SEYCHELLES
ENGLISH LANGUAGE PROFICIENCY TEST
(SEYELPT)

Manual and Guide for:
Civil Aviation Authorities, Airlines, ATS providers & other Decision-makers
### RECORD OF AMENDMENTS

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FOREWORD

The International Civil Aviation Organization (ICAO) of which the Seychelles is a Contracting State establishes international standards and recommended practices (SARPS) for, among other things, the licensing of aviation personnel. These SARPS which ICAO Member States are obliged to implement are published in Annex 1 – Personnel Licensing to the Convention on International Civil Aviation(1) (ICAO Annex 1).

Applicable from 5 March 2008, ICAO introduced into ICAO Annex I a requirement for all pilots of aeroplane, helicopter, airship and powered lift aircraft, all flight navigators who use radiotelephony equipment in aircraft and all air traffic controllers, to be proficient in their command of the languages that they use for radio communication. A proficiency scale of 1 to 6 is specified, with Level 6 being the standard of an expert speaker of the language. ICAO Annex 1 specifies the minimum standard for the holder of a licence to be Level 4.

It also specifies that licence holders assessed as Level 4 or 5 shall be re-tested periodically but that a person assessed as Level 6 need not be re-tested. If the language proficiency of an individual is assessed as being below Level 4 (i.e. 1, 2 or 3) that individual may not hold a licence that includes radiotelephony privileges. The ICAO standards apply to the language “used for radio communication”; ICAO permits languages other than English in circumstances where flight crew and air traffic controllers share another common language.

The SCAA is required under Seychelles Legislation to ensure that national licenses comply with ICAO Standards where applicable. The Safety Regulation Division (SRD) regulates personnel licensing, under powers granted to it by the Civil Aviation Act, 2005 (Act 5).

The ICAO standards for language proficiency have been implemented in the Seychelles since ICAO’s applicability date of 5th March 2008 and are now aligned with the scheme as detailed in Chapter 6 of the TP ATM 01 – ATCO TRAINING – Approval Manual. We have navigated through different international institutions/organizations that provide testing but took a decision to establish our own service due to the difficulty involved in having these institutions/organizations at an appropriate time and the cost involved.
Amendment to this manual is the responsibility of the SEYELPT Services Administrator. Readers should forward advice of errors, inconsistencies or suggestions for improvement to the Administrator at the address below.

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GLOSSARY OF LANGUAGE PROFICIENCY AND LANGUAGE TESTING

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 candidates under specified conditions. Specifications might include registration procedures, instructions for candidate seating arrangements, equipment needed, time parameters for each test task, etc.

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

Descriptor A brief description accompanying a band on a rating scale, which summarizes the degree of proficiency or type of performance expected of a candidate 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 A test item which is not linked to any other item in the same test.

Formulaic Speech 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. everyday exchanges of greetings) or formally prescribed for special or professional purposes. (ICAO standardized phraseology is an example of formally prescribed formulaic speech.)

Interlocutor A suitably qualified and trained person with whom a candidate interacts during a test in order to complete a speaking task.
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.

Language proficiency skills
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.
Note.— Six individual skills are identified in the ICAO Rating Scale.
Manual on the Implementation of ICAO Language Proficiency Requirements

Passing score
The lowest acceptable score in a test. Candidates scoring below the pass mark fail the test.

Plain language
The spontaneous, creative and non-coded use of a given natural language.
Note 1.— Plain language shall be used “only when standardized phraseology cannot serve an intended transmission” (Annex 10, Volume II, 5.1.1.1).
Note 2.— 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”.
Note 3.— 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.

Rate
To assign a score or mark to a candidate’s performance in a test using a subjective assessment.
Note.— The potential for unreliability induced by individual subjectivity is countered by providing initial and maintenance 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 candidate’s performance in a test based on a judgment 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 of performance. They are typically accompanied by band descriptors which
make their interpretation clear.

*Register*  
A style of speech (involving distinctive vocabulary, syntax, speech rate, etc.) that is adopted by the speaker to be appropriate for a given situation or activity.

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

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

*Score or mark*  
The numerical or coded result of a candidate’s performance in a test enabling comparisons to be made with regard to other candidates of the same test or with regard to a fixed standard.

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

*Test delivery*  
The physical means by which test input is made available to the test-taker during test administration (e.g. paper documents, computer screen, audio sound-source, face-to-face encounter, etc.).

*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 rater reliability, designing and trialling new test items, issuing new versions of the test, reviewing instructions for test administrators, etc.

*Test objective*  
The language behaviours for which a test requires candidates to demonstrate their ability.

*Test-taker or Candidate*  
The person who is tested.

*Test task*  
The combination of a single rubric and the associated cue(s) and response(s).

*Test user*  
The persons or institutions making use of a test and to whom test results
are made available in order to inform choices or actions.

**Validate**
To undertake actions during test development and test maintenance that demonstrates 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.
1. INTRODUCTION

1.1 The Seychelles English Language Proficiency Test (SEYELPT) is a spoken English test that measures the ability of test takers to understand aviation and plain English and to respond intelligibly in spoken English on a face-to-face basis. The SEYELPT was developed under the guidance of an instructor/examiner at the Global ATS LTD, UK (Aviation Training Services) who administers the ICAO test to UK CAA and non-native speaking test takers. The instructor also forms part of the team of raters who are qualified since June 2013 to administer the ELPAC (Eurocontrol) test to all-comers for both pilots and air traffic controllers. The test is aligned with the mandate of the International Civil Aviation Organization (ICAO) as described in the Manual on the Implementation of ICAO Language Proficiency Requirements (2010), which requires that all pilots and air traffic controllers serving international traffic show at least Level 4 English language proficiency on the ICAO Language Proficiency Rating Scales.

1.2 The ICAO Manual states the following four characteristics as an appropriate assessment in the context of aviation language testing:

a) The test must be a proficiency test of speaking and listening.
b) The test must be based on the ICAO Rating Scale and holistic descriptors.
c) The test must test speaking and listening proficiency in a context appropriate to aviation.
d) The test must test language use in a broader context than in the use of ICAO phraseologies alone.

1.3 The SEYELPT is a proficiency test that is designed to measure the test taker’s speaking and listening abilities.

1.4 The SEYELPT is scored with reference to the ICAO Language Proficiency Rating Scale and reports all six ICAO sub-skills:

   i) Pronunciation
   ii) Structure
   iii) Vocabulary
   iv) Fluency
   v) Comprehension
   vi) Interactions.

1.5 The SEYELPT evaluates these sub-skills based on the test taker’s performance on tasks that employ ICAO phraseology and common English. In addition, the test
follows the recommended model in the ICAO Manual and it is “comprised of a mix of aviation-specific content alongside less aviation-specific content.” Common, concrete, and work-related topics are presented throughout the test.

1.6 The ICAO Manual states that “tests that do not evaluate speaking and/or listening skills directly, either through direct interaction or through an audio- or video-taped exchange, are not appropriate to meet the requirements of the ICAO language proficiency testing guidelines.” The SEYELPT directly measures how well the test taker can understand spoken English on common, concrete, and work-related topics, and respond to it in real time through a series of tasks and prompts that are recorded by various native and non-native speakers of English. The SEYELPT is thus considered a semi-direct testing procedure.

1.7 The SEYELPT therefore meets the ICAO guidelines and can be used for certifying a pilot’s or an air traffic controllers’ spoken English proficiency as specified and required by the ICAO language proficiency scale.
2. SEYCHELLES ENGLISH LANGUAGE PROFICIENCY TEST POLICY

2.1 GENERAL

2.1.1 ELPT shall be undertaken by approved raters/assessors or by approved training organisations:

a) before/during a student pilot or air traffic controller’s first initial training course; or

b) when an ELP Endorsement at Level 4 or Level 5 held by a pilot or an air traffic controller licence holder is due for a renewal; or

c) when specifically required by the Authority.

2.2 MINIMUM OPERATIONAL PROFICIENCY LEVELS

2.2.1 All Pilots and Air Traffic Controllers issued with a Seychelles Civil Aviation Authority PEL license must satisfactorily complete English Language Proficiency Testing in a manner acceptable to the Seychelles Safety Regulations Division (SRD) Personnel Licensing Office of the SCAA.

2.2.2 As required by the 36th ICAO Assembly, a holder of an SCAA pilot or ATC licence must, with effect from 5th March 2011, demonstrate at least Operational Level (Level 4) language proficiency in the use of both standard ICAO phraseologies and plain English language for radiotelephony communications, for the purpose of conducting international operations.

2.2.3 Recurrent testing is required for pilots or ATCs who demonstrate language proficiency below the Expert Level (Level 6). Such pilots or ATCs must be formally evaluated (or tested) at the following intervals.
   a) Level 5 proficiency – at least once every six years
   b) Level 4 proficiency – at least once every three years

2.2.4 A pilot or ATC whose language proficiency is certified below the Operational Level (Level 4) is not permitted to exercise his/her privileges granted under his/her respective flight crew or ATC licence unless he/she attains at least Level 4
proficiency. With effect from 11th March 2010, an SCAA pilot or ATC licence will only be issued to a person who is certified to at least Level 4 proficiency

2.2.5 The licence holder, in addition to ensuring that the validity of his/her medical certificate, licence ratings must also ensure that he/she has been retested in his/her language proficiency within the stipulated intervals prior to exercising the privileges of his/her licence

2.3 COMMON LANGUAGE

2.3.1 The SCAA SRD requires that all Pilots and Air Traffic Controllers holders must have a common language with a minimum language proficiency of Level 4.

2.3.2 At the present time, that language must be English, the only language proficiency that is tested by the SEYELPT.

2.4 CORRECT USE OF STANDARDIZED PHRASEOLOGIES

2.4.1 The SCAA is committed to the use of standard ICAO phraseologies in aviation communications. In some countries, the only English words those controllers clearly understand are the ICAO recommended phrases.

2.5 CONVERSION/VALIDITY OF FOREIGN FLIGHT CREW OR ATC LICENCES

2.5.1 A holder of a foreign pilot or ATC licence must be certified at least LEVEL 4 language proficiency, by the foreign authority issuing his/her licence, in order to convert his/her licence to an SCAA equivalent. The language proficiency level endorsed on his/her foreign licence will be endorsed on his/her SCAA licence.

2.5.2 A holder of a foreign pilot or ATC licence, whose language proficiency is not certified by the licensing authority issuing his/her licence, shall be assessed for his/her language proficiency in order to convert his/her licence to an SCAA equivalent.

2.5.3 Notwithstanding the above the, SRD of the SCAA at its discretion may request a foreign licence holder, who wishes to convert to an equivalent SCAA licence to undergo reassessment for language proficiency.
3. TEST DESIGN AND CONSTRUCT

3.0 General
3.0.1 The SEYELPT has been designed as a formal licensing proficiency test for pilots and air traffic controllers who need to meet the English language ICAO Language Proficiency Requirements (LPR’s)

3.0.2 The SEYELPT is supported by extensive experience and expertise (both linguistic and operational), by a substantial program of research, and by strict procedures in item design, test delivery, administration and security, examiner training and continuous monitoring of performance.

3.0.3 For the purposes of satisfying the ICAO LPR’s, it is unfair if a test requires any other skills than English language speaking or listening.

3.0.4 The English Language Proficiency Test is only a test of speaking and listening

3.0.5 The English Language Proficiency Test is not:
(a) a reading and writing test
(b) a memory test
(c) a test of operational procedure
(d) an intelligence test
(e) a logic test

3.0.6 Rather than using an automated system of test delivery, the SEYELPT is conducted on a face-to-face basis. We have found that our target population performs better in such an environment, most probably due to methods of assessments that they have been exposed to throughout their school years.

3.1 Design principles

3.1.1 The test has been designed with the assistance of GLOBAL ATS Ltd (Aviation Training Services) experts who also forms part of the UK ELP Testing Team.

3.1.2 The test design team (composed of both operational & language testing experts) produced general design principles.
3.1.3 The test:
1. is suitable for securing and maintaining a pilot and air traffic controller licence
2. identifies an individual’s strengths and weaknesses in the English language
3. elicits language to assess ICAO levels 1-6
4. tests plain English (in an Aviation context) but not Standard Phraseology
5. tests language but not operational procedure
6. allows for the production of multiple and standardized versions & be globally-applicable
7. is sufficiently secure for this high-stakes environment
8. is relatively economic to administer

3.2 Suitable for trained pilots and ATCO’s

3.2.1 Appendix B of Document 9835 lists the communicative language functions associated with aviation. The vast majority of these functions relate to both pilots and air traffic controllers. Given that the underlying aim of the LPRs is that both pilots and ATCOs shall communicate effectively in both routine and non-routine situations it seemed appropriate to produce a test suitable for all personnel.

3.2.2 It is true that different types of pilots and controllers perform different roles, and might occasionally have different language needs. However, it was felt that aviation safety could best be promoted by covering the general language needs of the two professions for two main reasons:

(i) Producing a test specifically for en-route controllers, for instance, would only be of use if the test takers remained in that position for the period that their test scores were valid. If, in the three years after the language test, they moved from en-route to approach control (as is often the case) their language score might not be appropriate.

(ii) Through extensive trials and evaluation (with Trainee ATCO’s attending courses at the Global ATS Institution) it became clear that the narrower the language context and task, the more likely it is that procedural language, and not plain English, is elicited.
3.3 **Elicit language to assess ICAO levels 1-6**

3.3.1 If stakeholders were to design and implement effective training programs they would need an accurate assessment of the level of their personnel. It would have been unhelpful to design a test that only placed candidates at levels 3 and 4.

3.4 **Test plain English (in an Aviation Context) and not Standard Phraseology**

3.4.1 ICAO Document 9835 makes it clear that, whilst standard phraseology is fundamental to aviation safety, there are many non-routine situations that require other communication strategies. The ICAO Rating Scale was clearly designed to assess plain English, rather than phraseology (for example by measuring paraphrase, idioms, register).

3.4.2 The test design also ensures, as far as possible, that the test measured only language proficiency, rather than intelligence, logical thinking, or operational knowledge.

3.5 **Test language but not operational procedure**

3.5.1 If a test includes exercises or tasks where the test taker believes there is a correct operational / procedural answer then this will impact on the language he/she produces. The purpose of the ELP Test is to elicit a sample of plain English which can be assessed using the ICAO descriptors. The purpose is not to test operational competence.

3.6 **Allow production of multiple and standardised versions & be globally-applicable**

3.6.1 Following the testing of our national pilots and controllers since 2008 by international institutions, it became clear that the scale of the testing requirements indicated that the test would be delivered to a large candidature over a number of years as most ranged from LEVEL 4 -5. Live test materials have a limited shelf life, and need to be replaced regularly to maintain the confidentiality of materials (and by extension, the reliability of results). The tasks
need to be standardised to ensure that all sets are of a similar level of difficulty and elicit similar language.

### 3.7 Sufficiently secure for this high-stakes environment

3.7.1 This aspect of the test design related more to the systems of administration and delivery than task design but was still a factor that the test designers had to consider. With aviation safety and peoples’ livelihoods at stake, there is always the risk of test taker’s collusion or cheating. This is reduced by having multiple versions of the test and by creating a bank of materials that can quickly replace any versions of the test if they are compromised (for instance if they were stolen from the exam center). It also influences the method of test delivery. Initial explorations into the possibility of computer-based tests were quickly discarded because these would not be secure enough. Further information relating to the security of The English Language Proficiency Test is given later in this Manual.

### 3.8 Relatively economic to administer

3.8.1 The overriding concern of the test designers was to help promote aviation safety through the construction of a valid, reliable testing system. The key notion however is “Affordable Safety” – there is always a trade-off between Safety and Cost. The test itself was only part of the solution to the problems of poor communication within the industry – indeed, in many ways, was only the start of the solution. Stakeholders would need to invest heavily in appropriate training programs in order to help their personnel achieve ICAO level 4. It was critical then that the test offered an affordable means of assessing personnel, in order that airlines and ANSPs could maximise their training resources.

### 3.9 Assessed skills and language domains

- a) Language that is wholly assessable according to the ICAO Descriptors
- b) The ability to use the ICAO Dominant Communicative Functions
- c) Language related to the ICAO Priority Lexical Domains

The SEYELPT elicits language assessable by ICAO Rating Scale. Therefore, the test:
(i) Refer to familiar, common, concrete and work related topics

(ii) Refer to unfamiliar work-related topics

(iii) Expose candidate to a wide variety of international accents

(iv) Expose candidate to a linguistic or situational complication or unexpected turn of events

(v) Allow candidate opportunity to demonstrate discourse management strategies

(vi) Give opportunity to display knowledge of idiomatic expressions, register & to speak at length

3.1. Work-related context

ICAO has recommended that any testing solution should be set in aviation, work-related context.

The SEYELPT designers have been careful to avoid too “narrow” an interpretation of ‘work related’ in order to prevent the candidate becoming overly-focused on the correct procedural, operational solution to a question or situation (at the expense of producing the required valid language).

All SEYELPT are recorded and securely archived. This allows for assessment in both real time and subsequent to the test.

All SEYELPT Raters are subject to monitoring. When a disagreement occurs over the overall score between the Raters, the test is referred to the Rater who did not form part of the examining panel for his/her judgment.

3.2. Appeals Procedure

Test takers who are not satisfied with their result may request that it is re-marked by the Rater who did not form part of the examining panel.

Appeals must be made to the General Manager Air Navigation Services in writing no later than one month after certificates have been dispatched. Test takers must return their certificate to the Examining panel.
If the appeal is successful, a new certificate is dispatched

If there is no change to the mark, the SEYLEPT center re-issues the original certificate and the candidate does not receive a refund.
4. VALIDITY AND RELIABILITY

4.1. Validity
The SEYELPT has been validated by being administered to Trainee Air Traffic Controllers from Khazakstan attending their initial course at the GLOBAL ATS Institution (UK) as well non-native employees of that same Institution. It is also aligned with the test that is being employed by UK CAA testers and examiners. It executes THE GOAL OF TESTING English proficiency in an aviation context.

4.2. Reliability
The ELPT reliability is based on tried and tested theories as well as procedures and is supported by:

- multiple test versions
- a standardised test rubric
- evaluation of consistent performance in design & trialing
- rigorous rater selection & training
- 100% initial performance monitoring of raters
- consistent ongoing monitoring & support of raters
- standardisation through inter-rater reliability analysis
- standardisation through intra-rater reliability analysis
- multiple security aspects
5. TEST ADMINISTRATION

5.1. General

The SEYELPT is delivered on a face-to-face basis. During the test, the Raters present a series of spoken prompts in English at a conversational pace and elicit oral responses from the test taker in English. The ELPT consists of seven sections:

- Introduction
- Part 1 – General Questions
- Part 2A – Listening Comprehension
- Part 2B – Interactive Comprehension
- Part 3 – Description and Discussion
- Part 4 – Sentence Completion
- Part 5 – Role Play

The test generally takes about 25 minutes to complete. During the test the instructions are spoken by the Rater prior to commencing each section.

Performance from each section of the test contributes to the scoring of six ICAO sub-skills:

- Pronunciation
- Structure
- Vocabulary
- Fluency
- Comprehension
- Interactions

Each sub-skill is evaluated based on different, independent aspects of the spoken response material. Each Rater independently rates each sub-skill on (FORM......) . The completed form is then filed in hard and scanned soft copy.

5.2. Test Format

The following subsections provide brief descriptions of the task types and the abilities required to respond to the items in each of the eight tasks of the ELPT.
The test format and task-types are standardized. Every candidate is given an equal opportunity to demonstrate his / her language proficiency.

Test tasks:
- Develop in complexity as candidate progresses through the test.
- Is Direct (a face to face discussion between the examiner and the candidate)
- Contains set questions based on common, concrete and work-related topics

During the test, the test taker will be assessed in the following six language categories:

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 speed of delivery)
e) Comprehension (includes ability to listen and understand others)
f) Interactions (includes ability to manage the speaker–listener relationship effectively)

Introduction
Welcome the test taker.

Inform the test taker of
- Duration
- Format
- Scope and question type

5.2.1. Part 1- General Questions (Interview)
In this task the test taker is interviewed by the Raters. It serves as a warmer and provides a comfortable introduction to the interactive mode of the test as a whole. It also gives the Raters an initial impression of the test taker.

Examples:
- 1. (Provide Information) What made you choose a career in aviation?
- 2. (Describe) Can you describe what you do when you are working?
- 3. (Explain) Is a pilot’s job important? (Why? / Why not?)
- 4. (Compare) What is the difference between the role of a pilot today compared to the past?
- 5. (Express Opinion) How much training is necessary to become a pilot?
5.2.2. Part 2: Listening & Interactive Comprehension

Part 2A- Listening Comprehension

This task includes 10 aviation-specific recordings.

- Non-routine / Emergency situations/Radiotelephony messages
- The test taker responds to a variety of international speakers of English (an ICAO recommendation)
- The recordings are produced in collaboration with operational experts (in order to ensure authenticity)
- The candidate has a time limit in which to respond

The test taker hears a recorded message played from a computer and is asked to report back to the Rater on what they hear to confirm his or her understanding of the message.

This task requires the ability to comprehend routine phraseology messages to include the relevant information in responses, and thus contributes to the Comprehension sub-score as manifest in predictable, routine, work-related language. Since the test taker is providing samples of continuous speech, the read-back task also contributes to the Pronunciation and Fluency scores in the routine, aviation domain. The information about response latency is also measured to derive the Interactions sub-score.

Examples:

When you hear: “Speedbird one three six eight contact Nairobi center 129.3”
One possible answer is: “Contact Nairobi Center 129.3 Speedbird One three six eight”
Another possible answer is: “Speedbird one three six eight contact Nairobi center 129.3”

When you hear: “Visibility is very poor today”
Possible answer is: “Visibility is very poor today”

Part 2B - Interactive Comprehension

This task:
Includes recordings in more general situations
Unexpected, non-routine situations
Is Semi-direct (audio recordings are played from a computer)
The candidate has no eye-contact and no facial cues (an ICAO recommendation)
The candidate responds to a variety of international speakers of English (an ICAO recommendation)
Simulates real-life communication
The Candidate is required to answer some questions based on the recording
‘Live’ Comprehension (as opposed to a multiple-choice type of listening exercise where there is no opportunity for the candidate to interact and ask questions) allows for:
- the demonstration of spontaneous discourse management strategies
- the demonstration of proficiency across all six language profiles

The test taker is required to answer some questions based on the recording.

Examples:

<table>
<thead>
<tr>
<th>TRANSCRIPT</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PNF= Pilot non-flying, C= Tower, PF= Pilot flying</strong></td>
<td>1. How did the Pilot flying describe the strike at the beginning of the incident?</td>
</tr>
<tr>
<td>PF That’s a multiple strike!</td>
<td>2. How many birds were there and which engine suffered the strike?</td>
</tr>
<tr>
<td>PNF That was four birds! Engine number one is still running.</td>
<td>3. What did the Controller see coming out of the left engine?</td>
</tr>
<tr>
<td>PF Where’s the power? We’re rolling left.</td>
<td>4. At what altitude did the aircraft hit the birds?</td>
</tr>
<tr>
<td>PNF There’s no data on the screen for engine number one.</td>
<td>5. Can you tell me in your own words the sequence of events that happened after the bird-strike?</td>
</tr>
<tr>
<td>PF We need to get wings level. Increase thrust on number one.</td>
<td></td>
</tr>
<tr>
<td>PNF Increasing thrust.</td>
<td></td>
</tr>
<tr>
<td>PF Ok, wings level.</td>
<td></td>
</tr>
<tr>
<td>PNF The engine’s not running properly.</td>
<td></td>
</tr>
<tr>
<td>PF It’s hard to remain level. Help me.</td>
<td></td>
</tr>
<tr>
<td>PNF Any power on number one?</td>
<td></td>
</tr>
<tr>
<td>PF I don’t know. I can’t see any power at all. The displays read nothing. I think we need to shut it down. I intend to shut down number one.</td>
<td></td>
</tr>
<tr>
<td>PNF Ok. Shut down number one.</td>
<td></td>
</tr>
<tr>
<td>PF Shutting down number one.</td>
<td></td>
</tr>
<tr>
<td>PNF More power on two and three. Increasing power on two and three.</td>
<td></td>
</tr>
<tr>
<td>PF Ok. Can you clean the windshield? Get those wipers on.</td>
<td></td>
</tr>
<tr>
<td>PNF Wipers on.</td>
<td></td>
</tr>
<tr>
<td>C S27H Moi Tower. We see flames and smoke from your left engine. Is everything OK?</td>
<td></td>
</tr>
<tr>
<td>PNF No, a bird has gone into the engine. We hit lots of birds at 1,800. We’ve lost number one engine S27H.</td>
<td></td>
</tr>
<tr>
<td>C S27H. Your number one engine has ingested birds. Are you declaring an emergency?</td>
<td></td>
</tr>
<tr>
<td>PNF Declaring an emergency. We’ve planning on coming back. S27H</td>
<td></td>
</tr>
<tr>
<td>C S27H. State persons on board.</td>
<td></td>
</tr>
<tr>
<td>PNF Three crew members.</td>
<td></td>
</tr>
<tr>
<td>C S27H. State your fuel on board.</td>
<td></td>
</tr>
<tr>
<td>PNF Er.....194,000kg</td>
<td></td>
</tr>
<tr>
<td>PF Holding wings level is difficult.</td>
<td></td>
</tr>
</tbody>
</table>
5.2.3. Part 3: Description & Discussion

For this task the test taker is shown a series of pictures and he /her describes what he/she sees in his/her own words. This task focuses on the test taker’s vocabulary range as well as on the test taker’s ability to relate the relevant information in an informative and extended manner. There is also demonstration of proficiency across all six language profiles.

Examples:

5.2.4. Part 4 – Sentence Completion

For this task the test taker is given a selection of five sentences that are not complete and he/she has to complete each one as accurately as possible. This task focuses on the test taker’s structure and demonstrates proficiency across all six language profiles.

Examples:

1. The pilot had to go around..............................
2. You must have a visa to visit India, but you don’t......................

5.2.5. Part 5 – Role Play

A role play is simulated and the candidate assumes his/her role either as a Pilot or a Controller)
Example:

You will now be engaged in a role play with the following scenario:

The pilot of S7- ADE on short final Runway 13 notices dogs on the runway approximately 500m down the runway. He reports it to ATC.

LAST WEATHER REPORT
TIME: 1000 UTC
WIND: 125/12   VIS: 10 km
CLOUDS: FEW 1200 ft SCT 2500ft
TEMP: 30 DEW POINT: 25
QNH: 1012 TREND: NO SIG

In this exercise you will assume the role of the CONTROLLER and I will play the role of the PILOT. I will make the first call.

You as the CONTROLLER have to also request the assistance of Aerodrome Fire Service to assist with dog chasing. (In this case I will also be the AFS personnel)

5.3. Delivery
Raters use a standardised script already detailed on the test paper to avoid any bias that may inadvertently arise due to the human element

The SEYELPT is delivered to test takers individually (to avoid possible status / hierarchy issues caused when examining more than one person at the same time)

The SEYELPT location offers moderate comfort, privacy and quiet and will initially be conducted in the GMANS office and once the ANS Training Room is established it will be conducted therein

5.4. How scores for the 6 ICAO profiles are generated

The Raters considers all aspects of the assessment & awards the most appropriate band scores in each profile based on the test taker’s performance.

The Overall language proficiency rating will reflect the level reached in the test taker’s weakest area. Failure to comply with descriptors in one category at a particular level indicates that the next lower proficiency level should be awarded. For instance, a test taker who is rated at Level 4 for the category of pronunciation but is rated Level 5 for all other categories will be given an overall proficiency rating of Level 4. Hence, a test taker must demonstrate proficiency Level 5 in all categories in order to receive a Level 5, and so on for other higher levels.
The scores as well as comments of both Raters are logged on the FORM FOR RATER (Form SEYELPT – 002) (Appendix XXX).

The scoring is then discussed and finalized and a detailed report compiled on the FEEDBACK PROCEDURE TEMPLATE (APPENDIX C) and sent in confidentiality to the test taker’s Organisations as directed and agreed.

EXAMPLE:

<table>
<thead>
<tr>
<th>Passport/ID NUM</th>
<th>N0012345</th>
<th>Name</th>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Area</td>
<td>Rating</td>
<td>Comments</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Influenced by regional variation, rarely interferes with ease of understanding t/th</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>5</td>
<td>Sentence construction, word order errors( you always listening to, I was so much interested)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>5</td>
<td>Comprehension is mostly accurate when the speaker is confronted with an unexpected turn of events ( role play required some clarity)</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Overall Rating</td>
<td>5</td>
<td>Date Tested</td>
<td>ZZ/Z /ZZZZ</td>
</tr>
</tbody>
</table>

All English Language Proficiency Tests are recorded and securely archived. This allows for assessment in both real time and subsequent to the test.

All English Language Proficiency Tests Raters are subject to monitoring. When a disagreement occurs over the overall score between the Raters, the test is referred to the Rater who did not form part of the examining panel for his/her judgment.
6. TEST SECURITY

Security is a major issue in the high-stakes environment of aviation testing. With aviation safety and peoples’ livelihoods at stake, there is always the risk of candidate collusion or cheating. This is reduced by having multiple versions of the test and by creating a bank of materials that can quickly replace any versions of the test if they are compromised (for instance if they were stolen from an exam centre). It also influences the method of test delivery. There are a number of potential threats to the security of any test. In particular:

- Materials being leaked / lost
- Impostors taking the test
- Fraudulent certificates

6.1. Security features

The SEYELPT has a number of security features designed to reduce these risks:

The SEYELPT center has a designated administrator who is the General Manager Air Navigation Services who is responsible for the safe storage of test materials (a “2 key” policy). In her absence the key will be handed to the ATS Training Officer who is also an ELP test Rater and she will assume the role of Administrator.

Only the English Language Proficiency Test Administrator(s) will have access to the English Language Proficiency Test database.

Candidate applications include biographical data (name, passport number, date of birth etc), photos, signatures and passport/ National Identity Numbers (NIN) numbers which are checked immediately before the test begins and this information is subsequently printed on the SEYELPT certificate.

To reduce the risk of materials being compromised, there are multiple versions of the test (to make it more difficult for candidates to prepare answers).

All test materials are stored securely in the GMANS office and inventories have been drawn up and will be kept updated. All testing materials must be signed out and signed in by Raters.

Candidates are not permitted to take any electrical equipment, including mobile phones, into the test, to reduce the risk of the test being recorded.
6.2. Test materials

The SEYELPT holds all test items in confidence. Test items are neither published nor provided to test-takers prior to the test event.

The SEYELPT places multiple items in item pools reducing the possibility of collusion and of items to become known or predicted.

The SEYELPT ensures that there are adequate numbers of test items and versions to meet the needs of the candidate populations with respect to its size and diversity.

The SEYELPT delivery formats and platforms ensure that no single candidate will ever be presented with the same test twice.

6.3. Periodic Review of the test

Test procedures/materials are to be monitored and reviewed periodically. This can be through feedback obtained from test takers themselves, on site evaluation during the administration of the test. It will be important to follow any development in Aviation English so as to adjust our system and test accordingly as well. Tests will also be sent for evaluation by experts at the Global ATS periodically and also at time of recurrent training both the Raters and tests can be reviewed.

6.4 Test day security

Immediately before a candidate takes the test, the examiner will check the passport/NIN and biographical data and photographs of the candidate. (An impostor would not only have to fake identification but also have to change their appearance)

6.5 Certificates

Certificates are produced centrally and contain a number of security features to reduce the risk of forgeries:

(i) candidate’s photo

(ii) a unique certificate number containing random numbers
(iii) SCAA verification stamp

(iv) signature of the Administrator of Testing.
7. RECORD KEEPING

As any ELPT is high-stakes, the SEYELPT center maintains audio recordings of all speaking tests as it involves interaction between the test taker and the Rater.

Test recordings provide a safeguard against charges of subjective judgments and unfairness.

Recordings allow a:

a) Review or re-assessment by different assessor in case of uncertainty or an appeal; and

b) Confirmation of assessments in case of appeals by test-takers or their employers.

Each test taker will have separate folder in the archive folder (name, organization, ELPT Number (for example, JANE DOE – IDC- ELPT - 001), kept on a dedicated external drive used by the Raters for testing.

An electronic as well as a hard copy folder will be kept for all test takers.

The following documents will be filed in the test taker’s electronic folder:

- scanned test taker’s Registration and Assessment Form
- scanned test taker’s Language Proficiency Report
- the audio recorded exam
- digital/scanned portrait picture of the test taker
- Appeal process (if applicable)
- Copy of certificate (if the test taker passed the test above level 3)

The hard copy of this file will be stored in a locked cabinet in the General Manager ANS’ office and the keys will be kept with the Test Administrators.

Responsibility of the Test Administrators is to keep this cabinet locked and secured of any potential malversation. On the test taker’s demand the Test Administrator can briefly explain and show record-keeping processes to him/her so that the test taker can be sure that record keeping is adequate.
Test records are to be kept for the following periods

<table>
<thead>
<tr>
<th>TEST RECORDS</th>
<th>TO BE RETAINED FOR (YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test taker Personal File evaluated on level 4</td>
<td>4</td>
</tr>
<tr>
<td>Test taker Personal File evaluated on level 5</td>
<td>7</td>
</tr>
<tr>
<td>Test taker Personal File evaluated on level 6</td>
<td>PERMANENTLY</td>
</tr>
<tr>
<td>Schedule, planner</td>
<td>2</td>
</tr>
<tr>
<td>Evidence of issued Certificates</td>
<td>10</td>
</tr>
<tr>
<td>Test failures</td>
<td>5</td>
</tr>
<tr>
<td>Test evaluation report</td>
<td>10</td>
</tr>
<tr>
<td>Test evaluation statement</td>
<td>10</td>
</tr>
</tbody>
</table>

The mentioned records will be maintained at least through the validity period of the licence’s language proficiency requirement endorsement.
8. ORGANISATIONAL INFORMATION AND INFRASTRUCTURE

8.1 General

In any high-stakes testing environment, relationships between a TSP and other organizations can compromise the integrity of the testing process.

Even if the SEYELPT Team consists of personnel from the ANS Division, a Division of the SCAA, the ANS Training team does not provide or conduct training in Aviation English nor does SEYELPT. Although conflict of interest could arise from favoring ATC personnel because two Raters are from the ANS Division this is balanced by the input of the linguist who will always form part of the assessing panel. There would be no instances where the two subject matter experts would be running the exam themselves.

Furthermore, team members are considered capable of the required level of professionalism and of adherence to ILTA Code of Ethics.
9. TEAM QUALIFICATIONS

9.1. PERSONS AUTHORIZED TO CARRY OUT ENGLISH LANGUAGE PROFICIENCY TESTING:

A language Rater authorized by the SCAA should:

For a Linguistic Rater

a) Hold a Bachelor’s degree in foreign language training; or
b) A Graduate Diploma in Teaching English as a Second Language (TESL); or
   University Degree with extensive English as a Second Language (ESL) teaching experience; and
   a) Have at least one year teaching experience in an Aviation English programmer; or
   b) English for the specific purpose of teaching; or
   c) ESL teaching in an accredited university or language school

For a Subject Matter Expert Rater

a) Hold an SCAA pilot or ATC licence Area Control Rating with at least 2 year experience in international civil aviation operations
b) Hold an SCAA Qualified Flying Instructor rating or Authorised Flight Examiner certificate: and
   c) Have attended a course on language assessment approved by the SCAA

The SCAA reserves the right to withdraw the authorization on an Authorised Language Rater at any point of time if there are reasonable grounds to believe that the particular person had failed to discharge his/her duties in a professional manner.

9.2. TEAM COMPOSITION

The SEYELPT team is comprised of three Raters who have also been involved with the design and development of the ELPT. The Raters have the following expertise:

i) Two with aviation operational expertise

ii) One with specialist linguistic expertise
Training is being planned for two more personnel one with each of the above expertise.

The Raters:

a) demonstrate language proficiency of at least Extended Level 5 on the ICAO Rating Scale. If the test is designed to assess Expert Level 6 proficiency raters shall demonstrate ELP at Expert Level 6;

b) are familiar with aviation English and with any vocabulary and structures that are likely to be elicited by test prompts and interactions;

c) have received intensive training in applying the ICAO rating scale to appropriate language samples and have successfully completed initial rater/assessor training

d) are subject to ongoing monitoring procedures

e) considered capable of the required level of professionalism and of adherence to ILTA Code of Ethics

f) are expected to successfully complete recurrent rater/assessor training at least every two years.

All members of the team are familiar with the following:

a. regulatory requirements and the ICAO ELP Rating Scale

b. ICAO Doc 9835; and

c. ICAO Rated Speech Samples CD.
Appendix A: Form SCAA SEYELPT-001
# Seychelles English Language Proficiency Testing

## BIO DATA FORM

### LANGUAGE PROFICIENCY TEST REPORT

**FOR RADIOTELEPHONY COMMUNICATION**

## PART 1: BIO- DATA

**CANDIDATE:**

<table>
<thead>
<tr>
<th>NAME IN BLOCK LETTERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NIN</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail address</th>
<th>Mobile Phone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Licence Number</th>
<th>Pilot</th>
<th>Air traffic Services Personnel</th>
<th>Radio Station Operator</th>
</tr>
</thead>
</table>

## LANGUAGE BACKGROUND

<table>
<thead>
<tr>
<th>Nationality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native English speaking Country (e.g. Australia, USA, NZ, Ireland)</td>
<td></td>
</tr>
<tr>
<td>Non Native Country with English as a second Language (e.g. India, Malaysia, Singapore, Philippines)</td>
<td></td>
</tr>
<tr>
<td>Country with English as a Foreign Language (e.g. China, Germany, Japan, Paraguay)</td>
<td></td>
</tr>
</tbody>
</table>

## CURRENT EMPLOYMENT

**Number of years in service with existing employer**

<table>
<thead>
<tr>
<th>Less than 1 year</th>
<th>Between 1 to 3 years</th>
<th>More than 3 years</th>
</tr>
</thead>
</table>

## EDUCATIONAL BACKGROUND

**Post-Secondary**

<table>
<thead>
<tr>
<th>Vocational</th>
<th>Diploma</th>
<th>Undergraduate</th>
<th>Post graduate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Name of School/ Institute</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCE “O” Level (Minimum credit in English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or its equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCE “A” Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or its equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Baccalaureate with English as the medium of instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Degree with English as the medium of instruction (excludes distance education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IELTS- Minimum band 7 (Out of 9)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Seychelles English Language Proficiency Testing
### BIO DATA FORM

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Name of school/ institute</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL-Minimum score: Computer based-250 Paper version- 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (e.g. Language proficiency certification from foreign CAA in accordance with ICAO language rating scale)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TRAINING DURING THE LAST 3 YEARS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Place</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Period of service</th>
<th>Employer</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ANY OTHER RELEVANT INFORMATION


### DECLARATION BY APPLICANT

I declare that the information provided above is true to the best of my knowledge. I have attached as evidence a copy of the certificate(s) that I have ticked as applicable above.

<table>
<thead>
<tr>
<th>SIGNATURE OF APPLICANT</th>
<th>NAME IN BLOCK LETTERS</th>
<th>DATE</th>
</tr>
</thead>
</table>
**PART 2 Section 1: REPORTING ON RATING**

**PROFICIENCY TEST DETAILS**

<table>
<thead>
<tr>
<th>Initial</th>
<th>Revalidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICAO LANGUAGE PROFICIENCY RATING SCALE</th>
<th>OVERALL TEST RESULT</th>
<th>Duration of validity</th>
<th>Date of test</th>
<th>Expiration Date of rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Level 6</td>
<td>Permanent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended</td>
<td>Level 5</td>
<td>6 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational</td>
<td>Level 4</td>
<td>3 Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-operational</td>
<td>Level 3</td>
<td>Not yet competent. Recommended that applicant should attend an English language course prior to re-testing (Re-test in not less than 90 days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>Level 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Elementary</td>
<td>Level 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level of proficiency rated in each Area Linguistic Description**

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Structure</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
<th>Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEST CENTRE AND ASSESSOR DETAILS**

<table>
<thead>
<tr>
<th>Name of Test Centre</th>
<th>Telephone number</th>
<th>Fax number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cellular number</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Details of Linguistic Expert**

<table>
<thead>
<tr>
<th>NAME IN BLOCK LETTERS</th>
<th>SIGNATURE OF LINGUISTIC EXPERT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>Fax number</td>
<td></td>
</tr>
<tr>
<td>Cellular number</td>
<td>E-mail address</td>
<td></td>
</tr>
</tbody>
</table>

**Details of subject matter Expert**

<table>
<thead>
<tr>
<th>NAME IN BLOCK LETTERS</th>
<th>SIGNATURE OF SUBJECT MATTER EXPERT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>Fax number</td>
<td></td>
</tr>
<tr>
<td>Cellular number</td>
<td>E-mail address</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNICATIONS

International Accident Report revealed that aircraft accidents are caused due to aircrew not being proficient in a particular language.

In March 2003, the Council adopted amendments to Annexes 1, 6, 10, 11, and the PANS-ATM relating to language proficiency in international civil aviation. The International Civil Aviation Organisation (ICAO) therefore decided that by 5 March 2008 all applicants for a pilots license, all current pilot licence holders. Air Traffic Services personnel and station operators Licences shall demonstrate, in a manner acceptable to the licensing authority, the ability to speak and understand the English language used for radiotelephony communications in compliance with the holistic description contained in the ICAO applicable Annexes and Manuals. LEVEL 4 and 5 of the ICAO Language Profiency rating Scale is considered Operational Level whilst LEVEL 6 is considered as EXPERT LEVEL.

APPLICATION OF LANGUAGE PROFICIENCY STANDARD TO EXISTING LICENCE HOLDERS

1. All Air Traffic Services Personnel and Aeronautical Station operators, i.e existing and new license holders have to meet the “speak and understand “ standard.
2. All holders of an aeroplane and helicopter pilot license issued after 5 March 2004 have to meet the “speak and understand” standard.
3. Holders of an aeroplane and helicopter pilot license issued before 5 March 2004 do not have to meet the “speak and understand” standard until 5 March 2008. Therefore, on this date, they will have not only to meet the standard but they will have to be assessed in accordance with the rating scale.

CONSEQUENCES OF NON-COMPLIANCE WITH THE LANGUAGE PROFICIENCY STANDARDS

For pilots: Article 33 of the Chicago convention makes the international recognition of a flight crew licence conditional to full compliance with all relevant ICAO Standards including language proficiency. As a result, a pilot that does not meet the language requirements will only be able to fly internationally with the authorization of each of the States whose airspace is used. States would certainly be reluctant to give such an authorization and for practical purposes pilots will have to meet the language requirements to fly internationally. That does not necessarily mean that flight crew have to meet the language proficiency in English to fly internationally. For instance, you can in most of the South and Central America speaking only Spanish but in such a case, you have to demonstrate language proficiency in Spanish. Therefore, English proficiency remains a requirement for most of the international flights, as it is the only language available on a worldwide basis for the provision of air traffic services.

For AirTraffic Services Personnel and Aeronautical station operators: If an Air Traffic Services Personnel or Aeronautical Station operator providing services to international flights does not meet the language proficiency standard; the State will have to notify a difference. Any person or operator flying into that State’s airspace will have to assess the situation and decide whether they want to continue that operation in view of the safety and resulting liability aspects.

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 misunderstanding (e.g. to check, confirm or clarify information) in general or work related context;
4. Handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; Use a dialect or accent which is intelligible to the aeronautical community.
**FORM SCAA SEYLPT**

**Seychelles English Language Proficiency Testing**

**BIO DATA FORM**

### PART 2 Section 2: ICAO ENGLISH LANGUAGE PROFICIENCY RATING SCALE

<table>
<thead>
<tr>
<th></th>
<th>LEVEL 6</th>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRONUNCIATION</strong></td>
<td>EXPERT</td>
<td>EXTENDED</td>
<td>OPERATIONAL</td>
<td>PRE – OPERATIONAL</td>
<td>ELEMENTARY</td>
<td>PRE-ELEMENTARY</td>
</tr>
<tr>
<td>Assumes a dialect and/or accent intelligible to the aeronautical community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performs at a level below the Elementary level.</td>
</tr>
<tr>
<td><strong>STRUCTURE</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.</td>
<td>Both basic and complex grammatical structures and sentence patterns are consistently well controlled.</td>
<td>Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.</td>
<td>Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.</td>
<td>Shows only limited control of a few simple memorized grammatical structures and sentence patterns.</td>
<td></td>
<td>Performs at a level below the Elementary level.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
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</tr>
<tr>
<td>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.</td>
<td>Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.</td>
<td>Vocabulary range and accuracy are often sufficient to communicate effectively on common, concrete, or work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.</td>
<td>Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice is often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.</td>
<td>Limited vocabulary range consisting only of isolated words and memorized phrases.</td>
<td></td>
<td>Performs at a level below the Elementary level.</td>
</tr>
</tbody>
</table>

**NOTE TO ASSESSORS:** Tick in allocated Level
### PART 2 Section 2: ICAO ENGLISH LANGUAGE PROFICIENCY RATING SCALE (Contd)

<table>
<thead>
<tr>
<th>LEVEL 6</th>
<th>LEVEL 5</th>
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<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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</thead>
<tbody>
<tr>
<td>EXPERT</td>
<td>EXTENDED</td>
<td>OPERATIONAL</td>
<td>PRE – OPERATIONAL</td>
<td>ELEMENTARY</td>
<td>PRE-ELEMENTARY</td>
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#### FLUENCY

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<tr>
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<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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<tr>
<td>EXPERT</td>
<td>EXTENDED</td>
<td>OPERATIONAL</td>
<td>PRE – OPERATIONAL</td>
<td>ELEMENTARY</td>
<td>PRE-ELEMENTARY</td>
</tr>
</tbody>
</table>

- **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.**
- **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.**
- **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.**
- **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.**
- **Perform at a level below the Elementary level.**

#### COMPREHENSION

<table>
<thead>
<tr>
<th>LEVEL 6</th>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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</thead>
<tbody>
<tr>
<td>EXPERT</td>
<td>EXTENDED</td>
<td>OPERATIONAL</td>
<td>PRE – OPERATIONAL</td>
<td>ELEMENTARY</td>
<td>PRE-ELEMENTARY</td>
</tr>
</tbody>
</table>

- **Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.**
- **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.**
- **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.**
- **Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.**
- **Performs at a level below the Elementary level.**

#### INTERACTION

<table>
<thead>
<tr>
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<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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<tbody>
<tr>
<td>EXPERT</td>
<td>EXTENDED</td>
<td>OPERATIONAL</td>
<td>PRE – OPERATIONAL</td>
<td>ELEMENTARY</td>
<td>PRE-ELEMENTARY</td>
</tr>
</tbody>
</table>

- **Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.**
- **Responses are immediate, appropriate, and informative. Initiates and maintains the speaker/listener relationship effectively.**
- **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.**
- **Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.**
- **Performs at a level below the Elementary level.**

**NOTE TO ASSESSORS:** Tick in allocated Level

November 2013
# Seychelles English Language Proficiency Testing
## BIO DATA FORM

### PART 3: FEEDBACK SECTION

<table>
<thead>
<tr>
<th>Category</th>
<th>Weaknesses</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Pronunciation</td>
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<tr>
<td>Structure</td>
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<td>Vocabulary</td>
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<td>Fluency</td>
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<td>Comprehension</td>
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<td>Interaction</td>
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Appendix B: Form SCAA SEYELPT-002
CANDIDATE NAME: ______________________________

ORGANISATION: ___________________ DATE OF TEST: _____________

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GLOBAL MARK

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<th>3</th>
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<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

November 2013
INSTRUCTIONS FOR COMPLETING Form SCAA SEYELPT - 002

1) For each test-taker the Form SCAA SEYELPT- 002 has to be filled by EACH Rater individually in a legible hand-writing
2) All entries are be in red ink
3) The Rater is to circle the LEVEL that the test-taker demonstrates for each descriptor and write Comments/Notes that would support such a LEVEL as per the test-taker’s performance.
4) The form is to be filed in both the test-taker hard copy and soft copy files for any future reference or query
Appendix C: SEYELPT FEEDBACK FORM
TO : (RELEVANT AUTHORITY)
FROM : (RATER’S NAMES – SEYELPT)
SUBJECT : English Language Proficiency Testing Results (specific details)
DATE : (specific dates)

FEEDBACK ON ENGLISH LANGUAGE PROFICIENCY TESTING:

OVERALL RATINGS

Below is an overall summary of the total number of (Pilots/Controllers) tested according to the English Language Proficiency Rating Scale.

<table>
<thead>
<tr>
<th>ICAO LEVEL 1</th>
<th>Number of (pilots/ controllers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAO LEVEL 2</td>
<td></td>
</tr>
<tr>
<td>ICAO LEVEL 3</td>
<td></td>
</tr>
<tr>
<td>ICAO LEVEL 4</td>
<td></td>
</tr>
<tr>
<td>ICAO LEVEL 5</td>
<td></td>
</tr>
<tr>
<td>ICAO LEVEL 6</td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td></td>
</tr>
</tbody>
</table>

It should be noted that further initiatives to improve the overall language ratings achieved by (pilots/controllers) may include short workshops which focus on (e.g., the dealing with abnormal situations and the listening to various international speakers of English).

Please find below, the detailed reports for the (Pilots/Controllers) who have been tested. Please note according to the ICAO Rating Scale have been issued with certificates.

November 2013
Seychelles English Language Proficiency Testing
FEEDBACK ON ENGLISH LANGUAGE PROFICIENCY TESTING TEMPLATE

DETAILED REPORTS: Pilots/Controllers

<table>
<thead>
<tr>
<th>Passport/ID NUM</th>
<th>N0012345</th>
<th>Name</th>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Influenced by regional variation, rarely interferes with ease of understanding t/th</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>5</td>
<td>Sentence construction, word order errors( you always listening to, I was so much interested)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>5</td>
<td>Comprehension is mostly accurate when the speaker is confronted with an unexpected turn of events ( role play required some clarity)</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>6</td>
<td>Expert Level</td>
<td></td>
</tr>
<tr>
<td>Overall Rating</td>
<td>5</td>
<td>Date Tested</td>
<td>ZZ/ZZZZZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expiry Date</td>
<td>XX/X/XXXX</td>
</tr>
</tbody>
</table>

Please note:

ICAO RE-TESTING REQUIREMENTS:

As per ICAO Document 9835
If at Level 6, no retesting is required
If at Level 5, retest in 6 years time
If at Level 4 retest in 3 years time
If at Level 3 and below, retesting can only take place once re-training is completed.

This allows candidates the opportunity of improving on the rating. It also provides a safeguard to ensure that language proficiency does not decline over time.

We trust that the above information is clear and reasonably straightforward. If you have any further questions, please do not hesitate to contact us.

Kind regards

Ms Audrina Harray
SUBJECT MATTER EXPERT

Mrs Luciana Lagrenade
LINGUISTIC EXPERT