



Islamic Republic of Afghanistan
Civil Aviation Authority

LANGUAGE PROFICIENCY TESTING FOR LICENSE ENDORSEMENT

AFGHANISTAN CIVIL AVIATION AUTHORITY DIRECTIVE
(ACAD)

ACAD-PEL-022.0

Personnel Licensing

30 Dec 2014

Revision 0

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Approved:



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Table of Contents

0	Administration and Control	9
0.1	Abbreviations	9
0.2	Record of Revision	10
1	Purpose	11
2	References	13
3	Background	15
4	Test Instrument	17
5	Testing Procedures	19
5.1	General	19
5.2	Set up Requirements	19
5.3	Test Procedures	20
5.4	Test Procedures	20
5.5	Scoring Procedures	20
5.6	Re-sit and Appeals	21
5.7	Security and Retention of Records	21
5.8	License Endorsement Recommendation	21
6	Qualification and Training Requirements of Examiners	23
7	Principles to be Observed by Language Examiners	25
7.1	General	25
7.2	Principles	25
	Appendix I	27



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List of Tables

Table 5-1: Example of Endorsement of the License22



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List of Figures

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0 Administration and Control

The following list contains key abbreviations used in this document, as well as others likely to be in common use in the respective area.

0.1 Abbreviations

ACAA	Afghanistan Civil Aviation Authority
ACAR	Afghan Civil Aviation Regulation
ATO	Aviation Training Organization
ICAO	International Civil Aviation Authority
ILTA	International Language Testing Association
PEL	Personnel Licensing



0.2 Record of Revision

The revision page shall be completed to show: revision number, effective date of the revision, description of changes and the responsible person. Revised pages will display the DD MMM YYYY revision date and revision number on the bottom of each page. Any revision shall display the next sequential number.

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1 Purpose

This Directive provides guidance for examiners on the testing for plain language and rating of licensed personnel required by ACAR Part 2.2.2.2 to demonstrate the ability to speak and understand English language at or above operational level as specified in ACAR Part IS 2.2.2.2.

It also provides information and guidance to the authority on qualifications and training requirements for English language proficiency examiners in order to enable them to carry out these duties effectively and efficiently.



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2 References

- 2.1 Forms: Form O-PEL-022A.
- 2.2 Checklist: CL: O-PEL-022C.
- 2.3 Other:
 - 2.3.1 ACAR Part 2.2.2.2 specifying requirements for English language proficiency for pilot, flight engineer, flight navigator, air traffic control and aeronautical station operator license holders.
 - 2.3.2 Various regulations in the Afghanistan Civil Aviation Regulations specifying speaking and understanding English language as a requirement for grant of the specific aviation license.
 - 2.3.3 ACAR Part 8.4.1.2 requiring air operators or owner of aircraft to ensure using flight crew who speaks and understands English language.
 - 2.3.4 ICAO Doc 9835 AN/453 Manual on the implementation of ICAO language proficiency requirements.



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3 Background

- 3.1 The holders of pilot, flight engineer, flight navigator, air traffic controller and aeronautical station operator licenses are required to demonstrate speaking and understanding English language at or above operational level (Level 4), of the rating scale as established in ACAR Part IS 2.2.2.2.
- 3.2 The authority has established acceptable manner for the appropriate license holders or applicants to demonstrate compliance with the holistic descriptors and the language proficiency level stated in ACAR Part IS 2.2.2.2. The process involves testing using an Instrument approved by the authority for the purpose.
- 3.3 The six elements of linguistic descriptors which are considered in the testing are pronunciation, structure (grammar), vocabulary, fluency, comprehension and interactions.
- 3.4 The testing serves two purposes: it fulfils the provisions of the ACARs requiring that pilots, flight engineers, flight navigators, air traffic controllers and aeronautical station operators demonstrate language proficiency sufficient for safe and efficient radiotelephony communications, and it provides benchmarks by which the requirement and effectiveness of English language training and learning may be determined or evaluated.



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4 Test Instrument

- 4.1 While the regulations establish testing requirements on the language proficiency, the approval of development of tests and testing procedures is left to the authority, together with the maintenance of oversight responsibility. Language speaking proficiency tests require that certain specific procedures be used and this requirement will guide the implementation or development of tests for aviation language proficiency.
- 4.2 Proficiency tests are administered directly, through face-to-face contact between tester and test taker, or semi-directly, through recorded speaking prompts and recorded responses.
- 4.3 According to ICAO Tests that do not evaluate speaking and/or listening skills directly, either through direct interaction or through an audio or video-taped exchange, are not appropriate to meet the requirements of the ICAO language proficiency testing guidelines.
- 4.4 The authority shall approve test instrument as the instrument to be used for English language proficiency testing before they are administered by designated testers.



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5 Testing Procedures

5.1 General

- 5.1.1 Holders or applicants for pilot, flight engineer, flight navigator, air traffic controller and aeronautical station operator licenses are eligible for the examination to demonstrate the ability to speak and understand English as required by the regulations.
- 5.1.2 Pilots, flight engineers, flight navigators, air traffic controllers, and aeronautical station operators are tested in context similar to that in which they work. The test content should therefore be relevant to their roles in the work-place.
- 5.1.3 The test provides the test-takers with sufficient and varied opportunities to use plain language in aviation work related context in order to demonstrate their ability with respect to each holistic descriptor in the language proficiency rating scale shown in ACAR Part IS 2.2.2.2.

5.2 Set up Requirements

5.2.1 Equipment:

Tape recorder/recording device, good microphone, a computer with speakers and appropriate seating place/office. All interviews are to be conducted in a similar way, in appropriately professional atmosphere where all test-takers will be able to display their English proficiency with a minimum of either stress, or intimidation, or favoritism.

5.2.2 Location:

One-to-one interview shall be conducted in a quiet room with no interruption. There should be almost no outside noise heard in the room. There should be no one in the room other than the examiners and the test-taker. Those waiting to take the interview must be held outside of the test room, and unable to hear any of the interview proceedings before their turn. The written paper may be conducted with any number of test-takers in the same room.

5.2.3 Protocol:

Create calm, relaxed but business like professional atmosphere in the interview room. Briefly introduce any other personnel present in the room. Once the interview has started, there should be no talk other than that required for the interview. As the test-taker sits, prepare the aviation English result form (Form O-PEL-022) with the test-takers name and address.

5.2.4 Seating:

As a rule the testing should always be conducted by a minimum of two qualified examiners. The examiner conducting the interview and the test-taker should be seated no more than 2m apart at the same table. These may be on the same or opposite side of the table. The second examiner should be seated off to one side so that the notes he makes are out of view of test taker.

**5.3 Test Procedures****5.3.1 Initial Briefing:**

The tape recorder/recording device should be on the table in view of the test taker. Brief the test-taker on the test and the assessment method to be used after he/she has seated him/herself and that he/she is going to be recorded. Show the test-taker that you are going to work using a prepared list of instructions.

5.3.2 Recording:

After the test-taker has settled and is comfortable enough, you may begin both testing and recording.

5.3.3 The interview:

- a) The aim is to encourage the test-takers to provide a sample of natural speech on work related topics.
- b) While using the set of questions provided, you should slightly adjust for flow and naturalness to allow the test-taker to demonstrate their speaking ability in full.
- c) You should maintain a sincerely interest and professional, non-deferential tone at all times.
- d) Avoid oral fillers and do not give thanks or comment after each item.
- e) You may be required to encourage/elicit/draw out further speech but only twice, otherwise continue to the next point without comment.
- f) Keep all notes made during the interview for later reference if needed

5.4 Test Procedures

5.4.1 This is a written paper and it can be conducted for as many test-takers as the room can comfortably take taking into account that every test-taker shall be able to hear the played CD with minimum effort. The test-takers shall be briefed on the test. It is a written paper.

5.4.2 Question papers and answer sheets should be distributed before playing the test CD.

5.4.3 The audio CD is played and the test taker(s) listening ability is tested for vocabulary and comprehension. Having listened to an audio CD played to them, the candidates are required to select a response from multiple choice options provided and mark their responses on paper. The exercise depicts the actual situation of the cockpit and or control tower.

5.5 Scoring Procedures

5.5.1 The scoring shall be done as soon as possible following the interview.

5.5.2 For the written paper, the paper marking shall be done in accordance with the marking scheme provided, after the completion of the test. The pass-mark is 75%.



- 5.5.3 For the oral interview each of the two examiners assesses individually each speech sample for all the six elements (pronunciation, structure, vocabulary, fluency, comprehension and Interaction) in according to the rating scale. The two assessments are compared where the lower scale marked is the score level to be granted. In case there is a difference of above 1 in an element, the two assessors should discuss and if they do not reach an agreement, the candidate's speech sample should be referred to a different set of examiners for assessment.

5.6 Re-sit and Appeals

- 5.6.1 A candidate who scores less than 75% in the written test only may be allowed to re-sit the examination after making appropriate arrangements, depending on availability of examiners. Three consecutive failures will necessitate the candidate to attend a training course approved by the authority.
- 5.6.2 A candidate failing to achieve operational level 4, will be required to undergo aviation English training and show proof of completion of the approved course before being allowed to a re-sit.
- 5.6.3 Candidates are allowed to appeal within two weeks of the results. When the appeal is received and accepted the authority shall constitute a panel of two new examiners from the PEL office to conduct fresh assessment on the recorded speech samples. The cost of the review shall be met by the appellant.

5.7 Security and Retention of Records

- 5.7.1 All test materials and test records shall be kept secured in a locked cabinet. Keys to this cabinet are controlled and shall only be accessible to test examiner.
- 5.7.2 Test records and rating rationale shall be retained until the test is repeated or superseded by other test of equivalent scope and detail, or for two years after the license of the candidate to which they refer has been permanently withdrawn, cancelled or revoked.

5.8 License Endorsement Recommendation

- 5.8.1 The examiners when a test-taker has scored proficiency level 4 and above, and has 75% pass in a written test will submit a recommendation to the Personnel Licensing section for the applicant's license to be endorsed accordingly. The recommendation dully signed by both examiners shall be through form (Form O-PEL-022) of which the first part is completed by the test-taker prior to the examination.
- 5.8.2 Upon receipt of the recommendation, personnel licensing official shall complete the checklist (CL: O-PEL-025) and if all areas are fully and satisfactory covered the license will be endorsed as indicated in the following sample.

**ACAA**

AVIATION ENGLISH PROFICIENCY

License No:

NAME OF HOLDER

Level	Certificate of Validity		Signature
	From	To	Date and Stamp

Table 5-1: Example of Endorsement of the License



6 Qualification and Training Requirements of Examiners

The examiner should

- [1] be a holder of professional pilot license, flight engineer license, flight navigator license, an air traffic control license or an aeronautical station operator licenses and have successfully completed an approved raters' course from an ATO in testing for aviation English language proficiency;
- [2] be proficiency in English language;
- [3] remain current on the test instrument by at least attending refresher training on the English language testing once every two years.



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7 Principles to be Observed by Language Examiners

7.1 General

Language examiners due to the high-stakes involved with respect to the English language testing must maintain high quality by adherence to good language testing principles and practices in addition to aviation safety inspectors' code of ethics.

7.2 Principles

The principles hereunder described are based to those adopted by the International Language Testing Association (ILTA) as a guide to its membership to ensure that their test development and testing practices maintain high standards.

7.2.1 Principle 1

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.

7.2.2 Principle 2

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.

7.2.3 Principle 3

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.

7.2.4 Principle 4

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

7.2.5 Principle 5

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

7.2.6 Principle 6

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

7.2.7 Principle 7

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.

7.2.8 Principle 8



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.

7.2.9 Principle 9

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.



Appendix I

No appendices in this document.



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