



**Guidance Material**  
**on**  
**Aviation English Language Proficiency Test**



**Issue-1**

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**Civil Aviation Authority of Bangladesh**

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## TABLE OF CONTENTS

## Table of Contents

Foreword.....	5
Chapter 1.....	6
1.2 ACRONYMS.....	7
1.3 DEFINITIONS.....	7
1.4 SCOPE.....	9
1.5 REFERENCES.....	9
1.6 APPLICABILITY.....	10
Chapter 2.....	11
2.1 MINIMUM LANGUAGE PROFICIENCY LEVEL.....	11
2.2 LANGUAGE PROFICIENCY ASSESSMENT.....	11
2.3 EXPERT LEVEL 6 PROFICIENCY.....	11
2.4 EXPERT LEVEL 6 ASSESSMENT.....	12
Chapter 3.....	13
3.1 CONDUCT OF AELPT.....	13
3.2 EXPLANATION OF THE ACTIVITIES IN DIFFERENT PHASES.....	14
3.3 LISTENING COMPREHENSION TEST (Approximately 10 minutes).....	15
3.4 ROLE-PLAY ( VOICE-ONLY )-5-7 minutes.....	15
Chapter 4.....	17
4.1 ICAO LANGUAGE PROFICIENCY RATING SCALE.....	17
4.2 GRADING TECHNIQUES.....	18
Chapter 5.....	19
5.1 ENDORSEMENT OF LANGUAGE PROFICIENCY LEVEL.....	19
5.2 ADMINISTRATIVE ARRANGEMENTS.....	19
5.3 RENEWAL OF LICENCES WITH ENDORSEMENT BELOW LEVEL 6.....	19
5.4 REAPPEARING FOR TEST.....	19
5.5 IMPROVEMENT/UPGRADATION.....	20
5.6 TEST FEES.....	20
5.7 TEST RESULT AND RECOMMENDATION.....	20
5.8 SPECIMEN FORMS.....	20
5.9 RECOGNITION.....	20
Appendix-A.....	22





Bio-data Form .....	22
EDUCATIONAL BACK GROUND .....	23
Appendix: B .....	25
HOLISTIC DESCRIPTORS : .....	25
Appendix-C .....	26
ICAO LANGUAGE PROFICIENCY RATING SCALE .....	26







## Foreword

In exercise of the powers conferred by Section-14 of Civil Aviation Act 2017, the Chairman, Civil Aviation Authority of Bangladesh (CAAB) is pleased to issue this Guidance Material (GM) on English Language Proficiency Testing for Service Providers, individuals and/or organizations on a need-to-know basis for the purpose of demonstrating compliance with the requirements stipulated in ANO 1.

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

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

As a Contracting State, Bangladesh is committed to remain compliant with and produce National Standards and Procedures in line with the ICAO Standards. This Guidance Material(GM) will be able to help the Service Providers in the process.

I commend the hard work undertaken by the Subject Matter Experts in producing the Guidance Material (GM).

Air Vice Marshal M Mafidur Rahman  
BBP, BSP, BUP , ndu, afwc, psc  
Chairman

Civil Aviation Authority of Bangladesh



## Chapter 1

### 1.1 INTRODUCTION

1.1.1 The latest amendment of ICAO Annex 1 on language proficiency (Amendment 164) became applicable on 27<sup>th</sup> November 2003. As per language proficiency requirements set in item 1.2.9.1 of the said Annex, aeroplane, airship, helicopter and powered-lift pilots, airship, glider, rotorcraft, powered-lift or free balloon remote pilots; air traffic controllers; and aeronautical station operators shall demonstrate the ability to speak and understand the language used for radiotelephony communications to the level specified in the language proficiency requirements in Appendix 1.

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

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

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

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





Holistic Descriptors, the adoption of ICAO Language Proficiency Rating Scale and elaborate explanation of the activities to be undertaken in various Phases etc.

1.1.6 This Guidance Material is issued to provide guidance to the Service Providers, individuals and/or organizations on a need-to-know basis.

## 1.2 ACRONYMS

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

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

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

1.2.3 **GM** means Guidance Material.

1.2.4 **ANO** means Air Navigation Order.

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

1.2.6 **SARPs** means Standards and Recommended Practices

1.2.7 **LPR** means Language proficiency requirements

1.2.8 **SME** means Subject Matter Expert

## 1.3 DEFINITIONS

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

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







- 1.2.4 **Rater or assessor** means a suitably qualified and trained person who assigns a score to a test-taker's performance in a test based on an evaluation usually involving the matching of features of the performance to descriptors on a rating scale.
- 1.2.5 **Test-Taker** means the person being tested or to be tested or candidate.
- 1.2.6 **Rating Scale** means a scale consisting of several ranked categories used for making judgements of performance. They are typically accompanied by band descriptors which make their interpretation clear.
- 1.2.7 **Language Proficiency Skill** means the knowledge and abilities which impact on the capacity of a given individual to communicate spontaneously, accurately, intelligibly, meaningfully and appropriately in a given language.
- 1.2.8 **The aviation phraseology** means a limited technical artificial language which is standard, strongly regulated, mandatory, action linked, alphanumeric, dominated and different from plain English.
- 1.2.9 **Plain language in Aeronautical Radiotelephony Communication** means the spontaneous, creative and non-coded use of a given natural language. In simple terms, plain language can be thought of as the non-phraseology language that is used by pilots and air traffic controllers in radiotelephony communication when standardized phraseology is not appropriate.
- 1.2.10 **Inter-rater reliability** means the consistency or stability of scores between different raters.
- 1.2.11 **Intra-rater reliability** means the consistency or stability of scores given by a single rater to the same performances at different moments in time.
- 1.2.12 **Dialect** means a distinctive variety of a language, usually associated with social or geographical distinctions, which is characterized by differences in accent, vocabulary and grammar with regard to other varieties of the same language.
- 1.2.13 **Formulaic speech** means a restricted or coded use of language comprising fixed standard phrases or lexical and syntactical routines, developed either by consensus for highly repetitive communications (e.g. every exchanges of greetings) or formally prescribed for special or professional purposes. (ICAO standardized phraseology is an example of formulaic speech.)
- 1.2.14 **Reliability** means the consistency or stability of the measures from a test.
- 1.2.15 **Validity** means the extent to which scores on a test enable inferences to be made







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

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

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

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

## 1.4 SCOPE

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

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

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

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

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

## 1.5 REFERENCES

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





- a. ANO 1 on Personnel Licensing
- b. ICAO Doc 9835 (Manual for the implementation of ICAO Language Proficiency Requirements)
- c. ICAO Circular-318 (Language Testing Criteria for Global Harmonization)
- d. ICAO Doc 9379 (Manual of Procedures for Establishment and Management of a State's Personnel Licensing System) , Part II, Chapter 6.

## 1.6 APPLICABILITY

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

1.5.2 The Guidance Material(GM) holds information and requirements for individuals and organizations for the purpose of demonstrating compliance with the ICAO language proficiency requirements acceptable to CAAB.

This GM shall apply to:

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





## Chapter 2

### 2.1 MINIMUM LANGUAGE PROFICIENCY LEVEL

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

### 2.2 LANGUAGE PROFICIENCY ASSESSMENT

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

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

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

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

### 2.3 EXPERT LEVEL 6 PROFICIENCY

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

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

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







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

## **2.4 EXPERT LEVEL 6 ASSESSMENT**

**2.4.1 Level 6** proficiency has a very wide range of coverage since it is intended to account for most first language speakers with native or native like proficiency as well as second or foreign language speakers with a high level of proficiency.

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

- a) place of birth and residence;
- b) the language(s) used during childhood in the family, in the community and in education;
- c) long period of residence (with proven participation) in communities where language is used socially, professionally or in education;
- d) extended periods of language study or higher education diplomas;
- e) very high scores in general language tests.

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





## Chapter 3

### 3.1 CONDUCT OF AELPT

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

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

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

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

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

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

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

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

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





### 3.2 EXPLANATION OF THE ACTIVITIES IN DIFFERENT PHASES

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

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

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

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

#### 3.2.5 Phase 2: Level Check (approximately 5 minutes)

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

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

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

#### 3.2.7 Phase 3: Probes (approximately 5 minutes)

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







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

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

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

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

### 3.3 LISTENING COMPREHENSION TEST (Approximately 10 minutes)

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

### 3.4 ROLE-PLAY (VOICE-ONLY)-5-7 minutes

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





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





## Chapter 4

### 4.1 ICAO LANGUAGE PROFICIENCY RATING SCALE

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

- a) Pronunciation focuses on stress, rhyme and intonation assuming that accent and/or dialect are intelligible to the international aeronautical community.
- c) Structure is checked on basic grammatical structure and sentence patterns under the condition that these are determined by language functions appropriate to the task.
- c) Vocabulary considers both the range and accuracy.
- c) Fluency is concerned with the interviewee's ability to converse naturally using an appropriate tempo.
- e) Comprehension refers to an understanding of speech varieties (dialect and/or accent) or register cultural subtleties in concrete and work-related topics.
- f) Interaction focuses on responses which are immediate, appropriate and informative. It also refers to an interviewee's ability to confirm, clarify or check, as well as incorporating and understanding verbal and non-verbal cues.

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

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

Level 2 Elementary, describes performance where interactions are limited to simple routine exchanges, which are mostly based on memorized grammatical structures, sentence patterns, words

and phrases, Language is heavily influenced by the interviewee's first language which often interfere with ease of understanding.







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

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

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

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

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

## 4.2 GRADING TECHNIQUES

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





## Chapter 5

### 5.1 ENDORSEMENT OF LANGUAGE PROFICIENCY LEVEL

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

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

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

### 5.2 ADMINISTRATIVE ARRANGEMENTS

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

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

### 5.3 RENEWAL OF LICENCES WITH ENDORSEMENT BELOW LEVEL 6

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

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





#### **5.4 REAPPEARING FOR TEST**

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

#### **5.5 IMPROVEMENT/UPGRADATION**

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

#### **5.6 TEST FEES**

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

#### **5.7 TEST RESULT AND RECOMMENDATION**

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

#### **5.8 SPECIMEN FORMS**

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

#### **5.9 RECOGNITION**

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







This GM-1-03 shall come into effect upon the signature of Member, Flight Standard & Regulations.

A handwritten signature in black ink, consisting of a stylized 'S' and 'K' followed by a long horizontal stroke, is positioned above the name of the signatory.

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



## Appendix-A



### CIVIL AVIATION AUTHORITY BANGLADESH KURMITOLA, DHAKA

#### Bio-data Form

Candidate's Name : \_\_\_\_\_  
(in BLOCK letters)  
Nationality : \_\_\_\_\_

Gender : ☐ Male ☐ Female ☐ Other

Native language : \_\_\_\_\_

National ID No. : \_\_\_\_\_

Organization : \_\_\_\_\_

Candidate Category : ☐ Flight crew ☐ ATCO

Date of expiry of the last AELP Rating, if  
any: \_\_\_\_\_

License Number : \_\_\_\_\_

Issue Date: \_\_\_\_\_

Expiry Date: \_\_\_\_\_

Company ID No (If any) : \_\_\_\_\_

Present Address : \_\_\_\_\_  
\_\_\_\_\_

Telephone Number : \_\_\_\_\_

E-mail Address : \_\_\_\_\_



**EDUCATIONAL BACKGROUND**

☐ SSC or Equivalent ☐ HSC or Equivalent ☐ Graduate ☐ Post Graduate

**Professional Training Background (During the Last 6 years )**

Course Name	Place	Duration

**Professional Job Background**

<u>Period of Service</u>	<u>Employer</u>	<u>Position</u>	

**ANY OTHER RELEVANT INFORMATION**





Company/Organization\*

Test fees paid by:

Receipt of results:

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

\*Attention: \_\_\_\_\_

**INTERVIEW SCHEDULE ACKNOWLEDGEMENT**

Interview Date	Interview Time	Interview Location

\_\_\_\_\_  
Candidate's Signature\_\_\_\_\_  
CAAB Official's Signature

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

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





## Appendix: B

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

### **HOLISTIC DESCRIPTORS :**

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

Proficient speakers shall:

- 1) communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;
- 2) communicate on common, concrete and work-related topics with accuracy and clarity;
- 3) use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm or clarify information) in a general or work-related context;
- 4) handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
- 5) use a dialect or accent which is intelligible to the aeronautical community.





## Appendix-C

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

### ICAO LANGUAGE PROFICIENCY RATING SCALE

#### 1.1 Expert, extended and operational levels.







Level	<b>PRONUNCIATION</b> Assumes a dialect and/or accent intelligible to the aeronautical community	<b>STRUCTURE</b> Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task	<b>VOCABULARY</b>	<b>FLUENCY</b>	<b>COMPREHENSION</b>	<b>INTERACTIONS</b>
<b>Expert</b>  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.
<b>Extended</b>  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.
<b>Operational</b>  4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic	Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is	Responses are usually immediate, appropriate, and informative: Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with





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

## APPENDIX-C

## 1.2 Pre-operational, Elementary, and Pre-elementary levels.

<b>Pre-operational 3</b>	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.
<b>Elementary 2</b>	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.
<b>Pre-elementary 1</b>	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.





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

