manual on the Implementation of ICAO Language Proficiency Requirements

 *( ICAO 2004 ) ;*

***ICAO Doc. AUD001*** ICAO Language *Proficiency* Requirements : Rated Speech Samples

 *( ICAO 2006 ) ;*

***ICAO Cir. 318 AN/180*** Language Testing Criteria for Global Harmonization *( ICAO 2008 )*

Additionally, the EALT meets the relevant language proficiency assessment requirements of European Union Directive 2006 / 23 / EC.

 **Language Proficiency Rating Scale — Expert, Extended and Operational Level**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Level** |  **Pronunciation** |  **Structure** |  **Vocabulary** |
| **Expert****( Level 6 )** | Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding. | Both basic and complex grammatical structures and sentence patterns are consistently well controlled | 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. |
|  **Fluency** |  **Comprehension** |  **Interactions** |
| Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously | . Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties. | Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues, and responds to them appropriately. |
| **Extended****( Level 5 )** |  **Pronunciation** |  **Structure** |  **Vocabulary** |
| Pronunciation, stress, rhythm,and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding. | Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning. | Vocabulary range and accu-racy are sufficient to commu-nicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic |
|  **Fluency** |  **Comprehension** |  **Interactions** |
| 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 | 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. | Responses are immediate, appropriate, and informative. Manages the speaker / listener relationship effectively. |
| **Operational****( Level 4 )** |  **Pronunciation** |  **Structure** |  **Vocabulary** |
| Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding | 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. | Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary particularly in unusual or unexpected circumstances. |
|  **Fluency** |  **Comprehension** |  **Interactions** |
| 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 and connectors. Fillers are not distracting. | Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an inter­ national 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 clarifi­ cation strategies. | 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. |

***Note*** *:* The initial text of *Appendix 2* has been transferred to AMC, see also the Explanatory Note.