Civil Aviation Procedure Document

on

Aviation English Language Proficiency Test (AELPT)

Issue-1
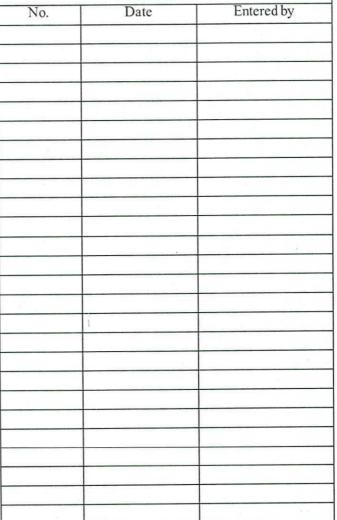
March 2024

Civil Aviation Authority of Bangladesh

RECORD OF AMENDMENTS AND CORRIGENDA

AMENDMENTS			CORRIGENDA		
No.	Date	Entered by	No.	Date	Entered by

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Foreword

In exercise of the powers conferred by Section-14 of Civil Aviation Act 2017, the Chairman, Civil Aviation Authority of Bangladesh (CAAB) is pleased to issue this Procedure Document on Aviation English Language Proficiency Testing for individuals and Organizations for the purpose of demonstrating compliance with the requirements stipulated in ANO 1.

Chapter 1, Section 1.2.9 of the ANO 1 requires that Aeroplanes, Helicopter Pilots and Air Traffic Controllers shall demonstrate the ability to speak and understand the language used for radiotelephony communications both in phraseologies and in plain English in accordance with the ICAO Holistic descriptors and the ICAO Language Proficiency Rating Scale (at Level 4 or above) to ensure safe air traffic control communications.

The objective of this document is to define the parameters as to how the testing of the English Language Proficiency for the Aeroplanes, Helicopter Pilots and Air Traffic Controllers should be done in line with the ICAO Standards detailed in Amendment 146 of Annex 1 on the Aviation English Language Proficiency Testing.

As a Contracting State, Bangladesh is committed to remain compliant with and produce National Standards and Procedures in line with the ICAO Standards. This CPD will be able to help the CAAB Regulators in the process.

I commend the hard work undertaken by the Subject Matter Experts in producing the CPD.

Air Vice Marshal M Mafidur Rahman
BBP, BSP, BUP , ndu, afwc, psc
Chairman
Civil Aviation Authority of Bangladesh

Chapter 1

1.1 INTRODUCTION

1.1.1   The latest amendment of ICAO Annex 1 on language proficiency (Amendment 164) became applicable on 27th November 2003. As per language proficiency requirements set in item 1.2.9.1 of the said Annex, aeroplane, airship, helicopter and powered-lift pilots, airship, glider, rotorcraft, powered-lift or free balloon remote 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.

1.1.2 *"Note—The ICAO language proficiency requirements include the holistic descriptors at section 2 and the ICAO Operational Level (Level 4) of the ICAO Language Proficiency Rating Scale in Attachment A. The language proficiency requirements are applicable to the use of both phraseologies* and *plain language."* (Ref: APPENDIX 1. REQUIREMENTS FOR PROFICIENCY IN LANGUAGE USED FOR RADIOTELEPHONY COMMUNICATIONS –Chapter 1 of ANO 1, Section 1.2.9, refers).

1.1.3 "To meet the language proficiency requirements contained in Chapter 1, Section 1.2.9, an applicant for a licence or a licence holder shall demonstrate, in a manner acceptable to the Licensing Authority, compliance with the holistic descriptors at Section 2 and with the ICAO Operational Level (Level 4) of the ICAO Language Proficiency Rating Scale in Attachment A.) (Ref: APPENDIX 1. REQUIREMENTS FOR PROFICIENCY IN LANGUAGE USED FOR RADIOTELEPHONY COMMUNICATIONS –Chapter 1 of ANO 1 Section 1.2.9, refers).

1.1.4   Appendix 1 of the said ANO 1 requires that Aeroplane, Helicopter Pilots and Air Traffic Controllers shall be able to demonstrate the ability to speak and understand the language used for radiotelephony communications both in phraseologies and in plain language in accordance with the ICAO Holistic Descriptors and ICAO Language Proficiency Rating Scale (at Level 4 or above) to ensure safe air traffic communications.

1.1.5 To remain compliant with the ICAO requirements CAAB has issued ANO 1 on Personnel Licensing. As to provide a guidance for the Regulators this CPD is being issued and shall contain the details of the testing procedures, examiners' qualifications, description of ICAO Holistic Descriptors, the adoption of ICAO Language Proficiency Rating Scale and elaborate explanation of the activities to be undertaken in various Phases etc.

1.1.6 A Guidance Material will be issued in due course which shall provide guidance to the Service Providers, individuals and/or organizations on a need-to-know basis.

1.2   ACRONYMS

Some relevant terms used in this CPD shall have the following meaning:

1.2.1   **CAAB** means Civil Aviation Authority of Bangladesh.

1.2.2   **ICAO** means International Civil Aviation Organization.

1.2.3   **CPD** means Civil Aviation Procedure Document.

1.2.4   **ANO** means Air Navigation Order.

1.2.5   **ANSP** means Air Navigation Service Provider.

1.2.6   **SARPs** means Standards and Recommended Practices

1.2.7   **LPR** means Language proficiency requirements

1.2.8   **SME** means Subject Matter Expert

1.3 DEFINITIONS

1.3.1   **Ab initio** means "from the beginning" in literally sense. Refers to trainee with no prior knowledge of or exposure to, the subject or activity being taught.

,1.3.2   **Descriptor** means a brief description accompanying a band on a rating scale, which summarizes the degree of proficiency or a type of performance expected of a test-taker to achieve that particular score. The band may contain several descriptors.

1.2.3   **Interlocutor** means a suitably qualified and trained person with whom a test-taker interacts during a test in order to complete a speaking task.

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1. 2.4   **Rater or assessor** means a suitably qualified and trained person who assigns a score to a test-taker's performance in a test based on an evaluation usually involving the matching of features of the performance to descriptors on a rating scale.

1. 2.5   **Test-Taker** means the person being tested or to be tested or candidate.

1. 2.6   **Rating Scale** means 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.

1. 2.7   **Language Proficiency Skill** means 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.

1. 2.8   **The aviation phraseology** means a limited technical artificial language which is standard, strongly regulated, mandatory, action linked, alphanumeric, dominated and different from plain English.

1. 2.9   **Plain language in Aeronautical Radiotelephony Communication** means the spontaneous, creative and non- coded use of a given natural language. In simple terms, plain language can be thought of as the non- phraseology language that is used by pilots and air traffic controllers in radiotelephony communication when standardized phraseology is not appropriate.

1. 2.10   **Inter-rater reliability** means the consistency or stability of scores between different raters.

1. 2.11   **Intra-rater reliability** means the consistency or stability of scores given by a single rater to the same performances at different moments in time.

1. 2.12   **Dialect** means 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.

1.2.13   **Formulaic speech** means 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. every exchanges of greetings) or formally prescribed for special or professional purposes. (ICAO standardized phraseology is an example of formulaic speech.)

1.2.14   **Reliability** means the consistency or stability of the measures from a test.

1.2.15   **Validity** means the extent to which scores on a test enable interferences to be made

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about language proficiency which are appropriate, meaningful and useful given the purpose of the test.

1.2.15   **Prompt**   means a test item or question that requires the test-taker to response.

1.2.16   **Dyad**   means something that is divided into two sections.

1.2.17   **Semi- structured interview** means the rater/interviewer can ask other questions and prompts in addition to the specified questions.

1.4   SCOPE

1.4.1   The introduction of aviation language proficiency testing by the Civil Aviation Authority of Bangladesh (CAAB) is to ensure that flight crew and air traffic control personnel are proficient in conducting and comprehending radiotelephony communications in English language used for aviation communications between aircraft and ground stations.

1.4.2   Civil Aviation Authority of Bangladesh (CAAB) requires that the Air Navigation Service Providers and Flight Crew Personnel operating in the international operations must acquire and maintain a proficiency in English in an aviation context equivalent to Level 4 ("Operational") or higher on the Language Proficiency Rating Scales mentioned in Appendix B.

1.4.3   Civil Aviation Authority of Bangladesh (CAAB) also requires a demonstration of language competence for the initial issue of a license.

1.4.4   CAAB shall conduct Aviation English Language Proficiency Test (AELPT) which will comprise of Listening comprehension, Speaking ability and Responses to different scenarios.

1.4.5   The license holder is responsible for maintaining his/her language proficiency validity.

1.5   REFERENCES

This CPD-1-03 has reference to the following documents:

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a. ANO 1 on Personnel Licensing

b. ICAO Doc 9835 (Manual for the implementation of ICAO Language Proficiency Requirements)

c. ICAO Circular-318 (Language Testing Criteria for Global Harmonization)

d. ICAO Doc 9379 (Manual of Procedures for Establishment and Management of a State's Personnel Licensing System) , Part II, Chapter 6.

1.6 APPLICABILITY

1.5.1   To make Language Proficiency Testing compliant with ICAO requirements as stipulated in ANO1 different factors need to be considered as the language proficiency testing is an extremely impressive high-stakes testing. Inadequate aviation language testing can result in either serious safety gaps or have highly negative social and economic consequences. Considering all the factors, it is necessary that language testing for licensing purposes comply with best practices and address the specific requirements of aviation operations.

1.5.2   The Civil Aviation Procedure Document (CPD-1-03) holds information and requirements for individuals and organizations for the purpose of demonstrating compliance with the ICAO language proficiency requirements acceptable to CAAB.

This CPD shall apply to:

a.   Aeroplane and Helicopter pilots who are required to use the radiotelephone aboard an aircraft and shall demonstrate the ability to speak and understand the language which is used for radiotelephony communications.

b.   Air Traffic Controllers who are required to demonstrate the ability to speak and understand the language used for radiotelephony communications.

Chapter 2

2.1 LANGUAGE PROFICIENCY TESTING PROCESS

2.1.1 According to ICAO Doc 9835 and ICAO Circular 318 on language proficiency, standard phraseology is fundamental to aviation safety but there are many non-routine situations that require other communication strategies. In Appendix 1 of ANO 1, it is mentioned that radiotelephony communications require not only the use of ICAO standardized phraseology but also the use of plain language. Phraseology is the formulaic speech made up of specific words that in the context of aviation operations have a precise and singular operational significance. Plain language is defined in ICAO documents as **"the spontaneous, creative, and non-coded use of a given natural language."** In simple terms, plain language can be thought of as the non- phraseology language that is used by participants in radiotelephony communications when standardized phraseology is not appropriate. (Ref. Para-6.2.8.4, Chapter-6, ICAO Doc 9835.)

2.1.2 The ICAO Holistic Descriptors and the ICAO Language Proficiency Rating Scale are clearly designed to assess plain English in an aviation context rather than phraseology and these descriptors are also planned as a frame of reference for trainers and raters to be able to make consistent judgements about pilot and controller language proficiency.

2.1.3 In ICAO Doc 9835 it is expressed that a test contains a scripted task in which phraseology is included in a prompt but the test should not be designed to assess phraseology. If phraseology is included in a test prompt, care should be taken that it is used appropriately and that it is consistent with ICAO standardized phraseology. **The test should not be designed to evaluate the technical knowledge of operations.** (Ref. Para 6.3.2.9 and para 6.3.2.10, Chapter 6, ICAO Doc 9835).

2.1.4 One of the important characteristics of English language proficiency test / interview is called **Dyadic Interaction** means that the test/interview involves two people rather than a group of audience. Because the ELP test involves only two people, the interaction is generally more closely linked, both in terms of the messages sent and the responses received. In this semi-structured interview, it is much easier for participants in a dyadic interaction to share meanings and mutually influence one another.

2.1.5 Types of questions to be asked in an ELPT:

a) **Open-ended Questions** are normally asked at the beginning of the interview or when

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a new topic is introduced in the discussion. By asking this type of question, an interviewer/ rater will gain an insight into the test-taker's language proficiency. However, open-ended questions are easy to answer and meant for increasing the depth of the topic. They also allow the test-taker to come forward in the interview focusing on the test-taker's language abilities.

b) **Closed-ended Questions** helps the interviewer/rater specifying answer range and depth to take control of the interview. These types of questions are often asked to obtain a broad range of objective information. Closed-ended question are easier for test-takers to answer and interviewers to record and analyze. They are also easier for new interviewers. However, as closed-ended questions are especially yes/no questions, they provide insufficient information and less opportunity for interviewees to express their ideas and as a whole are not recommended in language testing.

c) **Probing Questions** in language testing, are the questions or tasks designed to elicit language samples at one level of proficiency higher than the hypothesized level in order to establish a ceiling on the candidate's performance. These are merely a follow-up inquiry. Probing questions are not only help gathering further information but also helps in maintaining a directional control. These questions let the interviewer feel that the interviewer is interested in and listening to their responses which encourages him/her to go beyond on his/her own explanations. Through probing, the interviewer is able to judge the level of each test-taker is and verify the rating that will ultimately be assigned to the test-taker's language.

d) **Transition Questions** are the questions which are used to bring topics or questions to the purpose of the test, reintroduce material mentioned earlier, shift the reference of topics or question and shift the topic away from uncomfortable or threatening information, etc. It allows interviewers and test-takers to adjust and prevent the carry-over to new topics or questions. Transition questions should help test-takers follow the logic of the interview and help both the interviewer and test-taker mentally" shift gears" when necessary to satisfy the interview purpose.

2.1.6 ELP Interview Room and Equipment

a) **Room Layout** – Candidates coming for an ELP test may be nervous so the

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rater/interviewer should ensure that the environment is appropriate for a successful interview. By making test-takers' feel welcome and relaxed from the moment they step in the door, will help them to perform better. Before the interview/test the interview room is set up appropriately in advance.

b) **Interview Room Environment-** The room must be in a good interviewing environment with a wall projector screen for displaying different scenarios like video reflections or picture descriptions and at least two (2) headset for pilot and air traffic controller to perform imaginary role play in a realistic manner during the time of ELP Test (e.g. comfortable lighting; appropriate temperature, ventilation and humidity; adequate workspace: and adequate soundproofing to minimize distracting noise).

2.1.7   **Recording the Interview** – Each test-takers shall be informed that the interview will be recorded and that the tape will be secured, in order to ensure confidentiality and impartiality.

Note: Brief notes may also be taken along with the recording. Notes provide a backup should there be any breakdowns in the recording process during the interview. It is a good practice to keep a look out on the recording process from time to time to make sure the recording system is operating and there is no break ups. Notes are also useful as an aid for further probes, summaries, conclusions and ratings. As a general rule, a record of each ELPT should be kept.

2.1.8   **Retrieving the tape and documents-** Once the interview has been concluded and is closed, it is very important to retain the recording of the interview for more than one important purpose; such as for rating purposes or as reference for expected or unanticipated actions in the future.
Interviewers are responsible for securing all recording devices and documents (including notes made during the interview) by removing these from the interview room and submitting them to the rater (if applicable), or to the concerned parties within the PEL Section.

2.1.9   Furthermore, English *language* proficiency test is only a test of speaking and listening skills and it is a person-to-person interaction in a direct testing procedure where test takers are directly observed (Face-to-face) or heard (voice-only).

2.1.10 During operational training, trainee pilots and controllers learn the necessary level of competency in using ICAO standardized phraseology, which is an operational skill taught by qualified aviation operational specialists. Standardized phraseology assessments and

instructions are operational rather than language competency-related problems. It implies that skill in plain English cannot be determined by a test meant to measure knowledge or application of standardized phraseology. (Ref. 6.2.8.6, Chapter 6, ICAO Doc 9835.)

2.1.11   Attachment B to Chapter 6, part II of ICAO Doc 9379 describes different assessment methods for pilots and air traffic controllers as examples of Aviation Language Test Procedures. These relates to Proficient English Speakers and Speakers of English as a second language.

The following clarifies the two terms and their inherent meanings:

a) **Proficient English Speakers**. Applicants may participate in an assessment "event" to show proficiency at Level 6. A skilled and certified rater or rating team will be involved in this assessment "event," which evaluates language use in a professional manner using the ICAO Rating Scale.

b) **Speakers of English as a second language**. The applicants are required to attempt a more thorough formal language evaluation that complies with ICAO criteria compared to those who do not pass Level 6 competency demonstration. It comprises of a quick direct assessment with a trained interlocutor, designed to measure comprehension and interactions, right after a semi-direct assessment to check pronunciation, structure, vocabulary, fluency, and comprehension. The result is the sum of the levels attained in all language categories and the overall levels.

2.2   PERSONS AUTHORIZED TO CARRY OUT ELPT

2.2.1   To fulfil licensing requirements, rating should be carried out by a minimum of two raters-one language expert and one operational expert. A third expert rater should be consulted in the case of divergent scores.

2.2.2   There shall be a team(s), authorized by Director (PEL, Exam & Training), responsible for conducting the Language Proficiency Test(LPT). The team shall comprise of the following:

a.   A Flight Operation Inspector;

b.   A Language Proficiency Rater

c.   An ATCO

2.2.3 The eligibility criteria for a Flight Operations Inspector are:

(1) Should have a broad air transport background of 5 years or more, either in an airline

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or in the military aviation;

(2) Should have a type rating on a particular type of aircraft is preferably for the conduct/monitor of the competence of Designated Pilot Examiners or DCPs;

(3) Must have successfully completed a CAAB approved course for Flight Operations Inspectors;

(4) Have experience with technical training including visual aid, training devices and Aircraft flight simulators;

(5) Have adequate meteorological knowledge and experience; and

(6) Have a reputation for possessing qualities of initiative, tact, tolerance and patience.
(Ref; CPD 6-1 on Recruitment and Training of Operations Inspector)

2.2.4 The eligibility criteria for a Language Proficiency Rater are:

(1) Masters in English with honours;

(2) Shall have completed initial examiner/rater training

(3) Shall have valid approval from CAAB;

(4) Shall have appropriate aviation language testing expertise;

(5) Shall be familiar with aviation English and vocabulary associated with aviation.

2.2.5 The elegibility criteria for an ATCO are:

Air Traffic Controller (Rated/Previously rated) with at least Ten (10) years of working experience in ATC units serving international operations.

2.3 TESTING -TEAM FAMILIARITY

2.3.1 All members of the testing team should be familiar with the following ICAO Publications;

a) the relevant Standards and Recommended Practices of ANO 1;

b) holistic descriptors (Appendix 1 to Annex 1) and the ICAO Rating Scale (Attachment A to ANO 1);

c) Doc 9835; and

d)ICAO Rated Speech Sample CD.

2.4   ROLE OF TESTING TEAM MEMBERS

2.4.1   The rater/raters of the team will be responsible for assessing the test-taker for aspects of assigning the score to a test-taker's performance in a test.

2.4.2   The parameters to conduct an assessment shall cover six skill areas of linguistic Performance: pronunciation, structure, vocabulary, fluency, comprehension and interactions.

2.5   RESPONSIBILITIES OF A TEST TAKER

2.5.1   All test-takers shall make appropriate preparation prior to sitting for Language Proficiency Test (LPT).

2.5.2   All AB-Initio and Experienced test-taker are responsible for scheduling their LPT to meet the requirements of this CPD-1-03

2.5.3   Experienced test-taker are responsible for maintaining their language proficiency validity to meet the requirements of the said CPD.

2.6 WITHDRAWAL OF AUTHORIZATION:

2.6.1   The Chairman, CAAB reserves the right to withdraw the authorization of an AELPT Examiner at any point of time, if there are reasonable grounds to believe that the particular person has failed to discharge his/her duties in a professional manner.

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Chapter 3

3.1 MINIMUM LANGUAGE PROFICIENCY LEVEL

3.1.1 In order to conduct domestic/international operations, private pilot and professional pilot license holders of Bangladesh must demonstrate that his/her competency is at least, at Operational Level (Level 4) in the use of English language for radiotelephony communications.

3.2 LANGUAGE PROFICIENCY ASSESSMENT

3.2.1   The assessment of a person's language proficiency level shall be assessed/judged in accordance with a set of ICAO Holistic Descriptors listed in **Appendix 1** of ANO 1 and a ICAO Rating Scale contained in **Attachment A** of ANO1 on Personnel Licensing.

3.2.2   A license holder who attains language proficiency below the Expert Level (Level 6) shall need to be formally evaluated at the following intervals:

3.2.3   For a **Level 4** proficiency- at least once in every three (03) years; and

3.2.4   For a **Level 5** proficiency- at least once in every six (06) years,

3.3 EXPERT LEVEL 6 PROFICIENCY

3.3.1 Special evaluation is required for applicants who demonstrate expert level language proficiency, e.g. native and very proficient non-native speakers with a dialect or accent intelligible to the international aeronautical community. So, a person who demonstrates Expert Level (Level 6) proficiency shall be treated as a very proficient speaker.

3.3.2   A highly proficient speaker is the one, who is able to communicate effectively in role play (voice-only) and in face-to-face situations.

3.3.3   License holders who attain a language proficiency in the **Expert Level** (Level 6) shall need to be specially evaluated for **Level 6** proficiency. For Expert Level (Level 6) proficiency the validity will be for an unlimited time.

Note 1.- "Formal evaluation is not required for applicants who demonstrate expert language proficiency, e.g. native and very proficient non-native speakers with a dialect or accent intelligible to the international aeronautical community."(Section-1.2.9.6, Chapter 1, ANO 1.)

3.4   EXPERT LEVEL 6 ASSESSMENT

3.4.1   **Level 6** proficiency has a very wide range of 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.

3.4.2   A test-taker who is tentatively considered to be a **Level 6** speaker of the language may be evaluated through informal assessment, supported by a documented evidence about an individual's linguistic history. This history, to be determined by Authority, could include:

    a) place of birth and residence;

    b) the language(s) used during childhood in the family, in the community and in education;

    c) long period of residence (with proven participation) in communities where language is used socially, professionally or in education;

    d) extended periods of language study or higher education diplomas;

    e) very high scores in general language tests.

3.4.3   The testing procedures are to be considered as assessment "events" rather than tests. They should involve a trained and qualified rater or rating team and should include assessment of language used in a work-related context with reference to the ICAO Rating Scale.

Chapter 4

4.1   CONDUCT OF AELPT

4.1.1   a) The purpose of AELPT is to measure the plain language proficiency of pilots and air traffic controllers in an aviation context.

b) The AELPT must be administered by trained Interviewers and Raters in order to ensure effectiveness, validity and reliability.

c) The interview shall be conducted by at least two authorized examiners one of whom shall be a Language Proficiency Rater.

d) The purpose of conducting the face-to-face interview is to elicit a speech in a direct face-to-face interaction as stated in ICAO Doc.9835 by asking the test taker to answer semi-structured interview questions in aviation contexts and it takes 15-18 minutes considering test-taker' category. The face-to-face interview should be conducted in an interview room free from physical distractions and noise. The interview shall consist of following three stages -

    1) Warm-up,
    2) Conducting the Interview, and
    3) Wind-down,

e) The interview shall be evaluative of the following three criteria:

    1) Psychological,
    2) Linguistic, and
    3) Evaluative.

f) The interview shall comprise of the following four Phases:

    1) Warm-up phase,
    2) Level Check phase,
    3) Probes phase, and
    4) Wind-down phase

4.2   EXPLANATION OF THE ACTIVITIES IN DIFFERENT PHASES

4.2.1.   Phase 1: Warm-up (approximately 3 minutes)

4.2.2   The warm-up phase of the interview should be very brief and shall consist of greeting the interviewee, making him/her feel comfortable, and exchanging the social pleasantries that are normally used in everyday conversation.

4.2.3   It allows the interviewee at his/her at ease. It also re-orients the interviewee to hearing and using the language, while giving the interviewer an opportunity to determine where the next phase of the interview should begin.

4.2.4   This relates to the evaluative function of the warm-up, which is to allow the interviewer to get a preliminary sense of the rating that may eventually be assigned. Once the warm-up is completed, the interviewer moves on to Phase 2.

4.2.5   Phase 2: Level Check (approximately 5 minutes)

This phase consists of establishing the highest level of proficiency at which the interviewee can sustain speaking performance - that is, the level at which he or she can perform the functions and speak the designated content areas with the greatest degree of accuracy.

4.2.6   On the psychological level, this phase of the interview allows the candidate to demonstrate his/her strengths and converse at the most comfortable level. Linguistically, the level check is designed to elicit a speech sample that is adequate to prove that the person can indeed function accurately at the level hypothesized by the interviewer during the warm-up phase

4.2.7   On the evaluative level, the level check allows the interviewer to gain a better idea of the actual proficiency level of the interviewee on his/her performance beyond reasonable doubt. This phase of the interview is repeated several times throughout the entire interviewing process and alternates with the probe phase.

4.2.8   Phase 3: Probes (approximately 5 minutes)

4.2.9   Probes are questions or tasks designed to elicit language samples at one level of proficiency higher than the hypothesized level in order to establish a ceiling on the candidate's performance.

4.2.10   Psychologically, this allows the interviewer to show the interviewee what he/she is not yet able to do with the language. This will also verify the rating that will eventually be assigned to the interviewee's speech sample and the use of natural language.

4.2.11   If the interviewee does demonstrate during the probe phase that he/she does not have the language necessary to carry out the task, then the probe can be considered a valid indicator that the hypothesized level is correct. Several probes should be used during the interview, alternating with level checks, to establish beyond any question, the appropriate rating.

4.2.12 Phase 4: Wind-down (approximately 3 minutes)

Linguistically, the wind-down phase of the interview represents the most accurate use of the language of which the candidate is capable. On the evaluative level, this last phase gives the interviewer one final opportunity to verify that his or her rating is indeed correct. The focus of this phase is the use of natural language.

4.3   LISTENING COMPREHENSION TEST (Approximately 10 minutes)

4.1   The listening comprehension test is basically a conversation between an air traffic controller and a pilot. The purpose of this test is to elicit test-taker responses that can be used to check the ability of a test- taker to recognize and understand speech in a range of accents. The audio recordings are selected on their perceptibility and relation to the real Pilot/ATC work experience. In this test, few questions are asked to check the comprehension skill of the test taker in a routine and non-routine operational environment. When the candidate says that he/she is ready to listen the record will be played. The test-taker can listen to the recording twice before he/she is finally required to answer the questions.

4.4   ROLE-PLAY (VOICE-ONLY)-5-7 minutes

4.4.1   Appendix 1 of ANO 1 states that proficient speakers shall communicate effectively in voice-only (telephone/radiotelephone) and in face- to-face situation. In addition, according to ICAO Doc 9835 section 6.3.2.7 Proficiency tests that are administered directly may use face to face communication in some phases of the delivery but should include a component devoting time to voice –only interaction. Therefore, interlocutor/raters are instructed to make use of a voice- only role play test task and properly administer it for rating the proficiency of a test taker.

4.4.2   After briefing the test taker on the role he/she is going to play, the interlocutor/ rater assumes the role of a pilot or an air traffic controller depending on the category of the test taker and

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initiates a voice-only routine conversation of a flight operation, then he/she puts the test taker in an emergency environment relevant to the work role of the test taker and request him/her to keep on communicating using plain English. This should be done preferably by placing a separation board between the test taker and interlocutor. In a situation where the board is not easily accessible, it can be done by sitting back to back.

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Chapter 5

5.1   ICAO LANGUAGE PROFICIENCY RATING SCALE

5.1.1   During the test candidates will be assessed in the following six linguistic descriptions as per ICAO Language Proficiency Rating Scale:

a) Pronunciation focuses on stress, rhyme and intonation assuming that accent and/or dialect are intelligible to the international aeronautical community.

c) Structure is checked on basic grammatical structure and sentence patterns under the condition that these are determined by language functions appropriate to the task.

c) Vocabulary considers both the range and accuracy.

c) Fluency is concerned with the interviewee's ability to converse naturally using an appropriate tempo.

e) Comprehension refers to an understanding of speech varieties (dialect and/or accent) or register cultural subtleties in concrete and work-related topics.

f) Interaction focuses on responses which are immediate, appropriate and informative. It also refers to an interviewee's ability to confirm, clarify or check, as well as incorporating and understanding verbal and non-verbal cues.

5.1.2   During the interview, candidates will be considered in the following six levels as per ICAO Language Proficiency Rating Scale and Level Descriptors that illustrate each level of competence defined on the scale.

Level 1 Pre-elementary, describes performance which is below the elementary level in all areas.

Level 2 Elementary, describes performance where interactions are limited to simple routine exchanges, which are mostly based on memorized grammatical structures, sentence patterns, words and phrases, Language is heavily influenced by the interviewee's first language which often interfere with ease of understanding.

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Level 3 Pre-operational, describes performance in which responses may be immediate, appropriate, and informative, however, often inadequate when dealing with an expected turn of events. Errors in language frequently interfere with intended meaning.

Level 4 Operational, describes the minimum acceptable operational performance where appropriate language is produced and which may occur rarely interfere with the intended meaning. Language misunderstandings or unexpected situations are dealt with adequately by checking, confirming and clarifying.

Level 5 Extended, describes acceptable operational performance where most speaker/listener relationships are handled effectively, paraphrasing is often successful, and vocabulary may even be idiomatic.

Level 6 Expert, describes ultimate acceptable operational performance where re-testing is not required, after having achieved this level. Language is native or near native-like speech is natural and effortless, vocabulary is idiomatic and interactions are managed easily in almost all situations.

Note - **No License shall be issued for candidates with an AELP level below 4.**

5.2   GRADING TECHNIQUES

5.2.1   When a candidate fails to attain equal levels in all the criteria of the test, the lowest proficiency level attained in any one of the criterion shall be awarded as the overall level. For instance, a candidate who is rated Level 4 for the criterion of Pronunciation but is rated Level 5 for all other criteria, will be given an overall proficiency rating of Level 4. Hence, in order to achieve a Level 5, an individual must demonstrate proficiency at least at Level 5 in all criteria, and so on for other levels.

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Chapter 6

6.1 ENDORSEMENT OF LANGUAGE PROFICIENCY LEVEL

6.1.1   Endorsement of English Language Proficiency Level shall only be applicable for candidates having obtained Level 4, Level 5, and Level 6.

6.1.2   A candidate having achieved a minimum of Level 4 in his/her ELP assessment shall apply to the PEL Section of the CAAB, along with a Bio-data (as per Appendix B) for endorsement within 7 days of the ELP Test.

6.1.3   The achieved Language Proficiency Level with date of assessment and date of re-test (is applicable) will be annotated in the respective license in item XIII.

6.2 ADMINISTRATIVE ARRANGEMENTS

6.2.1   The CAAB approved forms shall be used during the conduct of the LPT.

6.2.2   The conversations of the interview shall be recorded by the interviewers and stored in the Directorate of FSR for a period of at least 06 (six) months from the date of interview.

6.3 RENEWAL OF LICENCES WITH ENDORSEMENT BELOW LEVEL 6

6.3.1   Holder of a CAAB issued licence with appropriate endorsements must ensure that he/she is re-tested in accordance with the intervals stipulated in paragraph 5.2.

6.3.2   He/she must make arrangement on his/her own or through his/her company/organization to take the LPT in order to be assessed for language proficiency, and to submit BIO-DATA (as per Appendix B) to the PEL Section, CAAB at least 7 (seven) working days prior to the intended test.

6.4   REAPPEARING FOR TEST

Any licensee who is unable to achieve Level 4 and or wish to reappear for improvement, may do so after a minimum 30 (thirty) days of the test.

6.5   IMPROVEMENT/UPGRADATION

Any licensee desiring to improve his/her attained LPT level may do so by reappearing at a fresh test on completion of applicable formalities of LPT.

6.6   TEST FEES

Applicants are required to pay the test fee for each test which may be found in the CAAB website. The fee is to be paid in favor of Chairman, CAAB in the form of a Bank deposit and the Bank Deposit slip is to be attached with the application (Appendix B).

6.7   TEST RESULT AND RECOMMENDATION

The result and recommendation will be sent to the individual or to his/ her organization as appropriate.

6.8   SPECIMEN FORMS

The specimens of Civil Aviation Forms (CA Forms) for Aviation English Language Proficiency Test are appended in Appendix A & Appendix B of this CPD.

6.9   RECOGNITION

The Chairman, CAAB will recognize the result of English Language Proficiency assessment tests produced only by the persons authorized to carry out the test.

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This CPD-1-03 supersedes AELPT Manual issue-3, dated October, 2017 and shall come into effect upon the signature of Member, Flight Standard & Regulations.

Air Cdre Shah Kawsar Ahmed Choudhury,
Member
Flight Standard and Regulations
Civil Aviation Authority of Bangladesh

Appendix-A
Pre-interview Checklist

Test-taker's Name			
Test-taker's ID		Organization	
Native language		Date	
Test-taker's Category		Interlocuter's Name	

No.	Item	Yes	No	Remarks
1	Test specifications reviewed			
2	Bio-data form completed			
3	Test-taker's bio-data reviewed			
4	Test-scheduled			
5	Test-taker notified			
6	Test-taker confirmed			
7	Test kit selected			
8	Test check-out form completed			
9	Room environment suitable			
10	Room layout arranged			
11	Equipment made ready (recording device)			
12	Stationery items available			
13	Recording software checked for functionality			
14	Writing tools available			

Remarks

Rater/Interlocutor's Name_____ **Signature**_____

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Appendix-B

CIVIL AVIATION AUTHORITY BANGLADESH
KURMITOLA, DHAKA

Bio-data Form

Candidate's Name   : _____
(in BLOCK letters)
Nationality   :_____

Gender   : ▯ Male   ▯ Female   ☐ Others

Native language   :_____

National ID No.   : _____

Organization   : _____

Candidate Category   : ▯ Flight crew   ▯ ATCO

                         Date of expiry of the last AELP Rating, if
                         any: _____

                         License Number   :_____

                         Issue Date: _____

                         Expiry Date: _____

                         Company ID No (If any)   :_____
                         Present Address   :   _____
                         _____

                         Telephone Number :_____

                         E-mail Address   :_____

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EDUCATIONAL BACK GROUND

⎸ SSC or Equivalent ⎸ HSC or Equivalent ⎸ Graduate ⎸ Post Graduate

Professional Training Background (During the Last 6 years)

Course Name	Place	Duration

Professional Job Background

Period of Service	Employer	Position	

ANY OTHER RELEVANT INFORMATION

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Test fees paid by:

Receipt of results:

☐Self   ☐Company/Organization
☐Self-collection ☐Send to Company/Organization

Company/Organization*

*Attention: ____

INTERVIEW SCHEDULE ACKNOWLEDGEMENT

Interview Date	Interview Time	Interview Location

Candidate's Signature   CAAB Official's Signature

Date:……../………./…………   Date:……../………./…………

Appendix: C

From Appendix 1 of ANO 1(Chapter 1, section 1.2.9, refers)

HOLISTIC DESCRIPTORS :

The holistic descriptors in the ICAO Language Proficiency Rating Scale are developed as a form of reference for Interviewers /Interlocutors/Raters and Trainers to be able to make uniform judgement about pilot's and controller's language proficiency. The descriptors are explained in the following lines:

Proficient speakers shall:

1) communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;

2) communicate on common, concrete and work-related topics with accuracy and clarity;

3)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;

4) 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

5) use a dialect or accent which is intelligible to the aeronautical community.

Appendix-D

ICAO Rating Scale is a benchmark used in the assessment of English Language Proficiency but it does in no way refer to "native" or "native like" proficiency. Furthermore, it is not required to conform to the ICAO language proficiency requirements, nor there is a requirement for conformity with a first-language presupposition. It is to be noted that, in international civil aviation operations, English has a clear role as an international language: It is a first language or widely used national language in about sixty countries and is an important second language in many more countries. (Ref. Para 6.2.3, Chapter 6, Part II, ICAO Doc 9379.)

ICAO LANGUAGE PROFICIENCY RATING SCALE
1.1 Expert, extended and operational levels.

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Level	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert **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	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.	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 **5**	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 accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Cari 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 **4**	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	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic	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	Responses are usually immediate, appropriate, and informative: Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with

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	Structure	Vocabulary	Fluency	Comprehension	Interactions
	occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	when lacking vocabulary in unusual or unexpected circumstances.	speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	apparent misunderstandings by checking, confirming, or clarifying.

ICAO LANGUAGE PROFICIENCY RATING SCALE   APPENDIX-C
1.2 Pre-operational, Elementary, and Pre-elementary levels.

Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	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.	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.	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.	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.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

Note—The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication. Levels 1 through 3 describe Pre-elementary, Elementary, and Pre-operational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency requirement. Level 5 and 6 describe Extended and Expert levels, at levels of proficiency more advanced than the minimum required Standard. As a whole, the scale will serve as benchmarks for training and testing, and in assisting candidates to attain the ICAO Operational Level (Level 4).

Appendix:E

CIVIL AVIATION AUTHORITY, BANGLADESH
KURMITOLA, DHAKA

ASSESSMENT FORM

Identification of Interviewee
Name: Organization: Interviewee ID: Native Language: Category:

Date:

Rating Section							
Area of Linguistic Description	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interaction	Final Level Attained
Level							

Raters and Interviewers	
Name & Designation	Signature

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