Do you know what Level 4 is?
Assessing pilot/controller communication

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ICAO
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Assessing controller/pilot communications

Part 1
- RSSTA – an ICAO tool to improve language proficiency assessment
- The ICAO Rating Scale
- The Critical Boundary

Part 2
- Exercise on Assessment
- Rater Reliability
ICAO RSSTA

Rated Speech Sample Training Aid
An overview
Developed for ICAO, by the International Civil Aviation English Association (ICAEA), with a panel of international academic, linguistic, testing and operational experts.
ICAO RSSTA

Designed to:

- Raise awareness of what is an acceptable or unacceptable level of English for communication between pilots and controllers
- Provide examples of performance at ICAO levels 3-6
- Serve as an accurate and reliable reference for users
ICAO RSSTA

Designed to:

- Promote rating standardisation between different raters and test service providers across the world
- Act as a training tool for initial and recurrent training of raters
- Support ICAO’s efforts to enhance language proficiency test standards
Development:

- 75 raters from 23 countries took part in the rating exercises.
- The raters came from both operational and language backgrounds and assessed over 210 samples of language.
ICAO RSSTA

Comprises:

- Speakers from a number of different language groups
- A variety of samples at ICAO levels 3, 4 & 5
- A dedicated internet facility for streaming audio samples, or direct content download
## Rated Speech Samples Developed for ICAO by ICAEA

**Notes:**
- Samples can be reorganised by clicking on the table headings (task description, professional background, etc).
- Samples can be played from this page or opened in a separate window by clicking the sample file name, where they can be downloaded as well.

<table>
<thead>
<tr>
<th>File Name</th>
<th>Task Description</th>
<th>Professional Background</th>
<th>First Language</th>
<th>Length</th>
<th>P</th>
<th>S</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 L3Russian4</td>
<td>Related discussion questions. This is a face-to-face discussion task. The interlocutor asks the candidate a series of work-related discussion questions.</td>
<td>Pilot</td>
<td>Russian</td>
<td>03:02</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>13 L3Russian5</td>
<td>Related discussion questions. This is a face-to-face discussion task. The interlocutor asks the candidate a series of work-related discussion questions.</td>
<td>Pilot</td>
<td>Russian</td>
<td>06:22</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14 L3Russian6</td>
<td>In this task, the candidate gives the interlocutor a post flight briefing.</td>
<td>Pilot</td>
<td>Russian</td>
<td>02:56</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>NR</td>
<td>NR</td>
</tr>
<tr>
<td>15 L3Russian7</td>
<td>In this task, the candidate describes a picture and then responds to discussion prompts presented by the interlocutor.</td>
<td>Pilot</td>
<td>Russian</td>
<td>03:59</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>16 L4Arabic1</td>
<td>In this task, the candidate hears a series of pilot and air traffic control radio transmissions, and explains what he thinks is happening after each transmission.</td>
<td>ATC</td>
<td>Arabic</td>
<td>04:32</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>17 L4Arabic2</td>
<td>In this task, the candidate hears a series of pilot and air traffic control radio transmissions, and explains what he thinks is happening after each transmission.</td>
<td>ATC</td>
<td>Arabic</td>
<td>03:48</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>18 L4Arabic3</td>
<td>In this task, the candidate describes two pictures and responds to discussion prompts presented by the interlocutor.</td>
<td>ATC</td>
<td>Arabic</td>
<td>02:10</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>NR</td>
<td>4</td>
</tr>
</tbody>
</table>
CAUTION 1

- The speech samples contained in the training aid do not represent complete language tests.
- A complete language test will contain a variety of tasks that together test the full range of skills in the ICAO rating scale.
CAUTION 2

- The ratings apply to test taker performances on tasks.
- The reported scores do not represent a language proficiency rating for the test taker in the sample and should not be interpreted as such.
ICAO Rating Scale

6 levels of language proficiency for radiotelephony communication

– 1. Pre-elementary
– 2. Elementary
– 3. Pre-operational
– 4. Operational (minimum required proficiency)
– 5. Extended
– 6. Expert
ICAO Rating Scale

- 6 criteria of language assessed at each level
  - Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions
- All criteria have equal value
- Final rating is not the average of the language skills (criteria) but the lowest

ICAO Doc 9835 Manual on the Implementation of ICAO Language Proficiency Requirements
The Critical Boundary

Level 3:
- interferes with meaning, unable to paraphrase, hesitant, distracting use of fillers, fails to understand or interact with an unexpected event.

Level 4:
- only sometimes interferes with meaning, able to paraphrase, appropriate pace of delivery, fillers not distracting, able to check and request clarification.
A proficient speaker communicates effectively when the occasion demands, only using plain language when standard phraseology cannot be applied.
THANK YOU

ANY QUESTIONS?