CIVIL AVIATION DIRECTIVE – 1007

ENGLISH LANGUAGE PROFICIENCY TESTING

CIVIL AVIATION AUTHORITY OF MALAYSIA

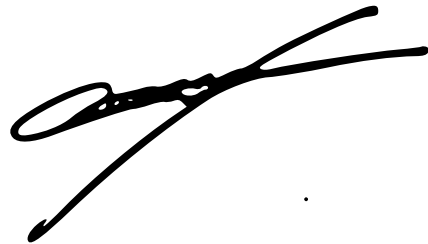INTENTIONALLY LEFT BLANK

Introduction

In exercising the powers conferred by section 24O of the Civil Aviation Act 1969 [Act 3], the Chief Executive Officer makes this Civil Aviation Directive 1007 – English Language Proficiency Testing ("CAD 1007 – ELPT"), pursuant to Regulation 59 of the Malaysian Civil Aviation Regulations 2016 (MCAR 2016).

This CAD contains the standards, requirements and procedures pertaining English language proficiency testing. The standards and requirements in this CAD are based mainly on the Standards and Recommended Practices (SARPs) contained in the International Civil Aviation Organisation (ICAO) Annex 1 to the Chicago Convention – Personnel Licensing.

This Civil Aviation Directives 1007 – English Language Proficiency Testing ("CAD 1007 – ELPT") is published by the Chief Executive Officer under Section 24O of the Civil Aviation Act 1969 [Act 3] and comes into operation on 1st April 2021.

Non-compliance with this CAD

Any person who contravenes any provision in this CAD commits an offence and shall on conviction be liable to the punishments under Section 24O (2) of the Civil Aviation Act 1969 [*Act 3*] and/or under Malaysia Civil Aviation Regulation 2016.

(Captain Chester Voo Chee Soon)
Chief Executive Officer
Civil Aviation Authority of Malaysia

Civil Aviation Directive components and Editorial practices

This Civil Aviation Directive is made up of the following components and are defined as follows:

Standards: Usually preceded by words such as *"shall"* or *"must"*, are any specification for physical characteristics, configuration, performance, personnel or procedure, where uniform application is necessary for the safety or regularity of air navigation and to which Operators must conform. In the event of impossibility of compliance, notification to the CAAM is compulsory.

Recommended Practices: Usually preceded by the words such as "*should"* or "*may*", are any specification for physical characteristics, configuration, performance, personnel or procedure, where the uniform application is desirable in the interest of safety, regularity or efficiency of air navigation, and to which Operators will endeavour to conform.

Appendices: Material grouped separately for convenience but forms part of the Standards and Recommended Practices stipulated by the CAAM.

Definitions: Terms used in the Standards and Recommended Practices which are not self-explanatory in that they do not have accepted dictionary meanings. A definition does not have an independent status but is an essential part of each Standard and Recommended Practice in which the term is used, since a change in the meaning of the term would affect the specification.

Tables and Figures: These add to or illustrate a Standard or Recommended Practice and which are referred to therein, form part of the associated Standard or Recommended Practice and have the same status.

Notes: Included in the text, where appropriate, Notes give factual information or references bearing on the Standards or Recommended Practices in question but not constituting part of the Standards or Recommended Practices;

Attachments: Material supplementary to the Standards and Recommended Practices or included as a guide to their application.

It is to be noted that some Standards in this Civil Aviation Directive incorporates, by reference, other specifications having the status of Recommended Practices. In such cases, the text of the Recommended Practice becomes part of the Standard.

The units of measurement used in this document are in accordance with the International System of Units (SI) as specified in CAD 5. Where CAD 5 permits the use of non-SI alternative units, these are shown in parentheses following the basic units. Where two sets of units are quoted it must not be assumed that the pairs of values are equal and interchangeable. It may, however, be inferred that an equivalent level of safety is achieved when either set of units is used exclusively.

Any reference to a portion of this document, which is identified by a number and/or title, includes all subdivisions of that portion.

Throughout this Civil Aviation Directive, the use of the male gender should be understood to include male and female persons.

Record of revisions

Revisions to this CAD shall be made by authorised personnel only. After inserting the revision, enter the required data in the revision sheet below. The *'Initials'* has to be signed off by the personnel responsible for the change.

Rev No.	Revision Date	Revision Details	Initials

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1 General

1.1 Citation

1.1.1 These Directives are the Civil Aviation Directive 1007 – English Language Proficiency Testing (CAD 1007 – ELPT), Issue 01/Revision 00, and comes into operation on 1st April 2021.

1.1.2 This CAD 1007 – ELPT, Issue 01/Revision 00 will remain current until withdrawn or superseded.

1.2 Applicability

1.2.1 A number of factors make language proficiency testing for compliance with ICAO Annex 1 licensing requirements a case of exceptionally high-stakes testing. This CAD contains information and requirements for individuals and organisations for the purpose of demonstrating compliance with the ICAO language proficiency requirements acceptable to CAAM.

1.2.2 This CAD applies to:

    a) aeroplane and helicopter pilots who are required to use the radio telephone aboard an aircraft and shall demonstrate the ability to speak and understand the language used for radiotelephony communications.

    b) air traffic controllers and aeronautical station operators who are required to demonstrate the ability to speak and understand the language used for radiotelephony communications.

    c) free balloon pilots who are required to demonstrate the ability to speak and understand the language used for radiotelephony communications.

1.3 Revocation

1.3.1 This CAD, in conjunction with CAD 1006 – DFE read together with CAD 1 – PEL, revokes 10FC-16 Flight Crew Licensing Issue 2 Amendment 1 dated 15 July 2019.

1.4 References

1.4.1 ICAO Annex 1 (Personnel Licensing), ICAO Doc 9835, Manual on the Implementation of ICAO Language Proficiency Requirements and ICAO Circular 318, English Testing Criteria for Global Harmonisation.

1.5 Definitions

1.5.1 **CAAM** means Civil Aviation Authority of Malaysia.

1.5.2 **ICAO** means International Civil Aviation Organisation.

1.5.3   ***Interlocutor*** means a suitably qualified and trained person with whom a test-taker interacts during a test, specifically during the speaking tasks.

1.5.4   ***Rater*** 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.

1.5.5   ***Test Service Provider*** means an organisation that is approved by CAAM to provide and conduct English language proficiency testing services.

1.5.6   ***Test Taker*** means the person being tested or to be tested/ test applicant.

2 English Language Proficiency Test

2.1 Introduction

2.1.1 In line with the requirements by ICAO, CAAM has implemented language proficiency requirements for all license holders as per 1.2.2. This stipulates that an applicant for a licence or a licence holder shall demonstrate the ability to speak and understand the language used for radiotelephony communications in accordance with the ICAO holistic descriptors and language proficiency rating scale (at Level 4 or above).

2.1.2 The assessment of a person's language proficiency level is in accordance with a set of holistic descriptors listed in Appendix 1 to CAD 1, and a rating scale contained in Attachment 1 of this document. The rating scale comprises six levels of language proficiency, ranging from the Pre-elementary (Level 1) to the Expert (Level 6) level across six areas of linguistic description: pronunciation, structure, vocabulary, fluency, comprehension, and interactions.

2.2 Responsibilities of an approved Test Service Provider

2.2.1 Test Service Providers shall develop Code of Practice to establish its commitments towards ensuring acceptable standards and reliability of test and test conduct.

2.2.2 All personnel involved in the design and development, preparation, administration and conduct of test shall adhere to the Code of Practice to ensure integrity of the test.

2.2.3 All test materials shall be kept in a secure place accessible only by authorised personnel.

2.2.4 The Test Service Provider shall ensure that the test room and/or facility offers acceptable comfort, privacy and conducive environment.

2.2.5 Test takers' personal information and test results shall only be disclosed to:
a) test takers;

b) authorised representatives (e.g. employer, training organisations, immediate family or legal counsel); and

c) government and regulatory authorities.

2.2.6 Test taker records and test records shall be retained for life or a minimum of 5 (five) years after the attainment of Level 6 (Expert Level).

2.2.7 Test Service Provider personnel records shall be retained for a minimum of 5 (five) years following their termination or resignation.

2.3 Responsibilities of a Test Taker

2.3.1   All test takers shall make appropriate preparation prior to sitting for ELPT.

2.3.2   Ab initio test takers are responsible for scheduling their ELPT to meet the requirements of CAD 1.

2.3.3   Experienced test takers are responsible for maintaining their language proficiency validity to meet the requirements of CAD 1.

2.4 Language Proficiency Requirements

2.4.1   The language proficiency testing is conducted to meet the ICAO language proficiency requirements as per CAD 1 (Chapter 1 Para 1.2.9) and ICAO Document 9835 AN/453 – Second Edition 2010) on pilot licensing.

2.4.2   An applicant for a licence or a licence holder must demonstrate a minimum level of Level 4 (Operational Level) proficiency in the use of English language.

2.4.3   A person whose language proficiency is certified below the Operational Level (Level 4) is not permitted to exercise his privileges granted under his respective licence.

2.4.4   A person who demonstrates language proficiency at the Operational Level (Level 4) shall be evaluated at least once every three years.

2.4.5   A person who demonstrates language proficiency at the Extended Level (Level 5) shall be evaluated at least once every six years.

2.4.6   An ELP endorsement at Level 6 has no periodic re-evaluation requirement. However, CAAM may, at its discretion, require a person who has been certified to the Expert Level (Level 6) to sit for a re-evaluation of language assessment to further validate his level of proficiency.

2.5 Language Proficiency Testing

2.5.1   The ELPT testing for compliance with CAD 1 licensing requirements shall focus on speaking and listening proficiency. The listening and speaking components shall be evaluated in the context of operational aviation communications.

2.5.2   Test tasks shall resemble real-life activities, covering both routine and non-routine aviation-related communication in the operational context. Test tasks shall also ensure that all components of the ICAO Rating Scale are addressed accordingly.

2.5.3   During the test, test takers will be assessed on the following six areas:

a)   Pronunciation (includes an accent that is internationally intelligible);

b)   Structure (relevant grammatical structures and sentence patterns);

     c) Vocabulary (a wide range of vocabulary which is appropriate to the situation);

     d) Fluency (includes spontaneity and appropriate pace of delivery);

     e) Comprehension (includes the ability to listen and understand others); and

     f) Interactions (includes the ability to manage the speaker-listener relationship effectively).

2.5.4   A test taker's overall proficiency rating is determined by the lowest rating assigned in any of the language proficiency area/category of the rating scale. The final rating is not the average or aggregate of the ratings, but the lowest of the six (6) ratings. For example, a test taker who is rated Level 4 for the category of Pronunciation but is rated Level 5 for all other categories will attain an overall proficiency rating of Level 4. Such is applicable for the attainment of other overall levels.

2.6   Conduct of Language Proficiency Test

2.6.1   Test takers' identification shall be verified prior to conduct of test.

2.6.2   Test takers shall be briefed on the test structure and conduct prior to the test.

2.6.3   Conduct of test shall be electronically recorded for test process and performance evaluation.

2.6.4   The test shall present opportunities for test takers to use plain language in work-related contexts to demonstrate their ability with respect to each descriptor in the rating scale and the holistic descriptors as prescribed in Appendix 1 to CAD 1, and the rating scale in Attachment 1 of this document, respectively.

2.6.5   Recognising that communication in the context of operation is conveyed verbally without face-to face interaction, the test shall endeavour to incorporate a voice-only interaction between the test personnel/ panel members and the test taker in certain parts of the test.

2.6.6   The Listening Section of the ELPT shall require test takers to listen to various pre-recorded recordings. Test takers are to demonstrate the ability to identify, comprehend and respond to the information in the recordings.

2.6.7   The Speaking Section of the ELPT shall require test takers to interact with the test personnel on both familiar and unfamiliar topics in the operational context, as per 2.4.2, using plain language.

2.6.8   Test tasks shall comprise of, as a minimum, the following:
a) An introduction stage;

     b) Listening and comprehension in the operational context (routine/ familiar context);

     c) Listening and comprehension in the context of plain language;

d) Role play or real life/ work-related simulations;

e) Discussions on general and/or work-related topics.

2.6.9   The ELPT testing panel shall comprise of:

a)   minimum two raters; and

b)   an interlocutor.

2.6.10   Ratings can be conducted "live" during the conduct of test, or after the test using recordings of the test performance.

2.6.11   Rating scores, demonstrating a test taker's overall proficiency, shall be carefully determined. The rating process shall be documented and recorded.

2.6.12   The overall assessment of a test taker's language proficiency level is in accordance with the holistic descriptors listed in Appendix 1 to CAD 1, and a rating scale contained in Attachment 1 of this CAD.

2.7   Rater and Interlocutor Qualifications

2.7.1   ELPT testing personnel shall comprise of the following individuals and who possess the following expertise:
a) interlocutor:
individuals with experience and/or knowledge in operations and procedures, and possess working knowledge of current practices; and
b) rater:
individuals with experience in language training and possess knowledge of the principles of language learning, principles of theoretical and applied linguistics.

Note: An interlocutor may also serve as a rater if he/she possesses the expertise in both fields (2.7.1 (a) and (b), and vice versa).

2.7.2   Raters shall have successfully completed the Initial Rater Training conducted by an organisation/ individual recognised/ accepted by CAAM. Rater trainings (initial and recurrent) shall be documented and maintained accordingly.

2.8   Application for the Endorsement of Language Proficiency (ELP)

2.8.1   An applicant for a licence or a licence holder can apply for the ELP endorsement once the Test Service Provider or test taker has provided CAAM with a formal test results certification.

2.8.2   The language proficiency level, test date and date of re-test (if applicable) will be annotated on the licence.

3 Attachment 1: ICAO Language Proficiency rating scale

Expert, extended and operational levels

LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/ listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work- related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
				Levels 1, 2 and 3 are on subsequent page.		

Pre-operational, elementary and pre-elementary levels

LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Levels 4, 5 and 6 are on preceding page.						
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropri- ate. 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 situ- ational 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 memorised gram- matical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorised phrases.	Can produce very short, isolated, memorised 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, memorised phrases when they are carefully and slowly articulated.	Response time is slow and often inappro- priate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

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