



Approval page

AVIATION LANGUAGE PROFICIENCY TEST (ALPT) PROCEDURES MANUAL

**Approved by the Director General
and issued under his authority**

Approval No. and Date: January 24, 2022



Aviation Language Proficiency Test Procedures

2nd Edition
Date:- January 24, 2022

Implementation of ICAO Language Proficiency Requirements (LPR) is a mandatory pre-requisite for all the ICAO member states while issuing, renewing and validating an operational licence to controllers, pilots and aeronautical station operators. Nepal, as one of the member states of ICAO, is committed to assess and certify the proficiency of these personnel involved in international radiotelephony communications. The obligation of testing shall be applicable for all domestic pilots and controllers who are primarily concerned with using international routes or airspace. This Aviation Language Proficiency Test (ALPT) Procedures Manual has been developed for good use of the Licensing Authority of CAAN which is the test service provider overseeing the implementation of English language requirements and provides the guidance on how the designated panel and authorized testers and interlocutors should assess the proficiency of the personnel involved.

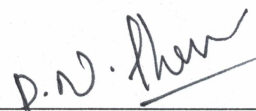
The manual has been developed considering all the standards in relation to language proficiency requirements specified by ICAO Annex 1 based Personnel Licensing Requirements and Personnel Licensing Manual enforced by CAAN. However, in line with the PLM Para 16 regarding language proficiency test, this manual has been constructed by exercising the power under Rule 82 of Civil Aviation Regulations 2058 and deals with an exclusive policies and procedures for the design and delivery of the test. Recognizing the high stake nature of the test, the manual also highlights competence and competency aspects and obligations to be considered by the concerned licensing authority for the continued assurance of quality testing.

The manual fundamentally adheres to the requirements, standards and recommendations for testing enshrined in the ICAO Document 9835.

The designated testers shall employ and apply strategies as may be required remaining within the ICAO mandates and national regulatory framework including this document.

In view of strategic language testing system development efforts taking place in the international civil aviation arena, the concerned shall always strive to ensure the highest degree of reliability, validity, practicality and objectivity of the test.

The manual is enforced forthwith.


Prem Nath Thakur
Act. Director General

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**APPENDIX****Attachments: List of Forms/Tables and Specimens**

Attachment No.	Title	Purpose
ATTACHMENT 1	ICAO Rating Scale and Holistic Descriptors (FORM ALPT FSSD O1)	ICAO's Criteria for test analysis
ATTACHMENT 2	Bio-data Form (FORM ALPT FSSD O2)	Application for use by test-taker and Examiners
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Amendment Record

Amendment No	Date	Date Embodied	Signature

**List of Abbreviations**

No.	Abbreviation	Full Form
1	ALPT	Aviation Language Proficiency Test
2	FSSD	Flight Safety and standards Department
3	ATC	Air Traffic Controller
4	CAA	Civil aviation Academy
5	CAAN	Civil Aviation Authority of Nepal
6	CAR	Civil aviation Regulations 2002
7	CD	Compact Disc
8	ID	Identification
9	ILTA	International Language Testing Association
10	LPR	Language Proficiency Requirements
11	OJT	On-the-Job-Training
12	PELR	Personnel Licensing Requirements
13	PLM	Personnel Licensing Manual
14	QAM	Quality Assurance Manager
15	R/T	Radio Telephony
16	SME	Subject Matter Expert
17	TOS	Table of Specification



Definitions and Explanation of Terms

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

Administration. The date or period during which a test takes place. Or the actions involved in the delivery of a test to a group of test-takers under specified conditions. Specifications might include registration procedures, instructions for test-taker seating arrangements, equipment needed, and time parameters for each test task.

Aviation English. A comprehensive but specialized subset of English related broadly to aviation, including the “plain” language used for radiotelephony communications when phraseologies do not suffice. Not restricted to controller and pilot communications, aviation English can also include the use of English relating to any other aspect of aviation: for example, the language needed by pilots for briefings, announcements, and flight deck communication; or the language used by maintenance technicians, flight attendants, dispatchers, or managers and officials within the aviation industry

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

Descriptor. A brief description of an aspect of language that accompanies a band on a rating scale, which summarizes the degree of proficiency or type of performance expected of a test-taker to achieve that particular score. The band may contain several descriptors.

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

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

Examiner. An examiner is a generic term representing both lead rater and operational rater as well as an interlocutor.

Indirect language test. A test which measures the ability or knowledge that underlies the skill that the test is intended to evaluate. An example might be testing the learners’ pronunciation



ability by asking them to match words that rhyme with each other or presenting written multiple choice questions as a way of testing their grammar skills.

Interlocutor. A suitably qualified and trained person with whom a test-taker interacts during a test in order to complete a speaking task. The role of interlocutor may be assumed by either operational rater or language rater or both in any testing event.

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

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

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

Language proficiency skills. The knowledge and abilities that impact on the capacity of a given individual to communicate spontaneously, accurately, intelligibly, meaningfully and appropriately in a given language. Note— Six individual skills are identified in the ICAO rating scale.

Language rater OR Language assessor. A rater/assessor whose assessment will analyze and evaluate the linguistic elements of a test-taker's utterances in a test (compare with "operational rater"). See *Lead Rater*

Layperson. Someone who does not have special knowledge of a subject (such as language testing).

Lead rater. An authorized rater having expertise of both language and operational rater and under whom operational rater will carry out assessment together with the lead rater.

Operational language assessment. (A term specific to Doc 9835). The assessment of language proficiency using a procedure developed for a different purpose (for example, during a flight check or ATC exam). Such assessments, however, should be carried out in accordance with recognized principles of language testing best practice.

Operational rater OR Operational assessor. A rater/assessor who will assist the language rater in the evaluation of the linguistic features of a test-taker's performance and also evaluate the appropriateness of a test-taker's performance in a test with regard to professional standards and procedures (compare with "language rater/language assessor"). Note.— Knowledge of operational procedures is not tested in language tests. He/she will actively remain engaged in the rating process as interlocutor where interview is involved.



Plain language. The spontaneous, creative and non-coded use of a given natural language. Plain language shall be used “only when standardized phraseology cannot serve an intended transmission”. The choice of the term “plain” originated from existing ICAO documentation at the time of the formulation of language proficiency requirements and was preferred to other test-taker terms such as “general”, “common”, “extended” or “natural”. There is no intended association of this usage with the “Plain English” movement in the United Kingdom and the United States which aims to provide an alternative to unnecessarily complicated language by government, business, and other authorities.

Prompt. A test item or question that requires the test-taker to respond.

Rate. To assign a score or mark to a test-taker’s performance in a test using a subjective assessment. Note.— The potential for unreliability caused by individual subjectivity is countered by providing initial and recurrent training of raters, regular reference to a standard rating scale and the use of multiple raters.

Rater OR Assessor. A suitably qualified and trained person who assigns a score to a test-taker’s performance in a test based on a judgement usually involving the matching of features of the performance to descriptors on a rating scale.

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

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

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

Score. The numerical or coded result of a test-taker’s performance in a test enabling comparisons to be made with regard to other test-takers of the same test or with regard to a fixed standard.

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

Test administrator. Person who supervises and manages the administration of tests.



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

Test maintenance. The activities of a testing organization intended to preserve the reliability, validity and security of the test over time. These activities include monitoring test results and

Test objective. The language behaviors that a test requires test-takers to demonstrate.

Test task. The combination of a single set of instructions given to candidates to guide their responses to a particular task and the associated cues and responses.

Test user. The persons or institutions making use of a test and to whom test results are made available in order for them to make informed choices, decisions or actions.

Testing system. A combination of all necessary components for administering a given test, including the test materials, and the organization of test maintenance, test delivery, rating, scoring and marking.

Test-taker OR Candidate. The person who is tested.

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

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

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



CHAPTER -1

Language Proficiency Regulatory Aspects

1.1 Provisions in relation to ICAO SARPS

1.1.1 PELR 1.26.1(ICAO Annex 1- 1.2.9.1 refers)

Aeroplane, helicopter, powered-lift, airship, free balloon, glider, Microlight, Ultralight pilots and those flight navigators who are required to use the radio telephone aboard an aircraft shall demonstrate the ability to speak and understand the language used for radiotelephony communications.

1.1.2 PELR Part 1.26.2 (ICAO Annex 1- 1.2.9.2 refers)

Air Traffic Controllers and aeronautical station operators shall demonstrate the ability to speak and understand the language used for radiotelephony communications.

1.1.2.1 PELR 1.26.3 (ICAO Annex 1- 1.2.9.2 refers)

Flight engineers should have the ability to speak and understand the language used for radiotelephony communications

1.1.3 PELR Part 1.26.4 (ICAO Annex 1- 1.2.9.6 refers)

The language proficiency of aeroplane, helicopter, powered-lift, airship, free balloon, gliders, Microlight, Ultralight pilots, air traffic controllers and aeronautical station operators who demonstrate proficiency below the expert level (Level 6) shall be formally evaluated at intervals in accordance with an individual's demonstrated proficiency level.

- a) those demonstrating language proficiency at the operational level (Level 4) should be evaluated at least once every three years; and
- b) That demonstrating language proficiency at the extended level (Level 5) should be evaluated at least once every six years.

1.1.4 PELR Part 1.26.5 (ICAO Annex 1- 1.2.9.7 refers)

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.



1.1.5 PELR 5.4.2 Holistic Descriptors (ICAO Annex I, Appendix 1)

- a) The proficient speakers shall:
- b) Communicate effectively in voice-only (telephone/radio telephone) and in face to face situations.
- c) Communicate on common, concrete and work related topics with accuracy and clarity.
- d) Use appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings in a general or work related context. (for example to check, confirm or clarify information)
- e) 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
- f) Use a dialect or accent, which is intelligible to the aeronautical community.

1.1.6 CAR 11, 2.31.1(ICAO Annex 11-2.29.1 refers)

An air traffic services provider shall ensure that air traffic controllers speak and understand the English language used for radiotelephony communications.

1.1.7 CAR 11, 2.31.2 (ICAO Annex 11-2.29.2 refers)

Except when communications between air traffic control units are conducted in a mutually agreed language, the English language shall be used for such communications.

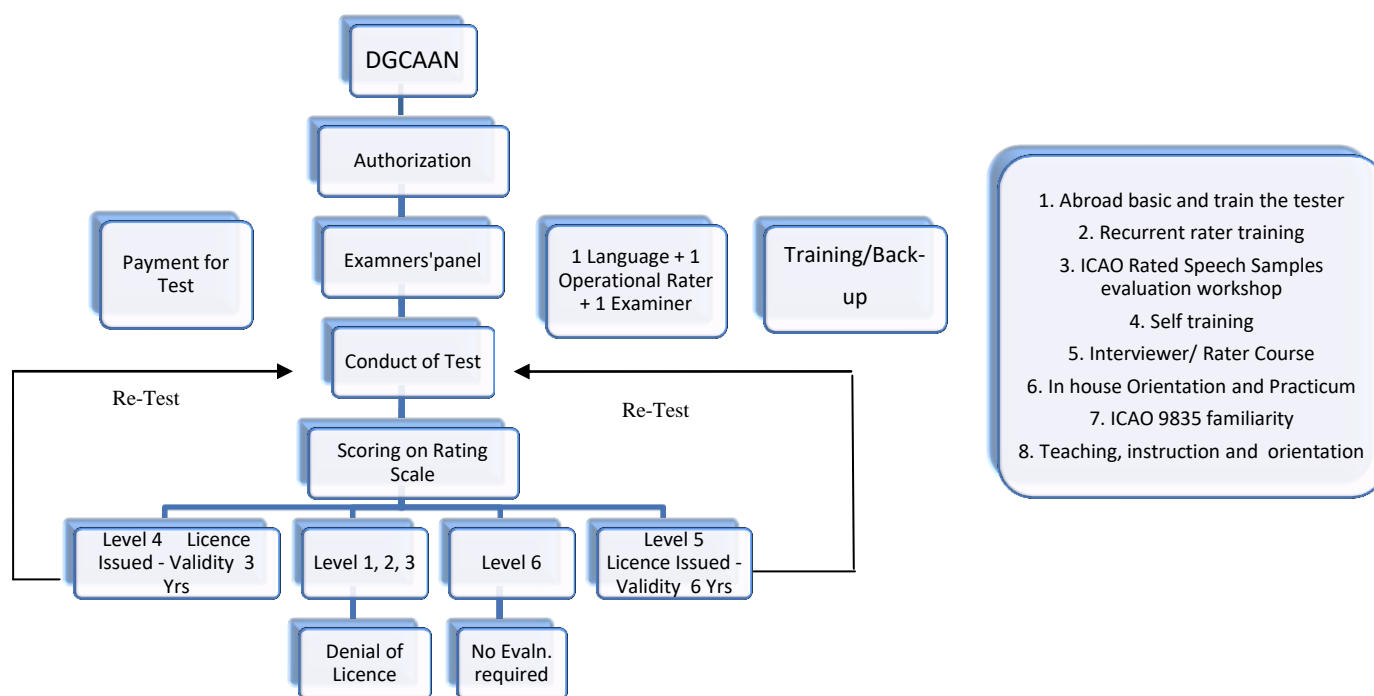
2.0 PLM (Para 2.16) and PELR (Part 1.26.6)

With regard to the process involving authorization for testing and retesting including the training aspects of testers/examiners, the designated panel of examiners shall follow the following general procedures:



Adopted procedures





Evaluation Process Flowchart

3.0 General Consideration

Test service provider shall always test as per the prescribed ICAO Holistic descriptors and corresponding rating scale.

- ICAO Annex 1 Provisions regarding LPR must be adhered to at all times
- Testing must be carried out by at least two raters – one language expert and another an operational rater – who are suitably trained, qualified and competent.
- Test should be either adopted or self-designed in view of the best practices



- Aviation language proficiency test shall be geared to become as objective as possible in respect of listening and understanding only
- Test must be valid, reliable, practical, fair and sustainable
- Assessors must follow an interview based test format with predetermined framework guided by a well conceived objective plan
- Testers must observe the adopted ethics of test conduct
- TSP Panel of examiners designated by CAAN must assure quality documentation as per the ICAO recommended QA Checklist for Test given in the appendix of this manual
- All tests shall be carried out in such a way as not to test knowledge of the test-taker but his/her ability to express oneself in accordance with the prompts.
- Test items tossed by interlocutors shall have to be creatively delivered in a manner as to obtain as many important elicitations as possible to facilitate grading analysis by raters
- Because of the high stakes involved, pilots and controllers deserve to be tested in a context similar to that in which they work and test content should therefore be relevant to their roles in the work-place
- Initial specialized and recurrent specialized training for testers is essential to become readily able to assess test-takers whose proficiency is expected to be at level 6 or below.



CHAPTER 2

Testing Policies and Criteria

2.1 High Stakes and Best Testing Practices

Both global and local perspectives are considered important while designing and administering test. The ICAO document 9835 provides recommended criteria to guide the development or selection of aviation language testing programmes. Acknowledging the capacity to allow an effective and reliable treatment of testing, the development of Aviation English Language testing has been as a result of the Authority decision to assign the appropriately qualified and trained organizational resources in the development of process. However, it is important that the concerned designated test service authority, through training and education, are aware of test systems developed and changes taking place in the international aviation. Denial of license against inability to demonstrate compliance with ICAO LPR may affect the career of the test-takers and requirements of the flight operations. Likewise, unreliable and ineffective testing system may not breed good results. As a result, wastage of budgets and human capitals in the name of haphazard and unplanned testing endeavors may pose serious and long-terms socio-economic impact on the safety of passengers and airplanes. For all the foregoing reasons, the language testing should comply with best practices and consider the specific requirements of aviation operations.

2.2 Development and selection of test

- 2.2.1** There is no globally recognized single language testing authority, nor is there a single, universally accepted, best approach to language testing. A perfect test does not exist. However, there are well-established principles and practices on which there is widespread professional agreement. Based on these principles and practices the development and administration of aviation language tests should be administered by the Designated panel comprising authorized raters approved by the Authority.

2.2.2 Test Purpose

The Civil Aviation Authority of Nepal is aware of the test evaluation process and directs the responsible licensing authority, where the testing service is imparted, to consider the basic question as to be asked, who the test is intended for and what it is supposed to measure. Thus the test developer must describe the test population (pilots, air traffic controller, etc) and explain how the test should be used. They should be mindful that



- the same test for both pilots and controllers should not be used and needs analysis for a test for the target population must be done
- Always use the whole part of the test to avoid the serious misuse of the test and invalid interpretations of test
- The test must include tasks trialed and applied to assess at least upto level 5. When a candidate does very well at a level 4 test there is no guarantee that he would pass a level 5 test.
- Test purposes are many – diagnostic, placement, progress, achievement, aptitude, and proficiency -- and each may be similar in respect of task items. However, the concern is to use the test as a licensing requirement in fulfillment of ICAO Annex 1 requirements so that proficiency testing could establish the ability of test-takers to effectively use appropriate language in operational conditions.
- The test must focus on testing listening and speaking in the job related context:
- The test must assess proficiency according to the ICAO Rating Scale for each descriptor.
- Testing standardized phraseology is an operational issue, not a language proficiency issue, which means that a test designed to evaluate knowledge or use of standardized phraseology cannot be used to assess plain language proficiency.

2.2.3 Test content

Content selection for ALPT is driven by the context within which pilots and controllers interact. Therefore they deserve to be tested in a context similar to that in which they work. The descriptors for Vocabulary and Comprehension for ICAO Operational level 4 refer to “work-related topics”. The design of tests should be undertaken by a team of at least one linguistic and one operational expert to ensure validity, reliability and operational relevance. Tests should provide candidate test-takers with sufficient and varied opportunities to use plain language in aviation work-related contexts in order to demonstrate their ability with respect to each descriptor in the Language Proficiency Rating Scale and the Holistic Descriptors. Here care has to be taken while treating standardized phraseology as test item. Appendix to Annex 1 indicates that the holistic descriptors and rating scale apply to the use of phraseology as well as plain language. However, ICAO phraseology which has already been embodied by the operational personnel during the training or at work cannot be solely used to assess plain language proficiency; neither can English language proficiency tests be used to test ICAO standardized phraseology. Therefore, one of the best segments of test may be coupling both forms with the inclusion of test item comprising emergency situation so that test focus will always fall on plain language.



2.2.4 Test development

Test development process and product is an essential component in testing. Its success, reliability and credibility depend on the persons involved in the test development. In the case of tests developed to meet ICAO language proficiency requirements, both English language experts (linguistics background) and subject matter experts (controllers, pilots, etc) should be involved. The development team has to have language testing expertise and knowledge of statistics. All test versions must be of the same level of difficulty and have to sample the content domain adequately. Also all candidates should receive the “same test” no matter which test version they take or who is examining them. If there is a test where one version is easier than another or when some examiners are more lenient than others then such a test is neither reliable nor valid.

2.2.5 Standardization and Reliability

The raters must stick to the specifications of Holistic Descriptors scale-wise so as to standardize the testing by calibrating their skills accordingly. It necessitates a standard interpretation of the Rating Scale and Holistic Descriptors because of the following factors that influence their decision:

- The rater’s first language
- The level of English language proficiency (if the rater is a non -native speaker)
- The degree of familiarity with aviation operations and aeronautical communication (if the rater has a professional background in language and linguistics)
- The degree of familiarity with language and linguistics (if the rater has a professional background in aviation operations)
- The degree of experience in language assessment and using language descriptors
- The degree of training in the application of the rating scale
- The extent and frequency of exposure to international accents

Reliability is often defined as a consistency of measurement and refers to the degree to which test scores are free from different types of chance effects. It is usually reported in the form of a reliability coefficient which can range from 0.0 to 1.0. The higher the figure, the better. No test will achieve a perfect reliability (1.0) but one should look for tests with reliability coefficients as close to 1.0 as possible. When evaluating speaking tests one should also make sure that examiners (assessors / raters) are as consistent as possible. There are two kinds of reliability one should be aware of:



- Intra-rater reliability: The extent to which a particular rater is consistent in using a proficiency scale for all test takers. As it is necessary to calibrate the instruments on a flight deck in order to gain accurate and reliable readings, so it is essential that a human rater is calibrated to produce reliable test results. Studies show that individual raters are unlikely to produce consistent results over time, and that without calibration, the longer a rater works, or the higher the number of candidates rated, the more inconsistent the results become.
- Inter-rater reliability: The level of consensus between two or more independent raters in their judgement of candidates' performance. The more the raters' calibration the less the inconsistency.

2.2.6 Validity

Validity refers to the fact that the test is valid when it measures what it is supposed to measure. And, above all, validity pertains to the correctness of the inferences or decisions made on the basis of test scores. As has already been said, each test can be valid only for the purpose it has. One of the best ways to estimate the validity is to review the feedback and wash-back effect if any on the test so far performed on the test-takers in the past. Other approach might be to conduct validation testing in phase-wise manner. Language proficiency testing in aviation is of very high stakes and the tests should reflect the job-related context of the candidates. Needs analysis has to be conducted and a detailed description of the test content provided. Test items/tasks must represent the language skills needed in the specific content domain. One of the basic requirements is involvement of subject matter experts in the test development and an independent expert evaluation of the test. Tests are, of course, only samples from a content domain. One has to make sure that the test is as representative of the content domain as possible. Otherwise, it would only fall under “construct under-representation”.

2.2.7 Fairness

Each test should be fair to all candidates, regardless of their gender, language background, race, ATC rating or the aircraft type rating a pilot has. The test should be trialed on a representative sample of the target population that bias analyses have been conducted and the test does not disadvantage a particular group of candidates. The Panel responsible for conducting the test should be able to justify that the test has been trialed.



2.2.8 Sustainability

The designated panel of raters must provide information on how the test will be sustained. Knowledge, skills and attitudes required must be sought through exposures to test developments taking place in the international arena. CAAN is aware of the need of lifelong learning which helps the evaluators and assessors to define on how new test versions will be developed and trialed.

2.3 Native & very proficient Nonnative speakers

Nepal is a non-native English speaking country where English is a foreign language. Therefore, CAAN has its test designed to accomplish this task by means of an alternative means of compliance since requirement recommended by ICAO is equally applicable to Native Speakers & very proficient nonnative speakers as well. CAAN supports the notion that the standards of English language should be acceptable to the global community given by the fact that native English has several regional and local variations influenced by speakers' cultures. And, proficient non-native users of English may add to the stock of such variations. CAAN acknowledges that aviation English language test should be geared to bring global harmonization.

2.4 Subjectivity

While assessing the language proficiency as per the ICAO holistic descriptors and the rating scale, efforts must be made to quantify the subjective requirements of the descriptors (see appendix) to dovetail the framework of 1-6 levels competency. Failure to do so may result in subjectively ascertained level of competency of the test-takers. Considering the high stake nature of language testing in aviation, efforts and system must be put in place to assure to the extent possible evaluation of a skill attained by an individual by another professional individual be driven by an objective strategy. Though, it is difficult to eliminate the intervention of subjectivity in a test, the adopted format, for use by testers, of test scoring, represents an objective rubric which takes into account the need of quantification of subjective elements contained in the ICAO Rating Scale-wise holistic descriptors. Use of percentage of interference of mother tongue or regional variation in pronunciation, use of parameters of basic and complex structural errors and their frequencies, expected and unexpected situational parameters, frequency of the use of discourse-markers are some to exemplify the strategies adopted for objective or near-objective testing. A continuous effort to eliminate the subjectivity in language proficiency test will be initiated towards keeping the raters abreast of new development tools through recurrent training.



CHAPTER -3

Test Preparation and Instrumentation

3.1 Objective plan

The test specification is the basic framework for test curriculum. The Civil Aviation Authority of Nepal, having considered the ICAO policy on ALPT has, through expert qualification, training and work experience of language testers, finds the following table of specifications an appropriate instrument to provide basis for conducting test for Nepalese aviation community. It must be noted that the TOS represents one of the best practices though cannot be claimed to be exhaustive. However, the TOS presented below shall be considered to be practicable, reliable and valid until further amended when deemed necessary. Testers shall make use of the sample forms and rubrics based on the TOS.

3.2 TOS and Competencies

Test-takers are assumed to have acquired certain competencies for speaking and listening. TOS addresses the skills as per the ICAO rating scale, with series of questions given below:

- How are the test-takers' overall patterns for stressing and unstressing syllables and words, and the patterns governing the rhythm and intonation of sentences or utterances?
- How far has he/she been accurate with productive structures (grammar and syntax) to convey meaning?
- Is the level of proficiency apparent in the accuracy, range and speed of access to the vocabulary required in a given situation? How is paraphrasing like?
- Is he/she able to produce unrehearsed speech at an appropriate pace?
- Does he/she have the ability to recognize and understand speech?
- How able is he/she to engage in spontaneous spoken dialogue and to successfully achieve communicative goals?

Table of Test Specifications									
Segment	Language Sub Skills (Cognitive/Affective)	RTF/ NL	Materials/methods/situations	Applicable Holistic Descriptors	Question	Q. types	Items Qs/Ts	M/L	Time (min.)
1. Warm UP - D/I	Speaking & Listening Skills.	(NL)	Rapport building, Self Introduction Familiar Topics. Direct Work related Questions	F; P; S; I;	Knowledge, Informative	Open Ended	2- 3 Qs.	1-6	3
2. Listening - I/D	Listening & Comprehension Skills.	(NL & RTF)	Playing Back of Pre recorded Appropriate material both Audio & video.	Comprehension.	Knowledge. Informative & Assertive	Open Ended	5 Qs	1-6	4
3. Situational talk - D/I	Speaking, Comprehension & Interaction during abnormal /unusual situations	(NL)	Well developed appropriate Emergency situations	F; P; S; I; V; C	Knowledge. Informative & Assertive,	Open Ended	1 Problem Task	1-6	3
3.1 Describing I/D	Speaking, Comprehension & Interaction during Unusual situations	(NL)	Clips of illustrations, photographs and video of emergency nature to allow elicitation of speech samples	F; P; S; V; C	Knowledge. Informative & Assertive,	Open Ended	2. Problem Tasks	1-6	3
3.2 Role Play- D	Ability to standardizing the NL in the typical flight situation	NL in R/T mode	Predetermined Role Play Card to elicit NL together with standard phraseology	F; V; P; I; C		R/T Role Play Card	10 Ts	1-6	7

Note: Qs: Questions; Ts: Turns; M/L: Marks/Level; NL: natural language; P=Pronunciation, S=Structure, V=Vocabulary, C=Comprehension, F= Fluency, I= Interaction, D= Direct, I= Indirect

3.3 Conduct of Test

The panel of examiners must make all the material including rubrics and test kits available to the raters and interlocutors at any given time so that the objectivity of test is assured. However, the testers may use the material as basic frame and conceive the items on their own way because of the emergent nature of responses of test-takers against the method of interview employed. It is imperative for testers to go through adequately developed quantities of test items in accordance with TOS.

3.4 Facility and technology

FSSD, authorized to conduct test through designated raters, shall take into account the economic factors involved and efficiency of the test while selecting the technology and assuring the highest degree of quality. The licensing authority responsible for conduct of test -- formal or non-formal -- will carry out the test in a well congenial room with sophisticated audio recording system. However, the authorized testing service providers CAAN, i. e., FSSD may enable the raters to conduct the test in a sophisticated digital language lab set up at Civil Aviation Academy in coordination with the latter. However, given the emergence of sophisticated recording device and portable audio visual system, the test may be conducted by the testers in a congenial and discreetly provisioned room. Care must be taken to ensure the highest quality of testing simulating the actual situation so that the system is capable of recording of all audio clips enabling interlocutors, especially raters, to analyze the evaluation by again listening to audio recordings.

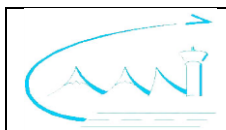
3.5 Holistic Descriptors

Proficient speakers shall communicate effectively in voice-only (telephone/radio-telephone) and in face-to-face situation:

- a. Communicate on common, concrete and work-related topics with accuracy and clarity;
- b. 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;
- c. 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
- d. Use a dialect or accent which is intelligible to the aeronautical community.

3.7 ICAO Language Proficiency Rating Scale

Actual evaluation should be based on above Holistic Descriptors in terms of the linguistic descriptors introduced in the ICAO Rating scale which is Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interaction. Therefore the evaluation of each individual skill area shall be performed in order to allocate a Level for each of above criteria on Holistic Descriptors.



CHAPTER 4

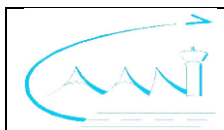
Testing Team Qualifications and Training

4.0 Composition of Panel of Examiners

- 4.1 *Lead and operational raters:*** The designated panel will consist of one lead rater, one operational rater and where possible one Interlocutor supported by two other staff to accomplish computer and administrative tasks and documentation. The examiners are trained by CAAN as per the ICAO 9835 Document and then authorized to conduct interviewing & rating of the ALPT test whether it is formal or non formal.
- 4.2 *Validity of authorization:*** Authorization is generally valid for two years from the date of initial issue, unless revoked or withdrawn and renewable if required. Authorization is issued to the raters in the prescribed format given in Appendix.
- 4.3 *Responsibility of licensing authority:*** The licensing authority responsible for ALPT will develop and select qualified and suitably trained examiners before authorization is issued. Where new panel is to be established upon expiry of authorization or for any other reasons the authority will continually establish the testing team by authorizing the same previously designated examiners or, where conditionally required, employ/procure other suitably trained and qualified raters.
- 4.3.1 *Recurrent training:*** Designated raters, whether in-house or outsourced, shall be provided with recurrent training every year for continued and increased efficacy, quality updates and maintenance of tests.

5.0 Qualifications and Training of Examiners

- 5.1 *Roles and areas of expertise:*** Within a testing team, the same person may possess several areas of expertise or play several roles. The designated team includes test designers, developers, administrators, interlocutors and raters. CAAN recognizes that language test design, development and delivery will work best if such a test involves personnel with the following qualifications, expertise and experiences.
- Personnel are basically air traffic controllers or pilots having ample R/T experiences in aviation communications involving extensive use of standardized phraseology
 - They possess tertiary qualifications in English language or literature or teaching English language.
 - They have undergone initial and recurrent rater training aimed to meet ICAO LPR
 - Raters have ample experience in testing the proficiency of pilots and controllers as per ICAO Annex 1 requirements.
 - They are very proficient in speaking in English.



5.1.1 CAAN considers that a rater possessing various areas of expertise involving knowledge of linguistics, test development, air traffic control or flying, will add to the reliability, quality and integrity of the test

5.2 Notwithstanding the policy provisions given under 5.1, the test will be carried out by a team whose qualifications, experience and predispositions are given below.

5.2.1 Test Team Qualifications

5.2.1.2 Operational expertise

- Radiotelephony experience as a pilot or air traffic controller.
- Minimum 5 years experience in aeronautical operations and procedures, and working knowledge of current practices.

5.2.1.3 Language test development expertise

- Specialization in language test development through training, or work experience
- Working knowledge of the principles of best practice in language test development

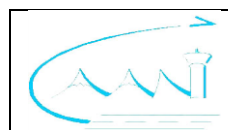
5.2.1.4 Linguistic expertise

- Working knowledge of the principles of theoretical and applied linguistics
- Working knowledge of literary/linguistic works at national level that may include research papers/ translation works wherein one of the languages involved in English.
- Working knowledge of the principles of language learning
- Experience in language teaching

5.2.1.5 All Raters/Examiners

Should be familiar with the relevant CAAN Regulations and the following ICAO publications:

- Annex 1 relevant Standards and Recommended Practices
- Holistic descriptors (Appendix 1 to Annex 1) and the ICAO rating scale
- Manual on the Implementation of ICAO Language Proficiency Requirements (Doc 9835 2nd Edition 2010)
- Guidelines for Aviation English Training Programme, ICAO
- ICAO Rated Speech Samples CD



5.2.1.6 Notwithstanding the expertise and familiarity mentioned under 5.2.1.5, the testing will be delivered by raters who have the following qualifications and training.

- MA in English or Diploma/master's degree in Teaching English as a Foreign/Second Language (TEFL/TESL) or Teaching English to Speakers of Other Languages (TESOL) OR,
Significant literary/linguistic works published at national level. This may include research papers/translation works wherein one of the languages involved is English (applicable at least for the lead rater)
- Will have successfully completed approved basic training followed by testers/raters' initial and recurrent training courses with Level 6 certification on the ICAO rating scale.
- Experience in English for Specific Purposes (ESP)
- Familiarity with aviation communications and operational environments
- Experience in communicative teaching
- Cross-cultural awareness
- Adaptability
- Curiosity
- Ability to assess language from the perspective of operational effectiveness rather than linguistic correctness
- Awareness of the distinction between standard phraseology and plain language in radiotelephony
- Experience as an operational professional (pilot or ATC)

5.2.17 Lead rater may, in his absence, authorize an operational rater to conduct test as lead rater provided the operational rater is qualified to evaluate the linguistic aspects of test in addition to operational aspects, and ensuring that the panel is always teamed with two raters at minimum

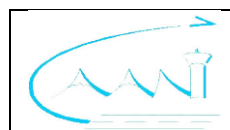
5.3 Ethics of Examiners

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 ethical code of the International Language Testing Association (ILTA). The following principles of ILTA shall be observed by the examiners.

- 5.3.1** 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.
- 5.3.2** 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.
- 5.3.3** 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.
- 5.3.4** Principle 4: Language testers shall not allow the misuse of their professional knowledge or skills, in so far as they are able.
- 5.3.5** Principle 5: Language testers shall continue to develop their professional knowledge, sharing this knowledge with colleagues and other language professionals.
- 5.3.6** Principle 6: Language testers shall share the responsibility of upholding the integrity of the language testing profession.
- 5.3.7** 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.
- 5.3.8** Principle 8: Language testers shall be mindful of their obligations to the society within which they work, while recognising that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.
- 5.3.9** 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.

5.4 Raters' behavior

A rater or interlocutor must be objective. During interview, raters should not give answers in relation to the responses made by interviewee. He/she should not show off knowledge, rather listen more to the test-taker. They should not assess operational knowledge but use of language. They should also avoid making remarks in support of test-taker's answer. Raters should only paraphrase question once and transition to another item if the test-taker should made as and when the test-taker fails to understand the paraphrased question.



CHAPTER -5

Testing Procedures

5.1 General

- 5.1.1** Pilots and air traffic controllers 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.
- 5.1.2** 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.

5.2 Preparation and Set up Requirements

5.2.1 Equipment

Ensure all the following necessary equipment is available:

- audio-visual item displayer
- digital recording device
- timetable
- assessment criteria (If rater and interlocutor roles are combined)
- reliable clock
- mark/record sheet

Each ALPT is recorded on electronic recording devices for future analysis and as a permanent record of the test.

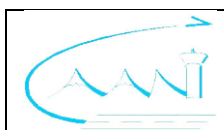
5.2.2 Location

Test is carried out at FSSD of CAAN. 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. No personnel will be allowed to be present during the testing session other than examiners and the test-takers. 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.

5.2.3 Administration

Administration staff will prepare the test schedule, process the applicants' biodata form and set the schedule in consultation with raters. The panel shall provide the information

on the purpose and content or test specification framework to the test-takers or their decision makers through orientation before the test is conducted



5.2.4 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.

5.3 ALPT Delivery Methods

5.3.1 Methods

To establish the individual's level of Aviation English capability of speaking and listening in accordance with the proficiency rating scale issued by ICAO, **direct** or **semi-direct** testing methods are used to share a common purpose. The primary difference between these two testing techniques lies in how speech samples are elicited. **Direct testing** involves face-to-face or telephonic interactions between the test-taker and the interlocutor, who may also serve as a rater. In **semi-direct** testing, test prompts and questions are prerecorded, and test-takers' responses are recorded for evaluation at a different time and, in some cases, a different place.

At CAA **direct testing** procedures are applied in the form of Aviation Language Proficiency Test (ALPT) where the test-taker interacts with a "live" interlocutor, who may also be an assessor or rater. The person-to-person interaction in a direct testing procedure may be directly observed and assessed in real time by a rater or can be recorded for subsequent rating.

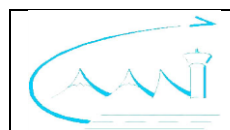
One benefit of direct testing is that the test tasks can be made more natural and more communicative, as the test-takers interact with an interlocutor. Another benefit is that there is an infinite supply of test prompts available because each test is a unique interaction between the interlocutor and the test-taker. In **direct testing**, there is also less likelihood of a test-taker responding with rehearsed speech samples in an effort to convince an examiner of a higher level of proficiency than actually attained.

5.4 ALPT Structure

5.4.1 As indicated in the TOS, the test will comprise proficiency assessment in speaking and listening designed to measure language proficiency in an aviation context where the Examiner will present several different scenarios and ask the candidate to respond as if he or she were part of the scenario ("role-play"). The test will consist about 15-20 responses and will take about 20 minutes to complete.

5.4.2 The ALPT shall include assessment on:

- a. Listening comprehension
- b. Speaking ability
- c. Responses to different scenarios.



- 5.4.3** The broad skill areas mentioned above comprise various segments: warm-up, listening and responding, situational talk, photograph-based responses, video-based responses and role-play including the emergency responses.
- 5.4.4** The ALPT is a semi-structured interview that uses interview questions, developed and prepared in advance which are asked to all candidates. However, follow-up questions are acceptable to probe specific areas in more depth depending on the responses of each candidate.

A wide variety of pre-recorded scenarios are available in the test bank for testing the listening comprehension skills. The aviation expert interlocutor will conduct a role-play after the test-taker has read the scenario and the role-play instructions.

5.5 Duration of the Test

As indicated in the TOS, total planned time for a test for an individual would be 20 minutes. However, Interlocutors are given a free hand to prolong any part of the item if probe necessitates so and as a result of that the total time may be up to fifteen more minutes making the total time as 35 minutes. The ALPT duration should not exceed 45 minutes. With regard to rating procedures, interviewers use specific criteria to evaluate responses to each question according to the ICAO Language Proficiency Rating Scale. This approach assures that all interviewees are evaluated against the same criteria and avoids irrelevant criteria being used, which minimizes biases.

5.6 ALPT Characteristics

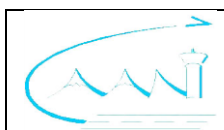
There are several general characteristics as indicated below that help better explain the ALPT qualities.

5.6.1 Specific Purpose

The purpose of the ALPT is to elicit ratable speech samples from interviewees for assessment. The specific purpose describes the exact nature of the interview and information to be elicited which should concern plain language, phraseologies and radiotelephony communications used in the aviation context whether it is for pilots, air traffic controllers or radio operators.

5.6.2 Planned Interaction

The interaction is usually planned prior to the ALPT according to the candidate's personal information, which includes; background data, professional experience and



other relevant information. Interaction planning is what helps interviewers achieve their purpose (see Bio-data form in appendix).

5.6.3 Oral Interaction

Another characteristic of the ALPT is that it is conducted orally. Hence listening and speaking skills of the test-taker will be evaluated and rated accordingly.

5.6.4 Face-to-Face Interaction

One value of conducting an ALPT face-to-face is the amount of speech that can be gained by the test-takers responses to the already developed questions and probing questions, as well as hearing the words of interviewees, which have a major contribution to the rating result.

5.6.5 Objective Measurement

ALPT success is closely related to the purpose of the interview. Listening and speaking skills are the best measure of interview success. An interviewer should achieve this purpose within the time frame of the interview.

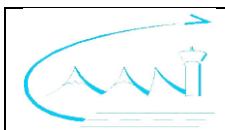
5.7 ALPT Planning and Preparation

Since the aim of the ALPT is to assess an individual's language proficiency, the interviewer should consider this purpose. This will enhance creativity in planning the interview and effectiveness at carrying it out. The interviewers approach the test with a plan.

5.7.1 Preparing to Test

Most tests are scheduled well enough in advance to allow the interviewer time to prepare. This preparation time should be used wisely. There are two types of preparation: general preparation, which includes learning about human nature, and specific preparation, which includes learning about the candidate and the content of the interview. Beyond this, the interviewer also has some added preparation responsibilities, such as choosing the interview time, preparing the setting, and planning the opening and interview structure.

5.7.2 Opening the Test



The interview should begin with an informal chat with the interviewee, aiming to “warm up” the situation and helping put the applicant at ease. No assessments are made at this stage until rapport building and self introduction is complete. During an interview opening, the climate is established, interviewee orientation takes place, and the first main question is asked. *Climate* refers to the mood or tone of the interview and includes icebreaking comments and other verbal and nonverbal behaviors which help establish the desired atmosphere. The orientation portion of an opening is designed to help the test-takers understand the nature of their role and provides a bridge or transition to the main body of the interview. If chosen well, it moves the interview smoothly into the prime domain of inquiry.

5.7.3 Response questions

The way in which a question is asked is just as important as the question itself. Questions serve many purposes besides information collecting. These include maintaining directional control, shaping responses, encouraging participation, and reinforcing the climate. Depending on the way questions are asked, they can be simple or complex, clear or ambiguous, objective or subjective, direct or indirect, neutral or leading, too long, precise, sharp, or double-edged. Testers should watch the proficiency standard of test-takers and pose questions accordingly.

5.7.3.1 Probing

A probe is a simple to complex or ordinary to higher follow-up inquiry to cover an area of information completely, which should be considered to test a wide range of speaking ability. Probes allow the interviewer to fill in the gaps. Besides gathering further information, probes are also used to maintain directional control.

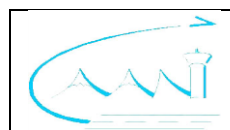
5.8 ALPT Administration

5.8.1 Registration / Bio-data Form

The candidate must present his/her ID before filling the bio-data form. The Bio-data form (see Attachment 2 in Appendix), incorporates personal data, educational and professional background, and result collection, as well as the interview schedule acknowledgement. The professional background of the Bio-data Form serves as an important aid in framing appropriate questions, comprehension scenarios and role-plays.

5.8.2 Fees Payment

The cost of test for test-takers from industry and organization will be as per the scheme given in the Appendix. Test-takers belonging to CAAN are exempted from any charge for testing. However, taking account of the high stake nature of testing which requires in-depth analysis of ratable speech and extensive preparatory process, each rater (language



rater and operational rater) shall be provided with the remuneration which will be borne by the Authority's appropriate finance section as per the schedule given in the appendix. ?? Provision of less enumeration in respect of CAAN personnel shall not imply that the testers observe any relaxation in quality standards of testing. The administration staff of the panel shall indicate the code number in the evaluation form.

5.8.3 Test Instructions

The test-taker is presented with test instructions in oral form prior to the test. A brief procedures is also given prior to the start of the formal interview.

5.8.4 Test Delivery

The test is conducted by two interviewers (one at a time). First interviewer for plain language and listening comprehension scenarios and the second for R/T communication role-play. However, the lead rater may intervene for any operational or linguistic question items where needed.

5.8.5 Analyzing, Rating and Reporting

Two raters listen to the recorded ALPT and rate the candidate according to ICAO rating scale. A Certificate is issued, signed and stamped (See Specimen certificate in the Appendix).

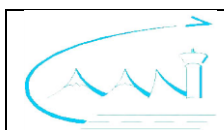
5.8.6 Record Keeping

The Bio-data form, fees receipt and a copy of the Certificate are filed and the ALPT recordings are saved in the computer for later reference. Interviewers securely keep all recording devices. The Minimum retention period of recording shall be 6 years.

5.9 ALPT Analysis and Rating

5.9.1 Analysis

Upon completion of the interview, the rater must analyze the interview results. As with interview preparation, analysis preparation is critical. The rater must review the ICAO Language Proficiency Rating Scale before starting the analysis. Throughout the analysis, the recorded speech should be continually referred to. The rater should follow the procedures listed below in order to make a valid conclusion of each interviewee's language proficiency. The specific areas that need to be considered are pronunciation, structure, vocabulary, fluency, comprehension and interaction.

**5.9.2** The analysis should be carried out as follows:

- Listen to the recording and write down any errors made by the test-taker
- Re-check the interviewee's weaknesses and errors to be sure of the accuracy of the decisions made with comparison to the ICAO Rating Scale.
- Integrate and conclude the derived information gained from the recording and notes analysis regarding weaknesses and errors made by the test-taker, to use while providing feedback as well as for the final level determination.

5.9.2 Rating

Rating procedures must be completed immediately after the test analysis. As the ALPT is a high-stakes test; inadequate aviation language testing could result in either serious safety gaps or highly negative social and economic consequences. It is therefore recommended that a minimum of two raters per interview are engaged to ensure fairness of the assessment.

- The raters must review the holistic descriptors and the rating scale.
- The raters must be aware that the high-stakes test will affect the aviation community.
- The raters must compare the results from the analysis with the rating scale by applying relevant language knowledge in all six areas.
- After comparing the result from the analysis with the rating scale, the raters must then evaluate the skills of the test-taker regarding the relevant areas on rating scale.

During this process, a rater must analyze each interviewee's English language proficiency by referring to the recording and notes regarding the relevant levels, and the areas and holistic descriptors of the ICAO rating scale described below.

5.9.3 Skill Areas, Rating Scale and Use

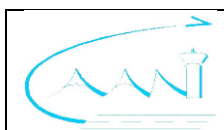
The examiners shall determine the ability of the test-taker in the following skill areas:

(i) Pronunciation:

- (A) the extent to which the pronunciation, stress, rhythm and intonation are influenced by the applicant's first language or regional – local variations;
- (B) how much they interfere with ease of understanding.

(ii) Structure:

- (A) the ability of the applicant to use both basic and complex grammatical structures;
- (B) the extent to which the applicant's local and global errors interfere with the meaning.

**(iii) Vocabulary:**

- (A) the range and accuracy of the vocabulary used;
- (B) the ability of the applicant to paraphrase successfully when lacking vocabulary.

(iv) Fluency:

- (A) tempo;
- (B) hesitancy;
- (C) rehearsed versus spontaneous speech;
- (D) use of discourse markers and connectors.

(v) Comprehension:

- (A) on common, concrete and work-related topics;
- (B) when confronted with a linguistic or situational complication or an unexpected turn of events.

(vi) Interactions:

- (A) quality of response (immediate, appropriate, and informative);
- (B) the ability to initiate and maintain exchanges:
 - (a) on common, concrete and work-related topics;
 - (b) when dealing with an unexpected turn of events;
- (C) the ability to deal with apparent misunderstandings by checking, confirming or clarifying.

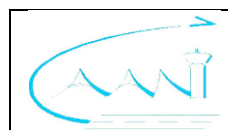
The different levels on the rating scale are important to consider. The ICAO Language Proficiency rating scale has 6 levels. Level descriptors describe in words performances that illustrate each level of competence defined on the scale.

Level 1 Pre-elementary describes performance 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 interferes with ease of understanding.

Level 3 Pre-operational describes performance in which responses may be immediate, appropriate and informative, however, often inadequate when dealing with an unexpected 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 errors 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 the ultimate acceptable operational performance where re-testing is not required, after having achieved this level. Language is native or near native-like and speech is natural and effortless, vocabulary is idiomatic and interactions are managed easily in almost all situations.

Holistic Descriptors

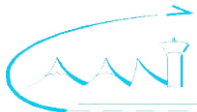
According to Doc. 9835, proficient speakers shall:

- communicate effectively in voice-only and in face-to-face situations;
- communicate on common, concrete and work-related topics with accuracy and clarity;
- 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;
- 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
- use a dialect or accent which is intelligible to the aeronautical community.

5.10 ALPT Certification (Appendix)

The CAA will issue a Certificate to provide the official results and feedback to concerned parties. The Certificate consists of two functional parts, the Personal Data and Test Result section. The result for each area should be transferred to the Test Result section of the Certificate. The results are recorded as a number indicating the level with respect to each area. The **Level Final Result** is determined by taking the minimum of all areas recorded. For example, in the situation below the test-taker would be allocated Level 3.

<i>Area of Linguistic Descriptors</i>	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions	<i>LEVEL FINAL RESULT</i>
<i>Level</i>	3	4	4	4	5	5	3

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5.11 Training need

A candidate failing to achieve operational level 4 on the scale will be required to undergo Natural English training and show proof of completion of the course before being allowed to test. The Panel is not entitled to impart training to trainees whose language proficiency is to be assessed by the Panel.

5.12 Appealing process

Candidates are allowed to appeal within two weeks of the results. When the appeal is received and accepted the panel will conduct fresh assessment on the recorded speech samples. The cost of the review shall be met by the appellant. The fees incurred will be same as for initial issue/renewal of license.

5.13 Renewal

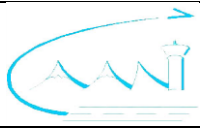
The applicant should submit application for renewal of licence at least 45 days prior to the test. Test may be conducted at any time within one month preceding the expiry.

5.14 Security and Retention of Records

All test materials and test records shall be kept secured in a locked cabinet in the examination office. Keys to this cabinet are controlled and shall only be available to authorised personnel (test examiner). 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 licence of the candidate to which they refer has been permanently withdrawn, cancelled or revoked.

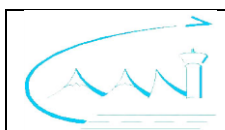
5.15 Licence Endorsement Recommendation

When a test-taker has scored Proficiency level 4 and above, the examiners should provide the evaluation sheet duly signed by the examiners to the administration (Licensing Officer) who will carry out endorsement on the license in accordance with the Annex 1 appendix. Finally personnel licensing official shall complete the checklist.



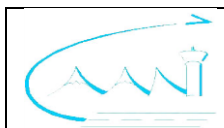
FORM ALPT FSSD 01
ICAO Rating Scale & Holistic Descriptors
Attachment 1

LEVEL	PRONUNCIATION <i>Assumes a dialect and/or accent intelligible to the aeronautical community.</i>	STRUCTURE <i>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task</i>	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.



LEVEL	<i>PRONUNCIATION</i> Assumes a dialect and/or accent intelligible to the aeronautical community.	<i>STRUCTURE</i> Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task	<i>VOCABULARY</i>	<i>FLUENCY</i>	<i>COMPREHENSION</i>	<i>INTERACTIONS</i>
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. 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 4.

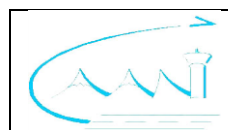


FORM ALPT FSSD 02

Bio-Data Form

Attachment 2

Candidate name (in block letters)			
Candidate category	<input type="checkbox"/> Flight crew <input type="checkbox"/> ATC <input type="checkbox"/> Other.....		
License number			
License issue date		License expiry date	
Personal Data			
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Present Address			
Telephone No. Email			
Identification Number			
Nationality			
Native language			
Educational Background			
<input type="checkbox"/> High School <input type="checkbox"/> Vocational <input type="checkbox"/> Diploma <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate <input type="checkbox"/> Graduate			
Language Certification			
Training during the last 3 years			
Course Name	Place	Duration	
Professional Background			
Period of Service	Employer	Position Title	
Interview Schedule	Check out	Result Collection by	
Test code assigned			
OSI			

**FORM ALPT FSSD 03 Pre-training/testing /screening Form Attachment 3**

Name of candidate/ID _____ Years in service: _____

Position: _____ Duty station: _____ Workplace language used: _____

Evaluation Indicators

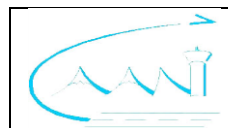
Language Certification	√	Language Background	√	Language Proficiency Assessment	√
Pre-Degree Education		Nationality		ICAO Scale	
SLC/'O' level		English as First Language		Oral interaction	
GCE 'A' Level		English as Second Language		Real time assessments of performance	
Higher Secondary Level		English as Foreign Language		RT monitoring checks	
Bachelor Level				Other	
Degree/Post Graduate Education		Family Background		Others (please specify)	
A recognized diploma with English as the medium of instruction		English as the dominant language used			
A recognized university degree with English as the medium of instruction		English not used or as a supplementary language			
Recognised English Proficiency Tests		Previous Employment			
IELTS/ TOEFL – Minimum Score		Employment in English-speaking country			
Any professional course in English (Training)		Employment in English-speaking industry			
Others (please specify)		Others (please specify)			

Results: I verify that the Aviation English competency of the person named above is at pre operational level (Level 3)/ operational level (Level 4)// extended (Level 5) /Expert Level (Level 6). I recommend that the foregoing candidate take the test to ascertain his/her language level on the ICAO Rating Scale. I recommend that the foregoing person undergo Aviation English Training, followed by the test.

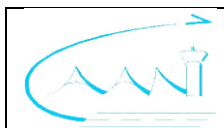
Screened by: _____ (full name and signature) _____

Date: _____

Capacity: _____ Qualifications: _____

**FORM ALPT FSSD 04****Test Evaluation Form****Attachment 4**

1. Full Name of the Candidate:ID/						
2. Organization						
3. Contact Number : E mail:						
4. Nationality:..... Licence Issuance Authority:						
5. Licence Number/ Type of Licence						
6. ALPT date of conduct:						
7. Applied for: (Put √ against):						
<ul style="list-style-type: none">• Licence Issuance• Licence Conversion• Renewal• Only screening						
9. If ALPT is already done, the level attained was.....						
10. Date of expiry						
11. Signature of candidate						
Date :						
Performance evaluation (for Panel's Use)						
Skill Areas tested	1	2	3	4	5	6
Pronunciation						
Structure						
Vocabulary						
Fluency						
Comprehension						
Interaction						
Very Proficient Non Native / Native Speaker : Yes <input type="checkbox"/> No <input type="checkbox"/>						
ICAO Level of Proficiency attained <input type="text"/>						
Remarks:						
Interview Panel (Name and Signatures)						
Lead Rater	Operational Rater		Interlocutor			
Name	Name		Name			
Signature	Signature		Signature			



FORM ALPT FSSD 05

Rating Scale Analysis Form –Testers/Raters

Attachment 5

Test taker's Name and ID: _____

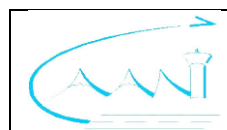
Test Date: _____

Lead Rater: _____

Operational Rater: _____

Interlocutor: _____

Pronunciation		Percentage of interference from first language				
Level 6		0 - 5				
Level 5		5 – 20				
Level 4		20 – 30				
Level 3		30 – 40				
Level 2		40 – 50				
Level 1		More than 50				
Structure		6	5	4	3	2
Basic Structure	Expected events	P	P	P	PE	E
	Unexpected events	P	P	PE	E	E
Complex Structure	Expected events	P	PE	PE	E	E
	Unexpected events	P	PE	PE	E	E
Vocabulary		6	5	4	3	2
Range	Familiar topics	P	P	P	PE	E
	Unfamiliar topics	P	PE	PE	E	E
Accuracy	Familiar topics	P	P	P	PE	E
	Unfamiliar topics	P	PE	PE	E	E
Sophistication		P	PE	E	E	E



Paraphrase		P	P	P	E	E
Fluency		6	5	4	3	2
Length	Familiar topics	P	P	PE	PE	E
	Unfamiliar topics	P	PE	E	E	E
Speech flow		P	PE	E	E	E
Discourse markers (inc. fillers)		P	P	PE	E	E
Comprehension		6	5	4	3	2
Context	Common	P	MP	MP	PE	E
	Uncommon	P	MP	PE	E	E
Interaction		6	5	4	3	2
Responses		P	P	P	PE	E
Verbal / non-verbal cues		P	ME	E	E	E
Ability to deal with conversational turns	Expected turn	P	P	P	PE	E
	Unexpected turn	P	P	PE	E	E

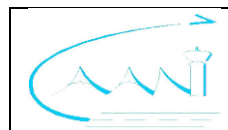
Notes: P = Perfect/almost Perfect

PE = Close to P with very less errors

E = Errors distort performance.

MP = Mostly perfect/Accurate

ME = Manages responses

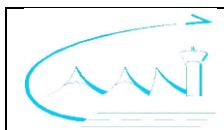
**Certificate of Level Attainment****Attachment 6****Civil Aviation Authority of Nepal****Aviation English Language Proficiency Test (ALPT)****Certificate of Level Attainment**

It is affirmed that Mr. -----(name of test-taker), Test Code No. ----- of ----- (organization) ATC/PPL/SPL/CPL/ATPL/Licence No. ----- attended Aviation English Language Proficiency Test (ALPT) conducted on ----- at this Department. He/she was assessed on the six skill areas and found to have attained Level ----- on the ICAO Rating Scale as given below:

<i>Area of Linguistic Descriptors</i>	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions	LEVEL FINAL RESULT
<i>Level</i>	5	5	4	5	4	5	4

Lead Rater

Head of Department

**Letter of Authorization****Attachment 7****Letter of Authorization**

Having examined the testimonials and satisfied with the qualifications, training and expertise of the subject and upon finding that the subject is fit to perform language proficiency test for the continued implementation of ICAO language proficiency requirements in Nepal,

this letter of Authorization is issued to.....(Name),..... (Designation), subject to the conditions and limitations mentioned below, to conduct, as member of the designated Panel, the language proficiency test on behalf of the Civil Aviation Authority of Nepal as testing service provider. You shall perform the testing as lead language rater/operational rater as may be required, in accordance with the Aviation Language Proficiency Testing Procedure Manual 2014 approved by Director General and issued under his Authority.

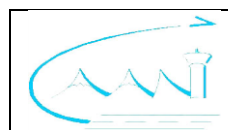
Limitations and Conditions

- 1) The rater shall comply with the Aviation Language Proficiency Testing Procedures Manual as well as policies, orders and regulations of the Authority as may be issued relating to language.
- 2) The authorization may be cancelled, suspended or revoked in case of
 - a) No test is performed as per test administration;
 - b) Disregard of or failure to demonstrate skill required to perform test, and knowledge of the relevant rules and regulations of CAAN;
 - c) Careless or inconsistent reporting of the results of the language proficiency test;
 - d) Misuse of Authorization;
- 3) The raters shall not train any test-taker in a manner that facilitates him/her to pass the test. However, they should train prospective in-house candidates to facilitate assessment.
- 4) The Authorization shall remain valid for two years from the date of issue.

Authorization Number: -----

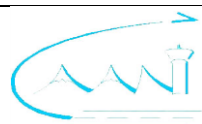
Date of issue: -----

Prem Nath Thakur
Director General

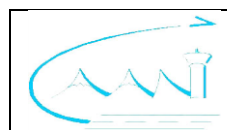
**Quality Assurance Check List****Attachment 8****Quality Assurance Check list**

1.	Test Design and Construct	Yes	No	Remarks
1.1	Is a definition of the test purpose that describes the aims of the test and the target population accessible to all decision-makers?			
1.2	Is a description and rationale for test construct—and how it corresponds to the ICAO language proficiency requirements—accessible to all decision-makers in plain, layperson, language?			
1.3	Does the test comply with principles of good practice and a code of ethics as described in ICAO Document 9835?			
1.4	Does the test focus on discrete-point items, on grammar explicitly, or on discrete vocabulary items?			
1.5	Is a specific listening section included, with individual items? If comprehension is assessed through a specific listening section with individual items, it should not be done to the detriment of assessing interaction.			
1.6	Does the test include voice-only interaction?			
1.7	Does the test assess plain language proficiency in an aviation context?			
1.8	The test is specific to aviation operations. Does the test avoid items that are designed to elicit highly technical or very context-specific language?			

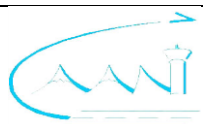
1.9	Is the final score for each test-taker the lowest of the scores on each of the six ICAO language proficiency skills?			
2	Test Validity and Reliability	Yes	No	Remarks
2.1	Is a statement of evidence for test validity and reliability accessible to all decision-makers, in plain layperson language?			
2.2	Is the following information accessible to to all decision makers? <ul style="list-style-type: none"> • A summary of the development calendar • Report of each development phase 			
2.3	Is an appraisal of the expected test washback effect on training accessible to all decision-makers?			
3	Rating	Yes	No	Remarks
3.1	Is the rating process documented?			
3.2	To fulfil licensing requirements, do at least two raters participate in the rating of tests, with a third expert rater consulted in case of divergent scores?			
3.3	Are initial and recurrent rater training documented? Are rater training records maintained? Are raters audited periodically and reports documented?			
4	Test Administration and Security	Yes	No	
4.1	Is a complete sample of the test published, including the following: <ul style="list-style-type: none"> a) test-taker documents (paper instructions, screen display, etc.)? b) interlocutor instructions or prompts? c) rater documentation (answer key, rating scale, instructions)? d) one complete sample of audio recordings (for listening sections or semi-direct prompts)? e) a demonstration of test-taker/interlocutor 			



	interaction			
4.2	Is the test rating process documented, including instructions on the extent and nature of evidence that raters should collect?			
4.3	Are the test instructions to the test-taker, the test administration team, and test raters clearly documented?			
4.4	Are the requirements for equipment, human resources, and facilities necessary for the test included in the instructions?			
4.5	Does the testing location offer moderate comfort, privacy and quiet?			
4.6	Is a full description of test administration policies and procedures published, including the following? <ul style="list-style-type: none">• Possibilities for retaking the test• Score reporting procedures• Record-keeping arrangements• Plans for quality control, test maintenance, and ongoing test process			
4.7	Has an appeals process been established, documented and made available to test-takers and decision-makers at the beginning of the testing process?			
4.8	Is a full description of security measures required to ensure the integrity of the testing process documented and available to all decision-makers?			
4.9	In the case of semi-direct prompts, are there multiple versions of the test to meet the needs of the population to be tested with respect to its size and diversity?			
4.10	Are test questions and prompts held in confidence and not published or in any way provided to test-takers prior to the test event?			

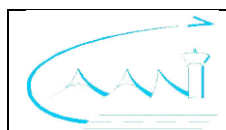


4.11	Is a documented policy for all aspects of test security accessible to all decision-makers?			
5	Record-Keeping	Yes	No	Remarks
5.1	Are all proficiency tests of speaking ability recorded on audio or video media?			
5.2	Are evaluation sheets and supporting documentation filed and retained until a predetermined and documented period of time of sufficient duration to ensure that rating decisions can no longer be appealed?			
5.3	Is the record-keeping process documented and adequate for the scope of the testing?			
5.4	Is the score-reporting process documented and are scores retained for the duration of the licence?			
5.5	Are results of testing held in strict confidence and released only to the test-takers, their sponsors or employers, and the civil aviation authority, unless the test-takers provide written permission to release their results to another person or organization?			
6	Organizational Information and Infrastructure	Yes	No	Remarks
6.1	Has the aviation language TSP provided clear information on its organization and all relationships with other organizations?			
6.2	If a TSP is also a training provider, is there a clear and documented separation between the two activities?			
6.3	Does the TSP have sufficient numbers of qualified interlocutors and raters to administer the required tests?			
6.4	Has the TSP provided an explanation of how the test is maintained, including an explanation of how ongoing test development is conducted?			



7	Testing Team Qualifications	Yes	No	Remarks
7.1	Are all testing team members familiar with the following ICAO publications? <ul style="list-style-type: none">• Annex 1 relevant SARPS and Recommended Practices• Holistic descriptors (Appendix 1 to Annex 1) and ICAO rating scale (Attachment A to Annex 1)• Manual on the Implementation of ICAO Language Proficiency Requirements (Doc 9835)• ICAO Rated Speech Samples CD			
7.2	Does the test design and development team include individuals with aviation operational, language test development, and linguistic expertise?			
7.3	Do test administrators and interlocutors have a working knowledge of test administration guidelines?			
7.4	Do interlocutors demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested, and Expert Level 6 if the test is designed to assess ICAO Level 6 proficiency?			
7.5	Have interlocutors successfully completed initial interlocutor training?			
7.6	Have interlocutors successfully completed recurrent interlocutor training at least once each year?			
7.7	Do interlocutors have appropriate aviation operational or language testing expertise, or both?			
7.8	Do raters demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested, and Expert Level 6 if the test is			

	designed to assess ICAO Level 6 proficiency?			
7.9	Are raters familiar with aviation English and with any vocabulary and structures that will likely be elicited by the test prompts and interactions?			
7.10	Have raters successfully completed initial rater training?			
7.11	Have raters successfully completed recurrent rater training at least once each year?			

**Fees and Charges****Attachment 9****Fee and Remuneration Structure**

The remuneration scheme for raters and other support staff shall be in accordance with the following:

A. Airline Pilots

1. Fees of ALPT: US \$ 100 equivalent Nepali Rupees (Excluding Vat) per candidate to be deposited in the appropriate CAAN Account
2. Remuneration to be provided by the Authority to Raters/examiners and support staff is given below

Expert Designation	Allowance Per test (Combined interlocation & Rating)	Allowance per interlocation (if Conducted Separately)	Allowance Per rating (if Conducted Separately)	Allowance per Expert Per Day
Linguist outside of CAAN	2,000.00	1,000.00	1,000.00	2,000.00
Linguist within CAAN	15,00.00	750.00	750.00	1500.00 On Public holiday Only
Pilot subject matter expert (SME) within CAAN	15,000.00	750.00	750.00	1500.00 On Public holiday Only
Pilot subject matter expert (SME) outside CAAN	2,000.00	1,000.00	1,000.00	2,000.00
ATC Subject matter expert (within CAN)	1,500.00	750.00	750.00	1500.00 On Public holiday Only

Note: Remuneration to be provided by the Authority to **Other committee member as per decision of CAAN Board Meeting minute no 326..... and we shall follow other instructions as mentioned in Examination SOP**

B. CAAN Pilots/ATCs

1. Fees are exempted in respect of CAAN operational pilots and air traffic controllers.
2. Remuneration to be provided by the authority to Raters/Examiners and support staff will be same as mention in A (2)