



Aviation English Solution FOR PILOTS AND AIR TRAFFIC CONTROLLERS

Features and Benefits





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1.0 Introduction

Between 1976 and 2000, more than 1,100 passengers and crew lost their lives in accidents in which investigators determined that Air Traffic Control (ATC) communications had played a contributory role (source: ICAO Journal). Moreover, numerous incidents involving English language communication issues, including runway incursions, are reported annually.

In order to improve **air transport safety**, new ICAO English language proficiency standards were adopted in March 2003. They outline the minimum level of English language proficiency required by **Pilots** and **Air Traffic Controllers (ATCOs)** and specify a compliance date of **March 2008**. The provisions apply to general English language proficiency in the context of aviation.

IATA sets annual priorities to meet the needs of the aviation industry with a special focus on safety and security, working closely with ICAO in these two areas. Programs such as the IATA Operational Safety Audit (IOSA), endorsed by the FAA, allow IATA to play a leadership role in the improvement of air transport safety, thus reducing costs related to incidents and accidents.

A neutral and impartial industry body representing the world's airlines, IATA plays a strong role in developing cutting-edge business solutions for the industry in order to strengthen its efficiency. Providing a complete **Aviation English Solution** that fully complies with the **Manual on the Implementation of ICAO Language Proficiency Requirements** is an excellent example of how to achieve this goal.



2.0 The IATA Aviation English Solution

IATA has developed a complete solution for Pilots and Air Traffic Controllers around the world to meet ICAO's new English language proficiency standards. IATA's Aviation English Solution consists of the following three sequential services (Figure 1):

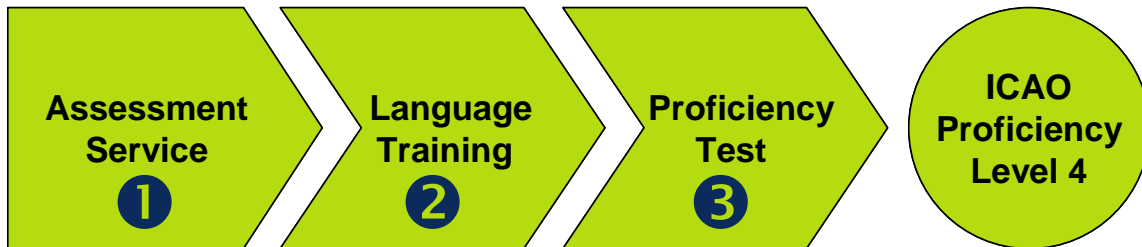


Figure 1: The IATA Aviation English Solution

2.1 Assessment Service

This service enables organisations to assess their Pilots' and ATCOs' level of English language proficiency in an aviation context. This is the critical first step for any organisation to create an action plan to meet the ICAO 2008 deadline. The objective of the assessment is to evaluate **pronunciation, structure, vocabulary, fluency, comprehension** and **interactions**. A consolidated report with recommendations for training is then provided to the organisation.

Assessing the English level spoken and understood by Pilots and ATCOs allows airlines and ANS providers to:

- Accurately determine their current English language proficiency levels. Experience shows that many believe their English level is better than it really is based on the ICAO proficiency standards.
- Structure a training action plan to ensure that airlines and ANS providers meet ICAO's March 2008 compliance deadline.
- Avoid wasting time, effort, and money on training that may not be required or is too advanced.
- Join a network of organisations actively working towards improving safety levels of the air transport industry by reducing the number of incidents and accidents caused by poor English communications.

The assessment requires that each designated Pilot or ATCO call in to a testing center and participate in an aviation-related conversation with a qualified, native English-speaking rater. The conversation takes up to 15 minutes and is scored based on the **ICAO English Proficiency Scale** (found in **Section 5.0** of the this proposal).

Before the assessments can begin, one person within the organisation (the "Client Contact") must confirm the assessment schedule for each of its designated Pilots or ATCOs ("Candidates"). The Internet schedule will always appear in relation to the Client time zone.



Upon completion of the assessments, clients have access to key reports via the Internet, including a **Status Report**, a **Summary Report**, and a **Candidate Report**. Samples of these reports are found in **Section 4.0** of this document.

The **Status Report** includes the following information:

- The number of Candidates who completed the assessment (and the number who did not call)
- The percentage of Candidates at each ICAO level for each of the six evaluation criteria
- The overall percentage of candidates at each ICAO level

The **Summary Report** includes the following information:

- The number of Candidates at each ICAO level
- The names of Candidates at each ICAO level
- High-level training recommendations that can be used to begin planning for those employees who require training.

The **Candidate Report** includes the following information for each individual assessed:

- Client information (including organization name and person who authenticated Candidate's identity if applicable)
- Candidate information (including name and ID)
- Assessment details (including call date & time, assessment duration, rater's name)
- Candidate's score for each of the six ICAO proficiency criteria
- Candidate's overall ICAO proficiency rating
- Rater's comments pertaining to the assessment
- Recommended number of lessons to reach ICAO Level 4 (if the Candidate's overall rating is ICAO Level 3 or lower).

Candidates are assigned a rating from 1 to 6 on each of the six ICAO proficiency criteria. As per the Manual on the Implementation of ICAO Language Proficiency Requirements (paragraph 2.8.4), the overall score of the Candidate corresponds to the lowest score obtained on any one of the six criteria. For instance, a Candidate who obtains a score of 4 on pronunciation, structure, vocabulary, fluency and comprehension, but scores 3 on interactions is assigned an overall score of 3.

Candidates are assigned one of the following nine possible overall scores:

- ICAO Level 1
- ICAO Level 2 (medium)
- ICAO Level 2 (high)
- ICAO Level 3 (low)
- ICAO Level 3 (medium)
- ICAO Level 3 (high)
- ICAO Level 4
- ICAO Level 5
- ICAO Level 6

Candidates assigned an overall score of ICAO level 4 or higher do not require any training. Candidates with an overall score below ICAO level 4 require training. The amount of training needed to reach ICAO level 4 depends upon the Candidate's overall score. For example, Candidates with an overall score of 2 require more training than those with an overall score of 3.



Following is the pricing table for the IATA Aviation English Assessment Service (minimum purchase quantity is 30):

Number of Candidates	Price per Candidate (USD)
30-99	\$155
100-499	\$150
500-999	\$145
1000-1999	\$140
>2000	\$135

Long-distance charges are excluded.

A technical and financial proposal for Aviation English Training will be provided once the Assessment is completed and the lesson type confirmed. **For each candidate enrolling in the IATA Aviation English Training Programme, IATA will reimburse the cost of the Assessment Service. The Assessment of the candidate will therefore be free of charge.**



2.2 Language Training

Once assessments are completed, **Aviation English Language Training** can be delivered in a variety of methods to meet any organisations' needs and budgets. The training modules are tailored to reflect the working environment of Pilots and ATCOs who must learn how to communicate effectively in English in a variety of aviation-related situations such as regular operations, irregular operations, and emergencies. Standard **ICAO phraseology** is used wherever applicable. In order to offer the best possible quality of language training, IATA has partnered with Berlitz, the world-renowned language services provider with 400 training centers in 60 countries.

2.2.1 The Berlitz Method™

IATA has partnered with Berlitz to develop a comprehensive Aviation English Training Programme. Berlitz offers extensive experience, a global presence, and a reputation as a premier language training provider. Berlitz has a unique approach to training called the Berlitz Method™. With this approach, candidates do not learn to translate from one language to another; they learn to think in the target language. The Berlitz Method™ helps learners achieve their language goals because it is:

- Fast
- Context-based
- Conducted in the target language only
- Based on building blocks
- Integrated (speaking, listening)
- Designed to maximise student participation.

The essential principle is that one learns to speak a language by speaking it. From the moment Candidates begin a course, they use the target language exclusively in class. Because there is no translation, they learn to think directly in their new language. This process not only engenders true fluency by eliminating any recourse to the candidates' first language, but it also encourages them to accept more readily those features of their new language which differ markedly from what they are accustomed to.

Grammatical structures and items of vocabulary are presented in such a way that they are either immediately intelligible or can be made immediately intelligible using only material that has already been taught. Though candidates must obviously start out with very simple, concrete concepts, this building block approach allows them to progress step-by-step to the most complex, abstract ideas.

At every stage of their instruction, Berlitz students cultivate their ability to use their new language in the same manner in which they use their first language — naturally. Over the years, the Berlitz Method™ has proven to deliver much faster results than the traditional approach used by most language training providers.

Berlitz instructors repeat the learning cycle (**Figure 2**) throughout the training programme in order to monitor the progress of the Candidates and make adjustments as required.

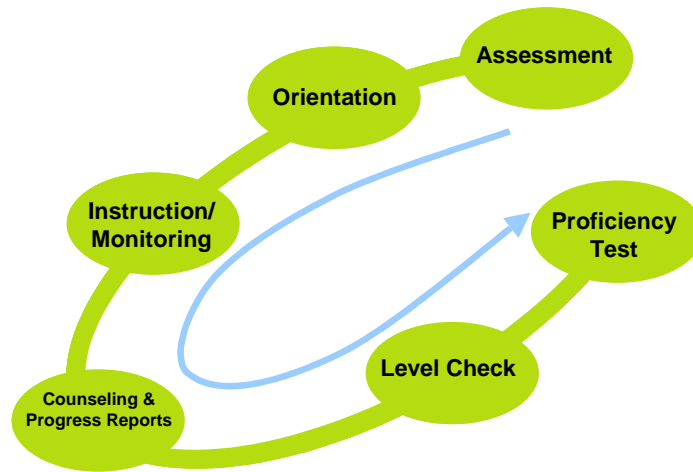


Figure 2: The Learning Cycle

2.2.2 Lesson Types

The following lesson types are available:

- **Private Lessons:** Designed for **one candidate**, classes are led by one dedicated instructor who ensures that the candidate is actually speaking 50% of the time, making it a highly effective way to learn a language.
- **Semi-Private Lessons:** Designed for **two to three candidates**, classes meet one to three times a week.
- **In-Company/Local Facility Group Lessons:** Designed for groups of **four to ten candidates**, classes meet at on a set schedule over a period of weeks, at the company site or a local Berlitz office, depending on availability.
- **Total Immersion®:** Designed for **one candidate**, lessons last a full day and continue from two to six weeks in an English-speaking environment. Available locations are Toronto (Canada), Vancouver (Canada) and London (UK). Total Immersion is the most effective way to learn a language in the shortest possible time.
- **Group Immersion:** Designed for **three to ten candidates**, lessons are otherwise similar to those of Total Immersion and are delivered in the same locations.
- **Virtual Classroom:** Designed for **one to six candidates**, candidates simply log on to a dedicated website for scheduled lessons and converse with an instructor in real time. Course materials are combined with joint Internet browsing to ensure that lessons are always stimulating and up-to-date. This method eliminates travel time and expenses associated with traditional instruction.

All lessons are **45 minutes** each, including a five-minute break. Lessons are typically taken three at a time (for a total of 2 hours and 15 minutes per session). Candidates can take four or five lessons at a time if their availability supports it. Regardless of the number of lessons per session, a minimum of two sessions per week is recommended. The exception is Total Immersion® and Group Immersion training, which require 10 lessons per day.



2.2.3 Instructor Credentials

All Berlitz English language instructors delivering the Aviation English Training Programme have the following minimum qualifications:

- Native fluency in English
- A minimum of one North American Bachelor's Degree or its foreign equivalent in an appropriate academic field
- Successful completion of the Aviation English Training Programme
- An awareness of local culture
- Experience in training adult learners.

In order to deliver the training lessons, instructors provide candidates with training manuals, CD-ROMs, magazines, audio CDs and website access (**Figure 3**).



Figure 3: Aviation English Training Materials

2.2.4 Learning Objectives

The general learning objective the training is to enable candidates to communicate at a minimum with an ICAO level 4 in pronunciation, structure, vocabulary, fluency, comprehension, and interactions (as per ICAO standards). A general English program is recommended for Pilots and Air Traffic Controllers assessed below ICAO Level 3. Our aviation-specific training helps advance those currently assessed at ICAO Level 3 to ICAO Level 4. Following are the specific learning objectives for candidates preparing to communicate with a minimum of **ICAO level 4** on their Proficiency Test.

Upon successful attainment of **ICAO Level 2**, candidates will be rated as “Elementary” and be able to demonstrate the following skills using “General English”:

- Use pronunciation, stress, rhythm, and intonation that are heavily influenced by the first language or regional variation
- Demonstrate limited control of a few simple, memorized, grammatical structures and sentence patterns
- Use a limited vocabulary range consisting of isolated words and memorized phrases
- Produce very short, isolated, memorized utterances



- Comprehend isolated, memorized phrases that are carefully and slowly articulated
- Interact in simple, routine exchanges

Upon successful attainment of **ICAO Level 3**, candidates will be rated as “Pre-Operational” and be able to demonstrate the following skills using “General English”:

- Use pronunciation, stress, rhythm, and intonation that are influenced by the first language or regional variation
- Demonstrate limited control of basic grammatical structures and sentence patterns associated with predictable situations
- Use a limited vocabulary range and accuracy that is often sufficient to communicate on common, concrete, or work-related topics
- Paraphrase successfully when lacking vocabulary
- Produce stretches of language with limited phrasing and limited distracting fillers or hesitation
- Often accurately comprehend common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users
- Initiate, respond to, and maintain adequate exchanges with reasonable ease on familiar topics in predictable situations

Upon successful attainment of **ICAO Level 4**, candidates will be rated as “Operational” and be able to demonstrate the following skills using “Aviation English”:

- Use pronunciation, stress, rhythm, and intonation that rarely interfere with ease of understanding (yet may be influenced by the first language or regional variation)
- Creatively use basic grammatical structures and sentence patterns in a usually well-controlled manner sufficient for communication (errors which may occur, particularly in unusual or unexpected circumstances, rarely interfere with meaning)
- Use a vocabulary range and accuracy that are usually effective on common, concrete, and work-related topics
- Paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances
- Produce stretches of language at an appropriate tempo
- Make limited use of discourse markers or connectors
- Use fillers in a way that is not distracting
- Accurately comprehend common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users
- Comprehend a linguistic or situational complication or an unexpected turn of events
- Respond to most questions immediately, appropriately, and informatively
- Initiate and maintain exchanges even when dealing with an unexpected turn of events
- Deal adequately with apparent misunderstandings by checking, confirming, or clarifying

2.2.5 Training Duration

Following are estimates of the amount of training required for Candidates to reach ICAO level 4 based on the various assessment results. It is important to mention that the number of lessons required also varies with the lesson type, the intensity of the training and the learning capabilities of Candidates.



ICAO Score	Lessons Required (Units)	Training Duration (Hours)
Level 1	360	270
Level 2 (medium)	288	216
Level 2 (high)	264	198
Level 3 (low)	216	162
Level 3 (medium)	180	135
Level 3 (high)	144	108
Level 4	No training	No training

2.2.6 Training Cost

The training cost for a Candidate and for an entire organisation can only be accurately determined once an assessment has been completed. If an organisation is nevertheless interested in obtaining a training quotation without a completed assessment, assumptions must be made regarding the following variables:

- The number of Candidates requiring training
- The current English level(s) of the Candidates
- The preferred lesson type(s)
- The number of Candidates per class

2.2.7 Training Content

The Aviation English Specialization was designed specifically to meet the needs of pilots and ATCOs who need to advance from ICAO proficiency level 3 to level 4. The Specialization consists of 10 modules, representing the following aviation topics and learning objectives:

Module 1 - Geography

Topics	Learning Objectives
<ul style="list-style-type: none"> • types of terrain • urban obstacles • geographical location and size • numbers • volcanoes 	<ul style="list-style-type: none"> • describing terrain • giving directions • reporting numbers • requesting information • describing the effects of volcanic ash



Module 2 - Meteorological Conditions

Topics	Learning Objectives
<ul style="list-style-type: none">• precipitation and obscurations• clouds and cloud cover• meteorological reports• adverse meteorological conditions	<ul style="list-style-type: none">• describing types and intensity of precipitation• describing clouds and cloud cover• encoding and decoding meteorological reports• asking for and giving reasons

Module 3 - Aircraft Maintenance

Topics	Learning Objectives
<ul style="list-style-type: none">• aircraft parts and systems• aircraft instruments• structural materials and damage• breakdowns and malfunctions• maintenance inspections	<ul style="list-style-type: none">• explaining the function of aircraft parts and systems• describing structural materials and types of damage• describing problems and expectations• asking about capability and ability• discussing the importance of maintenance inspections

Module 4 - Cargo and Dangerous Goods

Topics	Learning Objectives
<ul style="list-style-type: none">• types of cargo and dangerous goods• containers, labels and handling• cargo manifest• center of gravity• cargo hold conditions• cargo spills	<ul style="list-style-type: none">• describing types of cargo and dangerous goods• discussing the importance of labeling and handling• using different systems of weights and measures• explaining the importance of proper loading• describing the effect of hold conditions on cargo• assessing dangerous goods situations• expressing degrees of urgency



Module 5 - Flight Planning

Topics	Learning Objectives
<ul style="list-style-type: none">• aircraft identification, type of flight• flight plan forms• flight routes • supplementary FPL information• flight plan handling• pre-flight briefings and checklists• repetitions and clarifications• the future of small jets	<ul style="list-style-type: none">• describing types of aircraft, type of flight • completing and interpreting a flight plan form• encoding and decoding route information on a flight plan• describing capacity, endurance, survival equipment• describing the flight plan handling system• extracting information from a pre-flight briefing • checking, clarifying, confirming comprehension• discussing trends in aviation traffic

Module 6 - Departure

Topics	Learning Objectives
<ul style="list-style-type: none">• departure information• start-up and push back signals• clearances and amendments• airport diagrams• taxiway and runway signage• airport “hot spots”, runway incursions	<ul style="list-style-type: none">• asking for and giving departure information• recognizing and interpreting hand signals • listening for and correcting information • identifying locations on the airfield• issuing, reading back taxi and takeoff clearances • talking about the types and causes of runway incursions



Module 7 - En Route

Topics	Learning Objectives
<ul style="list-style-type: none"> • position reports • en route charts, chart symbols • separation • traffic advisories and alerts, TCAS • special use airspace, restrictions • interception procedures • controlled airspace • radio communication problems 	<ul style="list-style-type: none"> • asking for and giving position reports • reading and interpreting navigational charts • using separation phraseologies • describing conflicting traffic and location • identifying types of special use airspace, interpreting temporary flight restrictions, NOTAMs • interpreting and responding to interception signals • describing types of controlled airspace • reporting readability, relaying messages

Module 8 - Flight Safety and Security

Topics	Learning Objectives
<ul style="list-style-type: none"> • emergency maneuvers, ASSIST • icing and turbulence • PIREPs • terrain avoidance, GPWS, MSAW • oceanic terminology • air rage and unlawful interference 	<ul style="list-style-type: none"> • explaining types of maneuvers, handling procedures • describing hazardous flight conditions • encoding, decoding reports • giving and responding to warnings • describing ditching procedures • describing causes, behavior, demands

Module 9 – First Aid and Medical Assistance

Topics	Learning Objectives
<ul style="list-style-type: none"> • ailments, illnesses, injuries • parts of the body • bones and internal tissues • in-flight first aid and medical kits • in-flight medical emergencies • patient information • medical diversions 	<ul style="list-style-type: none"> • describing ailments and symptoms • describing pain and location of pain • stating hypotheses • describing purpose and uses of items in kits • recognizing medical terms and associated conditions • taking and relaying information • discussing causes and frequency of medical diversions



Module 10 - Descent, Approach and Landing

Topics	Learning Objectives
<ul style="list-style-type: none">• approach charts• runways and runway markings• instrument approach equipment• traffic patterns, approach maneuvers• accidents and phase of flight• holding and delays• fuel emergencies• missed approaches• runway surface conditions (RSC) reports• activities around an airfield• bird strikes	<ul style="list-style-type: none">• describing approach information• identifying and explaining runway markings• explaining function of, problems with equipment• issuing and reading back approach clearances• discussing causes of accidents• using phraseologies for holding, delays• handling a fuel emergency situation• describing missed approach procedures• understanding runway surface conditions (RSC) reports• issuing cautions and alerts• discussing bird strike myths and facts

Each chapter of the Aviation Specialization consists of of real-life scenarios based on regular operations, irregular operations, and emergencies. Standard ICAO phraseology is used wherever applicable.

Each chapter includes:

- Topical vocabulary + focus on vocabulary exercises
- Communicative functions
- Pronunciation focus
- Listening comprehension and skits (based on scripted exchanges between Pilots and ATCOs for regular ops and irregular ops)
- Role play (based on scripted exchanges between Pilots and ATCOs for emergency situations)
- Culture in the cockpit focus
- Topical reading and discussion
- Words/expressions related to topic
- Interesting facts: e.g., word origins/etymologies; first-ever events; world records
- Chapter review.

2.3 Proficiency Test

As a third and final step, IATA also offers a Proficiency Test that validates the English proficiency level of pilots and ATCOs in accordance with the ICAO Level 4 standard. This service is similar to the assessment service in that Pilots and ATCOs call in to a testing center to complete an oral evaluation of their English language proficiency.



In order for Candidates to be rated as “Operational” (ICAO Level 4), they must be able to demonstrate the following skills during the Proficiency Test:

- Use pronunciation, stress, rhythm, and intonation that rarely interfere with ease of understanding (yet may be influenced by the first language or regional variation)
- Creatively use basic grammatical structures and sentence patterns in a usually well-controlled manner sufficient for communication (errors which may occur, particularly in unusual or unexpected circumstances, rarely interfere with meaning)
- Use a vocabulary range and accuracy that are usually effective on common, concrete, and work-related topics
- Paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances
- Produce stretches of language at an appropriate tempo
- Make limited use of discourse markers or connectors
- Use fillers in a way that is not distracting
- Accurately comprehend common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users
- Comprehend a linguistic or situational complication or an unexpected turn of events
- Respond to most questions immediately, appropriately, and informatively
- Initiate and maintain exchanges even when dealing with an unexpected turn of events
- Deal adequately with apparent misunderstandings by checking, confirming, or clarifying

Figure 2 shows the detailed process Candidates must go through in order to attain ICAO Proficiency Level 4.

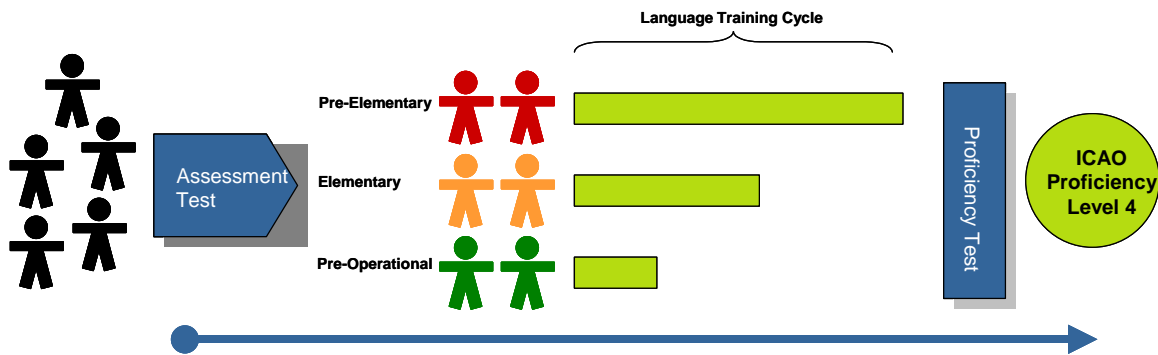


Figure 2: The IATA Aviation English Solution Detailed Process Flow



3.0 IATA Contact

If you have any questions or require more information, please do not hesitate to contact:

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4.0 Assessment Service Samples Reports

The **Status Report** contains:

- The number of candidates assessed and the number of those who did not call
- The percentage of candidates at each ICAO level for each of the six ICAO criteria
- The overall percentage of candidates at each ICAO level.

Status Report for client “Ski Air 1” (printable version):

Status Report - Ski Air 1						
Report from 15 April, 2005 to 30 April, 2005						
Total Candidates Assessed :	8					
Total Candidates who Missed Call :	0					
Category Scores	1	2	3	4	5	6
Interactions	0%	12%	50%	0%	37%	0%
Structure	0%	25%	25%	25%	25%	0%
Vocabulary	0%	12%	50%	12%	12%	12%
Pronunciation	0%	12%	50%	25%	12%	0%
Comprehension	0%	0%	50%	25%	25%	0%
Fluency	0%	0%	62%	12%	25%	0%
Overall Scores	1	2	3	4	5	6
Over All Score based on ICAO English Proficiency Levels	0%	37%	25%	12%	12%	12%

Number of candidates assessed

Percentage of candidates at each ICAO level for each of the six ICAO criteria

Overall percentage of candidates at each ICAO level



The **Summary Report** contains:

- The number of candidates at each ICAO level
- The names of candidates at each ICAO level (through the [View Candidates](#) link)
- Preliminary training requirements.

Summary Report for client “Ski Air 1” (printable version):

Summary Report – Ski Air 1
Report from 15 April, 2005 to 30 April, 2005

ICAO Score	Number of Candidates	
1	0	
2	0	
3	0	
4	1	View Candidates
5	0	
6	0	

Training
Based on the ICAO's English Proficiency standards...

- **1 candidate** meets the requirements for "Operational" status and does not require any further training at this time.
- **0 candidates** did not meet the requirements for "Operational" status and require further training.

See Candidate Reports for detailed results and training recommendations.

Annotations in the screenshot:
- A box labeled "Number of candidates at each ICAO level" points to the "Number of Candidates" column header.
- A box labeled "Click to see candidate name(s)" points to the "View Candidates" link in the row for ICAO Score 4.
- A box labeled "Preliminary training requirements" points to the "Training" section.



The **Candidate Report** displays individual assessment results and training recommendations for a candidate following his or her assessment. This report is available for viewing within four hours of assessment completion.

Candidate Report for client "Ski Air 1" (printable version):

Candidate Report

Course: Aviation English
Company: Ski Air 1
Candidate Name: George Fourfis
Candidate ID: 98080
Call Date: 15 Apr, 2005
Call Time: 07:45 AM
Verifying Company Officer:
Rater's Name: JANET
Length of Assessment: 9 minutes

Assessment details

Category Scores

Structure	George demonstrated sufficient skills to meet the requirements for ICAO Level	3
Fluency	George demonstrated sufficient skills to meet the requirements for ICAO Level	3
Comprehension	George demonstrated sufficient skills to meet the requirements for ICAO Level	3
Vocabulary	George demonstrated sufficient skills to meet the requirements for ICAO Level	3
Interactions	George demonstrated sufficient skills to meet the requirements for ICAO Level	3
Pronunciation	George demonstrated sufficient skills to meet the requirements for ICAO Level	3

Candidate's score for each of ICAO's six criteria

Overall Scores

*George's Over All Score based on ICAO English Proficiency Levels: 3

Candidate's overall score

Comments:

Preliminary training recommendations

Training Recommendations

To assist George in achieving "Operational" status based on ICAO's English Proficiency standards, it is our recommendation that George receive 144 IATA-Berlitz Aviation English lessons. The actual number of training hours will vary by candidate according to factors such as native language, lesson type, scheduling intensity, and time devoted to practice. A candidate's individual needs are determined in consultation with a Berlitz language professional.

* Note: "a person's proficiency rating level is determined by the lowest rating level assigned in any particular category" Pg. 2-9, Paragraph 2.3.4. Manual on the Implementation of ICAO Language Proficiency Requirements, 2004.



5.0 ICAO Language Proficiency Scale

Found in the Attachment to ICAO Annex 1

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





LEVEL	PRONUNCIATION	STRUCTURE	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Pre-Operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

Note. The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication.

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