CIVIL AVIATION REQUIREMENT
SECTION 7 – FLIGHT CREW STANDARDS
TRAINING AND LICENSING
SERIES 'G' PART III
ISSUE II, ___October 2018

EFFECTIVE: ~~FORTHWITH~~

F. No. _____

Subject: **Aviation English Language proficiency – Training, Test and Certification**

1.   **Introduction:**

1.1   An applicant for the Pilot's Licence, Air Traffic Services Personnel, Aeronautical Station Operators, Flight Engineer's licence and Flight Navigator's licence shall have the ability to speak and understand the English language used for radiotelephony communications to the level of proficiency specified by the Director General as per Clause 6A of Section a of Schedule II and Clause 10 of Section A Schedule III of the Aircraft Rules, 1937. Further, the rule stipulates that the level of proficiency to be evaluated in accordance with the procedures specified by the licensing authority.

1.2   This Civil Aviation Requirement (CAR) is issued under the provisions of Rule 133A of the Aircraft Rules, 1937 and lays down the procedures for Aviation English Language proficiency – Training, Test and Certification.

2.   **Applicability**

The requirements of this CAR are applicable to:

2.1   An applicant /holder of Pilot's Licence (Micro light aircraft/Light sport aircraft/Gyroplanes/Glider),Private Pilot's Licence (Aero planes/ Helicopters); Commercial Pilot's Licence (Aero planes/ Helicopters); Airline Transport Pilot's License(Aero planes/ Helicopters);

2.2   An applicant /holder of Flight Engineer's Licence; or holders/ applicants of Flight Navigator's Licence ;

2.3 An applicant /holder of Air Traffic Services Personnel Licence / Aeronautical Station Operators ; and

2.4 Raters/Interlocutors/Assessors conducting Aviation English language proficiency assessment for Testing Service Providers approved by DGCA.

3. **Definitions**

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.

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

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.

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

Rater or **Assessor.** A suitably qualified and trained person who assigns a score to a candidate's performance in a test based on a judgment 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 judgments of performance. They are typically accompanied by band descriptors which make their interpretation clear.

4. **General Procedure**

4.1 Pilots/ Flight engineers/ flight navigators/ Air Traffic Services Personnel/ Aeronautical Station who use the radiotelephone for air-ground communications should be proficient in speaking and understanding the language used for radiotelephony communications to the level specified in the English language proficiency requirements in Appendix B and have endorsed it on their licence.

4.2 To meet the English language proficiency requirements, an applicant for a license or a license holder shall demonstrate, in a manner acceptable to the licensing authority(DGCA), compliance with the holistic descriptors in the Appendix A and with the ICAO Operational Level (Level 4) of the ICAO Language Proficiency Rating Scale in the Appendix B

4.3   ICAO language proficiency requirements apply to speaking and listening proficiency only and do not address the ability to read or write. In assessing a person's language proficiency, it is necessary to analyses individual categories of that person's language use, as well as assess the person's overall ability to communicate in a relevant context.

4.4   In terms of effective aviation communication, Annex 1 requires proficient speakers to be able to

4.4.1   Communicate effectively in voice only and in face to face situations;

4.4.2   Communicate on common and work related topics with accuracy and clarity;

4.4.3   Use appropriate communicative strategies, to exchange messages and to recognize and resolve misunderstandings in a general or work related context;

4.4.4   Handle successfully 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

4.4.5   Use a dialect or accent which is intelligible to the aeronautical community.

4.5   Standardized ICAO phraseology retains its importance and should always be used when applicable. However, a finite list of phraseology cannot cover every conceivable situation and thus must be augmented by plain language, especially to describe unusual events or for when clarification or explanation is required.

4.6   Utilization of privileges of his/her license without the minimum operational level (4) rating endorsement his/her license in may render the individuals licence for necessary enforcement action as per the laid down regulations.

4.7   The Certificate of English Language Proficiency issued by other organizations recognized by ICAO or by member contracting States of ICAO, shall also be accepted. If Contracting state has not endorsed ICAO rating scale, in such cases Operational Level (Level 4) shall be endorsed on the Indian License.

4.8   **Minimum Qualification for English language proficiency test.**

A candidate appearing for English Language Proficiency assessment shall meet the following requirements:

(a)   **Age: -** He shall be not less than sixteen years of age on the date of application.

(b)   **Educational Qualification: -** He shall have passed Class Ten Examination or its equivalent examination from a recognised Board.

(c) **Training: -** Minimum Aviation English training from DGCA Approved organization as specified in Para 5.3 below.

5.   **Minimum Aviation English Training Requirements for Candidate**

5.1   Aviation English Training will seek to address, in a systematic way, the six skills in the ICAO Rating Scale. Training will also aim to go beyond the test and provide the extensive practice that is necessary to consolidate language skills, build confidence and ensure adequate safety margins when operating in stressful conditions

5.2   The primary objective of aviation English training is voice-only communication. The training shall address all six language skill areas specified in the ICAO rating scale (Appendix- B) and holistic descriptors i.e. Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interaction.

5.3   Pilots and controllers who need to comply with ICAO Operational Level 4 normally may require between 200 to 400 hours of aviation English language training. However, with respect to speakers to whom English is a second language or native language the purpose of the training is with a view to correcting or attenuating unintelligible features of their speech. Keeping in view of the above, Applicant shall undergo training from DGCA approved organization in Aviation English for a minimum duration of at least 200 hours before appearing for the English language proficiency test;

or

An Applicant who has passed English language Exam in Class 10 or 10+2 Examination with medium of instruction as English shall undergo training from DGCA approved organization in Aviation English language for a minimum duration of at least 30 hours before appearing for the English language proficiency test subject to applicant have passed all written examinations for issue of licence.

9   **English language proficiency test**

9.1   An Applicant shall undergo English language proficiency test by a test team consist of at least

(a)   Interlocutor and

(b)   At least two member Rater Team comprising of

(i)   Operational Expert.
(ii)   Language Specialist Expert

9.2   **Role of Testing Team members**

9.2.1   The interlocutor will play the role of administrator and is responsible for interaction with the candidate during the test in order to complete the speaking

task. He/she is also responsible for conduct of the assessment and resolve differences between the two primary raters, if any

9.2.2 An aviation English language proficiency test will have two primary raters — one language expert and one operational expert.

9.2.3 The two raters will be responsible for assessing the candidate for aspects of assigning the score to a candidate's performance in a test

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

9.4   Further, holistic descriptors and Rating Scale descriptors as per ICAO Annex 1 are designed as a frame of reference for trainers and assessors to be able to make consistent judgments about pilot and controller language proficiency. These descriptors are placed at **Appendix "A" and "B"** respectively for reference by the testing team.

9.5   The rating provided by the testing team should be based on the following:-

(i)   Rating concluded should be based on spoken language (speaking and listening) and not on reading and writing skills

(ii)   The assessment should have a distinct aeronautical radiotelephony focus; 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;

(iii)   Operational Level 4 should not target high degrees of grammatical correctness or native-like pronunciation. Grammar, syntax, vocabulary and pronunciation should be primarily judged to the extent that they do not interfere with effective oral communication; and

(iv)   *The final rating shall not be the average or aggregate of the ratings in each of the six ICAO language proficiency skills but the lowest of these six rating*s.

(v)   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. In view of the above, it is strongly recommended that ab-initio or inexperienced/lesser experienced test takers should not be awarded extended level 5 or expert level 6 rating.

(vi)   Trainers shall not test candidates/test takers to whom they have imparted language training.

(vii)   English language Proficiency tests shall be conducted directly, through face-to-face only at approved address of testing services provider and shall be recorded on audio and video media.

10. Language loss and language maintenance

10.1   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. In view of the above, candidates who appear for renewal of operational level rating (4) or extended level (5) may obtain a rating below the previous assessment. In all such cases the same will have to be endorsed on their license.

10.2   Candidates whose rating falls below the operational level rating (4) will have to provide evidence of having undergone at least 30 hours of fresh aviation English language training before appearing for a retest or as recommended by language Specialist Expert Rater of the testing team, whichever is higher. Such Candidates shall not be permitted to appear for re-test within a period of 30 days from the date of test.

10.3   Except for pilots who have demonstrated language proficiency at an expert level (Level 6), in accordance with Appendix B, the language proficiency endorsement shall be reevaluated every:

(i)   3 years if the level demonstrated is operational level (Level 4) in accordance with Appendix B; or

(ii)   6 years if the level demonstrated is extended level (Level 5) in accordance with Appendix B.

10.4   Test takers/candidates aspiring to improve their rating assessment from ICAO Operational level (4) to Extended level (5) may appear for a test either after undergoing 100 hours of aviation English language training or having gained 500 hours of civil aviation experience, whichever is earlier.

10.5   Test takers/candidates aspiring to improve their rating assessment from ICAO Operational level (4) or Extended level (5) to Expert level (6) may appear for a test either after undergoing 200 hours of aviation English language training or having gained 1000 hours of civil aviation experience, whichever is earlier.

10.6   The training or flying experience required for undertaking the rating assessment as mentioned in Para 10.4 and Para 10.5 above shall be after the achievement of Operational level or Extended level assessment respectively.

10.7   The minimum period of Re-evaluation w.r.t the various English language proficiency levels is as specified below:

Level	Description	Acceptability	Re-evaluation period
6	Expert		Re-evaluation not required
5	Extended	Yes	6 years
4	Operational		3 years
3	Pre-operational		
2	Elementary	No	Further training required
1	Pre-elementary		

11.   Result Declaration

11.1   The outcome of the operational language assessment should comprise written comments on language performance in each skill area of the ICAO Rating Scale as well as the test result in terms of the demonstrated level of proficiency.

11.2   It will be the responsibility of the Interlocutor of the testing team to ensure that the results are compiled for the assessments undertaken and intimate the result to the applicant within two working days. A consolidated list of the result in hard and soft copies is to be submitted to DGCA HQs and Regional offices (Licensing Section) every fortnight from the authorized email id of the testing service provider.

11.3   It will be the responsibility of the Testing Service Provider to inform DGCA HQ (DTL/ANSS) in case of the test taker/candidate was found to be assessed below the operational level rating (4).

11.4   Results of testing should be held in strict confidence and released only to test-takers, their sponsors or employers, and the civil aviation authority, unless test-takers provide written permission to release their results to another person or organization.

12.   Appeal Procedure

Applicant who feel their scores are not accurate may request that their tests be re-rated. In such cases the test taker can appeal to DG (CA) in writing against the rating assessed by the testing team within 30 days from the date of test result declaration. The appeal should clearly justify the extenuating circumstances that affected the test takers performance. Test-takers who claim that they were having a bad day or were nervous shall not be allowed an appeal since they will need to communicate in operational situations when they are having a bad day or feeling nervous.

13. With the amendment of this CAR the concept of Individual examiners conducting English Language proficiency tests for candidates or test takers is to be discontinued. Only DGCA approved organizations/Testing Service providers with the minimum setup as prescribed by DGCA will be permitted to undertake English Language Proficiency training and tests. Approved organization list is available on DGCA Website and the testing process will be applicable from 01 Jan 2019.

(B.S.Bhullar)
Director General of Civil Aviation

Holistic descriptors

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

2.   Proficient speakers shall:

(i)   Communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;

(ii)   Communicate on common, concrete and work-related topics with accuracy and clarity;

(iii)   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;

(iv)   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

(v)   Use a dialect or accent which is intelligible to the aeronautical community

PART II: ICAO LANGUAGE PROFICIENCY RATING SCALE (Attachment A to Annex 1)

1.1   Expert, extended and operational levels

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. 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 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 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 in unusual or unexpected circumstances.	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.	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.	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.
Levels 1, 2 and 3 are on subsequent page.						

1.2 Pre-operational, elementary and pre-elementary levels

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
Levels 4, 5 and 6 are on preceding page.						
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 Preoperational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency requirement. Levels 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).

ENGLISH LANGUAGE ASSESSMENT CERTIFICATE

1. PERSONAL DETAILS

DGCA File No

Title	First Name	Last Name
Place of birth		Date of Birth
Country of birth		Nationality
Correspondence address		Permanent address

2. CERTIFICATE OF ENGLISH LANGUAGE ASSESSMENT

(a) The person named above has demonstrated and been assessed for English Language Proficiency in accordance with requirements given in CAR Section 7 Series 'G' Part III and found to be at least Operational Level (4) as per the ICAO language proficiency rating scale:

Tick as appropriate YES ☐   NO ☐

The demonstrated Level of Proficiency is ☐ *(Specify the demonstrated level 1-6*)*

Name and Stamp of Approved Organisation	Place of Test
DGCA Approval No	Assessment Date (dd/mm/yyyy)

Interlocutor/ Administrator	Signature	Name	Date

* Level 6 – Expert; Level 5 – Extended; Level 4 – Operational;
Level 3 – Pre-operational; Level 2 – Elementary; Level 1 – Pre-elementary

DGCA File no.   **Name of Applicant:**

Assessment Check List * (to be completed **by the Assessor only)**

S.no.	ICAO language proficiency skills	Obtained level (1-6*) in AELP assessment	
		Rater 1	**Rater 2**
1	Pronunciation intelligible, ease of understanding		
2	Grammatical structure and sentence patterns consistently well controlled		
3	Vocabulary range and accuracy sufficient to communicate effectively		
4	Fluent, natural flow of speech, varies style for emphasis, uses appropriate markers		
5	Comprehension consistently accurate and includes comprehension of linguistic and cultural subtleties		
6	Interacts with ease and responds appropriately to verbal and non-verbal cues		

The demonstrated Level of Proficiency is

Note: - The final score for each test-taker should not be the average or aggregate of the ratings in each of the six ICAO language proficiency skills but the lowest of these six ratings

Recommendations:- (If any)			
Role	**Rater 1**	**Rater 2**	**Interlocutor**
Name			
Signature			
Date of Assessment			