

ICAO 295 LAN TST

# **EALTS Handbook**

## **2021-2022**

# Contents

**English for Aviation  
language proficiency assessment  
for commercial flight crew,  
recreational pilots and air traffic  
controllers for ICAO compliance.**

- 1 Introduction**
  - What is the English for Aviation Language Testing System
  - The components of the EALTS
  - EALTS Candidature
  - Test Administration
- 2 EALTS overview**
- 3 Preparing for the EALT**
  - The ICAO Language Proficiency Requirements
  - EALT Format
- 4 EALT test results**
  - EALT test scores
  - Interpretation of EALT test scores
  - Appealing an EALT result
- 5 EALT test reports**
  - The Group Test Report
  - The Candidate Test Report
- 6 The period of rating validity**
  - The tests of the EALT**
- 7 English for Aviation Language Test Overview**
- 8 Test of Listening**
- 11 Test of Speaking**
- 15 EALT final ratings and overall award**
- 16 Candidate application and local administration**
  - Enquiry
  - Application and enrolment
  - Confirmation of enrolment
  - Taking the test
  - Receiving results
- 17 Special circumstances**
  - Special arrangements
  - Special consideration
  - Malpractice
  - Candidates wishing to postpone or cancel their entry
  - Candidate's non-attendance at a scheduled test
- 18 Security of the EALTS**
- 19 EALTS test development, research and support**
- 20 The EALTS around the world**
  - EALTS in use
  - EALTS recognition
  - EALTS Test Centres
  - Expressions of interest
- 21 Useful references**
- 22 Appendix A**
  - ICAO Holistic Descriptors
  - ICAO Language Proficiency Rating Scale



# Introduction

The purpose of this Handbook is to outline the key features and administrative procedures of the English for Aviation Language Testing System (EALTS) for test-takers, language trainers, administrators and other Testing System users, including national regulatory/licensing authorities, professional registration bodies, air navigation service providers, aircraft operators and air traffic control and flight training institutions.

The Handbook provides an overview of the EALTS and its two key components, the ICAO **Expert Level 6** Language Assessment (ICAO ELSA) and the English for Aviation Language Test (EALT). It describes in further details the component tests of the EALT and includes brief test specifications.

**PLEASE NOTE:** This Handbook contains only incomplete samples of the components of the tests. Further demonstration materials and samples of the test components and additional information on all aspects of the EALTS are available through the EALTS website, [www.ealts.com](http://www.ealts.com), or on request through EALTS Test Centres.

## What is the English for Aviation Language Testing System?

The English for Aviation Language Testing System (EALTS) is a multi-level, English for Aviation language testing system designed to assess the language proficiency of commercial flight crew, recreational pilots and air traffic controllers for ICAO Language Proficiency Requirements compliance. The EALTS measures and reports proficiency in the skills of *speaking* and *listening* across the levels of the ICAO Language Proficiency Rating Scale from **Pre-Elementary Level 1** to **Expert Level 6**.

The EALTS is managed by Language Testing and Assessment Services Ltd. (LTAS). LTAS has been approved and certificated by UK CAA as complying in all respects with the Test Service Provider requirements contained in ICAO Doc. 9835 *Manual on the implementation of the ICAO Language Proficiency Requirements*. As part of this approval process, LTAS has also previously been approved by UK CAA as an EASA FCL.055 compliant Language Assessment Body in relation to the provision of language proficiency testing services as defined in European Commission Regulation No. 1178/2011. Additionally, and independently, LTAS has also been empowered by a large number of ICAO Member States to operate in the capacity of assessor of Aviation English Language Proficiency.

## The components of the EALTS

The EALTS comprises the **ICAO Expert Level 6 Assessment (ICAO ELSA)** for native or near-native speakers of the language and the **English for Aviation Language Test (EALT)** for *non-native speakers of English*.

Both components offer appropriate, direct assessments of communicative competence in listening and speaking to the aviation industry allowing organisations to determine the extent to which commercial flight crew, recreational pilots and air traffic controllers are able to meet the ICAO Language Proficiency Standards. (1)

(1) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.2.8 Aviation Specific Language Testing Issues and ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.10

## EALTS candidature

The EALTS is a test suitable for the assessment of language of both pilots and air traffic controllers. The range of EALT test items and tasks and their lack of cultural or procedural specificity mean that the test is sufficiently adaptable in its delivery to be appropriate internationally to the professional and/or recreational aviation operations environments of the various candidate populations (*pilots: commercial or private, fixed wing or rotary wing; air traffic controllers: ground & tower, approach & area*). (2)

In order to ensure that an appropriate version of the EALTS is scheduled and provided, it is the responsibility of the candidate at the point of enrolment to inform the Test Centre of his/her area of aviation-related activity and to confirm which of the tests of the EALTS (ELSA or EALT) he/she wishes to take.

Although a test of language and not a test of procedure *per se*, the EALT is not recommended for *ab-initio* aviation profession trainees or candidates unfamiliar with commercial or general aviation.

(2) While EALTS assessments are customised for the individual test-takers in order to provide them with a familiar aviation-related context, these possible adaptations should be seen as being in the interest of the comfort of the test taker; they are not, in themselves, specialised tests of distinct varieties of language proficiency. The assessment criteria remain the same throughout.

## Test administration

The EALTS is deliverable at Central EALTS Administration approved and certificated EALTS Local Test Centres (LTCs). An LTC may be established within national licensing authorities, aircraft operator and air navigation service provider organisations, professional or general aviation training institutions and language training academies, subject to request.

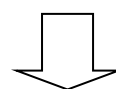
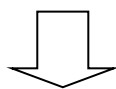
Central EALTS Administration approves and certifies LTCs to undertake the local administration and delivery of the EALTS. These centres supervise the local administration of the tests, including candidate enrolment, the organisation of test locations, facilities and equipment, the provision of trained and qualified examiners, the local management of assessment data, the distribution of the test results and Candidate and Group Test Reports, and all local EALTS enquiries.

LTCs run regular test administrations subject to local need and local scheduling arrangements with applying candidates. Test results are typically available within ten working days of the completion of the test. Candidates typically receive a single copy of their Test Report certificate,

c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.10

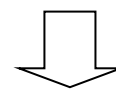
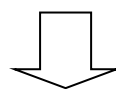
# EALTS Overview

## English for Aviation Language Testing System



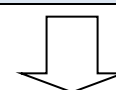
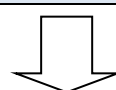
**Native or near-native speakers of English**

**Non-native Speakers of English**



**ICAO ELSA**  
**Expert Level 6 Assessment**

**EALT**  
**English for Aviation Language Test**



### ICAO Expert Level 6 Assessment <sup>(3)</sup>

Duration: not applicable

### EALT Test of Listening

Duration: Approximately 40 minutes

The **ICAO ELSA** is a direct interview between the candidate and an interlocutor in which the candidate's language proficiency is assessed across a range of tasks involving both face-to-face and voice only interaction. Given the higher-level proficiency of the ELSA target population, the interview goes beyond a formal test and becomes more of a language assessment event in that it provides the means of exploring both the demonstrated language proficiency of the candidate as well as that candidate's linguistic biography.

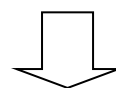
Two trained and certificated EALTS Examiners assess the language proficiency of the candidate and determine if the assessment criteria contained in the *ICAO Holistic Descriptors of operational language proficiency* and those at **Expert Level 6** in the *ICAO Language Proficiency Rating Scale* have been satisfied to allow confirmation of ICAO **Expert Level 6** competency.

The ICAO ELSA assesses only ICAO **Expert Level 6** competency. In cases where the ELSA is unable to confirm a candidate's proficiency at ICAO **Expert Level 6**, that candidate may be referred to the EALT.

The **EALT Test of Listening** is a computer mediated adaptive test of voice-only aural comprehension. Test-takers listen to a number of recorded communications. The recordings feature a range of pilot/ATC talk-back exchanges and announcements typical of aeronautical communications that pilots or air traffic controllers could face in real-world operational situations. The communications concern routine and non-routine events (both emergency and non-emergency) and include a variety of English accents, both native and non-native speaker.

Test-takers demonstrate the extent of their proficiency in the non-collaborative comprehension of the communications through their responses to aural prompts accompanying the communications. Unless otherwise selected by the test-takers, the communications and their accompanying prompts are heard once only.

A test-taker's proficiency in understanding discourse in non-interactive situations is measured against the criteria for the assessment of aural comprehension contained in the descriptors for *Comprehension* in the *ICAO Language Proficiency Rating Scale*. <sup>(4)</sup>



### EALT Test of Speaking

Duration: 17-20 minutes

The **EALT Test of Speaking** is a direct interview between test-takers and an interlocutor in which the test-takers' language proficiency is assessed across a range of tasks involving both face-to-face and voice only communications.

Test-takers and examiners are paired for the purposes of the interview. One examiner takes the role of the interlocutor/assessor and manages the interaction either by asking questions and providing the task cues for the test-takers. The other examiner takes the role of the observer/assessor and does not take part in the interaction.

The test contains both individual and collaborative tasks, requiring test-takers to exchange information, to explain, discuss and describe situations procedures and events, to monitor, check, confirm, clarify respond to and report R/T communications, to negotiate meaning and understanding and to produce extended speech – all within the context of aviation communications and related topics and scenarios.

Test-takers are assessed on their performance throughout the test against the assessment criteria contained in the *ICAO Holistic Descriptors of operational language proficiency* and in the *ICAO Language Proficiency Rating Scale*.

<sup>(3)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.2.8 Aviation Specific Language Testing Issues and ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.10

<sup>(4)</sup> In adherence with ICAO guidance, elements of comprehension are evaluated from complementary perspectives in both the EALT Test of Listening and the EALT Test of Speaking. c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria For Aviation Language Testing 6.3.2.6

**NOTE:** The focus of this Handbook is the English for Aviation Language Test (EALT). For further specific information concerning the ICAO ELSA, please contact: [info@ealts.com](mailto:info@ealts.com)

## Preparing for the EALT

Test-takers should familiarise themselves with the ICAO Language Proficiency Requirements and with the testing methodology of the EALT. While it may not be necessary for all candidates to attend formal programmes of EALT preparation, candidates will be expected to undertake and declare some form of preparation for the test.

General and specific advice for language trainers on how to prepare candidates for the EALT is given in the *Preparing EALT Candidates Guide*. This guide is available through the Test Centres and by contacting [info@ealts.com](mailto:info@ealts.com). Sample and demonstration material for the EALT Test of Listening and EALT Test of Speaking is available through the EALTS website ([www.ealts.com](http://www.ealts.com)). Before taking the EALT, as a minimum, all candidates should familiarise themselves with the formats of its two test components.

The EALT assesses a candidate's ability to use plain English in the context of aviation and aeronautical communications and addresses specifically each of the critical skills of communicative competence defined in the ICAO Holistic Descriptors. In this sense, the most appropriate way for candidates to prepare for the EALT is to practise using English in realistic aviation-related situations.

For advice relating to a wider range of teaching resources for language trainers involved in English for Aviation language training or who may be helping candidates to prepare for the EALT please contact the LTC.

Also available commercially through bookshops and on-line are a range of published, non-test specific English for Aviation teaching and learning materials.

## The ICAO Language Proficiency Requirements

The decision to address language proficiency for pilots and air traffic controllers is long standing and was first made by the 32nd Session of the ICAO Assembly in September 1998 as a direct response to several fatal accidents, including one that cost the lives of 349 persons, as well as other previous fatal accidents in which the lack of proficiency in English was identified as a contributing factor. (5)

Subsequently, the Air Navigation Commission initiated the development of language provisions to be included as amendments in the following Annexes of the Convention:

- a) Annex 1: Personnel Licensing;
- b) Annex 6: Operation of Aircraft;
- c) Annex 10: Aeronautical Telecommunications; and
- d) Annex 11: Air Traffic Services. (6)

In March 2003, the ICAO Council adopted a comprehensive set of Standards and Recommended Practices (SARPs) that strengthened the language proficiency requirements for pilots and air traffic controllers involved in international operations. While these new language proficiency requirements affirmed that ICAO standardised phraseology should be used whenever possible, it was now required that when phraseology is not applicable, or not sufficient, pilots and air traffic controllers should be capable of demonstrating a prescribed minimum level of proficiency in plain language. The underlying conviction is that effective use of plain language is vital in routine operational situations in which phraseology provides no *ready-made* form of communication and is especially critical in unusual or emergency situations.

The critical skills of operational language proficiency are established in the *ICAO Holistic Descriptors of operational language proficiency*, and the means by which the extent of proficiency in these critical skills may be described is established in the *ICAO Language Proficiency Rating Scale*. These documents appear in the *Appendix 1 of Annex 1* and in *Attachment A of the Appendix 1 of Annex 1 of the Convention on International Civil Aviation* respectively. (7)

As of 5 March 2008, it has been required for pilots, air traffic controllers and aeronautical station operators operating on international routes to have demonstrated competence in each of the critical skills established in the *ICAO Holistic Descriptors* at a minimum level of proficiency equivalent to **Operational Level 4** on the *ICAO Language Proficiency Rating Scale*.

**Operational Level 4** is considered the minimum level of proficiency required to ensure an acceptable level of safety in communications. Additionally, since November 2003, *Annex 10* has required the availability of English language at all stations on the ground serving designated airports and routes used by international air services. (8)

## EALT Format

Candidates are tested to determine the extent of their proficiency in listening and speaking in the context of aviation and aeronautical communications. Candidates sit the *EALT Test of Listening* and the *EALT Test of Speaking*. The tests may be taken in either order.

By the nature of its design, each and every *EALT Test of Listening* and each and every *EALT Test of Speaking* is unique; no two candidates will take the same test and no single candidate will take the same test twice.

The component tests of the EALT are designed to elicit evidence of aural comprehension and spoken language proficiency from candidates of whatever ability on the language proficiency continuum from ICAO **Pre-elementary** Level 1 to ICAO **Expert** Level 6.

Typically, the two component tests of the EALT are completed on the same day, with a scheduled break between the tests. At the discretion of the Local Test Centre, the two component tests may be scheduled on different days. However, the two tests must be taken within a seven-day period.

(5) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.1 Introduction 1.1

(6) Convention on International Civil Aviation (also known as Chicago Convention), was signed on 7 December 1944 by 52 States. Pending ratification of the Convention by 26 States, the Provisional International Civil Aviation Organisation (PICAIO) was established. It functioned from 6 June 1945 until 4 April 1947. By 5 March 1947 the 26th ratification was received. ICAO came into being on 4 April 1947. In October of the same year, ICAO became a specialised agency of the United Nations linked to Economic and Social Council (ECOSOC).

(7) c.f. ICAO Doc. AUD001 ICAO Language Proficiency Requirements – Rated Speech Samples

(8) c.f. ICAO Cir 318-AN/180 Ch.1 Introduction 2.1

## EALT Test Results

The marking of the *EALT Test of Listening* is carried out automatically within the EALTS test administration system. The score achieved by the candidate in the *EALT Test of Listening* is not made known to the Local Test Centre. The rating of the candidate speech sample elicited in the *EALT Test of Speaking* is carried out by a minimum of four qualified, trained and certificated examiners – two at the Local Test Centre and two independent external verifiers, known as *remote raters*, unknown to the Local Test Centre or to the candidate. <sup>(9)</sup>

(9) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Rating 6.3.4.2

Final results are determined and verified and are typically made available within 10 working days of the completion of the test. Interim result notifications are forwarded to the Local Test Centre for onward distribution to the candidates or their sponsors subject to local arrangements. These results are then confirmed by a formal EALTS Test Report, typically available within 30 days of the completion of the test.

### EALT test scores

The EALT provides a profile of the candidate's proficiency in spoken English in the context of aviation for the purposes of ICAO Language Proficiency Requirements compliance. The test scores provided can be used as evidence of language proficiency as may be required for licence endorsement purposes.

Candidates receive level ratings in accordance with the ICAO Language Proficiency Rating Scale from **Pre-elementary Level 1** to **Expert Level 6**.

A score is reported for each of the six features of language contained in the Rating Scale. The scores achieved in each of the individual features are then reviewed, and the lowest score attained from among the six becomes the Overall Score or Rating awarded to the candidate. <sup>(10)</sup> The individual ratings for each of the six features of language and the Overall Rating is reported as a whole number on the EALT Test Report (i.e. no fractional, decimal, or + / - level scores are given).

(10) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.11

**NOTE:** All documentation and records in relation to a candidate's application, performance and assessment are stored securely in a centralised location for the full licence endorsement validity period.

### Interpretation of EALT test scores

The interpretation of a candidate's results in the EALT should be considered within the context of the ICAO 2008 Language Proficiency Requirements, (ICAO Assembly Resolutions A32-16 and A36-11).

ICAO has prescribed the minimum operational language proficiency requirements of flight crew and air traffic controllers. An EALT result will clearly demonstrate a candidate's attainment, or otherwise, of this required minimum. However, additionally the result, both as an Overall Rating and with reference to the six discrete features of language may also be interpreted as a demonstration of the candidate's language proficiency strengths and weaknesses and become a valuable aid in determining where individual or organisational language training resources may be best placed.

From a human resource perspective, a candidate's EALT result might also be considered in the context of a number of wider factors, including professional qualifications and operational experience, instructor assessments, training performance, on-the job evaluation, age and motivation, educational and cultural background, first language and language learning history. <sup>(11)</sup>

(11) c.f. ICAO Doc 9835 1<sup>st</sup> ed. 6.6.2

### Appealing an EALT result

A candidate wishing to query the accuracy of an EALTS result may apply for a review of the assessment. This application must be made to the LTC at which the test was taken and must be received within **six weeks** of the issue of the result (the interim results notification). <sup>(12)</sup>

The review takes the form of an investigation of the original assessment procedure and a re-assessment of the candidate's test material (the *EALT Test of Listening* and the *EALT Test of Speaking* performances).

An application for a review of an EALT result will incur a fee payable at the time of application. This fee is subsequently refunded in full in the event of an amendment to the overall rating.

Evaluation sheets and supporting documentation in relation to the EALTS are filed until such time as rating decisions can no longer be appealed.

Subsequent to this, all records are held at Central EALTS Administration for a pre-determined and documented period of time.

(12) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5.7

## EALT Test Reports

With the final rating established, the candidate's result may then be formally reported. Subject to candidate or sponsoring organisation requirements, an EALT test result may typically be reported, in one or both of two forms: the *Group Test Report* or the individual *Candidate Test Report*.

### The Group Test Report

The EALT Group Test Report (GTR) can be provided to sponsoring organisations who have entered a number of candidates for assessment in a single test session. This report lists candidates and their ratings in each of the six discrete features of language contained in the Rating Scale and their overall rating.

### The Candidate Test Report

Subsequent to their assessment, individual test-takers typically receive an individual Candidate Test Report certificate, which contains a rating of the extent of their proficiency in each of the six areas of linguistic description contained in the ICAO Language Proficiency Rating Scale (*pronunciation, structure, vocabulary, fluency, comprehension and interaction*) and an overall award. (13)

The Candidate Test Report certificate indicates the demonstrated level of proficiency within the broad levels of the Rating Scale (**Pre-Elementary Level 1 - Expert Level 6**); no further indication is given as to whether the proficiency of the test-taker is in the upper, middle or lower regions of the assigned level.

For information and security purposes, other details on the Candidate Test Report (CTR) certificate include:

- Photograph of the test taker
- Surname and first name(s)
- DOB
- Gender
- Nationality (by passport issuing authority)
- First Language
- LTC identification
- Test date
- Unique CTR number
- CTR certificate date of issue
- CTR certificate period of validity
- CTR certificate date of expiry

In order to ensure the security and integrity of the reporting process, all EALT Test Reports are prepared and distributed by the Central EALTS Administration to the LTC for their further distribution as per local arrangements.

### Replacement or additional certificated copies of EALT Test Reports

EALT candidates are provided with a single original of their EALT Test Report certificate. Candidates may request additional certificated copies of their original EALT Test Report for submission to an employer or licensing authority or to replace a lost original. Additional certificated copies will incur an administrative fee.

EALT Test Report certificates whose period of validity has expired will not be re-issued.

Any request for replacement or additional certificated copies of an EALT Test Report should be made through the Test Centre at which the test was taken.

### EALTS Test Report verification and security

The Group Test Report and Candidate Test Report certificate represent summaries of the significantly more detailed and fully documented candidate data and assessment records held at Central EALTS Administration. The authenticity of any Test Report can be verified by means of the EALTS Test Report Verification Service accessible through Central EALTS Administration ([admin@ealts.com](mailto:admin@ealts.com)). (14)

A completed EALTS Test Report certificate bears an embossed validation stamp and the signature of the authorised EALTS Administration representative.

Central EALTS Administration reserve the right to cancel any Test Report certificate in the event of any attempt, actual or suspected, to tamper with or misuse the information contained therein.

(13) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.11

The image shows a sample EALT Test Report certificate. At the top, it is issued by the UK Civil Aviation Authority, an Approved Language Assessment Body. The title is 'Test Report'. The candidate's name is SERZHAN IGLIKOV. He has been awarded an overall rating of Level 4 Operational in the English for Aviation Language Test. The certificate lists six features of language proficiency, all at Level 4 Operational: Pronunciation, Structure, Vocabulary, Fluency, Comprehension, and Interaction. Personal details include: Surname: IGLIKOV, First Name(s): SERZHAN, Date of Birth: 15/05/1988, M/F: Male, Nationality: Russian, First Language: Russian. The certificate was issued on 01/09/2015 and expires on 24/08/2019. It is signed by Simon P. Cole, Director of Examinations, EALTS Administration. Logos for EALTS and LTAS are at the bottom.

(14) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Record Keeping 6.3.6.3



## The period of rating validity

In the standards and recommended practices contained in ICAO Doc 9835 (1), ICAO requires that applicants for air traffic controller or pilot licences or licence-holders involved in international civil aviation, whose English language proficiency level has been assessed at **Operational Level 4** or **Extended Level 5** on the ICAO Language Proficiency Rating Scale, be re-evaluated for continued competence in the English language at regular intervals.

ICAO recommends that, for licence-holders who demonstrate language proficiency at **Operational Level 4**, the evaluation shall be carried out at intervals not greater than **3 years** and for licence-holders who demonstrate competence at **Extended Level 5**, the evaluation shall be carried out at intervals not greater than **6 years**. (15)

ICAO recommends that for licence-holders whose English language proficiency has been assessed at **Expert Level 6**, no further re-evaluation is required. (16)

In support of the above recommendations, an EALTS Overall Rating of **Operational Level 4** is to be considered valid for up to 3 years, an Overall Rating of **Extended Level 5** is to be considered valid for up to 6 years, and an Overall Rating of **Expert Level 6** is to be considered as having a life-time validity. (17)

The EALTS Candidate Test Report certificates state their period of validity in accordance with the ICAO recommended retesting schedule. The EALTS test partners cannot verify language proficiency beyond these stated validity periods without retesting.

Given the number of variables affecting non-native language proficiency, the recommendations of ICAO and the above EALTS Test Report certificate validation periods assume that the holder of an EALTS certificate will make efforts to either maintain or improve his/her proficiency in English for Aviation language during the certificate's validity period. Given the 2003 amendments to *Annex 6: Operation of Aircraft* and *Annex 11: Air Traffic Services* placing responsibility for the day-to-day operational oversight of compliance with the ICAO standards on the aircraft operators and service providers, the EALTS test partners strongly recommend that even within the stated period of validity, EALTS Test Reports should only be accepted as evidence of a current level of ability if accompanied by proof that a candidate has actively maintained or attempted to improve their English for Aviation language proficiency.

If regulatory/licensing authorities, employers, or training institutions have reason to question the language proficiency of a pilot or air traffic controller despite the presentation of an apparently valid EALTS Report Form, it is recommended that the appropriate authority require a re-evaluation of the English language proficiency of the pilot or air traffic controller concerned in order to ensure the accuracy of the reported assessment as a measure of actual language proficiency. (18)

ICAO provides for aircraft operator and service provider oversight of on-going personnel compliance with the standards it establishes. It is the responsibility of regulatory/licensing authorities and employers to maintain oversight of licence holder language proficiency on a day-to-day basis prior to and between formal assessments.

## The tests of the EALT

Every EALT candidate takes both components of the test: a *Test of Listening* and a *Test of Speaking*.

Each test is customised to provide individual test-takers with familiar aviation-related contexts. This ensures that pilots are able to take tests using or referring to the environments of fixed or rotary wing, heavy or light aircraft, and controllers are able to take tests using or referring to a tower, approach or en route environment. These alternative adaptations are seen as adaptations in the interest of the comfort of the test-taker, not as specialised tests of distinct varieties of language proficiency. (19)

It is the responsibility of the candidate at the point of enrolment to inform the Test Centre of his/her area of aviation-related activity and to confirm which adaptation of the EALT he/she wishes to take.

Typically, the two component tests of the EALT are scheduled on the same day with a scheduled break between the tests. At the discretion of the Test Centre the two component tests may be scheduled on different days. However, the two components must be sat within a seven-day period.

(15) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARP's concerning Language Proficiency Requirements 2.5.8-2.5.10.

A Standard in Annex 1 of the Chicago Convention stipulates recurrent testing for pilots and air traffic controllers who demonstrate language proficiency below **Expert Level 6**. Although ICAO stipulates the requirement for retesting, at present the schedule for re-testing remains an ICAO recommended practice.

(16) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARP's concerning Language Proficiency Requirements 2.5.8-2.5.10

A Standard in Annex 1 stipulates recurrent testing for pilots and air traffic controllers who demonstrate language proficiency below **Expert Level 6**.

(17) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Record Keeping 6.3.6.4

(18) Annexes 6 and 11 of the Chicago Convention stipulate service provider or aircraft operator oversight of personnel language proficiency.

(19) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.10

## English for Aviation Language Test (EALT) Overview

Test / Timing	Nature of Task	Test Focus
<b>EALT Test of Listening</b> 40 minutes (approximate)	<b>Section 1</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Elementary Level 2</b> . A minimum of 5 and a maximum of 25 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by two 3-option multi-choice tasks.	The tasks of the test seek to elicit evidence of the extent of the candidate's proficiency in voice-only, non-participatory aural comprehension in the context of aeronautical communications.  Candidates are required to understand each aviation-related R/T communication as a whole in both gist and detail and to demonstrate their understanding of the communication by the correct identification of specific information contained in the communication.  The single task type is the identification of factual information and specific detail by means of the selection of the correct response from a three-option multi-choice range.
	<b>Section 2</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Pre-Operational Level 3</b> . A minimum of 5 and a maximum of 20 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by three 3-option multi-choice tasks.	
	<b>Section 3</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Operational Level 4</b> . A minimum of 5 and a maximum of 15 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by four 3-option multi-choice tasks.	
	<b>Section 4</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Extended Level 5</b> . A minimum of 5 and a maximum of 10 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by five 3-option multi-choice tasks.	
	<b>Section 5</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Expert Level 6</b> . A maximum of 5 extended unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by six 3-option multi-choice tasks.	
<b>EALT Test of Speaking</b> 17-20 minutes	<b>Task 1</b> In a face-to-face exchange, the candidates briefly introduce themselves before moving on to talk about common, concrete and operations-related topics drawn from their own area of aviation-related activity.	The EALT Test of Speaking is typically delivered in the paired test format; paired examiners and paired candidates. The paired candidates may know each other, or they may never have met before.  The tasks of the test seek to facilitate the elicitation of a sample of oral language proficiency with reference to the critical skills of operational language proficiency as defined in the ICAO <i>Holistic Descriptors</i> .  Candidates are required to demonstrate their spoken language proficiency in the context of their own aviation-related activity.  Candidates are asked to perform a variety of spoken tasks requiring the use of a range of communicative language skills and strategies in the functional language domains of sharing information, triggering actions, managing the speaker/listener relation and managing the interaction.  The Test of Speaking is audio-recorded.
	<b>Task 2</b> In a voice-only exchange, the candidates interact with each other in responding to and sharing their understanding of an aeronautical communication concerning an unusual circumstance or emergency situation presented as an aural prompt. Candidates are required to use appropriate communicative strategies to exchange understanding and to recognise and resolve mis- or non-understanding as they work towards the negotiated completion of the task by checking, confirming and clarifying the information and details contained in the communication as preparation for their presentation of an accurate and concise report of the incident.	
	<b>Task 3</b> In a face-to-face exchange, the interlocutor presents each candidate with a scenario of an unusual circumstance or emergency situation. The scenarios are customised to the candidates' own areas of operational activity. Following a series of generalised written prompts, the candidates are required to give a briefing of approximately two minutes' duration explaining the nature of the scenario and how it may be effectively managed. The candidates have one minute to prepare their briefing.  The briefing allows the candidates to demonstrate the range and accuracy of the linguistic resource they have to draw upon in the successful management of a complication or unexpected turn of events that may occur within the context of a routine operations situation or communicative task with which they are otherwise familiar.  The listening candidate is instructed to ask one or two rounding-off questions or to comment further at the end of the speaking candidate's turn.	
<b>Task 3 Extended</b> At his/her discretion, the interlocutor may ask the candidates to participate in a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios and/or linked to the candidates linguistic biography. Candidates are expected to share the interaction and to initiate and respond appropriately.  The questions asked by the interlocutor are not designed to test the technical knowledge of the candidates, but will examine further the candidates' ability to express thoughts and opinions in English. This task allows the interlocutor flexibility in the use of <i>high-</i> and <i>low-end</i> LPRS discriminators.		

# Test of Listening Overview

## GENERAL DESCRIPTION

<b>Test Format</b>	The EALT Test of Listening is an adaptive computer-mediated test of aural comprehension in the context of aeronautical communications.
<b>Timing</b>	40 minutes (approx.)
<b>Nº of sections</b>	A minimum of 1 A maximum of 5
<b>Nº of recordings</b>	25
<b>Nº of responses</b>	A minimum of 50 A maximum of 100
<b>Text Type</b>	The recordings used in the EALT <i>Test of Listening</i> range from short standard transmissions to longer communications and take the form of simulated radio-telephone and telephone communications concerning routine and non-routine situations and events (both emergency and non-emergency).
<b>Task Type</b>	The identification of factual details or information contained in the communication and the demonstration of understanding by the selection of an appropriate response from the multi-choice options provided.
<b>Task Focus</b>	Understanding specific information and detail; processing automatically and in real time, samples of realistic spoken language in the context of aeronautical communications ranging from short to extended in length; understanding the linguistic information that is unequivocally and explicitly included in the communications; making inferences that are unambiguously implicated by the content of the communication.
<b>Answer format</b>	Candidates indicate their response by the movement of an on-screen cursor and selection of a radio button corresponding to their choice of answer.

## STRUCTURE AND TASK

Candidates are required to understand each aviation-related radio-telephone communication as a whole in both gist and detail and to demonstrate their understanding of the communication by the correct identification of specific factual information contained in the communication.

The communications are drawn randomly from a bank of recorded listening items appropriate to the candidate's area of aviation operations and demonstrated level of proficiency. At the end of each communication, candidates will hear between two and six statements relating to that communication and intended to check the candidate's comprehension of its content and meaning. Each comprehension check statement requires the identification of details or information that may or may not have been contained in the communication. The statements are delivered as part of the recordings heard by the candidates. The statements are heard at the conclusion of the communication to which they refer after a pause of 5 seconds. The statements are not presented to the candidate in written form at any time.

The single task type is the indication of comprehension by the identification of factual details and specific information contained in the communications. Candidates indicate their comprehension by the selection of a response from a three-option multi-choice.

In relation to the communication to which they refer, the comprehension check statements require the candidates to indicate whether the information and/or details they contain are:

- wholly *correct* according to the R/T communication they have heard. (Candidates select the **AFFIRM** option),
- wholly or partly *incorrect* according to the R/T communication they have heard. (Candidates select the **NEGATIVE** option) or
- not contained* in the R/T communication they have heard. (Candidates select the **NOT STATED** option).

After a comprehension check statement has been heard, candidates have 5 seconds to indicate their response to it by their selection of a radio button. After the 5 seconds has lapsed, the next statement is heard. Candidates are able to review and alter any or all of their responses until 5 seconds after the final statement has been heard. A candidate's failure to indicate a response is seen as an indication of non-comprehension.

The comprehension check statements are presented in the same order as the information is presented in the communication.

The communications and statements are played **ONCE** only unless a candidate selects the **SAY AGAIN** option. Candidates may select the **SAY AGAIN** option at any time while the recording is playing, and the test item (the R/T communication and its comprehension check statements) will be repeated in full. The selection of the **SAY AGAIN** button also voids any responses the candidate may have entered in relation to that test item.

Candidates are not penalised *per se* for selecting the **SAY AGAIN** option, but each time the option is selected, and a test item is repeated, the total number of different test items the candidate will hear is reduced by one. Dependent on an individual candidate's performance, that candidate may be presented with up to a maximum of five sections. Each consecutive section exposes the candidates to R/T communications of increased linguistic complexity and requires the candidates to respond to an increasing number of comprehension check statements. The test items in each of the different sections assess the candidate's aural comprehension at a specific level in accordance with the ICAO Language Proficiency Rating Scale allowing the assessment of comprehension to be made across the six levels of the Scale (**Pre-Elementary Level 1** – **Expert Level 6**).

**NOTE:** For ease of distinction, in all recordings, a female voice represents the voice of the air traffic controller and a male voice represents the voice of the pilot.

# English for Aviation Language Testing System

## Test of Listening Candidate Information



### Candidate Instructions

You will hear a total of 25 test items. Each test item contains a recording of an R/T communication and a number of statements. The number of statements you will hear is indicated on the screen.

The statements check your understanding of the details of the R/T communication.

Listen to the R/T communication and the statements that follow it. You are advised to take notes as you listen.

If the information in the statement is **wholly correct** according to the information given in the R/T communication, select the **AFFIRM** option on the screen for that statement. (The information is *consistent*.)

If the information in the statement is **wholly or partly incorrect** according to the information given in the R/T communication, select the **NEGATIVE** option on the screen for that statement. (The information is *contradictory*.)

If some or all of the information in the statement is **not contained** in the R/T communication, select the **NOT STATED** option on the screen for that statement. (Whether the information is correct or incorrect cannot be determined from the R/T communication.)

You may change any or all of your responses up to the point that the test item screen refreshes.

Each test item (the R/T communication and the statements that follow it) is played only ONCE unless you select the **SAY AGAIN** option. When you select the **SAY AGAIN** option the test item you are listening to will be repeated in full.

You may select the **SAY AGAIN** option at any time while a test item is playing, and as many times as you like during the test. However, each time you select the **SAY AGAIN** option, the total number of different test items you will hear during the test is reduced by one.

For ease of distinction, in all the R/T communications that you will hear, the female voice represents the voice of the air traffic controller and the male voice represents the voice of the pilot.

### Additional Information

You will hear the following names and references in the recordings:

<b>Company name</b>	Moonfleet	
<b>Aerodromes/Airfields/Airports</b>	Minster Wareham Longford Keystone	
<b>VORs</b>	MTR VOR WHM VOR LFD VOR KTE VOR	Minster VOR Wareham VOR Longford VOR Keystone VOR
<b>Beacons (+ suffix)</b>	MINTA (NDB) WAREM (NDB) LOFOD (NDB) KESTO (NDB)	(Minster NDB) (Wareham NDB) (Longford NDB) (Keystone NDB)
<b>Air Traffic Service Units</b>	Minster Wareham Longford Keystone	Tower (Planner/Ground/Air) Approach (Departure/Radar) Centre (Control/Area/Radar)

Flight levels, altitudes, heights and elevations are reported in **feet**.

Air pressure is reported in **hectopascals**.

Wind speed is reported in **knots**.

Other references common in aviation operations such as *Gates, Stands, Parking Areas, Taxiways, SIDs (Standard Instrument Departure Routes), Reporting Points, Waypoints, Airways, STARs (Standard Instrument Arrival Routes), Military Zones, Danger Areas, Parachute Drop Zones* are identified by their **function** and by some appropriate form of *alpha numeric designation*.

Eg. '**Taxiway C4**'; '**Standard Instrument Departure Route WH27**'; '**Airway T2**'; etc.

## Test of Listening sample item texts

A sample EALT *Test of Listening* test item from the series of test items assessing comprehension at a level equivalent to ICAO **Elementary** Level 2. This test item would be appropriate for use in test adaptations for pilots of rotary-wing aircraft (light or heavy) and tower controllers.

### Candidate hears:

- ACFT:** Longford Tower. Helicopter BD, at the VIP lounge, ready for departure.  
**T-AIR:** Helicopter BD, Longford Tower. At the VIP lounge, cleared for take-off.  
**ACFT:** Cleared for take-off, Helicopter BD.  
(⌚ 5 second pause)

### Comprehension check statements

- 1 Helicopter BD is on the apron.  
(⌚ 5 second pause)
- 2 Helicopter BD is cleared for take-off.  
(⌚ 5 second pause before next recording)

### Candidate sees:

The screenshot shows the EALTS interface for 'AIR TRAFFIC CONTROLLER - GROUND & TOWER'. It features a 'Welcome' message, a 'Last Login (GMT): 2009-08-04' timestamp, and 'AUDIO 1 of 25'. Below the welcome message are four question boxes, each with three radio button options: 'Affirm', 'Negative', and 'Not Stated'. A 'SAY AGAIN' button is located below the question boxes. At the bottom, there is a volume control slider and the EALTS logo (ENGLISH FOR AVIATION LANGUAGE TESTING SYSTEM). The footer text reads 'In support of the ICAO language proficiency requirements'.

A sample EALT *Test of Listening* test item from the series of test items assessing comprehension at a level equivalent to ICAO **Operational** Level 4. This test item would be appropriate for use in test adaptations for pilots of fixed-wing, aircraft (light or heavy) and en route/area controllers.

### Candidate hears:

- ACFT:** Keystone Centre, Moonfleet 844. We have been intercepted by a military aircraft...correction, now by two military aircraft. We have one flying alongside to starboard. I have lost visual contact with the second. It could be above or behind us.  
**ACC:** Roger, Moonfleet 844. The aircraft are not transponding. You are very close to restricted military airspace at the moment. Suggest you turn north.  
**ACFT:** Moonfleet 844. Roger. The pilot of the military jet to starboard is pointing to the north also. I am turning away now  
**ACC:** Roger, Moonfleet 844. Continue turn and confirm new heading.  
(⌚ 5 second pause)

### Comprehension check statements

- 1 Moonfleet 844 has been intercepted by three military aircraft.  
(⌚ 5 second pause)
- 2 One of the aircraft is flying alongside to starboard.  
(⌚ 5 second pause)
- 3 Moonfleet 844 has entered restricted military airspace.  
(⌚ 5 second pause)
- 4 Moonfleet 844 is turning to the north on heading 010.  
(⌚ 5 second pause before next recording)

### Candidate sees:

The screenshot shows the EALTS interface for 'PILOT - FIXED HEAVY'. It features a 'Welcome' message, a 'Last Login (GMT): 2009-08-04' timestamp, and 'AUDIO 15 of 25'. Below the welcome message are four question boxes, each with three radio button options: 'Affirm', 'Negative', and 'Not Stated'. A 'SAY AGAIN' button is located below the question boxes. At the bottom, there is a volume control slider and the EALTS logo (ENGLISH FOR AVIATION LANGUAGE TESTING SYSTEM). The footer text reads 'In support of the ICAO language proficiency requirements'.

Sample EALT *Test of Listening* test items are available at [www.ealts.com](http://www.ealts.com)

## Test of Listening marking and assessment

The marking of the EALT *Test of Listening* is carried out in real time as each test item is completed. Candidates are assessed on their demonstrated comprehension of the communications they hear.

Credit is awarded for each correct response to an individual comprehension check statement and for each test item in which all responses given are correct. Further credit is awarded as a reflection of the ratio of correct to incorrect responses given. Failure to enter a response is marked as an incorrect response. The use of the **SAY AGAIN** option is marked as a neutral response, i.e. as neither correct nor incorrect. Scores within each section of the test are created as the candidate demonstrates the extent of their proficiency at that level. Overall EALT *Test of Listening* test scores are calculated as a composite of the scores achieved in each of the sections attempted.

A candidate's result and other test performance data are logged and stored within the EALTS Administration System. The evidence of aural comprehension proficiency obtained by means of the EALT *Test of Listening* is considered alongside the assessments of *comprehension* obtained by means of the EALT *Test of Speaking* in the determination of the candidate's final rating for **comprehension**. (20)

Neither the candidates themselves nor the LTC receive formal or separate notification of a candidate's result in the EALT *Test of Listening*.

(20) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.6

# Test of Speaking Overview

## GENERAL DESCRIPTION

**Test Format** A direct face-to-face interview with elements of face-to-face and voice only communications.

The interview is audio-recorded. (21)

**Timing** 17-20 minutes

**No of sections** 3 (with a possibly extended final section)

**Interaction pattern** Two candidates and two examiners. One examiner takes the part of an interlocutor / assessor. This examiner facilitates the interaction: asking questions, instructing the candidates and setting the test tasks. The other examiner acts as an observer / assessor and does not take part in the interaction.

**Task Types** Short two- and three-way exchanges between the interlocutor and the candidates; a collaborative task between the two candidates supported by the interlocutor; an extended speaking turn by each of the candidates of approximately 2 minutes duration (with the possibility of a further three-way discussion).

**Task Focus** Exchanging factual information and describing and discussing situations, procedures and environments in operations-related context; monitoring R/T communications of a non-routine situation, recognising and resolving potential misunderstandings and negotiating shared understanding; making a verbal report of a non-routine situation in plain English; producing extended speech in relation to a complication or unexpected turn of events in the context of otherwise routine aviation operations.

**Marks** At the conclusion of the *live* interview the interlocutor/assessor and the observer/assessor, dependent upon their area of professional expertise (LSE or AOE), and independently of each other, award achievement ratings with reference to either the *ICAO Language Proficiency Rating Scale* and the *ICAO Holistic Descriptors of operational language proficiency*.

The audio-recording of the interview is sent to two *remote* assessors for them to provide further independent assessments of the candidate's performance.

In the event of significant disparity in the ratings submitted, the system provides for the results to be referred to a further two independent assessors and for the process to be repeated until a series of ratings within a prescribed margin of tolerance has been obtained.

**NOTE:** Candidates are assessed on their own individual performance and not in relation to each other.

**NOTE: AOE** Aviation Operations Expertise  
**LSE** Language Specialist Expertise

## STRUCTURE AND TASKS

**Task 1**  
**Task type and format** The interlocutor leads the interaction with the two candidates with a series of spoken questions on familiar topic frames drawn from the candidates' own areas of aviation activity. The candidates are asked to demonstrate the extent of their language proficiency in short exchanges concerning common, concrete and operations related topics. The topics may include duties, responsibilities, procedures, activities, career, environment and circumstances relevant to the aviation-related context in which the candidates operate.

**Focus** Communicating effectively in face-to-face situations; communicating on common, concrete and operations-related topics with accuracy and clarity.

**Timing** 5-6 minutes

**Task 2**  
**Task type and format** Two-way, voice-only, problem-solving exchange between the candidates.

Candidates discuss with each other the nature and details of a non-routine incident presented as a radio-telephone communication in a recorded aural (voice only) prompt. The candidates may then be asked to present a brief report in plain English.

**Focus** Communicating effectively in voice-only situations; using appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings (e.g. to check, confirm, or clarify understanding) in plain English in a general or operational context; reporting communications (gist and details); making a concise oral report.

**Timing** 5-6 minutes

**Task 3**  
**Task type and format** Individual speaking turn followed by questions or comments from the listening candidate.

The interlocutor asks each candidate in turn to present a briefing of approximately 2 minutes duration on separate scenarios, each identifying a specific non-routine situation selected by the interlocutor. The candidate is given a briefing cue-card listing a series of generalised prompts. The listening candidate is invited to ask one or two rounding-off questions at the end of the speaking turn. At his/her discretion, the interlocutor may extend Task 3 into a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios.

**Focus** Communicating effectively in face-to-face situations; managing the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine operational situation or communicative task with which they are otherwise familiar.

**Timing** 7-8 minutes (including 1-minute preparation time)


(21) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Record Keeping 6.3.6.1

## Test of Speaking description



<b>Format</b>	<b>NOTE:</b> The <i>EALT Test of Speaking</i> is typically delivered in the paired test format; paired examiners and paired candidates. The paired candidates may know each other, or they may never have met before.				
<b>Task</b>	<b>Nature of Interaction</b>		<b>Timing</b>		
<b>Introduction</b>	The examiner (the interlocutor/assessor) introduces him/herself and his/her non-speaking examiner colleague (the observer/assessor) and confirms the identity of the candidates.				
<b>Task 1</b>	<p><b>Inform &amp; describe</b></p> <p><i>Giving details of aviation-operations environments and activities</i></p>	<p>Verbal questions</p> <p><i>Two- and three-way face-to-face interaction</i></p>	<p>The interlocutor interviews the candidate(s) using verbal questioning based on familiar topic frames from the world of aviation operations. Candidates speak about their own operations-related practices and are given the opportunity to discuss common, concrete and operations-related topics in the context of their respective areas of aviation-related activity.</p> <p>A candidate is encouraged to interact both with the interlocutor and his/her fellow candidate. There is interlocutor flexibility in the use of low- and high- end <i>ICAO Language Proficiency Rating Scale (LPRS)</i> discriminators.</p>	5-6 minutes	
<b>Task 2</b>	<p><b>Monitor, check, clarify, confirm &amp; report</b></p> <p><i>Negotiation of understanding</i></p> <p><i>Turn-taking</i></p> <p><i>Making a verbal report</i></p>	<p>Verbal rubrics with recorded aural prompt</p> <p><i>Two-way voice-only collaborative interaction</i></p>	<p>Candidates discuss with each other, in voice-only interaction, the nature and details of a non-routine situation or event presented as a recorded aural prompt.</p> <p>The candidates listen to an R/T communication involving the development of an aviation related non-routine situation or event. The candidates discuss with one another the details of the communication. At the conclusion of their discussion, the candidates may be asked to present a concise summary report in plain English.</p> <p>Candidates are required to use appropriate communicative strategies to report and exchange understanding and to recognise and resolve misunderstanding as they work towards the negotiated full understanding of the situation or event by checking, clarifying and confirming the information and details contained in the communication as preparation for the presentation of a report.</p> <p>The candidates interact principally with each other but may also ask the interlocutor to repeat, clarify or confirm any specific detail(s) contained in the communication, with the discussion of the recording allowing for the demonstration of both aural comprehension and discourse management strategies. On the completion of the discussion, the interlocutor may ask the candidates to present a brief summary report of the communication.</p> <p>Only a single R/T communication will be heard, discussed and reported. Candidates are expected to share the interaction and to initiate and respond appropriately.</p>	5-6 minutes	
<b>Task 3</b>	<b>Standard</b>	<p><b>Explain &amp; discuss</b></p> <p><i>Managing a developing non-routine scenario in aviation</i></p> <p><i>Extended speaking turn</i></p>	<p>Verbal rubrics and stimuli with written prompts</p> <p><i>Individual &amp; two-way face-to-face interaction</i></p>	<p>The interlocutor presents each candidate with a scenario of an unusual circumstance or emergency situation that may occur within the context of a routine operational situation or communicative task with which they are otherwise familiar. The scenarios are customised to the candidates' own areas of operational activity.</p> <p>Following a series of generalised written prompts, the candidates are required to give a briefing of approximately two-minutes' duration explaining the nature of the scenario and its effective management. The candidates have one minute to prepare their briefing.</p> <p>The briefing allows the candidates to demonstrate the range and accuracy of the linguistic resource they are able to draw upon in the successful management of a complication or unexpected turn of events.</p> <p>During their speaking turn, neither the interlocutor nor the listening candidate will interrupt. At the end of the speaking turn, the listening candidate will be required to ask a question about, or comment on the briefing given. The interlocutor may then ask one or two concluding questions. There is interlocutor flexibility in the use of high- and low-end LPRS discriminators.</p>	7-8 minutes <i>(incl. 1 minute preparation time)</i>
	<b>Extended</b>	<p><b>Discuss</b></p> <p><i>Discussion related to non-routine scenarios in aviation</i></p>	<p><i>Three-way face-to-face interaction</i></p>	<p>At his/her discretion, the interlocutor may ask the candidates to participate in a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios and/or questions that may touch upon the linguistic biographies of the candidates. The questions asked by the interlocutor are not designed to test the technical knowledge of the candidates, but will examine further the candidates' ability to express thoughts and opinions in English. Candidates are expected to share the interaction and to initiate and respond appropriately. There is interlocutor flexibility in the use of high- and low-end LPRS discriminators.</p>	3-4 minutes <i>(if applied)</i>

## Test of Speaking candidate support material

Task 2 support material: **Names, references and units of measure**

EALT Test of Speaking		 ENGLISH FOR AVIATION LANGUAGE TESTING SYSTEM	
Task 2: Names, references and units of measure			
<b>Company name</b>	Moonfleet		
<b>Aerodromes/Airfields/Airports</b>	Minster Wareham Longford Keystone		
<b>VORs</b>	MTR VOR WHM VOR LFD VOR KTE VOR	Minster VOR Wareham VOR Longford VOR Keystone VOR	
<b>Beacons (+ suffix)</b>	MINTA (NDB) WAREM (NDB) LOFOD (NDB) KESTO (NDB)	(Minster NDB) (Wareham NDB) (Longford NDB) (Keystone NDB)	
<b>Air Traffic Service Units</b>	Minster Wareham Longford Keystone	Tower (Planner/Ground/Air) Approach (Departure/Radar) Centre (Control/Area/Radar)	
Flight levels, altitudes, heights and elevations are reported in <b>feet</b> . Air pressure is reported in <b>hectopascals</b> . Wind speed is reported in <b>knots</b> .  Other references common in aviation operations such as <i>Gates, Stands, Parking Areas, Taxiways, SIDs (Standard Instrument Departure Routes), Reporting Points, Waypoints, Airways, STARs (Standard Instrument Arrival Routes), Military Zones, Danger Areas, Parachute Drop Zones</i> are identified by their <b>function</b> and by some appropriate form of <i>alpha numeric designation</i> . Eg. ' <b>Taxiway C4</b> '; ' <b>Standard Instrument Departure Route WH27</b> '; ' <b>Airway T2</b> '; etc.			

Task 3 support material: **Task 3 Briefing cue-card**

 ENGLISH FOR AVIATION LANGUAGE TESTING SYSTEM		EALT Test of Speaking Task 3: Briefing cue-card	
Your response should address each of the following in the form of a briefing:			
<ul style="list-style-type: none"> <li>• The nature of the scenario (including possible consequences)</li> <li>• Pilot communications, information requirements and actions</li> <li>• Controller communications, information requirements and actions</li> <li>• Further communications and actions that may be required:                             <ul style="list-style-type: none"> <li>○ <i>co-ordination with other aircraft on station</i></li> <li>○ <i>co-ordination with other aircraft in vicinity</i></li> <li>○ <i>co-ordination with adjacent sectors</i></li> <li>○ <i>requests for assistance of other agencies</i></li> <li>○ <i>co-ordination with the aircraft company</i></li> </ul> </li> </ul>			
			

### Concluding the Test of Speaking

At the conclusion of the *EALT Test of Speaking*, candidates are thanked for attending, but are given no indication of the level of their achievement.



## Marking and assessment

Candidate performances in the *EALT Test of Speaking* are assessed by a minimum of four qualified, trained and certificated examiners – two at the 'live' test event and two independent external verifiers, unknown to the Test Centre or the candidate. Of the four assessors, the Testing System guarantees that each candidate will be assessed by a minimum of two assessors with language specialist expertise and one assessor with aviation operations expertise. (22)

(22) c.f. ICAO EAN PG48  
ICAO App I J and K

All EALTS examiners have relevant language specialist and/or aviation operations expertise in adherence with ICAO guidance. (23) Examiners at the 'live' test event are recruited by the LTC and approved and certificated by LTAS. External verifiers are recruited directly by LTAS.

(23) c.f. ICAO Doc 9835 2<sup>nd</sup>  
ed. 6.3 Recommended  
Criteria for Aviation  
Language Testing / Testing  
Team Qualifications 6.3.8

The *EALT Test of Speaking* assessors make detailed reference to both the *ICAO Holistic Descriptors of operational language proficiency* and the *ICAO Language Proficiency Rating Scale* in their assessment work. The tests of the EALTS elicit evidence of language proficiency in each of the five critical skills defined in the *Holistic Descriptors* and the extent of proficiency in these critical skills is then accurately and reliably assessed against the predictive holistic assessment criteria contained in the *Descriptors* and the detailed analytic performance descriptors contained in the *Rating Scale*. (24)

(24) c.f. ICAO Doc 9835 2<sup>nd</sup>  
ed. 6.3 Recommended  
Criteria for Aviation  
Language Testing / Test  
Design and Construct  
6.3.2.1

Assessment is based on the candidate's performance in the whole test, and is not specific to individual tasks. The candidate's performance in all tasks is of equal weighting in the final results achieved. Candidates are assessed on their own individual performance and not in relation to their partner or any other candidate.

A candidate's performance is assessed for the extent to which he/she has demonstrated the ability to:

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

Simultaneously, the quality of the language produced by the candidate is assessed against each of the six areas of linguistic description contained in the *ICAO Language Proficiency Rating Scale*:

**Pronunciation, Structure, Vocabulary, Fluency, Comprehension, and Interaction.**

### Pronunciation

This criterion refers to the ability to produce intelligible utterances and comprehensible speech to fulfil the test and task requirements and includes stress and intonation as well as the production of individual sounds. Key indicators of proficiency in **Pronunciation** are the extent of L1 influence, the degree of strain caused to the listener; the amount of the speech which is unintelligible, and the extent to which the pronunciation of the candidate interferes with ease of understanding.

### Structure

This criterion refers to the range and accurate use of the candidate's grammatical resource as demonstrated in the candidate's speech at the level of phrase and discourse, and as determined relevant by language functions appropriate to the task. Key indicators of range in **Structure** are the length and complexity of the spoken sentences, the range of sentence structures and the appropriate use of subordinate clauses, especially with regard to the ability to manipulate word order and structure for information focus. Key indicators of accuracy in **Structure** are the control of the grammatical resource, both basic and complex, the number of grammatical errors in a given amount of speech and the effect of error on communication. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction and the extent to which the range of structures used and the errors in the use of those structures may impact upon effective communication.

### Vocabulary

This criterion refers to the range of vocabulary the candidate is able to recognise and use in live speech and the accuracy and appropriateness of that recognition and use in terms of the task specified, including the precision with which meanings and attitudes can be expressed. Key indicators of proficiency in **Vocabulary** are the variety of words used, the adequacy and appropriateness of the words used, and the ability to circumlocute/paraphrase (get round a vocabulary gap by using other words) with or without noticeable hesitation. Performance is viewed in terms of the sufficiency of the candidate's lexical resource in communicating effectively on common, concrete and work-related topics and a range of less familiar, non-routine topics, the ability to paraphrase consistently and effectively, the extent to which vocabulary is idiomatic, nuanced and sensitive to register and the extent to which the candidate's lexical resource impacts upon effective communication.

## Fluency

This criterion is concerned with the clarity of the message and refers to the ability to talk with appropriate levels of continuity, rate and effort, while linking ideas and language together to form coherent, cohesive connected speech. The criterion assesses the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue, to produce utterances relevant to preceding utterances in the discourse, and to arrange utterances logically to develop the themes or output required by the tasks. Key indicators of **Fluency** are an appropriate speech rate (c.100 words per minute and above) and speech continuity without general or undue hesitation or hesitation specifically on transition from rehearsed or formulaic speech to spontaneous interaction. The key indicators of coherence and cohesion are logical sequencing of sentences, clear marking of stages in a response, request, instruction, report or description, and the use of cohesive devices within and between sentences. Performance is viewed in terms of the extent to which the candidate's speech rate and continuity, coherence and cohesion impacts upon effective communication.

## Comprehension <sup>(25)</sup>

This criterion refers to the candidate's ability to accurately process the spoken language presented in face-to-face and voice-only communications with or without the use of clarification strategies. The key indicators of proficiency in **Comprehension** are the response time of the listener, the accuracy and appropriateness of the listener's response and the need for the speaker to repeat, moderate or adapt the spoken language input as a response to the listener's apparent mis or non-comprehension, and/or the requirement of the listener for clarification. Performance is viewed in terms of the extent to which the candidate's comprehension of any given spoken language input impacts upon effective communication.

## Interaction

This criterion refers to the candidate's ability to take an active part in the development of the discourse and to provide input that is immediate, appropriate and informative, showing due sensitivity to turn-taking. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so enabling the tasks of the test to be fulfilled. The criterion therefore requires an ability to participate in the range of interactive situations presented in the test and to develop discourse in the range of tasks by initiating and responding appropriately, dealing adequately with apparent misunderstandings by checking, confirming or clarifying as required.

Performance is viewed in terms of the candidate's overall effectiveness in dealing with the tasks set and how appropriately, accurately and relevantly the candidate's contributions fulfil the requirements of the task. The extent of the contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse. The contributions should be relevant to the tasks and should be arranged logically to develop the themes or stages required by the tasks.

## Varieties of English

Candidates' responses to tasks in the *EALT Test of Speaking* are acceptable in varieties of English which would enable candidates to function in the widest range of international operational contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as **Pronunciation, Structure** and **Vocabulary**. <sup>(26)</sup>

## Irrelevance

The examiner's first priority is to give credit for the candidate's efforts at communication. However, candidates will be penalised for inclusion of content irrelevant to the task or tasks set.

**NOTE:** A candidate's failure to adhere to instructions, failure to carry out the tasks as requested, or failure to provide an adequate gradable language sample will be reflected in that candidate's rating for **Interaction**. Candidates are penalised for dealing inadequately with the requirements of the tasks set.

## EALT Test of Speaking result

Each of the assessments of the four examiners of the candidate's performance in the *Test of Speaking* and other test performance data are logged and stored within the EALTS Administration System. *Test of Speaking* results are reported in the terms of the *ICAO Language Proficiency Rating Scale* in each of its six areas of linguistic description.

The candidate's result in the *Test of Speaking* is not made known to the LTC. Neither the candidates themselves nor the LTCs receive formal or separate notification of a candidate's result in the *Test of Speaking*.

## EALT final ratings and overall award

A candidate's final ratings in the EALT are determined by a combined consideration of that candidate's assessed performances in the *Test of Listening* and *Test of Speaking*.

EALT final ratings are reported as a Level in the *ICAO Language Proficiency Rating Scale* in each of its six areas of linguistic description. Ratings are reported in whole Levels. <sup>(27)</sup>

A candidate's overall award is determined as being equal to the lowest rating achieved across the six areas of language description.

<sup>(25)</sup> **NOTE:** Although comprehension may typically be assessed in a test of listening, this may be an assessment of comprehension independent of the candidate's ability to interact. A standard test of listening is a test of a candidate's ability to understand, but not to speak. Unless the test of listening is specifically designed otherwise, the communication is only one-way and the candidate does not have to participate in the interaction in the way that may be required in operational communications. The EALT Test of Speaking allows for further assessment of comprehension in combination with an assessment of interactional ability and the use of a broader range of clarification strategies other than repetition.

c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Design and Construct 6.3.2.6

<sup>(26)</sup> c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARPs concerning Language Proficiency Requirements 2.7.6 & 2.8

<sup>(27)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Design and Construct 6.3.2.11

## Candidate application and local administration

Central EALTS Administration maintains central management and control of the EALTS but the local administration and delivery of the test is organised through a system of Local Test Centres.

Local Test Centres conduct EALTS testing sessions on behalf of organisations, training institutions or licensing authorities subject to local requirements and resources. Special test sessions can be arranged for individuals wishing to sit the test. Interested parties should in the first instance contact the Local Test Centre where they wish to take the test. Contact details for EALTS Test Centres can be provided upon enquiry at [infor@ealts.com](mailto:infor@ealts.com).

The following stages outline the application and administration procedure for the EALT.

### Enquiry

Test applicants or their sponsors contact a Local Test Centre to find out about available test dates and to obtain an application form and. The Local Test Centre can also provide further details of the EALT as required including which test (ICAO ELSA or EALT) and which adaptation (pilots: *fixed wing* or *rotary wing*, *light* or *heavy*; air traffic controllers: *ground & tower*, *approach* or *area*) may be the most appropriate for a prospective candidate to take.

### Application and enrolment

Applicants complete the application form and send it or take it in person to the Local Test Centre with the test fee and appropriate additional documentation. Those taking the completed form in person to the Local Test Centre will have a digital photograph taken to reduce the possibility of identity fraud. Those sending the completed form should include two recent identical passport-sized photographs (not more than six months old). Further evidence of identity including such details as a unique identifying number, photograph, date of birth and signature, such as a passport, aviation authority licence or national Identity card, will also be required. This same document must be presented at the Local Test Centre on the day(s) of the test and must be valid, both at registration and on the day(s) the test is taken.

Candidates must enter the number of their chosen identity document on the application form. A copy of the identity document is to be attached to the application form. Only when all registration procedures are fully completed, including the receipt of the test fee, will an application be processed.

### Confirmation of enrolment

The Local Test Centre informs the candidate of the dates and times available for them to take the test for which he/she has enrolled. The Local Test Centre and candidate schedule a mutually convenient date and time for the test to be taken and the test is formally booked. The Local Test Centre confirms the agreed final schedule for both parts of the EALT to the candidate in writing. It is not necessary for both parts of the EALT to take place on the same day.

### Taking the test

The identity of all candidates is checked before they sit either part of the EALT. Photographs of candidates may be taken prior, during or after a test has been taken. Each candidate must have the same evidence of identity as that used to support the application form. No other forms of identification are acceptable. Paper and pens or pencils will be provided by the Local Test Centre as required. Candidates must not take any bags, books, papers, cameras, mobile phones, recording devices, pagers or any other devices, electronic or otherwise, into the test rooms.

EALT administrative personnel meet the candidates, check identification and ensure all candidates know where and when to go for their tests. For the *EALT Test of Listening*, each candidate is assigned a computer terminal. Candidates are logged in using a unique log-in name and password and are then approved to begin the test by a member of the Test Centre personnel. For the *EALT Test of Speaking*, candidates are assigned a waiting room and an interview room.

Candidates are encouraged to take notes during both tests of the EALT, but notes made during either part of the test may not be removed from the test rooms. Candidates are not allowed to leave the test rooms at any time during either test.

The *EALT Test of Speaking* is recorded.

### Receiving results

Results are awarded by Central EALTS Administration and Local Test Centres are informed typically within 10 working days of the completion of the test. Local Test Centres are then responsible for notifying their candidates of these results.

Additional notification of results may be undertaken by Local Test Centres to organisations, departments or individuals nominated by the candidate or his/her sponsoring organisation at the time of enrolment.

To reduce the risk of error in the communicating of results, Local Test Centres are typically recommended to avoid giving results over the phone or by fax.

Candidates will receive their EALTS Test Reports through the Local Test Centre where the test was taken.

A Test Report Verification Service is available through Central EALTS Administration ([admin@ealts.com](mailto:admin@ealts.com)).

## Special circumstances

It is the aim of the EALTS test partners that all EALTS candidates be assessed fairly and objectively, taking into consideration special circumstances as required. (28) Special circumstances with reference to the EALT covers five principal areas: *special arrangements*, *special consideration*, *malpractice*, *candidates wishing to cancel or postpone their entry*, and *candidates' non-attendance at a scheduled test*.

(28) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.4

### Special arrangements

Special arrangements are available for candidates with permanent or long-term disability or temporary difficulties such as bone-fractures or various non-contagious infections. Candidates with special needs should contact their Local Test Centre to find out the provisions available.

It is the responsibility of the candidates to inform the Local Test Centre at the time of application of any special requirements they may have in relation to their taking of the test.

Given the stringent medical certification requirements for pilot and air traffic controller licence holders and the purpose of the EALT, Central EALTS Administration and Test Centres are only reasonably required to provide special arrangements for those candidates whose particular disabilities would not otherwise preclude them from being granted operational licences.

#### **Candidates with hearing difficulties**

Candidates suffering from partial hearing loss but able to overcome this condition with the use of specialised headphones or special amplification equipment ordinarily acceptable in the aviation environment in which they operate may ask for permission to use this type of equipment when taking the EALT.

### Special consideration

Central EALTS Administration will give special consideration to candidates adversely affected by circumstances immediately before or during an examination. Special consideration can be given where an application for such consideration is supported by evidence and is received by the Local Test Centre in advance of, at the time of, or immediately after an examination, and certainly no later than ten working days after its completion. Examples of reasons that may be accepted in order for special consideration to be made include illness or other unexpected events. Such consideration may include the requirement that the candidate retake the test, without fee, at a time of more benign circumstances.

Candidates who are genuinely ill during the test, should bring the matter to the attention of the Test Centre Administrative personnel (if during the *EALT Test of Listening*) or the examiners (if during the *EALT Test of Speaking*). It is not possible to give retrospective special consideration to candidates who do not report their illness on the day of the test.

### Malpractice

Candidates attempting to impersonate others, candidates found cheating, candidates attempting to remove, record or otherwise copy the test materials, candidates attempting to influence the assessment of the examiners by unfair means, or candidates disrupting the test in any way will not receive a result and may be liable to prosecution.

In the event of suspected malpractice discovered after the completion of an assessment, the EALTS test partners reserve the right to require candidates to submit themselves to re-assessment and to re-sit the EALT before their Test Reports are validated or released.

Sponsoring organisations or companies will be informed of any instances of malpractice involving their candidates.

### Candidates wishing to cancel or postpone their entry

Cancellation or postponement of a test once the test dates have been scheduled and confirmed will normally only be considered on medical grounds. Typically, in such instances a Local Test Centre will look to reschedule the test and candidates requesting a cancellation or postponement of their test will receive no refund of their test fee unless they are able to provide appropriate medical evidence to the Local Test Centre in support of their request. Medical evidence must be provided no later than five days after the test date.

### Candidates' non-attendance at a scheduled test

Candidates failing to attend a scheduled test will normally receive no refund of their test fee unless they are able to provide appropriate evidence, medical or otherwise, to the Local Test Centre in support of their explanation of their absence. Such evidence must be provided no later than five days after the originally scheduled test date.

## Security of the EALTS

The security of all aspects of the EALTS, from test development and item writing to the publication and storage of EALTS test results, is of utmost importance. Every aspect of test construction, administration, logistics, marking, rating, test analysis and communication with stakeholders includes procedures to ensure the integrity of the tests and the testing system. Central EALTS Administration does not make public details of this aspect of their operations, but the following is an outline of some of the safeguards established. <sup>(29)</sup>

<sup>(29)</sup> For discussion of general issues c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Administrators and examiners <sup>(30)</sup>

- EALTS LTCs, administrators and examiners are provided with and required to follow a detailed Test Operations Manual, specifying in full all elements of the administration of the EALTS as it pertains to them and their individual and collective responsibilities. Local Test Centres are monitored for their adherence to the procedures contained in the Operations Manual. Failure to comply with the procedures risks the loss of Local Test Centre accreditation.
- The multiple live and remote assessment system of the EALTS renders the corruption of individual examiners to be of little or no effect in the awarding of a final rating.
- To combat identity fraud, photographic evidence of a candidate's identity must be provided upon submission of the application form and that identity confirmed at all stages of test administration: upon applying for the EALTS, when the candidate registers at the start of the each test component, and at any time after enrolment when the candidate may wish to make enquiries concerning any aspect of test administration or personal data held.

<sup>(30)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Test materials <sup>(31)</sup>

- Central EALTS Administration holds all test items in confidence. Test items are neither published nor provided to test-takers prior to the test event.
- The EALTS places multiple items in item pools reducing the possibility of collusion and of items become known or predicted.
- The EALTS 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 *EALTS Test of Listening* is delivered over a secure server delivery system.
- The EALTS delivery formats and platforms ensure that no two candidates will ever be presented with the same test and that no single candidate will ever be presented with the same test twice. Each candidate's test is unique.

<sup>(31)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Databases

- The EALTS is administered and the databases protected within a secure administration and data storage system.
- Paper copies of test results exist alongside computer-stored data.

### Certification

- The issuing of the EALTS Group and Candidate Test Reports is centralised and strictly controlled.
- The EALTS Candidate Test Reports certificates are produced on security-enhanced paper and are authenticated by a validation stamp and the signature of the authorised representatives of Central EALTS Administration.
- An image of the test-taker is reproduced on every EALTS Candidate Test Report.

### Verification

- Central EALTS Administration is able to verify results and Candidate test Reports upon request.
- Central EALTS Administration reserve the right to cancel any test report in the event of any actual or suspected attempt to tamper with or misuse the information contained therein.

## EALTS test development, research and support

### EALTS continuous monitoring approach

The validity and reliability of the EALTS are supported by a systemised programme of detailed monitoring of all areas of test design, development, operations, evaluation, review and research. The data gained from the monitoring procedures serve to enhance the on-going development of the testing system and to reinforce the quality of the test and of the service provided by EALTS and its Local Test Centres.

Based on a clear theoretical construct of communicative competence in the spoken language in the context of aviation operations (32), the purpose and context of use of the EALTS are transparent and appropriate to both the primary test users and the secondary test users alike.

Applying appropriate quality management systems, the EALTS test specifications and test materials have been developed by language training specialists, language assessment specialists and subject matter experts under the supervision of the EALTS test partners. This development has taken into account the expert judgement of internal expert groups and external stakeholder groups, along with the extensive assessment data feedback provided by test-takers involved in the trialing and operational use of the test.

Throughout the test development process strict guidelines have been followed in order to ensure that the materials conform to the test specifications, with procedures in place to determine and ensure the various components of test validity. Routine procedures are used to review and, if necessary, revise test items and test tasks to ensure the relevance and appropriateness of test content and that the topics or contexts of language use contained in the test will not introduce a bias against any particular group of candidates.

Data collection and analysis of the performance of test items and test tasks, and the system of continuous, test-by-test monitoring of the performance of EALTS candidates, examiners and assessors continue to ensure the on-going integrity, validity and reliability of the Testing System and its component parts. (33)

### Sample and demonstration materials (34)

In order to allow test stake-holders to make effective evaluations concerning the validity, reliability, impact and practicality of the EALT, and in order to help candidates to become familiar with and to prepare for the test, *EALT Test of Listening* and the *EALT Test of Speaking* sample and demonstration materials are available on the EALTS website ([www.ealts.com](http://www.ealts.com)).

The materials provided are intended to demonstrate the test tasks and interfaces, and the format and presentation of typical test items. Candidates are advised not to focus unduly on analysing or working through the demonstration material presented on the website, as this, in itself, would not be considered as adequate test preparation. Rather they should see this material as typical of item input and prompts with which they may be presented in their own tests, and ensure that they are sufficiently familiar with the techniques the test uses to elicit evidence of their proficiency in English.

### Training materials

An increasing range of English for Aviation teaching and learning resources is becoming commercially available and can be researched online.

When selecting course materials, it should be taken into consideration that the EALTS assesses a test-taker's ability to use English in the context of aviation and aeronautical communications. It specifically addresses the five critical skills defined in the ICAO Holistic Descriptors of operational language proficiency. For this reason, the most appropriate way of preparing for the EALTS is for potential test-takers to practise using English communicatively in the discussion of topics and situations related to their areas of aviation operations.

Central EALTS Administration does not typically advise on specific text-books or programmes of study.

### E-mail support

Central EALTS Administration provides an e-mail support service for teachers and candidates for the purpose of enabling these users to gain a better understanding of the various components and requirements of test and the testing process and so to enable more thorough preparation.

Access to this on-line support may be gained at [info@ealts.com](mailto:info@ealts.com).

### Further information

Further details of entry procedures, regulations and other matters relating to the EALTS can be obtained from EALTS LTCs, at [www.ealts.com](http://www.ealts.com) or from Central EALTS Administration at [info@ealts.com](mailto:info@ealts.com).

(32) **NOTE:** The assessment of the extent of English language proficiency in the context of aviation and aeronautical communications through the measurement of candidate performance a variety of authentic tasks based on authentic input.

(33) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Validity and Reliability 6.3.3

**NOTE:** A description of the development process accessible to test stake-holders is available in the *EALTS Test Specification 2012*.

(34) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.3

See also Section **Preparing for the EALT**

## The EALTS around the world

### EALTS in use

The EALTS is currently being used internationally by aircraft operators, air navigation service providers, flight and air traffic control training institutions and language training organisations for the assessment of plain English in the context of aviation and aeronautical communications for license endorsement purposes for ICAO Language Proficiency Requirements compliance. Since its first use in 2006, the testing System has been used in the language proficiency assessment of over 30,000 pilot and air traffic control personnel.

### EALTS recognition

Although the EALTS is being recognised by an increasing number of national supervisory bodies and regulating/licensing authorities, the EALTS test partners continue to undertake a programme of awareness raising to ensure the full recognition of the EALTS by professional registration bodies, national licensing authorities, employers and training institutions worldwide.

The EALTS test partners are the Language Testing and Assessment Services Ltd. (LTAS) <sup>(35)</sup> and our Local Test Centres <sup>(36)</sup>. If you would like further details of the Testing System or the EALTS itself, or would like a representative LTAS to present the EALTS to your organisation with a view to the recognition of the assessment means for licence endorsement purposes, please contact [admin@ealts.com](mailto:admin@ealts.com).

As part of this recognition process, LTAS has been certificated by the UK CAA (the national regulatory authority within whose jurisdiction LTAS falls) as complying in all respects with the requirements published under **ICAO Document 9835 Manual of the Implementation of ICAO Language Proficiency Requirements** and is empowered by the UK CAA to act in the capacity of Assessor of Aviation English Language Proficiency,

Further,, LTAS has also previously been approved by UK CAA as an EASA FCL.055 compliant Language Assessment Body in relation to the provision of language proficiency testing services as defined in European Commission Regulation No. 1178/2011. Again, under these requirements LTAS is empowered to act in the capacity of Assessor of Aviation English Language Proficiency, These approvals, among others, help to ensure widespread recognition of the EALTS.

For further details of authorities and organisations recognising the EALTS as evidence of language proficiency in accordance with the ICAO Language Proficiency Requirements and other test recognition activities currently in progress please contact [info@ealts.com](mailto:info@ealts.com).

<sup>(35)</sup> LTAS Ltd, the administrators of the EALTS has been approved and certificated by UK CAA as complying in all respects with the JAR-FCL 1.010 (now EASA Part FCL requirements relating to the establishment of a Language Assessment Body and is empowered by UK CAA to operate in the capacity as an assessor of Aviation English Language Proficiency. The JAR regulations have since 2013 been superseded by those of EASA

<sup>(36)</sup> Local Test Centres

### EALTS Local Test Centres (LTCs)

EALTS, the English for Aviation Language Testing System, measures the ability to communicate in English in the context of aviation and aeronautical communications ICAO Language Proficiency Requirements compliance. Language proficiency ratings obtained by the measure of the EALTS may be used for licence endorsement purposes subject to the recognition of EALTS certification by the relevant regulatory or licensing authority.

The local administration and delivery of the EALTS is carried out through a system of Local Test Centres (LTCs). Central EALTS Administration establishes, manages and oversees such Centres internationally. Local Test Centres may be established within the organisations of national regulatory/licensing authorities, aircraft operators, air navigation service providers, flight and air traffic control training academies and language training institutions.

EALTS Local Test Centres are responsible for the local recruitment of EALTS personnel (administrative and examining staff) and for the local administration and delivery of the tests of the EALTS. All Local Test Centres must adhere to a prescribed EALTS Test Centre Agreement and Code of Practice.

The EALTS offers a proven and trusted English for Aviation assessments measuring a test-taker's true-to-life ability to communicate in plain English in the context of aviation and aeronautical communications. As a UK CAA approved testing system, the EALTS provides a secure, authentic and customer-focused assessment means for ICAO Language Proficiency Requirements compliance.

### Expressions of Interest

Organisations or institutions wishing to submit an 'Expression of Interest' in joining and supporting the existing EALTS LTC network should communicate their interest via e-mail to [admin@EALTS.com](mailto:admin@EALTS.com).

In order to facilitate its processing, an Expression of Interest should include brief details of the following:

- History and type of organisation interested in becoming a Centre
- Operational status – a brief overview of current operations undertaken
- Relationship with other regulatory, educational and/or professional organisations
- Information on any applicable accreditations
- Brief description of how the organisation is funded

## Useful references

ICAO Doc. 9835 Manual on the Implementation of ICAO Language Proficiency Requirements (1<sup>st</sup> ed. 2004 / 2<sup>nd</sup> ed. 2010)

ICAO Doc. AUD001 ICAO Language Proficiency Requirements – Rated Speech Samples (Version 1.2 ICAO 2007)

ICAO Cir 318-AN/180 Language Testing Criteria for Global Harmonisation (July 2008)

ICAO Language Proficiency Requirements – Frequently Asked Questions (FAQs)  
[http://www.icao.int/cgi/goto\\_m-anb.pl?icao/en/trivia/peltrgFAQ.htm](http://www.icao.int/cgi/goto_m-anb.pl?icao/en/trivia/peltrgFAQ.htm)

ICAO Implementation Guidelines for aviation language requirements  
<http://www.icao.int/fsix/lp.cfm>

Directive 2006/23/EC of the European Parliament of April 2006 on common air traffic controller licensing  
[http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_114/l\\_11420060427en00220037.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_114/l_11420060427en00220037.pdf)

ICAO Journal Volume 59 Number 1: *Effective Radiotelephony Communications* (2004)

ICAO Journal Volume 63 Number 1: *Language Proficiency* (2008)

Association of Language Testers in Europe (ALTE) [www.ALTE.org](http://www.alte.org)

ALTE Code of Practice [http://www.alte.org/quality\\_assurance/index.php](http://www.alte.org/quality_assurance/index.php)

Sample and demonstration material of the EALT Test of Listening and EALT Test of Speaking  
[www.ealts.com](http://www.ealts.com)

Glossary of English for Aviation Language Testing Terms  
[www.ealts.com](http://www.ealts.com)

The following Annexes of the Chicago Convention:

- *Annex 1: Personnel Licensing;*
- *Annex 6: Operation of Aircraft;*
- *Annex 10: Aeronautical Telecommunications; and*
- *Annex 11: Air Traffic Services*



## Appendix A: ICAO Holistic Descriptors and Language Proficiency Rating Scale

<b>ICAO Holistic Descriptors of operational language proficiency</b> ( <i>Appendix to Annex 1 of the Convention on International Civil Aviation</i> )						
Proficient speakers shall:						
<ol style="list-style-type: none"> <li>1. communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;</li> <li>2. communicate on common, concrete and work-related topics with accuracy and clarity;</li> <li>3. use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm, or clarify information) in a general or work-related context;</li> <li>4. handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar;</li> <li>5. use a dialect or accent which is intelligible to the aeronautical community.</li> </ol>						

<b>ICAO Language Proficiency Rating Scale</b> ( <i>Attachment to Annex 1 of the Convention on International Civil Aviation</i> )						
Level	Pronunciation <i>Assumes a dialect and/or accent intelligible to the aeronautical community</i>	Structure <i>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task</i>	Vocabulary	Fluency	Comprehension	Interaction
<i>Expert</i> <b>Level 6</b>	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 structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range 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, eg. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
<i>Extended</i> <b>Level 5</b>	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 and 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.
<i>Operational</i> <b>Level 4</b>	Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of listeners. When the candidate 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.
<i>Pre-Operational</i> <b>Level 3</b>	Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate effectively on common, concrete and 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 listeners. 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.
<i>Elementary</i> <b>Level 2</b>	Pronunciation, stress, rhythm and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and 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.
<i>Pre-Elementary</i> <b>Level 1</b>	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.

The EALTS is a multi-level, English for Aviation language testing system designed to assess the language proficiency of air traffic controllers, commercial flight crew and recreational pilots in the context of aviation and aeronautical communications for ICAO Language Proficiency Requirements compliance.

The EALTS assesses across the full range of language proficiency levels contained in the ICAO Language Proficiency Rating Scale from **Pre-Elementary Level 1** to **Expert Level 6**.

The EALTS is managed and administered by Language Testing and Assessment Services Ltd. (LTAS).

LTAS has been approved and certificated by UK CAA as complying in all respects with the requirements for Language Assessment Bodies published under **ICAO 9835 Manual of the Implementation of the ICAO Language Proficiency Requirements** and therefore has international recognition to operate in the capacity of Assessor of Aviation English Language Proficiency.

**[www.ealts.com](http://www.ealts.com)**



# Contents

**English for Aviation  
language proficiency assessment  
for commercial flight crew,  
recreational pilots and air traffic  
controllers for ICAO compliance.**

- 1 Introduction**
  - What is the English for Aviation Language Testing System
  - The components of the EALTS
  - EALTS Candidature
  - Test Administration
- 2 EALTS overview**
- 3 Preparing for the EALT**
  - The ICAO Language Proficiency Requirements
  - EALT Format
- 4 EALT test results**
  - EALT test scores
  - Interpretation of EALT test scores
  - Appealing an EALT result
- 5 EALT test reports**
  - The Group Test Report
  - The Candidate Test Report
- 6 The period of rating validity**
  - The tests of the EALT**
- 7 English for Aviation Language Test Overview**
- 8 Test of Listening**
- 11 Test of Speaking**
- 15 EALT final ratings and overall award**
- 16 Candidate application and local administration**
  - Enquiry
  - Application and enrolment
  - Confirmation of enrolment
  - Taking the test
  - Receiving results
- 17 Special circumstances**
  - Special arrangements
  - Special consideration
  - Malpractice
  - Candidates wishing to postpone or cancel their entry
  - Candidate's non-attendance at a scheduled test
- 18 Security of the EALTS**
- 19 EALTS test development, research and support**
- 20 The EALTS around the world**
  - EALTS in use
  - EALTS recognition
  - EALTS Test Centres
  - Expressions of interest
- 21 Useful references**
- 22 Appendix A**
  - ICAO Holistic Descriptors
  - ICAO Language Proficiency Rating Scale

# Introduction

The purpose of this Handbook is to outline the key features and administrative procedures of the English for Aviation Language Testing System (EALTS) for test-takers, language trainers, administrators and other Testing System users, including national regulatory/licensing authorities, professional registration bodies, air navigation service providers, aircraft operators and air traffic control and flight training institutions.

The Handbook provides an overview of the EALTS and its two key components, the ICAO **Expert Level 6** Language Assessment (ICAO ELSA) and the English for Aviation Language Test (EALT). It describes in further details the component tests of the EALT and includes brief test specifications.

**PLEASE NOTE:** This Handbook contains only incomplete samples of the components of the tests. Further demonstration materials and samples of the test components and additional information on all aspects of the EALTS are available through the EALTS website, [www.ealts.com](http://www.ealts.com), or on request through EALTS Test Centres.

## What is the English for Aviation Language Testing System?

The English for Aviation Language Testing System (EALTS) is a multi-level, English for Aviation language testing system designed to assess the language proficiency of commercial flight crew, recreational pilots and air traffic controllers for ICAO Language Proficiency Requirements compliance. The EALTS measures and reports proficiency in the skills of *speaking* and *listening* across the levels of the ICAO Language Proficiency Rating Scale from **Pre-Elementary Level 1** to **Expert Level 6**.

The EALTS is managed by Language Testing and Assessment Services Ltd. (LTAS). LTAS has been approved and certificated by UK CAA as complying in all respects with the Test Service Provider requirements contained in ICAO Doc. 9835 *Manual on the implementation of the ICAO Language Proficiency Requirements*. As part of this approval process, LTAS has also previously been approved by UK CAA as an EASA FCL.055 compliant Language Assessment Body in relation to the provision of language proficiency testing services as defined in European Commission Regulation No. 1178/2011. Additionally and independently, LTAS has also been empowered by a large number of ICAO Member States to operate in the capacity of assessor of Aviation English Language Proficiency.

## The components of the EALTS

The EALTS comprises the **ICAO Expert Level 6 Assessment (ICAO ELSA)** for native or near-native speakers of the language and the **English for Aviation Language Test (EALT)** for *non-native speakers of English*.

Both components offer appropriate, direct assessments of communicative competence in listening and speaking to the aviation industry allowing organisations to determine the extent to which commercial flight crew, recreational pilots and air traffic controllers are able to meet the ICAO Language Proficiency Standards. (1)

(1) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.2.8 Aviation Specific Language Testing Issues and ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.10

## EALTS candidature

The EALTS is a test suitable for the assessment of language of both pilots and air traffic controllers. The range of EALT test items and tasks and their lack of cultural or procedural specificity mean that the test is sufficiently adaptable in its delivery to be appropriate internationally to the professional and/or recreational aviation operations environments of the various candidate populations (*pilots: commercial or private, fixed wing or rotary wing; air traffic controllers: ground & tower, approach & area*). (2)

In order to ensure that an appropriate version of the EALTS is scheduled and provided, it is the responsibility of the candidate at the point of enrolment to inform the Test Centre of his/her area of aviation-related activity and to confirm which of the tests of the EALTS (ELSA or EALT) he/she wishes to take.

Although a test of language and not a test of procedure *per se*, the EALT is not recommended for *ab-initio* aviation profession trainees or candidates unfamiliar with commercial or general aviation.

(2) While EALTS assessments are customised for the individual test-takers in order to provide them with a familiar aviation-related context, these possible adaptations should be seen as being in the interest of the comfort of the test taker; they are not, in themselves, specialised tests of distinct varieties of language proficiency. The assessment criteria remain the same throughout.

## Test administration

The EALTS is deliverable at Central EALTS Administration approved and certificated EALTS Local Test Centres (LTCs). An LTC may be established within national licensing authorities, aircraft operator and air navigation service provider organisations, professional or general aviation training institutions and language training academies, subject to request.

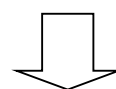
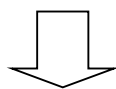
Central EALTS Administration approves and certifies LTCs to undertake the local administration and delivery of the EALTS. These centres supervise the local administration of the tests, including candidate enrolment, the organisation of test locations, facilities and equipment, the provision of trained and qualified examiners, the local management of assessment data, the distribution of the test results and Candidate and Group Test Reports, and all local EALTS enquiries.

LTCs run regular test administrations subject to local need and local scheduling arrangements with applying candidates. Test results are typically available within ten working days of the completion of the test. Candidates typically receive a single copy of their Test Report certificate,

c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.10

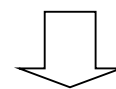
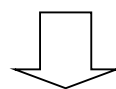
# EALTS Overview

## English for Aviation Language Testing System



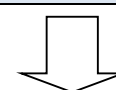
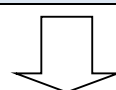
**Native or near-native speakers of English**

**Non-native Speakers of English**



**ICAO ELSA**  
**Expert Level 6 Assessment**

**EALT**  
**English for Aviation Language Test**



### ICAO Expert Level 6 Assessment <sup>(3)</sup>

Duration: not applicable

### EALT Test of Listening

Duration: Approximately 40 minutes

The **ICAO ELSA** is a direct interview between the candidate and an interlocutor in which the candidate's language proficiency is assessed across a range of tasks involving both face-to-face and voice only communications. The ELSA is more a language assessment event than a test, assessing the language proficiency and linguistic biography of the candidate while he/she takes part in an informal but structured conversation.

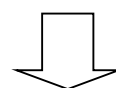
The **EALT Test of Listening** is a computer mediated adaptive test of voice-only aural comprehension. Test-takers listen to a number of recorded communications. The recordings feature a range of announcements and talk-back exchanges typical of aeronautical communications. The communications concern routine and non-routine situations and include a variety of English accents, both native and non-native speaker.

Two trained and certificated EALTS Examiners assess the language proficiency of the candidate and determine if the assessment criteria contained in the *ICAO Holistic Descriptors of operational language proficiency* and those at **Expert Level 6** in the *ICAO Language Proficiency Rating Scale* have been satisfied to allow confirmation of ICAO **Expert Level 6** competency.

Test-takers demonstrate the extent of their proficiency in the non-collaborative comprehension of the communications through their responses to aural prompts accompanying the communications. Unless otherwise selected by the test-takers, the communications and their accompanying prompts are heard once only.

The ICAO ELSA assesses only ICAO **Expert Level 6** competency. In cases where the ELSA is unable to confirm a candidate's proficiency at ICAO **Expert Level 6**, that candidate may be referred to the EALT.

A test-taker's proficiency in understanding discourse in non-interactive situations is measured against the criteria for the assessment of aural comprehension contained in the descriptors for *Comprehension* in the *ICAO Language Proficiency Rating Scale*. <sup>(4)</sup>



### EALT Test of Speaking

Duration: 17-20 minutes

The **EALT Test of Speaking** is a direct interview between test-takers and an interlocutor in which the test-takers' language proficiency is assessed across a range of tasks involving both face-to-face and voice only communications

Test-takers and examiners are paired for the purposes of the interview. One examiner takes the role of the interlocutor/assessor and manages the interaction either by asking questions and providing the task cues for the test-takers. The other examiner takes the role of the observer/assessor and does not take part in the interaction.

The test contains both individual and collaborative tasks, requiring test-takers to exchange information, to explain, discuss and describe situations procedures and events, to monitor, check, confirm, clarify respond to and report R/T communications, to negotiate meaning and understanding and to produce extended speech – all within the context of aviation communications and related topics and scenarios.

Test-takers are assessed on their performance throughout the test against the assessment criteria contained in the *ICAO Holistic Descriptors of operational language proficiency* and in the *ICAO Language Proficiency Rating Scale*.

<sup>(3)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.2.8 Aviation Specific Language Testing Issues and ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.10

<sup>(4)</sup> In adherence with ICAO guidance, elements of comprehension are evaluated from complementary perspectives in both the EALT Test of Listening and the EALT Test of Speaking. c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria For Aviation Language Testing 6.3.2.6

**NOTE:** The focus of this Handbook is the English for Aviation Language Test (EALT). For further specific information concerning the ICAO ELSA, please contact: [info@ealts.com](mailto:info@ealts.com)

## Preparing for the EALT

Test-takers should familiarise themselves with the ICAO Language Proficiency Requirements and with the testing methodology of the EALT. While it may not be necessary for all candidates to attend formal programmes of EALT preparation, candidates will be expected to undertake and declare some form of preparation for the test.

General and specific advice for language trainers on how to prepare candidates for the EALT is given in the *Preparing EALT Candidates Guide*. This guide is available through the Test Centres and by contacting [info@ealts.com](mailto:info@ealts.com). Sample and demonstration material for the EALT Test of Listening and EALT Test of Speaking is available through the EALTS website ([www.ealts.com](http://www.ealts.com)). Before taking the EALT, as a minimum, all candidates should familiarise themselves with the formats of its two test components.

The EALT assesses a candidate's ability to use plain English in the context of aviation and aeronautical communications and addresses specifically each of the critical skills of communicative competence defined in the ICAO Holistic Descriptors. In this sense, the most appropriate way for candidates to prepare for the EALT is to practise using English in realistic aviation-related situations.

For advice relating to a wider range of teaching resources for language trainers involved in English for Aviation language training or who may be helping candidates to prepare for the EALT please contact the LTC.

Also available commercially through bookshops and on-line are a range of published, non-test specific English for Aviation teaching and learning materials.

## The ICAO Language Proficiency Requirements

The decision to address language proficiency for pilots and air traffic controllers is long standing and was first made by the 32nd Session of the ICAO Assembly in September 1998 as a direct response to several fatal accidents, including one that cost the lives of 349 persons, as well as other previous fatal accidents in which the lack of proficiency in English was identified as a contributing factor. (5)

Subsequently, the Air Navigation Commission initiated the development of language provisions to be included as amendments in the following Annexes of the Convention:

- a) Annex 1: Personnel Licensing;
- b) Annex 6: Operation of Aircraft;
- c) Annex 10: Aeronautical Telecommunications; and
- d) Annex 11: Air Traffic Services. (6)

In March 2003, the ICAO Council adopted a comprehensive set of Standards and Recommended Practices (SARPs) that strengthened the language proficiency requirements for pilots and air traffic controllers involved in international operations. While these new language proficiency requirements affirmed that ICAO standardised phraseology should be used whenever possible, it was now required that when phraseology is not applicable, or not sufficient, pilots and air traffic controllers should be capable of demonstrating a prescribed minimum level of proficiency in plain language. The underlying conviction is that effective use of plain language is vital in routine operational situations in which phraseology provides no *ready-made* form of communication and is especially critical in unusual or emergency situations.

The critical skills of operational language proficiency are established in the *ICAO Holistic Descriptors of operational language proficiency*, and the means by which the extent of proficiency in these critical skills may be described is established in the *ICAO Language Proficiency Rating Scale*. These documents appear in the *Appendix 1 of Annex 1* and in *Attachment A of the Appendix 1 of Annex 1 of the Convention on International Civil Aviation* respectively. (7)

As of 5 March 2008, it has been required for pilots, air traffic controllers and aeronautical station operators operating on international routes to have demonstrated competence in each of the critical skills established in the *ICAO Holistic Descriptors* at a minimum level of proficiency equivalent to **Operational Level 4** on the *ICAO Language Proficiency Rating Scale*.

**Operational Level 4** is considered the minimum level of proficiency required to ensure an acceptable level of safety in communications. Additionally, since November 2003, *Annex 10* has required the availability of English language at all stations on the ground serving designated airports and routes used by international air services. (8)

## EALT Format

Candidates are tested to determine the extent of their proficiency in listening and speaking in the context of aviation and aeronautical communications. Candidates sit the *EALT Test of Listening* and the *EALT Test of Speaking*. The tests may be taken in either order.

By the nature of its design, each and every *EALT Test of Listening* and each and every *EALT Test of Speaking* is unique; no two candidates will take the same test and no single candidate will take the same test twice.

The component tests of the EALT are designed to elicit evidence of aural comprehension and spoken language proficiency from candidates of whatever ability on the language proficiency continuum from ICAO **Pre-elementary** Level 1 to ICAO **Expert** Level 6.

Typically, the two component tests of the EALT are completed on the same day, with a scheduled break between the tests. At the discretion of the Local Test Centre, the two component tests may be scheduled on different days. However, the two tests must be taken within a seven-day period.

(5) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.1 Introduction 1.1

(6) Convention on International Civil Aviation (also known as Chicago Convention), was signed on 7 December 1944 by 52 States. Pending ratification of the Convention by 26 States, the Provisional International Civil Aviation Organisation (PICAIO) was established. It functioned from 6 June 1945 until 4 April 1947. By 5 March 1947 the 26th ratification was received. ICAO came into being on 4 April 1947. In October of the same year, ICAO became a specialised agency of the United Nations linked to Economic and Social Council (ECOSOC).

(7) c.f. ICAO Doc. AUD001 ICAO Language Proficiency Requirements – Rated Speech Samples

(8) c.f. ICAO Cir 318-AN/180 Ch.1 Introduction 2.1

## EALT Test Results

The marking of the *EALT Test of Listening* is carried out automatically within the EALTS test administration system. The score achieved by the candidate in the *EALT Test of Listening* is not made known to the Local Test Centre. The rating of the candidate speech sample elicited in the *EALT Test of Speaking* is carried out by a minimum of four qualified, trained and certificated examiners – two at the Local Test Centre and two independent external verifiers, known as *remote raters*, unknown to the Local Test Centre or to the candidate. (9)

(9) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Rating 6.3.4.2

Final results are determined and verified and are typically made available within 10 working days of the completion of the test. Interim result notifications are forwarded to the Local Test Centre for onward distribution to the candidates or their sponsors subject to local arrangements. These results are then confirmed by a formal EALTS Test Report, typically available within 30 days of the completion of the test.

### EALT test scores

The EALT provides a profile of the candidate's proficiency in spoken English in the context of aviation for the purposes of ICAO Language Proficiency Requirements compliance. The test scores provided can be used as evidence of language proficiency as may be required for licence endorsement purposes.

Candidates receive level ratings in accordance with the ICAO Language Proficiency Rating Scale from **Pre-elementary Level 1** to **Expert Level 6**.

A score is reported for each of the six features of language contained in the Rating Scale. The scores achieved in each of the individual features are then reviewed, and the lowest score attained from among the six becomes the Overall Score or Rating awarded to the candidate. (10) The individual ratings for each of the six features of language and the Overall Rating is reported as a whole number on the EALT Test Report (i.e. no fractional, decimal, or + / - level scores are given).

(10) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.11

**NOTE:** All documentation and records in relation to a candidate's application, performance and assessment are stored securely in a centralised location for the full licence endorsement validity period.

### Interpretation of EALT test scores

The interpretation of a candidate's results in the EALT should be considered within the context of the ICAO 2008 Language Proficiency Requirements, (ICAO Assembly Resolutions A32-16 and A36-11).

ICAO has prescribed the minimum operational language proficiency requirements of flight crew and air traffic controllers. An EALT result will clearly demonstrate a candidate's attainment, or otherwise, of this required minimum. However, additionally the result, both as an Overall Rating and with reference to the six discrete features of language may also be interpreted as a demonstration of the candidate's language proficiency strengths and weaknesses and become a valuable aid in determining where individual or organisational language training resources may be best placed.

From a human resource perspective, a candidate's EALT result might also be considered in the context of a number of wider factors, including professional qualifications and operational experience, instructor assessments, training performance, on-the job evaluation, age and motivation, educational and cultural background, first language and language learning history. (11)

(11) c.f. ICAO Doc 9835 1<sup>st</sup> ed. 6.6.2

### Appealing an EALT result

A candidate wishing to query the accuracy of an EALTS result may apply for a review of the assessment. This application must be made to the LTC at which the test was taken and must be received within **six weeks** of the issue of the result (the interim results notification). (12)

The review takes the form of an investigation of the original assessment procedure and a re-assessment of the candidate's test material (the *EALT Test of Listening* and the *EALT Test of Speaking* performances).

An application for a review of an EALT result will incur a fee payable at the time of application. This fee is subsequently refunded in full in the event of an amendment to the overall rating.

Evaluation sheets and supporting documentation in relation to the EALTS are filed until such time as rating decisions can no longer be appealed.

Subsequent to this, all records are held at Central EALTS Administration for a pre-determined and documented period of time.

(12) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5.7

## EALT Test Reports

With the final rating established, the candidate's result may then be formally reported. Subject to candidate or sponsoring organisation requirements, an EALT test result may typically be reported, in one or both of two forms: the *Group Test Report* or the individual *Candidate Test Report*.

### The Group Test Report

The EALT Group Test Report (GTR) can be provided to sponsoring organisations who have entered a number of candidates for assessment in a single test session. This report lists candidates and their ratings in each of the six discrete features of language contained in the Rating Scale and their overall rating.

### The Candidate Test Report

Subsequent to their assessment, individual test-takers typically receive an individual Candidate Test Report certificate, which contains a rating of the extent of their proficiency in each of the six areas of linguistic description contained in the ICAO Language Proficiency Rating Scale (*pronunciation, structure, vocabulary, fluency, comprehension and interaction*) and an overall award. (13)

The Candidate Test Report certificate indicates the demonstrated level of proficiency within the broad levels of the Rating Scale (**Pre-Elementary Level 1 - Expert Level 6**); no further indication is given as to whether the proficiency of the test-taker is in the upper, middle or lower regions of the assigned level.

For information and security purposes, other details on the Candidate Test Report (CTR) certificate include:

- Photograph of the test taker
- Surname and first name(s)
- DOB
- Gender
- Nationality (by passport issuing authority)
- First Language
- LTC identification
- Test date
- Unique CTR number
- CTR certificate date of issue
- CTR certificate period of validity
- CTR certificate date of expiry

In order to ensure the security and integrity of the reporting process, all EALT Test Reports are prepared and distributed by the Central EALTS Administration to the LTC for their further distribution as per local arrangements.

### Replacement or additional certificated copies of EALT Test Reports

EALT candidates are provided with a single original of their EALT Test Report certificate. Candidates may request additional certificated copies of their original EALT Test Report for submission to an employer or licensing authority or to replace a lost original. Additional certificated copies will incur an administrative fee.

EALT Test Report certificates whose period of validity has expired will not be re-issued.

Any request for replacement or additional certificated copies of an EALT Test Report should be made through the Test Centre at which the test was taken.

### EALTS Test Report verification and security

The Group Test Report and Candidate Test Report certificate represent summaries of the significantly more detailed and fully documented candidate data and assessment records held at Central EALTS Administration. The authenticity of any Test Report can be verified by means of the EALTS Test Report Verification Service accessible through Central EALTS Administration ([admin@ealts.com](mailto:admin@ealts.com)). (14)

A completed EALTS Test Report certificate bears an embossed validation stamp and the signature of the authorised EALTS Administration representative.

Central EALTS Administration reserve the right to cancel any Test Report certificate in the event of any attempt, actual or suspected, to tamper with or misuse the information contained therein.

(13) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.11

The image shows a sample of an EALT Test Report certificate. At the top, it is issued by the UK Civil Aviation Authority, an Approved Language Assessment Body. The certificate is for SERZHAN IGLIKOV, who has been awarded an overall rating of Level 4 Operational in the English for Aviation Language Test. The certificate lists the following levels for each feature: Pronunciation (Level 4 Operational), Structure (Level 4 Operational), Vocabulary (Level 4 Operational), Fluency (Level 4 Operational), Comprehension (Level 4 Operational), and Interaction (Level 4 Operational). Personal details include: Surname: IGLIKOV, First Name(s): SERZHAN, Date of Birth: 11/01/1988, M/F: Male, Nationality: Russian, First Language: Russian. Assessment details include: Centre: Antalya HZ, Date of assessment: 24-08-2015, Certificate No: EALT TEST 285 K200059A5668, Date of issue: 21-08-2015, Period of validity: 3 years, Date of expiry: 24-08-2018. The certificate is signed by Simon P. Cook, Director of Examinations, EALTS Administration. Logos for EALTS (English Aviation Language Testing System) and LTAS (Language Testing & Assessment Services) are visible at the bottom.

(14) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Record Keeping 6.3.6.3



## The period of rating validity

In the standards and recommended practices contained in ICAO Doc 9835 (1), ICAO requires that applicants for air traffic controller or pilot licences or licence-holders involved in international civil aviation, whose English language proficiency level has been assessed at **Operational Level 4** or **Extended Level 5** on the ICAO Language Proficiency Rating Scale, be re-evaluated for continued competence in the English language at regular intervals.

ICAO recommends that, for licence-holders who demonstrate language proficiency at **Operational Level 4**, the evaluation shall be carried out at intervals not greater than **3 years** and for licence-holders who demonstrate competence at **Extended Level 5**, the evaluation shall be carried out at intervals not greater than **6 years**. (15)

ICAO recommends that for licence-holders whose English language proficiency has been assessed at **Expert Level 6**, no further re-evaluation is required. (16)

In support of the above recommendations, an EALTS Overall Rating of **Operational Level 4** is to be considered valid for up to 3 years, an Overall Rating of **Extended Level 5** is to be considered valid for up to 6 years, and an Overall Rating of **Expert Level 6** is to be considered as having a life-time validity. (17)

The EALTS Candidate Test Report certificates state their period of validity in accordance with the ICAO recommended retesting schedule. The EALTS test partners cannot verify language proficiency beyond these stated validity periods without retesting.

Given the number of variables affecting non-native language proficiency, the recommendations of ICAO and the above EALTS Test Report certificate validation periods assume that the holder of an EALTS certificate will make efforts to either maintain or improve his/her proficiency in English for Aviation language during the certificate's validity period. Given the 2003 amendments to *Annex 6: Operation of Aircraft* and *Annex 11: Air Traffic Services* placing responsibility for the day-to-day operational oversight of compliance with the ICAO standards on the aircraft operators and service providers, the EALTS test partners strongly recommend that even within the stated period of validity, EALTS Test Reports should only be accepted as evidence of a current level of ability if accompanied by proof that a candidate has actively maintained or attempted to improve their English for Aviation language proficiency.

If regulatory/licensing authorities, employers, or training institutions have reason to question the language proficiency of a pilot or air traffic controller despite the presentation of an apparently valid EALTS Report Form, it is recommended that the appropriate authority require a re-evaluation of the English language proficiency of the pilot or air traffic controller concerned in order to ensure the accuracy of the reported assessment as a measure of actual language proficiency. (18)

ICAO provides for aircraft operator and service provider oversight of on-going personnel compliance with the standards it establishes. It is the responsibility of regulatory/licensing authorities and employers to maintain oversight of licence holder language proficiency on a day-to-day basis prior to and between formal assessments.

## The tests of the EALT

Every EALT candidate takes both components of the test: a *Test of Listening* and a *Test of Speaking*.

Each test is customised to provide individual test-takers with familiar aviation-related contexts. This ensures that pilots are able to take tests using or referring to the environments of fixed or rotary wing, heavy or light aircraft, and controllers are able to take tests using or referring to a tower, approach or en route environment. These alternative adaptations are seen as adaptations in the interest of the comfort of the test-taker, not as specialised tests of distinct varieties of language proficiency. (19)

It is the responsibility of the candidate at the point of enrolment to inform the Test Centre of his/her area of aviation-related activity and to confirm which adaptation of the EALT he/she wishes to take.

Typically, the two component tests of the EALT are scheduled on the same day with a scheduled break between the tests. At the discretion of the Test Centre the two component tests may be scheduled on different days. However, the two components must be sat within a seven-day period.

(15) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARPs concerning Language Proficiency Requirements 2.5.8-2.5.10.

A Standard in Annex 1 of the Chicago Convention stipulates recurrent testing for pilots and air traffic controllers who demonstrate language proficiency below **Expert Level 6**. Although ICAO stipulates the requirement for retesting, at present the schedule for re-testing remains an ICAO recommended practice.

(16) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARPs concerning Language Proficiency Requirements 2.5.8-2.5.10

A Standard in Annex 1 stipulates recurrent testing for pilots and air traffic controllers who demonstrate language proficiency below **Expert Level 6**.

(17) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. Recommended Criteria for Aviation Language Testing / Record Keeping 6.3.6.4

(18) Annexes 6 and 11 of the Chicago Convention stipulate service provider or aircraft operator oversight of personnel language proficiency.

(19) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.10

## English for Aviation Language Test (EALT) Overview

Test / Timing	Nature of Task	Test Focus
<b>EALT Test of Listening</b> 40 minutes (approximate)	<b>Section 1</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Elementary Level 2</b> . A minimum of 5 and a maximum of 25 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by two 3-option multi-choice tasks.	The tasks of the test seek to elicit evidence of the extent of the candidate's proficiency in voice-only, non-participatory aural comprehension in the context of aeronautical communications.  Candidates are required to understand each aviation-related R/T communication as a whole in both gist and detail and to demonstrate their understanding of the communication by the correct identification of specific information contained in the communication.  The single task type is the identification of factual information and specific detail by means of the selection of the correct response from a three-option multi-choice range.
	<b>Section 2</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Pre-Operational Level 3</b> . A minimum of 5 and a maximum of 20 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by three 3-option multi-choice tasks.	
	<b>Section 3</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Operational Level 4</b> . A minimum of 5 and a maximum of 15 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by four 3-option multi-choice tasks.	
	<b>Section 4</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Extended Level 5</b> . A minimum of 5 and a maximum of 10 short unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by five 3-option multi-choice tasks.	
	<b>Section 5</b> A test of voice-only, non-participatory aural comprehension at a level of proficiency equating to that of ICAO <b>Expert Level 6</b> . A maximum of 5 extended unrelated R/T transmissions of aeronautical communications featuring single speakers or exchanges between interacting speakers followed by six 3-option multi-choice tasks.	
<b>EALT Test of Speaking</b> 17-20 minutes	<b>Task 1</b> In a face-to-face exchange, the candidates briefly introduce themselves before moving on to talk about common, concrete and operations-related topics drawn from their own area of aviation-related activity.	The EALT Test of Speaking is typically delivered in the paired test format; paired examiners and paired candidates. The paired candidates may know each other, or they may never have met before.  The tasks of the test seek to facilitate the elicitation of a sample of oral language proficiency with reference to the critical skills of operational language proficiency as defined in the ICAO <i>Holistic Descriptors</i> .  Candidates are required to demonstrate their spoken language proficiency in the context of their own aviation-related activity.  Candidates are asked to perform a variety of spoken tasks requiring the use of a range of communicative language skills and strategies in the functional language domains of sharing information, triggering actions, managing the speaker/listener relation and managing the interaction.  The Test of Speaking is audio-recorded.
	<b>Task 2</b> In a voice-only exchange, the candidates interact with each other in responding to and sharing their understanding of an aeronautical communication concerning an unusual circumstance or emergency situation presented as an aural prompt. Candidates are required to use appropriate communicative strategies to exchange understanding and to recognise and resolve mis- or non-understanding as they work towards the negotiated completion of the task by checking, confirming and clarifying the information and details contained in the communication as preparation for their presentation of an accurate and concise report of the incident.	
	<b>Task 3</b> In a face-to-face exchange, the interlocutor presents each candidate with a scenario of an unusual circumstance or emergency situation. The scenarios are customised to the candidates' own areas of operational activity. Following a series of generalised written prompts, the candidates are required to give a briefing of approximately two minutes' duration explaining the nature of the scenario and how it may be effectively managed. The candidates have one minute to prepare their briefing.  The briefing allows the candidates to demonstrate the range and accuracy of the linguistic resource they have to draw upon in the successful management of a complication or unexpected turn of events that may occur within the context of a routine operations situation or communicative task with which they are otherwise familiar.  The listening candidate is instructed to ask one or two rounding-off questions or to comment further at the end of the speaking candidate's turn.	
<b>Task 3 Extended</b> At his/her discretion, the interlocutor may ask the candidates to participate in a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios and/or linked to the candidates' linguistic biography. Candidates are expected to share the interaction and to initiate and respond appropriately.  The questions asked by the interlocutor are not designed to test the technical knowledge of the candidates, but will examine further the candidates' ability to express thoughts and opinions in English. This task allows the interlocutor flexibility in the use of <i>high-</i> and <i>low-end</i> LPRS discriminators.		

# Test of Listening Overview

## GENERAL DESCRIPTION

<b>Test Format</b>	The EALT Test of Listening is an adaptive computer-mediated test of aural comprehension in the context of aeronautical communications.
<b>Timing</b>	40 minutes (approx.)
<b>Nº of sections</b>	A minimum of 1 A maximum of 5
<b>Nº of recordings</b>	25
<b>Nº of responses</b>	A minimum of 50 A maximum of 100
<b>Text Type</b>	The recordings used in the EALT <i>Test of Listening</i> range from short standard transmissions to longer communications and take the form of simulated radio-telephone and telephone communications concerning routine and non-routine situations and events (both emergency and non-emergency).
<b>Task Type</b>	The identification of factual details or information contained in the communication and the demonstration of understanding by the selection of an appropriate response from the multi-choice options provided.
<b>Task Focus</b>	Understanding specific information and detail; processing automatically and in real time, samples of realistic spoken language in the context of aeronautical communications ranging from short to extended in length; understanding the linguistic information that is unequivocally and explicitly included in the communications; making inferences that are unambiguously implicated by the content of the communication.
<b>Answer format</b>	Candidates indicate their response by the movement of an on-screen cursor and selection of a radio button corresponding to their choice of answer.

## STRUCTURE AND TASK

Candidates are required to understand each aviation-related radio-telephone communication as a whole in both gist and detail and to demonstrate their understanding of the communication by the correct identification of specific factual information contained in the communication.

The communications are drawn randomly from a bank of recorded listening items appropriate to the candidate's area of aviation operations and demonstrated level of proficiency. At the end of each communication, candidates will hear between two and six statements relating to that communication and intended to check the candidate's comprehension of its content and meaning. Each comprehension check statement requires the identification of details or information that may or may not have been contained in the communication. The statements are delivered as part of the recordings heard by the candidates. The statements are heard at the conclusion of the communication to which they refer after a pause of 5 seconds. The statements are not presented to the candidate in written form at any time.

The single task type is the indication of comprehension by the identification of factual details and specific information contained in the communications. Candidates indicate their comprehension by the selection of a response from a three-option multi-choice.

In relation to the communication to which they refer, the comprehension check statements require the candidates to indicate whether the information and/or details they contain are:

- wholly *correct* according to the R/T communication they have heard. (Candidates select the **AFFIRM** option),
- wholly or partly *incorrect* according to the R/T communication they have heard. (Candidates select the **NEGATIVE** option) or
- not contained* in the R/T communication they have heard. (Candidates select the **NOT STATED** option).

After a comprehension check statement has been heard, candidates have 5 seconds to indicate their response to it by their selection of a radio button. After the 5 seconds has lapsed, the next statement is heard. Candidates are able to review and alter any or all of their responses until 5 seconds after the final statement has been heard. A candidate's failure to indicate a response is seen as an indication of non-comprehension.

The comprehension check statements are presented in the same order as the information is presented in the communication.

The communications and statements are played **ONCE** only unless a candidate selects the **SAY AGAIN** option. Candidates may select the **SAY AGAIN** option at any time while the recording is playing, and the test item (the R/T communication and its comprehension check statements) will be repeated in full. The selection of the **SAY AGAIN** button also voids any responses the candidate may have entered in relation to that test item.

Candidates are not penalised *per se* for selecting the **SAY AGAIN** option, but each time the option is selected, and a test item is repeated, the total number of different test items the candidate will hear is reduced by one. Dependent on an individual candidate's performance, that candidate may be presented with up to a maximum of five sections. Each consecutive section exposes the candidates to R/T communications of increased linguistic complexity and requires the candidates to respond to an increasing number of comprehension check statements. The test items in each of the different sections assess the candidate's aural comprehension at a specific level in accordance with the ICAO Language Proficiency Rating Scale allowing the assessment of comprehension to be made across the six levels of the Scale (**Pre-Elementary Level 1** – **Expert Level 6**).

**NOTE:** For ease of distinction, in all recordings, a female voice represents the voice of the air traffic controller and a male voice represents the voice of the pilot.

# English for Aviation Language Testing System

## Test of Listening Candidate Information



### Candidate Instructions

You will hear a total of 25 test items. Each test item contains a recording of an R/T communication and a number of statements. The number of statements you will hear is indicated on the screen.

The statements check your understanding of the details of the R/T communication.

Listen to the R/T communication and the statements that follow it. You are advised to take notes as you listen.

If the information in the statement is **wholly correct** according to the information given in the R/T communication, select the **AFFIRM** option on the screen for that statement. (The information is *consistent*.)

If the information in the statement is **wholly or partly incorrect** according to the information given in the R/T communication, select the **NEGATIVE** option on the screen for that statement. (The information is *contradictory*.)

If some or all of the information in the statement is **not contained** in the R/T communication, select the **NOT STATED** option on the screen for that statement. (Whether the information is correct or incorrect cannot be determined from the R/T communication.)

You may change any or all of your responses up to the point that the test item screen refreshes.

Each test item (the R/T communication and the statements that follow it) is played only ONCE unless you select the **SAY AGAIN** option. When you select the **SAY AGAIN** option the test item you are listening to will be repeated in full.

You may select the **SAY AGAIN** option at any time while a test item is playing, and as many times as you like during the test. However, each time you select the **SAY AGAIN** option, the total number of different test items you will hear during the test is reduced by one.

For ease of distinction, in all the R/T communications that you will hear, the female voice represents the voice of the air traffic controller and the male voice represents the voice of the pilot.

### Additional Information

You will hear the following names and references in the recordings:

<b>Company name</b>	Moonfleet	
<b>Aerodromes/Airfields/Airports</b>	Minster Wareham Longford Keystone	
<b>VORs</b>	MTR VOR WHM VOR LFD VOR KTE VOR	Minster VOR Wareham VOR Longford VOR Keystone VOR
<b>Beacons (+ suffix)</b>	MINTA (NDB) WAREM (NDB) LOFOD (NDB) KESTO (NDB)	(Minster NDB) (Wareham NDB) (Longford NDB) (Keystone NDB)
<b>Air Traffic Service Units</b>	Minster Wareham Longford Keystone	Tower (Planner/Ground/Air) Approach (Departure/Radar) Centre (Control/Area/Radar)

Flight levels, altitudes, heights and elevations are reported in **feet**.

Air pressure is reported in **hectopascals**.

Wind speed is reported in **knots**.

Other references common in aviation operations such as *Gates, Stands, Parking Areas, Taxiways, SIDs (Standard Instrument Departure Routes), Reporting Points, Waypoints, Airways, STARs (Standard Instrument Arrival Routes), Military Zones, Danger Areas, Parachute Drop Zones* are identified by their **function** and by some appropriate form of *alpha numeric designation*.

Eg. '**Taxiway C4**'; '**Standard Instrument Departure Route WH27**'; '**Airway T2**'; etc.

## Test of Listening sample item texts

A sample EALT *Test of Listening* test item from the series of test items assessing comprehension at a level equivalent to ICAO **Elementary** Level 2. This test item would be appropriate for use in test adaptations for pilots of rotary-wing aircraft (light or heavy) and tower controllers.

### Candidate hears:

- ACFT:** Longford Tower. Helicopter BD, at the VIP lounge, ready for departure.  
**T-AIR:** Helicopter BD, Longford Tower. At the VIP lounge, cleared for take-off.  
**ACFT:** Cleared for take-off, Helicopter BD.  
(⌚ 5 second pause)

### Comprehension check statements

- 1 Helicopter BD is on the apron.  
(⌚ 5 second pause)
- 2 Helicopter BD is cleared for take-off.  
(⌚ 5 second pause before next recording)

### Candidate sees:

A sample EALT *Test of Listening* test item from the series of test items assessing comprehension at a level equivalent to ICAO **Operational** Level 4. This test item would be appropriate for use in test adaptations for pilots of fixed-wing, aircraft (light or heavy) and en route/area controllers.

### Candidate hears:

- ACFT:** Keystone Centre, Moonfleet 844. We have been intercepted by a military aircraft...correction, now by two military aircraft. We have one flying alongside to starboard. I have lost visual contact with the second. It could be above or behind us.  
**ACC:** Roger, Moonfleet 844. The aircraft are not transponding. You are very close to restricted military airspace at the moment. Suggest you turn north.  
**ACFT:** Moonfleet 844. Roger. The pilot of the military jet to starboard is pointing to the north also. I am turning away now  
**ACC:** Roger, Moonfleet 844. Continue turn and confirm new heading.  
(⌚ 5 second pause)

### Comprehension check statements

- 1 Moonfleet 844 has been intercepted by three military aircraft.  
(⌚ 5 second pause)
- 2 One of the aircraft is flying alongside to starboard.  
(⌚ 5 second pause)
- 3 Moonfleet 844 has entered restricted military airspace.  
(⌚ 5 second pause)
- 4 Moonfleet 844 is turning to the north on heading 010.  
(⌚ 5 second pause before next recording)

### Candidate sees:

Sample EALT *Test of Listening* test items are available at [www.ealts.com](http://www.ealts.com)

## Test of Listening marking and assessment

The marking of the EALT *Test of Listening* is carried out in real time as each test item is completed. Candidates are assessed on their demonstrated comprehension of the communications they hear.

Credit is awarded for each correct response to an individual comprehension check statement and for each test item in which all responses given are correct. Further credit is awarded as a reflection of the ratio of correct to incorrect responses given. Failure to enter a response is marked as an incorrect response. The use of the **SAY AGAIN** option is marked as a neutral response, i.e. as neither correct nor incorrect. Scores within each section of the test are created as the candidate demonstrates the extent of their proficiency at that level. Overall EALT *Test of Listening* test scores are calculated as a composite of the scores achieved in each of the sections attempted.

A candidate's result and other test performance data are logged and stored within the EALTS Administration System. The evidence of aural comprehension proficiency obtained by means of the EALT *Test of Listening* is considered alongside the assessments of *comprehension* obtained by means of the EALT *Test of Speaking* in the determination of the candidate's final rating for **comprehension**. (20)

Neither the candidates themselves nor the LTC receive formal or separate notification of a candidate's result in the EALT *Test of Listening*.

(20) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Design and Construct 6.3.2.6

# Test of Speaking Overview

## GENERAL DESCRIPTION

**Test Format** A direct face-to-face interview with elements of face-to-face and voice only communications.

The interview is audio-recorded. (21)

**Timing** 17-20 minutes

**No of sections** 3 (with a possibly extended final section)

**Interaction pattern** Two candidates and two examiners. One examiner takes the part of an interlocutor / assessor. This examiner facilitates the interaction: asking questions, instructing the candidates and setting the test tasks. The other examiner acts as an observer / assessor and does not take part in the interaction.

**Task Types** Short two- and three-way exchanges between the interlocutor and the candidates; a collaborative task between the two candidates supported by the interlocutor; an extended speaking turn by each of the candidates of approximately 2 minutes duration (with the possibility of a further three-way discussion).

**Task Focus** Exchanging factual information and describing and discussing situations, procedures and environments in operations-related context; monitoring R/T communications of a non-routine situation, recognising and resolving potential misunderstandings and negotiating shared understanding; making a verbal report of a non-routine situation in plain English; producing extended speech in relation to a complication or unexpected turn of events in the context of otherwise routine aviation operations.

**Marks** At the conclusion of the *live* interview the interlocutor/assessor and the observer/assessor, dependent upon their area of professional expertise (LSE or AOE), and independently of each other, award achievement ratings with reference to either the *ICAO Language Proficiency Rating Scale* and the *ICAO Holistic Descriptors of operational language proficiency*.

The audio-recording of the interview is sent to two *remote* assessors for them to provide further independent assessments of the candidate's performance.

In the event of significant disparity in the ratings submitted, the system provides for the results to be referred to a further two independent assessors and for the process to be repeated until a series of ratings within a prescribed margin of tolerance has been obtained.

**NOTE:** Candidates are assessed on their own individual performance and not in relation to each other.

**NOTE:** **AOE** Aviation Operations Expertise  
**LSE** Language Specialist Expertise

## STRUCTURE AND TASKS

**Task 1**  
**Task type and format** The interlocutor leads the interaction with the two candidates with a series of spoken questions on familiar topic frames drawn from the candidates' own areas of aviation activity. The candidates are asked to demonstrate the extent of their language proficiency in short exchanges concerning common, concrete and operations related topics. The topics may include duties, responsibilities, procedures, activities, career, environment and circumstances relevant to the aviation-related context in which the candidates operate.

**Focus** Communicating effectively in face-to-face situations; communicating on common, concrete and operations-related topics with accuracy and clarity.

**Timing** 5-6 minutes

**Task 2**  
**Task type and format** Two-way, voice-only, problem-solving exchange between the candidates.  
Candidates discuss with each other the nature and details of a non-routine incident presented as a radio-telephone communication in a recorded aural (voice only) prompt. The candidates may then be asked to present a brief report in plain English.

**Focus** Communicating effectively in voice-only situations; using appropriate communicative strategies to exchange messages and to recognise and resolve misunderstandings (e.g. to check, confirm, or clarify understanding) in plain English in a general or operational context; reporting communications (gist and details); making a concise oral report.

**Timing** 5-6 minutes

**Task 3**  
**Task type and format** Individual speaking turn followed by questions or comments from the listening candidate.

The interlocutor asks each candidate in turn to present a briefing of approximately 2 minutes duration on separate scenarios, each identifying a specific non-routine situation selected by the interlocutor. The candidate is given a briefing cue-card listing a series of generalised prompts. The listening candidate is invited to ask one or two rounding-off questions at the end of the speaking turn. At his/her discretion, the interlocutor may extend Task 3 into a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios.

**Focus** Communicating effectively in face-to-face situations; managing the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine operational situation or communicative task with which they are otherwise familiar.

**Timing** 7-8 minutes (including 1-minute preparation time)


(21) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Record Keeping 6.3.6.1

## Test of Speaking description



<b>Format</b>	<b>NOTE:</b> The <i>EALT Test of Speaking</i> is typically delivered in the paired test format; paired examiners and paired candidates. The paired candidates may know each other, or they may never have met before.				
<b>Task</b>	<b>Nature of Interaction</b>		<b>Timing</b>		
<b>Introduction</b>	The examiner (the interlocutor/assessor) introduces him/herself and his/her non-speaking examiner colleague (the observer/assessor) and confirms the identity of the candidates.				
<b>Task 1</b>	<p><b>Inform &amp; describe</b></p> <p><i>Giving details of aviation-operations environments and activities</i></p>	<p>Verbal questions</p> <p><i>Two- and three-way face-to-face interaction</i></p>	<p>The interlocutor interviews the candidate(s) using verbal questioning based on familiar topic frames from the world of aviation operations. Candidates speak about their own operations-related practices and are given the opportunity to discuss common, concrete and operations-related topics in the context of their respective areas of aviation-related activity.</p> <p>A candidate is encouraged to interact both with the interlocutor and his/her fellow candidate. There is interlocutor flexibility in the use of low- and high- end <i>ICAO Language Proficiency Rating Scale (LPRS)</i> discriminators.</p>	5-6 minutes	
<b>Task 2</b>	<p><b>Monitor, check, clarify, confirm &amp; report</b></p> <p><i>Negotiation of understanding</i></p> <p><i>Turn-taking</i></p> <p><i>Making a verbal report</i></p>	<p>Verbal rubrics with recorded aural prompt</p> <p><i>Two-way voice-only collaborative interaction</i></p>	<p>Candidates discuss with each other, in voice-only interaction, the nature and details of a non-routine situation or event presented as a recorded aural prompt.</p> <p>The candidates listen to an R/T communication involving the development of an aviation related non-routine situation or event. The candidates discuss with one another the details of the communication. At the conclusion of their discussion, the candidates may be asked to present a concise summary report in plain English.</p> <p>Candidates are required to use appropriate communicative strategies to report and exchange understanding and to recognise and resolve misunderstanding as they work towards the negotiated full understanding of the situation or event by checking, clarifying and confirming the information and details contained in the communication as preparation for the presentation of a report.</p> <p>The candidates interact principally with each other but may also ask the interlocutor to repeat, clarify or confirm any specific detail(s) contained in the communication, with the discussion of the recording allowing for the demonstration of both aural comprehension and discourse management strategies. On the completion of the discussion, the interlocutor may ask the candidates to present a brief summary report of the communication.</p> <p>Only a single R/T communication will be heard, discussed and reported. Candidates are expected to share the interaction and to initiate and respond appropriately.</p>	5-6 minutes	
<b>Task 3</b>	<b>Standard</b>	<p><b>Explain &amp; discuss</b></p> <p><i>Managing a developing non-routine scenario in aviation</i></p> <p><i>Extended speaking turn</i></p>	<p>Verbal rubrics and stimuli with written prompts</p> <p><i>Individual &amp; two-way face-to-face interaction</i></p>	<p>The interlocutor presents each candidate with a scenario of an unusual circumstance or emergency situation that may occur within the context of a routine operational situation or communicative task with which they are otherwise familiar. The scenarios are customised to the candidates' own areas of operational activity.</p> <p>Following a series of generalised written prompts, the candidates are required to give a briefing of approximately two-minutes' duration explaining the nature of the scenario and its effective management. The candidates have one minute to prepare their briefing.</p> <p>The briefing allows the candidates to demonstrate the range and accuracy of the linguistic resource they are able to draw upon in the successful management of a complication or unexpected turn of events.</p> <p>During their speaking turn, neither the interlocutor nor the listening candidate will interrupt. At the end of the speaking turn, the listening candidate will be required to ask a question about, or comment on the briefing given. The interlocutor may then ask one or two concluding questions. There is interlocutor flexibility in the use of high- and low-end LPRS discriminators.</p>	7-8 minutes <i>(incl. 1 minute preparation time)</i>
	<b>Extended</b>	<p><b>Discuss</b></p> <p><i>Discussion related to non-routine scenarios in aviation</i></p>	<p><i>Three-way face-to-face interaction</i></p>	<p>At his/her discretion, the interlocutor may ask the candidates to participate in a discussion of a more abstract nature, based on verbal questions thematically linked to their Task 3 scenarios and/or questions that may touch upon the linguistic biographies of the candidates. The questions asked by the interlocutor are not designed to test the technical knowledge of the candidates, but will examine further the candidates' ability to express thoughts and opinions in English. Candidates are expected to share the interaction and to initiate and respond appropriately. There is interlocutor flexibility in the use of high- and low-end LPRS discriminators.</p>	3-4 minutes <i>(if applied)</i>

## Test of Speaking candidate support material

Task 2 support material: **Names, references and units of measure**

EALT Test of Speaking			
Task 2: Names, references and units of measure			
<b>Company name</b>	Moonfleet		
<b>Aerodromes/Airfields/Airports</b>	Minster Wareham Longford Keystone		
<b>VORs</b>	MTR VOR WHM VOR LFD VOR KTE VOR	Minster VOR Wareham VOR Longford VOR Keystone VOR	
<b>Beacons (+ suffix)</b>	MINTA (NDB) WAREM (NDB) LOFOD (NDB) KESTO (NDB)	(Minster NDB) (Wareham NDB) (Longford NDB) (Keystone NDB)	
<b>Air Traffic Service Units</b>	Minster Wareham Longford Keystone	Tower (Planner/Ground/Air) Approach (Departure/Radar) Centre (Control/Area/Radar)	
<p>Flight levels, altitudes, heights and elevations are reported in <b>feet</b>.                      Air pressure is reported in <b>hectopascals</b>.                      Wind speed is reported in <b>knots</b>.</p> <p>Other references common in aviation operations such as <i>Gates, Stands, Parking Areas, Taxiways, SIDs (Standard Instrument Departure Routes), Reporting Points, Waypoints, Airways, STARs (Standard Instrument Arrival Routes), Military Zones, Danger Areas, Parachute Drop Zones</i> are identified by their <b>function</b> and by some appropriate form of <i>alpha numeric designation</i>.</p> <p>Eg. '<b>Taxiway C4</b>'; '<b>Standard Instrument Departure Route WH27</b>'; '<b>Airway T2</b>'; etc.</p>			

Task 3 support material: **Task 3 Briefing cue-card**

		EALT Test of Speaking Task 3: Briefing cue-card			
<p>Your response should address each of the following:</p> <ul style="list-style-type: none"> <li>• The nature of the scenario (including possible consequences)</li> <li>• Pilot communications, information requirements and actions</li> <li>• Controller communications, information requirements and actions</li> <li>• Further communications and actions that may be required:                             <ul style="list-style-type: none"> <li>○ <i>co-ordination with other aircraft on station</i></li> <li>○ <i>co-ordination with other aircraft in vicinity</i></li> <li>○ <i>co-ordination with adjacent sectors</i></li> <li>○ <i>requests for assistance of other agencies</i></li> <li>○ <i>co-ordination with the aircraft company</i></li> </ul> </li> </ul>					

### Concluding the Test of Speaking

At the conclusion of the *EALT Test of Speaking*, candidates are thanked for attending, but are given no indication of the level of their achievement.



## Marking and assessment

Candidate performances in the *EALT Test of Speaking* are assessed by a minimum of four qualified, trained and certificated examiners – two at the 'live' test event and two independent external verifiers, unknown to the Test Centre or the candidate. Of the four assessors, the Testing System guarantees that each candidate will be assessed by a minimum of two assessors with language specialist expertise and one assessor with aviation operations expertise. (22)

(22) c.f. ICAO EAN PG48  
ICAO App I J and K

All EALTS examiners have relevant language specialist and/or aviation operations expertise in adherence with ICAO guidance. (23) Examiners at the 'live' test event are recruited by the LTC and approved and certificated by LTAS. External verifiers are recruited directly by LTAS.

(23) c.f. ICAO Doc 9835 2<sup>nd</sup>  
ed. 6.3 Recommended  
Criteria for Aviation  
Language Testing / Testing  
Team Qualifications 6.3.8

The *EALT Test of Speaking* assessors make detailed reference to both the *ICAO Holistic Descriptors of operational language proficiency* and the *ICAO Language Proficiency Rating Scale* in their assessment work. The tests of the EALTS elicit evidence of language proficiency in each of the five critical skills defined in the *Holistic Descriptors* and the extent of proficiency in these critical skills is then accurately and reliably assessed against the predictive holistic assessment criteria contained in the *Descriptors* and the detailed analytic performance descriptors contained in the *Rating Scale*. (24)

(24) c.f. ICAO Doc 9835 2<sup>nd</sup>  
ed. 6.3 Recommended  
Criteria for Aviation  
Language Testing / Test  
Design and Construct  
6.3.2.1

Assessment is based on the candidate's performance in the whole test, and is not specific to individual tasks. The candidate's performance in all tasks is of equal weighting in the final results achieved. Candidates are assessed on their own individual performance and not in relation to their partner or any other candidate.

A candidate's performance is assessed for the extent to which he/she has demonstrated the ability to:

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

Simultaneously, the quality of the language produced by the candidate is assessed against each of the six areas of linguistic description contained in the *ICAO Language Proficiency Rating Scale*:

**Pronunciation, Structure, Vocabulary, Fluency, Comprehension, and Interaction.**

### Pronunciation

This criterion refers to the ability to produce intelligible utterances and comprehensible speech to fulfil the test and task requirements and includes stress and intonation as well as the production of individual sounds. Key indicators of proficiency in **Pronunciation** are the extent of L1 influence, the degree of strain caused to the listener; the amount of the speech which is unintelligible, and the extent to which the pronunciation of the candidate interferes with ease of understanding.

### Structure

This criterion refers to the range and accurate use of the candidate's grammatical resource as demonstrated in the candidate's speech at the level of phrase and discourse, and as determined relevant by language functions appropriate to the task. Key indicators of range in **Structure** are the length and complexity of the spoken sentences, the range of sentence structures and the appropriate use of subordinate clauses, especially with regard to the ability to manipulate word order and structure for information focus. Key indicators of accuracy in **Structure** are the control of the grammatical resource, both basic and complex, the number of grammatical errors in a given amount of speech and the effect of error on communication. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction and the extent to which the range of structures used and the errors in the use of those structures may impact upon effective communication.

### Vocabulary

This criterion refers to the range of vocabulary the candidate is able to recognise and use in live speech and the accuracy and appropriateness of that recognition and use in terms of the task specified, including the precision with which meanings and attitudes can be expressed. Key indicators of proficiency in **Vocabulary** are the variety of words used, the adequacy and appropriateness of the words used, and the ability to circumlocute/paraphrase (get round a vocabulary gap by using other words) with or without noticeable hesitation. Performance is viewed in terms of the sufficiency of the candidate's lexical resource in communicating effectively on common, concrete and work-related topics and a range of less familiar, non-routine topics, the ability to paraphrase consistently and effectively, the extent to which vocabulary is idiomatic, nuanced and sensitive to register and the extent to which the candidate's lexical resource impacts upon effective communication.

## Fluency

This criterion is concerned with the clarity of the message and refers to the ability to talk with appropriate levels of continuity, rate and effort, while linking ideas and language together to form coherent, cohesive connected speech. The criterion assesses the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue, to produce utterances relevant to preceding utterances in the discourse, and to arrange utterances logically to develop the themes or output required by the tasks. Key indicators of **Fluency** are an appropriate speech rate (c.100 words per minute and above) and speech continuity without general or undue hesitation or hesitation specifically on transition from rehearsed or formulaic speech to spontaneous interaction. The key indicators of coherence and cohesion are logical sequencing of sentences, clear marking of stages in a response, request, instruction, report or description, and the use of cohesive devices within and between sentences. Performance is viewed in terms of the extent to which the candidate's speech rate and continuity, coherence and cohesion impacts upon effective communication.

## Comprehension <sup>(25)</sup>

This criterion refers to the candidate's ability to accurately process the spoken language presented in face-to-face and voice-only communications with or without the use of clarification strategies. The key indicators of proficiency in **Comprehension** are the response time of the listener, the accuracy and appropriateness of the listener's response and the need for the speaker to repeat, moderate or adapt the spoken language input as a response to the listener's apparent mis or non-comprehension, and/or the requirement of the listener for clarification. Performance is viewed in terms of the extent to which the candidate's comprehension of any given spoken language input impacts upon effective communication.

## Interaction

This criterion refers to the candidate's ability to take an active part in the development of the discourse and to provide input that is immediate, appropriate and informative, showing due sensitivity to turn-taking. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so enabling the tasks of the test to be fulfilled. The criterion therefore requires an ability to participate in the range of interactive situations presented in the test and to develop discourse in the range of tasks by initiating and responding appropriately, dealing adequately with apparent misunderstandings by checking, confirming or clarifying as required.

Performance is viewed in terms of the candidate's overall effectiveness in dealing with the tasks set and how appropriately, accurately and relevantly the candidate's contributions fulfil the requirements of the task. The extent of the contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse. The contributions should be relevant to the tasks and should be arranged logically to develop the themes or stages required by the tasks.

## Varieties of English

Candidates' responses to tasks in the *EALT Test of Speaking* are acceptable in varieties of English which would enable candidates to function in the widest range of international operational contexts. Candidates are expected to use a particular variety with some degree of consistency in areas such as **Pronunciation, Structure** and **Vocabulary**. <sup>(26)</sup>

## Irrelevance

The examiner's first priority is to give credit for the candidate's efforts at communication. However, candidates will be penalised for inclusion of content irrelevant to the task or tasks set.

**NOTE:** A candidate's failure to adhere to instructions, failure to carry out the tasks as requested, or failure to provide an adequate gradable language sample will be reflected in that candidate's rating for **Interaction**. Candidates are penalised for dealing inadequately with the requirements of the tasks set.

## EALT Test of Speaking result

Each of the assessments of the four examiners of the candidate's performance in the *Test of Speaking* and other test performance data are logged and stored within the EALTS Administration System. *Test of Speaking* results are reported in the terms of the *ICAO Language Proficiency Rating Scale* in each of its six areas of linguistic description.

The candidate's result in the *Test of Speaking* is not made known to the LTC. Neither the candidates themselves nor the LTCs receive formal or separate notification of a candidate's result in the *Test of Speaking*.

## EALT final ratings and overall award

A candidate's final ratings in the EALT are determined by a combined consideration of that candidate's assessed performances in the *Test of Listening* and *Test of Speaking*.

EALT final ratings are reported as a Level in the *ICAO Language Proficiency Rating Scale* in each of its six areas of linguistic description. Ratings are reported in whole Levels. <sup>(27)</sup>

A candidate's overall award is determined as being equal to the lowest rating achieved across the six areas of language description.

<sup>(25)</sup> **NOTE:** Although comprehension may typically be assessed in a test of listening, this may be an assessment of comprehension independent of the candidate's ability to interact. A standard test of listening is a test of a candidate's ability to understand, but not to speak. Unless the test of listening is specifically designed otherwise, the communication is only one-way and the candidate does not have to participate in the interaction in the way that may be required in operational communications. The EALT Test of Speaking allows for further assessment of comprehension in combination with an assessment of interactional ability and the use of a broader range of clarification strategies other than repetition.

c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Design and Construct 6.3.2.6

<sup>(26)</sup> c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.2 ICAO SARPs concerning Language Proficiency Requirements 2.7.6 & 2.8

<sup>(27)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Design and Construct 6.3.2.11

## Candidate application and local administration

Central EALTS Administration maintains central management and control of the EALTS but the local administration and delivery of the test is organised through a system of Local Test Centres.

Local Test Centres conduct EALTS testing sessions on behalf of organisations, training institutions or licensing authorities subject to local requirements and resources. Special test sessions can be arranged for individuals wishing to sit the test. Interested parties should in the first instance contact the Local Test Centre where they wish to take the test. Contact details for EALTS Test Centres can be provided upon enquiry at [infor@ealts.com](mailto:infor@ealts.com).

The following stages outline the application and administration procedure for the EALT.

### Enquiry

Test applicants or their sponsors contact a Local Test Centre to find out about available test dates and to obtain an application form and. The Local Test Centre can also provide further details of the EALT as required including which test (ICAO ELSA or EALT) and which adaptation (pilots: *fixed wing* or *rotary wing*, *light* or *heavy*; air traffic controllers: *ground & tower*, *approach* or *area*) may be the most appropriate for a prospective candidate to take.

### Application and enrolment

Applicants complete the application form and send it or take it in person to the Local Test Centre with the test fee and appropriate additional documentation. Those taking the completed form in person to the Local Test Centre will have a digital photograph taken to reduce the possibility of identity fraud. Those sending the completed form should include two recent identical passport-sized photographs (not more than six months old). Further evidence of identity including such details as a unique identifying number, photograph, date of birth and signature, such as a passport, aviation authority licence or national Identity card, will also be required. This same document must be presented at the Local Test Centre on the day(s) of the test and must be valid, both at registration and on the day(s) the test is taken.

Candidates must enter the number of their chosen identity document on the application form. A copy of the identity document is to be attached to the application form. Only when all registration procedures are fully completed, including the receipt of the test fee, will an application be processed.

### Confirmation of enrolment

The Local Test Centre informs the candidate of the dates and times available for them to take the test for which he/she has enrolled. The Local Test Centre and candidate schedule a mutually convenient date and time for the test to be taken and the test is formally booked. The Local Test Centre confirms the agreed final schedule for both parts of the EALT to the candidate in writing. It is not necessary for both parts of the EALT to take place on the same day.

### Taking the test

The identity of all candidates is checked before they sit either part of the EALT. Photographs of candidates may be taken prior, during or after a test has been taken. Each candidate must have the same evidence of identity as that used to support the application form. No other forms of identification are acceptable. Paper and pens or pencils will be provided by the Local Test Centre as required. Candidates must not take any bags, books, papers, cameras, mobile phones, recording devices, pagers or any other devices, electronic or otherwise, into the test rooms.

EALT administrative personnel meet the candidates, check identification and ensure all candidates know where and when to go for their tests. For the *EALT Test of Listening*, each candidate is assigned a computer terminal. Candidates are logged in using a unique log-in name and password and are then approved to begin the test by a member of the Test Centre personnel. For the *EALT Test of Speaking*, candidates are assigned a waiting room and an interview room.

Candidates are encouraged to take notes during both tests of the EALT, but notes made during either part of the test may not be removed from the test rooms. Candidates are not allowed to leave the test rooms at any time during either test.

The *EALT Test of Speaking* is recorded.

### Receiving results

Results are awarded by Central EALTS Administration and Local Test Centres are informed typically within 10 working days of the completion of the test. Local Test Centres are then responsible for notifying their candidates of these results.

Additional notification of results may be undertaken by Local Test Centres to organisations, departments or individuals nominated by the candidate or his/her sponsoring organisation at the time of enrolment.

To reduce the risk of error in the communicating of results, Local Test Centres are typically recommended to avoid giving results over the phone or by fax.

Candidates will receive their EALTS Test Reports through the Local Test Centre where the test was taken.

A Test Report Verification Service is available through Central EALTS Administration ([admin@ealts.com](mailto:admin@ealts.com)).

## Special circumstances

It is the aim of the EALTS test partners that all EALTS candidates be assessed fairly and objectively, taking into consideration special circumstances as required. (28) Special circumstances with reference to the EALT covers five principal areas: *special arrangements*, *special consideration*, *malpractice*, *candidates wishing to cancel or postpone their entry*, and *candidates' non-attendance at a scheduled test*.

(28) c.f. ICAO Doc 9835 1<sup>st</sup> ed. Ch.6 Aviation Language Testing 6.7.4

### Special arrangements

Special arrangements are available for candidates with permanent or long-term disability or temporary difficulties such as bone-fractures or various non-contagious infections. Candidates with special needs should contact their Local Test Centre to find out the provisions available.

It is the responsibility of the candidates to inform the Local Test Centre at the time of application of any special requirements they may have in relation to their taking of the test.

Given the stringent medical certification requirements for pilot and air traffic controller licence holders and the purpose of the EALT, Central EALTS Administration and Test Centres are only reasonably required to provide special arrangements for those candidates whose particular disabilities would not otherwise preclude them from being granted operational licences.

#### **Candidates with hearing difficulties**

Candidates suffering from partial hearing loss but able to overcome this condition with the use of specialised headphones or special amplification equipment ordinarily acceptable in the aviation environment in which they operate may ask for permission to use this type of equipment when taking the EALT.

### Special consideration

Central EALTS Administration will give special consideration to candidates adversely affected by circumstances immediately before or during an examination. Special consideration can be given where an application for such consideration is supported by evidence and is received by the Local Test Centre in advance of, at the time of, or immediately after an examination, and certainly no later than ten working days after its completion. Examples of reasons that may be accepted in order for special consideration to be made include illness or other unexpected events. Such consideration may include the requirement that the candidate retake the test, without fee, at a time of more benign circumstances.

Candidates who are genuinely ill during the test, should bring the matter to the attention of the Test Centre Administrative personnel (if during the *EALT Test of Listening*) or the examiners (if during the *EALT Test of Speaking*). It is not possible to give retrospective special consideration to candidates who do not report their illness on the day of the test.

### Malpractice

Candidates attempting to impersonate others, candidates found cheating, candidates attempting to remove, record or otherwise copy the test materials, candidates attempting to influence the assessment of the examiners by unfair means, or candidates disrupting the test in any way will not receive a result and may be liable to prosecution.

In the event of suspected malpractice discovered after the completion of an assessment, the EALTS test partners reserve the right to require candidates to submit themselves to re-assessment and to re-sit the EALT before their Test Reports are validated or released.

Sponsoring organisations or companies will be informed of any instances of malpractice involving their candidates.

### Candidates wishing to cancel or postpone their entry

Cancellation or postponement of a test once the test dates have been scheduled and confirmed will normally only be considered on medical grounds. Typically, in such instances a Local Test Centre will look to reschedule the test and candidates requesting a cancellation or postponement of their test will receive no refund of their test fee unless they are able to provide appropriate medical evidence to the Local Test Centre in support of their request. Medical evidence must be provided no later than five days after the test date.

### Candidates' non-attendance at a scheduled test

Candidates failing to attend a scheduled test will normally receive no refund of their test fee unless they are able to provide appropriate evidence, medical or otherwise, to the Local Test Centre in support of their explanation of their absence. Such evidence must be provided no later than five days after the originally scheduled test date.

## Security of the EALTS

The security of all aspects of the EALTS, from test development and item writing to the publication and storage of EALTS test results, is of utmost importance. Every aspect of test construction, administration, logistics, marking, rating, test analysis and communication with stakeholders includes procedures to ensure the integrity of the tests and the testing system. Central EALTS Administration does not make public details of this aspect of their operations, but the following is an outline of some of the safeguards established. <sup>(29)</sup>

<sup>(29)</sup> For discussion of general issues c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Administrators and examiners <sup>(30)</sup>

- EALTS LTCs, administrators and examiners are provided with and required to follow a detailed Test Operations Manual, specifying in full all elements of the administration of the EALTS as it pertains to them and their individual and collective responsibilities. Local Test Centres are monitored for their adherence to the procedures contained in the Operations Manual. Failure to comply with the procedures risks the loss of Local Test Centre accreditation.
- The multiple live and remote assessment system of the EALTS renders the corruption of individual examiners to be of little or no effect in the awarding of a final rating.
- To combat identity fraud, photographic evidence of a candidate's identity must be provided upon submission of the application form and that identity confirmed at all stages of test administration: upon applying for the EALTS, when the candidate registers at the start of the each test component, and at any time after enrolment when the candidate may wish to make enquiries concerning any aspect of test administration or personal data held.

<sup>(30)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Test materials <sup>(31)</sup>

- Central EALTS Administration holds all test items in confidence. Test items are neither published nor provided to test-takers prior to the test event.
- The EALTS places multiple items in item pools reducing the possibility of collusion and of items become known or predicted.
- The EALTS 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 *EALTS Test of Listening* is delivered over a secure server delivery system.
- The EALTS delivery formats and platforms ensure that no two candidates will ever be presented with the same test and that no single candidate will ever be presented with the same test twice. Each candidate's test is unique.

<sup>(31)</sup> c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.5

### Databases

- The EALTS is administered and the databases protected within a secure administration and data storage system.
- Paper copies of test results exist alongside computer-stored data.

### Certification

- The issuing of the EALTS Group and Candidate Test Reports is centralised and strictly controlled.
- The EALTS Candidate Test Reports certificates are produced on security-enhanced paper and are authenticated by a validation stamp and the signature of the authorised representatives of Central EALTS Administration.
- An image of the test-taker is reproduced on every EALTS Candidate Test Report.

### Verification

- Central EALTS Administration is able to verify results and Candidate test Reports upon request.
- Central EALTS Administration reserve the right to cancel any test report in the event of any actual or suspected attempt to tamper with or misuse the information contained therein.

## EALTS test development, research and support

### EALTS continuous monitoring approach

The validity and reliability of the EALTS are supported by a systemised programme of detailed monitoring of all areas of test design, development, operations, evaluation, review and research. The data gained from the monitoring procedures serve to enhance the on-going development of the testing system and to reinforce the quality of the test and of the service provided by EALTS and its Local Test Centres.

Based on a clear theoretical construct of communicative competence in the spoken language in the context of aviation operations (32), the purpose and context of use of the EALTS are transparent and appropriate to both the primary test users and the secondary test users alike.

Applying appropriate quality management systems, the EALTS test specifications and test materials have been developed by language training specialists, language assessment specialists and subject matter experts under the supervision of the EALTS test partners. This development has taken into account the expert judgement of internal expert groups and external stakeholder groups, along with the extensive assessment data feedback provided by test-takers involved in the trialing and operational use of the test.

Throughout the test development process strict guidelines have been followed in order to ensure that the materials conform to the test specifications, with procedures in place to determine and ensure the various components of test validity. Routine procedures are used to review and, if necessary, revise test items and test tasks to ensure the relevance and appropriateness of test content and that the topics or contexts of language use contained in the test will not introduce a bias against any particular group of candidates.

Data collection and analysis of the performance of test items and test tasks, and the system of continuous, test-by-test monitoring of the performance of EALTS candidates, examiners and assessors continue to ensure the on-going integrity, validity and reliability of the Testing System and its component parts. (33)

### Sample and demonstration materials (34)

In order to allow test stake-holders to make effective evaluations concerning the validity, reliability, impact and practicality of the EALT, and in order to help candidates to become familiar with and to prepare for the test, *EALT Test of Listening* and the *EALT Test of Speaking* sample and demonstration materials are available on the EALTS website ([www.ealts.com](http://www.ealts.com)).

The materials provided are intended to demonstrate the test tasks and interfaces, and the format and presentation of typical test items. Candidates are advised not to focus unduly on analysing or working through the demonstration material presented on the website, as this, in itself, would not be considered as adequate test preparation. Rather they should see this material as typical of item input and prompts with which they may be presented in their own tests, and ensure that they are sufficiently familiar with the techniques the test uses to elicit evidence of their proficiency in English.

### Training materials

An increasing range of English for Aviation teaching and learning resources is becoming commercially available and can be researched online.

When selecting course materials, it should be taken into consideration that the EALTS assesses a test-taker's ability to use English in the context of aviation and aeronautical communications. It specifically addresses the five critical skills defined in the ICAO Holistic Descriptors of operational language proficiency. For this reason, the most appropriate way of preparing for the EALTS is for potential test-takers to practise using English communicatively in the discussion of topics and situations related to their areas of aviation operations.

Central EALTS Administration does not typically advise on specific text-books or programmes of study.

### E-mail support

Central EALTS Administration provides an e-mail support service for teachers and candidates for the purpose of enabling these users to gain a better understanding of the various components and requirements of test and the testing process and so to enable more thorough preparation.

Access to this on-line support may be gained at [info@ealts.com](mailto:info@ealts.com).

### Further information

Further details of entry procedures, regulations and other matters relating to the EALTS can be obtained from EALTS LTCs, at [www.ealts.com](http://www.ealts.com) or from Central EALTS Administration at [info@ealts.com](mailto:info@ealts.com).

(32) **NOTE:** The assessment of the extent of English language proficiency in the context of aviation and aeronautical communications through the measurement of candidate performance a variety of authentic tasks based on authentic input.

(33) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria For Aviation Language Testing / Test Validity and Reliability 6.3.3

**NOTE:** A description of the development process accessible to test stakeholders is available in the *EALTS Test Specification 2012*.

(34) c.f. ICAO Doc 9835 2<sup>nd</sup> ed. 6.3 Recommended Criteria for Aviation Language Testing / Test Administration and Security 6.3.3

See also Section **Preparing for the EALT**

## The EALTS around the world

### EALTS in use

The EALTS is currently being used internationally by aircraft operators, air navigation service providers, flight and air traffic control training institutions and language training organisations for the assessment of plain English in the context of aviation and aeronautical communications for license endorsement purposes for ICAO Language Proficiency Requirements compliance. Since its first use in 2006, the testing System has been used in the language proficiency assessment of over 30,000 pilot and air traffic control personnel.

### EALTS recognition

Although the EALTS is being recognised by an increasing number of national supervisory bodies and regulating/licensing authorities, the EALTS test partners continue to undertake a programme of awareness raising to ensure the full recognition of the EALTS by professional registration bodies, national licensing authorities, employers and training institutions worldwide.

The EALTS test partners are the Language Testing and Assessment Services Ltd. (LTAS) <sup>(35)</sup> and our Local Test Centres <sup>(36)</sup>. If you would like further details of the Testing System or the EALTS itself, or would like a representative LTAS to present the EALTS to your organisation with a view to the recognition of the assessment means for licence endorsement purposes, please contact [admin@ealts.com](mailto:admin@ealts.com).

As part of this recognition process, LTAS has been certificated by the UK CAA (the national regulatory authority within whose jurisdiction LTAS falls) as complying in all respects with the requirements published under **ICAO Document 9835 Manual of the Implementation of ICAO Language Proficiency Requirements** and is empowered by the UK CAA to act in the capacity of Assessor of Aviation English Language Proficiency,

Further,, LTAS has also previously been approved by UK CAA as an EASA FCL.055 compliant Language Assessment Body in relation to the provision of language proficiency testing services as defined in European Commission Regulation No. 1178/2011. Again, under these requirements LTAS is empowered to act in the capacity of Assessor of Aviation English Language Proficiency, These approvals, among others, help to ensure widespread recognition of the EALTS.

For further details of authorities and organisations recognising the EALTS as evidence of language proficiency in accordance with the ICAO Language Proficiency Requirements and other test recognition activities currently in progress please contact [info@ealts.com](mailto:info@ealts.com).

<sup>(35)</sup> LTAS Ltd, the administrators of the EALTS has been approved and certificated by UK CAA as complying in all respects with the JAR-FCL 1.010 (now EASA Part FCL requirements relating to the establishment of a Language Assessment Body and is empowered by UK CAA to operate in the capacity as an assessor of Aviation English Language Proficiency. The JAR regulations have since 2013 been superseded by those of EASA

<sup>(36)</sup> Local Test Centres

### EALTS Local Test Centres (LTCs)

EALTS, the English for Aviation Language Testing System, measures the ability to communicate in English in the context of aviation and aeronautical communications ICAO Language Proficiency Requirements compliance. Language proficiency ratings obtained by the measure of the EALTS may be used for licence endorsement purposes subject to the recognition of EALTS certification by the relevant regulatory or licensing authority.

The local administration and delivery of the EALTS is carried out through a system of Local Test Centres (LTCs). Central EALTS Administration establishes, manages and oversees such Centres internationally. Local Test Centres may be established within the organisations of national regulatory/licensing authorities, aircraft operators, air navigation service providers, flight and air traffic control training academies and language training institutions.

EALTS Local Test Centres are responsible for the local recruitment of EALTS personnel (administrative and examining staff) and for the local administration and delivery of the tests of the EALTS. All Local Test Centres must adhere to a prescribed EALTS Test Centre Agreement and Code of Practice.

The EALTS offers a proven and trusted English for Aviation assessments measuring a test-taker's true-to-life ability to communicate in plain English in the context of aviation and aeronautical communications. As a UK CAA approved testing system, the EALTS provides a secure, authentic and customer-focused assessment means for ICAO Language Proficiency Requirements compliance.

### Expressions of Interest

Organisations or institutions wishing to submit an 'Expression of Interest' in joining and supporting the existing EALTS LTC network should communicate their interest via e-mail to [admin@EALTS.com](mailto:admin@EALTS.com).

In order to facilitate its processing, an Expression of Interest should include brief details of the following:

- History and type of organisation interested in becoming a Centre
- Operational status – a brief overview of current operations undertaken
- Relationship with other regulatory, educational and/or professional organisations
- Information on any applicable accreditations
- Brief description of how the organisation is funded

## Useful references

ICAO Doc. 9835 Manual on the Implementation of ICAO Language Proficiency Requirements (1<sup>st</sup> ed. 2004 / 2<sup>nd</sup> ed. 2010)

ICAO Doc. AUD001 ICAO Language Proficiency Requirements – Rated Speech Samples (Version 1.2 ICAO 2007)

ICAO Cir 318-AN/180 Language Testing Criteria for Global Harmonisation (July 2008)

ICAO Language Proficiency Requirements – Frequently Asked Questions (FAQs)  
[http://www.icao.int/cgi/goto\\_m-anb.pl?icao/en/trivia/peltrgFAQ.htm](http://www.icao.int/cgi/goto_m-anb.pl?icao/en/trivia/peltrgFAQ.htm)

ICAO Implementation Guidelines for aviation language requirements  
<http://www.icao.int/fsix/lp.cfm>

Directive 2006/23/EC of the European Parliament of April 2006 on common air traffic controller licensing  
[http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_114/l\\_11420060427en00220037.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_114/l_11420060427en00220037.pdf)

ICAO Journal Volume 59 Number 1: *Effective Radiotelephony Communications* (2004)

ICAO Journal Volume 63 Number 1: *Language Proficiency* (2008)

Association of Language Testers in Europe (ALTE) [www.ALTE.org](http://www.alte.org)

ALTE Code of Practice [http://www.alte.org/quality\\_assurance/index.php](http://www.alte.org/quality_assurance/index.php)

Sample and demonstration material of the EALT Test of Listening and EALT Test of Speaking  
[www.ealts.com](http://www.ealts.com)

Glossary of English for Aviation Language Testing Terms  
[www.ealts.com](http://www.ealts.com)

The following Annexes of the Chicago Convention:

- *Annex 1: Personnel Licensing;*
- *Annex 6: Operation of Aircraft;*
- *Annex 10: Aeronautical Telecommunications; and*
- *Annex 11: Air Traffic Services*



## Appendix A: ICAO Holistic Descriptors and Language Proficiency Rating Scale

### ICAO Holistic Descriptors of operational language proficiency (Appendix to Annex 1 of the Convention on International Civil Aviation)

Proficient speakers shall:

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

### ICAO Language Proficiency Rating Scale (Attachment to Annex 1 of the Convention on International Civil Aviation)

Level	Pronunciation <i>Assumes a dialect and/or accent intelligible to the aeronautical community</i>	Structure <i>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task</i>	Vocabulary	Fluency	Comprehension	Interaction
<b>Expert Level 6</b>	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 structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide range 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, eg. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
<b>Extended Level 5</b>	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 and connectors.	Comprehension is accurate on common, concrete and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate and informative. Manages the speaker/listener relationship effectively.
<b>Operational Level 4</b>	Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international community of listeners. When the candidate 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.
<b>Pre-Operational Level 3</b>	Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate effectively on common, concrete and 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 listeners. May fail to understand a linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
<b>Elementary Level 2</b>	Pronunciation, stress, rhythm and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
<b>Pre-Elementary Level 1</b>	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.	Performs at a level below the elementary level.

The EALTS is a multi-level, English for Aviation language testing system designed to assess the language proficiency of air traffic controllers, commercial flight crew and recreational pilots in the context of aviation and aeronautical communications for ICAO Language Proficiency Requirements compliance.

The EALTS assesses across the full range of language proficiency levels contained in the ICAO Language Proficiency Rating Scale from **Pre-Elementary Level 1** to **Expert Level 6**.

The EALTS is managed and administered by Language Testing and Assessment Services Ltd. (LTAS).

LTAS has been approved and certificated by UK CAA as complying in all respects with the requirements for Language Assessment Bodies published under **ICAO 9835 Manual of the Implementation of the ICAO Language Proficiency Requirements** and therefore has international recognition to operate in the capacity of Assessor of Aviation English Language Proficiency.

[www.ealts.com](http://www.ealts.com)

