

**No. 1 Aeronautical English "Train-the-Testers" Workshop
26 to 30 March 2007**

附件3

<i>S/No</i>	<i>Country</i>	<i>Name</i>	<i>Organisation</i>	<i>Sponsor</i>
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4	Malaysia	Loo Chin Oon Assistant Director/ ATC Instructor Civil Aviation College - freddyloo@dcakolej.gov.my - freddyloo@hotmail.com	Department of Civil Aviation	Govt
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9	Malaysia	Mohd Najib Bin Saad @ Salleh Instructor - canopybreaker@yahoo.com.my	Ministry of Defence	Govt
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13	Singapore	Robert Ceperkovic Teacher/Trainer - rceperkovic@yahoo.com	British Council	Pte
14	Taiwan	Mrs Chang Jui Chun Air Traffic Controller - annie.tw@gmail.com	Civil Aeronautics Administration	Govt
15	Taiwan	Mrs Huang Shu Chen Air Traffic Controller - skeeter1688@yahoo.com.tw	Civil Aeronautics Administration	Govt
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Instructors:

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**No 1 AERONAUTICAL ENGLISH
TRAIN-THE-TESTERS WORKSHOP
26 – 30 MARCH 2007**

附件4

Introduction

Communication problems are implicated in many aviation accidents and runway incursions. Past investigations have shown that the lack of language proficiency has been a significant contributory factor to such accidents. Concern over the role of language in aviation accidents turned into action in 1998 when the International Civil Aviation Organisation (ICAO) Assembly assigned high priority efforts to strengthen provisions concerning language requirements.

To this effect, ICAO has introduced new requirements and established minimum language proficiency levels for international civil aviation. By March 2008, all States will be required to meet the new standards set by ICAO. The need for States to assess the ability of aviation personnel to use adequate English creates a training challenge that calls for effective and efficient aviation language training and testing.

Objectives

The workshop is designed to give participants a better understanding of the skills and tools required to build a suitable test method based on ICAO's guidance material and scenarios relevant to their job. They will also gain a better understanding of the ICAO requirements and benefit from the sharing of knowledge and methodology with other regulators and language specialists.

Outline

- Overview of the Manual on the Implementation of the ICAO Language Proficiency Requirements (Doc 9835)
- Radiotelephony phraseologies
- ICAO rating scale
- ICAO holistic descriptors
- Practical use of the rating scale and holistic descriptors
- Development of testing services
- Development of a rating scale checklist
- Responsibilities of a tester
- Screening a candidate
- Building a testing scenario

AERONAUTICAL ENGLISH, TRAIN-THE-TESTER
26 – 30 MARCH 2007

Course Manager: Samuel Ko

DAY/TIME	0830-1000	1030-1200	1300-1500	1530-1730
MONDAY 26.3.07	COURSE OPENING & REGISTRATION	OVERVIEW OF DOC9835 – REQUIREMENTS AND IMPLEMENTATION (SAA)	ICAO LANGUAGE PROFICIENCY RATING SCALE & HOLISTIC DESCRIPTORS (SAA)	RADIOTELEPHONY PHRASIOLOGIES (SAA)
TUESDAY 27.3.07	PRACTICAL USAGE OF THE ICAO RATING SCALE – USE OF THE 6 AREAS OF LINGUISTIC DESCRIPTIONS (RELC)	L	Definition, types & qualities of language testing (RELC)	Stages in test planning & building (RELC)
WEDNESDAY 28.3.07	PLANNING – Table of specifications (SAA + RELC)	U	BUILDING 1 – Test questions & scenarios (SAA + RELC)	
THURSDAY 29.3.07	BUILDING 2 – Test questions & scenarios (SAA + RELC)	N	TRIALING & FINE-TUNING – Role play sessions (SAA + RELC)	
FRIDAY 30.3.07	RESPONSIBILITIES & ROLES OF EXAMINERS (SAA + RELC)	C	REVIEW OF TESTING (SAA + RELC)	COURSE CLOSING & PRESENTATION OF CERTIFICATES

OUTLINE OF TOPICS

1. OVERVIEW OF DOC9835 – REQUIREMENTS AND IMPLEMENTATION

Brief overview on the following documents

- Annex 1 – Personnel Licensing
- Annex 6 – Operation of Aircraft
- Annex 10 – Aeronautical telecommunications, Volume II – Communication Procedures including those with PANS status
- Annex 11 – Air Traffic Services
- DOC 4444 – PANS-ATM

Identifying the steps to implementation

- Benchmarking of candidates
- Suitable programme to upgrade

2. ICAO LANGUAGE PROFICIENCY RATING SCALE & HOLISTIC DESCRIPTORS

- Explanation of the language proficiency rating scale & holistic descriptors
- Query and discussion on the language proficiency rating scale & holistic descriptors
- Linguistic assessment techniques to apply when using the rating scale
- Using the rating scale to effectively gauge candidates on their level of proficiency

3. RADIOTELEPHONY PHRAESEOLOGIES

- Identifying potentially ambiguous phraseology
- Ways to reduce risks of misinterpretation
- Some recommended practices

4. DEFINITION, TYPES AND QUALITIES OF LANGUAGE TESTING

- The nature & major types of language testing vis-à-vis testing of listening & speaking skills
- Pros and cons of direct and indirect methods of screening
- Suggested ways of screening, e.g. telephone; computer-assisted; indirect or direct interview; etc
- Reliability, validity and practicality of language testing

5. STAGES IN TESTING – FROM PLANNING, BUILDING, TRIALING TO ADMINISTRATION

- Important stages in language testing
- Salient features and tasks required for the following stages:
 - Planning – Table of specifications
 - Building – Test items, rubrics, test levels and language subskills, testing contexts/scenarios
 - Trialing & Fine-tuning – Reliability & validity
 - Administration – Giving & marking of test

6. PLANNING – TABLE OF SPECIFICATIONS

- Identifying test specifications for the test kit
- Drawing up a table of specifications for the test kit

7. BUILDING TEST QUESTIONS AND SCENARIOS

- Constructing of test questions & scenarios according to the designed table of specifications

8. TRIALING & FINE-TUNING– ROLE PLAY SESSION

- Principles of test trial-run
- Testing of designed test scenarios

9. RESPONSIBILITIES & ROLES OF EXAMINERS

- Code of Ethics: International Language Testing Association (ILTA) and/or Japan Association of Language Testers
- Qualifications of programme test developers

10. REVIEW OF TESTING

- Debrief on the test kit developed by the various groups
- Question and answer relating to the development & verification of test kit

Table of specifications

Test Type: Aviation English Competency Test

Part/ Section/ Q. no.	Language sub-skills	RTF/ Natural Language	Text types/Materials/ Situations	ICAO Specs.	Question levels						Q. types	No. of items	Mark alloc.	Time alloc.
					Kno	Com	App	Ana	Syn	Eva				
PART 1 INTRO - DUCTION	1. Respond to questions 2. Provide information 3. Express opinions	Plain English	1. Interview between candidate and examiner 2. Set of suggested interview questions.	ICAO Lang Rating Scale							open ended	5-10 questions	Level 1-6	5 mins
PART 2 ROLE PLAY	1. Listening to RTF and responding 2. Request for information 3. Relay information 4. Provide advise 5. Describe events 6. Ability to take control 7. Describe scenarios	RTF	1. Interview between candidate and examiner 2. Candidate plays the role of ATC 3. Examiner plays the role of pilots and other services 4. Sets of routine	-same-							open ended	20-25 turns	Level 1-6	10 mins

PART 3 SITUATIONAL TALK/ ROLE PLAY	1. Listening to RTF and responding 2. Request for information 3. Relay information 4. Provide advice 5. Describe events 6. Ability to take turns	RTF Plain English	1. Interview between candidate and examiner 2. Candidate plays the role of ATC 3. Examiner plays the role of pilot/s and other services 4. Set of non-routine workplace scenarios 5. Voice recordings	- same -		Open Ended	15-20 turns 5-10 questions	Level 1-6	12 mins
PART 4 CLOSING	1. Respond to questions 2. Seek and provide information 3. Express ideas and opinions 4. Express views on aviation related topics	Plain English	1. Interview between candidate and examiner 2. Set of suggested interview questions	- same -		Open Ended	5-10 QUESTIONS	Level 1-6	3 mins
TOTAL:									30 mins

Marking scheme - holistic or impressionistic marking using bands with descriptors.

Language	Section 1		
NL	Tell me about your aviation history?		
	How long have you been in this industry?		
	What was the reason for you entering this field?		
	Can you describe the runway configuration of your airport?		
	Are there any particular sectors that you enjoy controlling?		
	Why/Why Not		

Some of sec. 4 will go into this sec. if candidate rushes through.

13:42

13:46

RIT PHRASEOLOGY PART 2 and 3

Date

1	9KA	Tower, This is 9m-AKA.
2	POWER	9KA, This is _____ tower, go ahead.
3	9KA	9KA, at light aircraft parking apron, request surface conditions.
4	TOWER	9KA, Wind 310°/5kts, visibility more than 10kms, CAVOK, Temperature 28, QNH 1008, Runway
5	9KA	9KA copy. Request start for circuit and landings for 1 hr. We have 2 on board and duration 3 hours.
6	TOWER	9KA start-up approved, runway
7	9KA	Tower, 9KA request taxi
8	TOWER	9KA, Taxi holding point runway ready for take-off.
9	9KA	9KA, Taxi holding point runway
10	9KA	9KA, Ready,
11	TOWER	9KA Cleared for left hand circuit runway 1500 ft.
12	9KA	9KA, Roger, cleared left hand circuit r 1500 ft.
13	TOWER	9KA Bead back correct. Line-up

14	g KA	Lining-up
15	TOWER	g KA, clear for take-off runway — Left turn
16	g KA	clear for take-off. Rolling.
17	g KA	g KA Downwind
18	TOWER	g KA Report base
19	SA 112	Tower, This is SA 112 Passing 5000 for 3500 over V _____.
20	TOWER	SA 112 cleared for approach runway _____ Report final.
21	SA 112	cleared for approach, Call you final.
22	*TOWER	SA 112 advise circuit is active.
23	g KA	_____ Tower, g KA base now; experiencing severe engine vibration. Request priority landing.
24	*TOWER	g KA Roger, clear for approach runway _____
25	*TOWER	SA 112 due emergency turn left and proceed to V _____; climb to _____ ft.
26	g KA	g KA unable to maintain altitude. Tracking direct for runway _____
27	TOWER	g KA

		Date	No.
28	SO 112	Tower, SO 112	ft over V
29	TOWER	SO 112 maintain _____ ft and hold over V _____ Expect approach in 15 minutes.	
30	SO 112	SO 112, Roger	
31*	9*KA	9 KA we're going down... going down at threshold	
32		COORDINATE / TAKE APPROPRIATE ACTION	
33	TOWER	AES... One C172 crashed at threshold rwy _____ POB 2, & BO 03:00 hrs	
	AES	Roger, copy	
	TOWER	Supervisor, 9 KA a C172 on circuit and landing crash landed at threshold rwy _____	
*		COORDINATION	

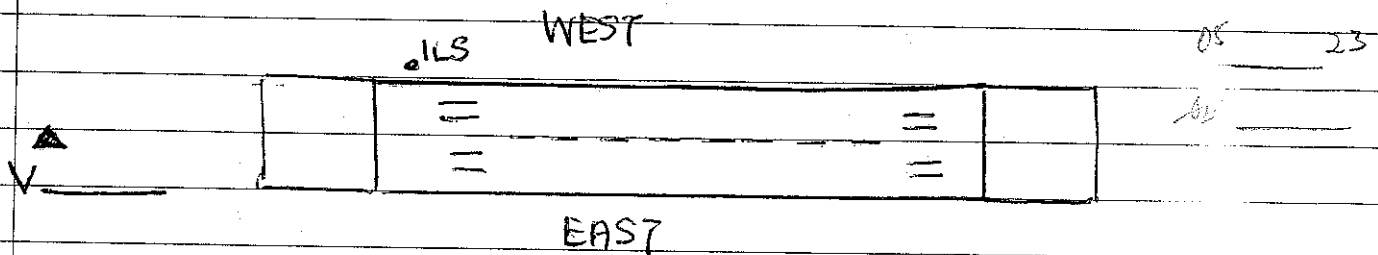
AVIATION ENGLISH COMPETENCY TEST.

Date

CANDIDATES SCENARIO INFORMATION ON AIRFIELD.

a) Tower Callsign: Taipei TOWER

b) Runway Config: Rwy 05 and Rwy 23.
The orientation is north south with the left side being west of the airfield.



c. i) Airspace Config: Radius of 5nm
GL/SL - 5000 ft.

ii) Navaid Ident: V

d) Surface conditions:

- i) Wind : 310/5 kts
- ii) Visibility : > 10 km
- iii) cloud : CAVOK
- iv) Temperature : 28
- v) QNH : 1008

AERODROME TRAFFIC SCENARIO

Date

1. ARRIVAL

- i) Callsign : SINGAPORE 112
- ii) Type : EA 30
- iii) Estimate : V _____ at _____ (time)
- iv) Inbound Release: Descending to _____ ft
Release contact passing _____ ft.

2. CIRCUIT AND LANDING:

- 1) Callsign : 9M- AKA
- 2) Type : C172
- 3) POB : 2
- 4) QBD : 03:00 hrs
- 5) Duration : 01:00 hr.

	Section 4		
NL	Can you tell me about a situation where you have had to alert a pilot about a serious error? What was the reason for this?		
	Some pilots feel that controllers should have some flying experience. What is your opinion on this? Why/Why not?		
	What are your opinions on the use of further automation in your field? For eg. Controller-Pilot Datalink Communication (CPDLC), free flight, approach control software, etc.		
	There has been an increased use of electronic flight strips. Some states have done away with paper strips and rely solely on electronic.		
	What do you consider to be the benefits or disadvantages of such a decision?		
	Can you tell me the reasons why ICAO are rating the English ability of the aviation community?		

2. The six language areas you will be assessed in are:
- *Pronunciation* (includes an accent that is internationally intelligible)
 - *Structure* (relevant grammatical structures and sentence patterns)
 - *Vocabulary* (a wide range of vocabulary which is appropriate to the situation)
 - *Fluency* (includes spontaneity and appropriate speed of delivery)
 - *Comprehension* (includes an ability to listen and understand others) and
 - *Interactions* (includes an ability to manage the speaker-listener relationship effectively)

Aviation English Competency Test

Candidate's Handbook

Aviation English Competency Testing System

Background

The International Civil Aviation Organization (ICAO) has decreed that, by 5 March 2008, the English proficiency of pilots and air traffic controllers not only be standardized but also be formally evaluated in accordance with the published ICAO Holistic Descriptors and Rating Scale. The scale is given below:

ICAO Levels

Fully Operational

Level 6: "Expert" – Target Level

Fully Operational but with Regular Testing

Level 5: "Extended"

Level 4: "Operational" – Minimum required

Non-operational

Level 3: "Pre-operational"

Level 2: "Elementary"

Level 1: "Pre-elementary"

Basic Requirements

1. Pilots and air traffic controllers are required to demonstrate Operational Level 4 language proficiency in the use of both *ICAO phraseology* and *plain language* by 2008 in order to be licensed.
2. An alert awareness of inter-cultural and cross-linguistic communicative threats is essential to safe radiotelephony communications
3. Pilots and controllers should:
 - o avoid jargon, slang, and idiomatic expressions,
 - o be clear, concise, and direct, and
 - o speak slowly and clearly
4. Native and Expert English language speakers can familiarise themselves with the challenges faced by non-native speakers and adopt strategies which facilitate cross-cultural and cross-linguistic comprehension.

5. Moreover, a Standard in Annex 1 stipulates recurrent testing for pilots and air traffic controllers who demonstrate language proficiency below Expert Level 6.

(ICAO Manual Chapter 2 & 3 Key concepts)

The Aviation English Competency Test

This is an interview designed to ascertain the ICAO language level of pilots and air traffic controllers. It will give a valid and reliable evaluation of your language skills. It will *not* be a test of your decision-making skills. The interview will be recorded for validation purposes.

It will consist of a fifteen-minute interview which will comprise four parts. There will be two interviewers present, one from CAAS and the other will be a trained linguist.

The Interview will consist of four parts:

- i) The Introduction (2 minutes)
- ii) Role Play – using Standard Phraseology (5 minutes)
- iii) Situational Talk – using Natural Language (5 minutes)
- iv) The Closing (3 minutes)

In the **Introduction**, we will ask you a few questions about yourself and your work. This part is basically to get to know you and to prepare you for the test.

Next is the **Role Play**, where you will be tested on your ability to use standard phraseology in a given flight situation.

Then comes the **Situational Talk** where you will be tested more on your use of natural or plain language in a given flight situation.

Finally, in the **Closing** section, you will be asked a few questions about your career plans as well as questions on an aviation-related topic.

Points to note:

1. As this is a test of your listening and speaking skills, it is very important that you demonstrate to us as much as possible these two skills in all the four parts of the interview. If you do not speak, it is very difficult for us to grade your English listening and speaking skills.

Aviation English Competency Test

AIR TRAFFIC CONTROLLER

附件7

RP3

ROLE PLAY - Standard Phraseology

Scenario:

No. of turns	Role Players	Communication Details
1		
2		
3		
4		
5		
6		
7		
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Aviation English Competency Test

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* ATC Air traffic controller

Aviation English Competency Test

AIR TRAFFIC CONTROLLER

Candidate's Scenario Information Role Play Card

Scenario:

Runway-in-use :

Traffic density :

Time :

Surface Wind :

Met. Condition :

Duration :

Traffic under control : Arrivals

Departures.

Candidate Assessment Form

附件8

* Candidate: Air Traffic Controller / Flight Service Officer / Pilot

Name of Candidate: _____ I/C No: _____

No.	Language Area	ICAO Levels	√	Remarks (if any)
1	<i>Pronunciation</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
2	<i>Structure</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
3	<i>Vocabulary</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
4	<i>Fluency</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
5	<i>Comprehension</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
6	<i>Interactions</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
Candidate's Level: _____				

* Delete as appropriate.