



ICAO

# INTERNATIONAL CIVIL AVIATION ORGANIZATION

A UN SPECIALIZED AGENCY

RECONNECTING **THE** WORLD



# ICAO

## Language Proficiency Requirements

**CAR/SAM**  
**LANGUAGE**  
**PROFICIENCY**  
**REQUIREMENTS**  
**WORKSHOP (LPR)**

**STATUS**

**DEVELOPMENTS**

**CHALLENGES**

**PLANS**

ICAO / SAM Office  
Lima / PERU  
23-25.04.2024

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# 01.

## General overview

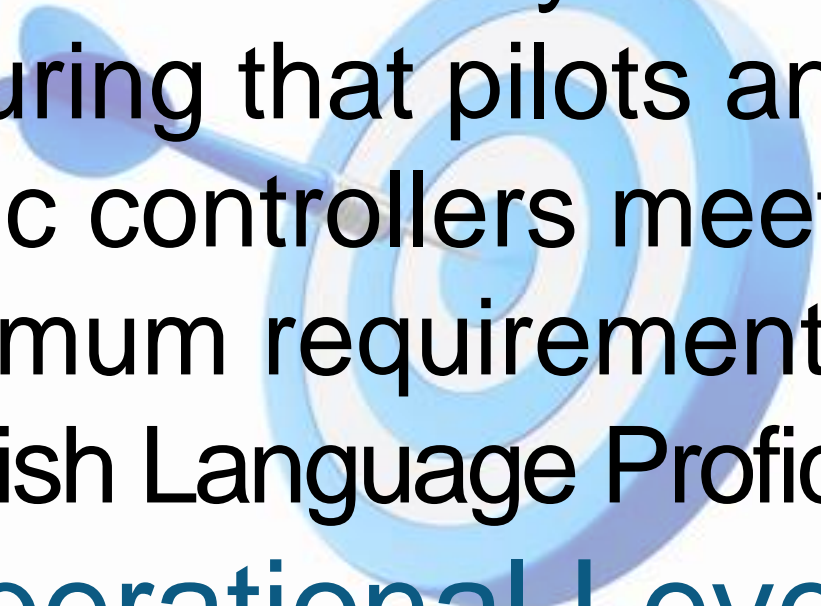
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“...steps to ensure that air traffic controllers and flight crews involved in flight operations in airspace where the use of the English language is required are proficient in conducting and comprehending radiotelephony communications in the English language”

## How it all started: **A32-16**



Resolve a safety issue by ensuring that pilots and air traffic controllers meet a minimum requirement of English Language Proficiency (Operational Level 4)

**The overall objective of LPRs**

- Annex 10 – Vol II, Aeronautical Communications
  - Use of English
- Annex 1 – Personnel Licensing
  - Language Proficiency Requirements
- Annex 6 – Operation of aircraft
  - (Parts I and III) Role of operators
- Annex 11 – Air Traffic Services
  - Role of Air Traffic Service Providers

## Language Provisions





# ICAO

## Language Proficiency Requirements

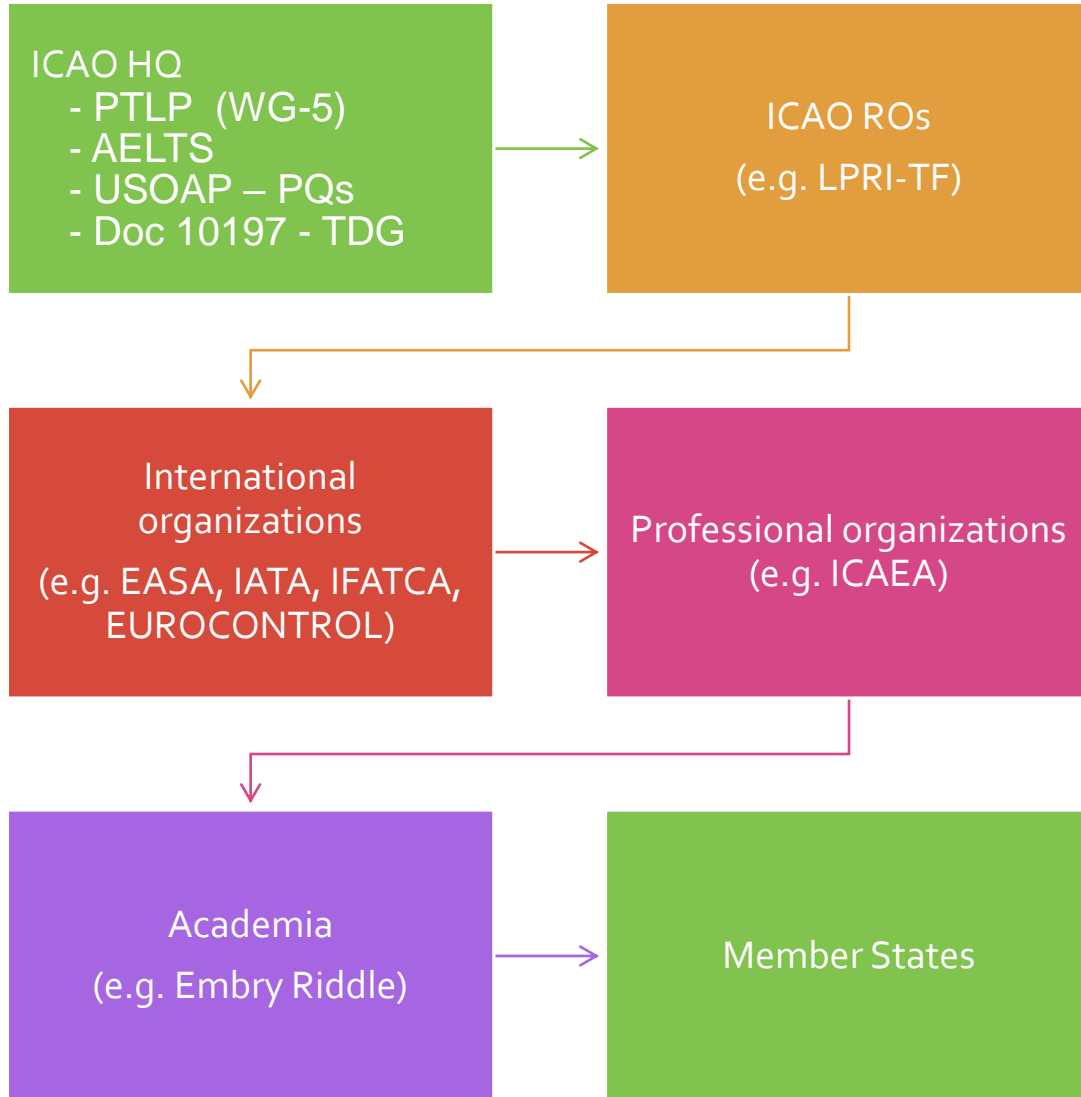
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### 02.

## Current status

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# Actions

## WPE nr.

10212

Review and update of **Doc 9835** chapter 6 to include the criteria for testing-teams qualification and language testing organizations

XLSG1

Review and update **Doc 9379** for consistency with the updates to Doc 9835 concerning the criteria for testing-teams qualification and language testing organizations

XLSG2

Conduct a survey to retrieve traceable data of the implementation language proficiency requirements (LPR) and the applicable guidance providing statistics by countries on the amount of granted levels (level 4, 5, 6), test being used and language testing organizations

XLSG3

Investigate if existing surveys (e.g. IATA, EUROCONTROL, ...) on issues related to language proficiency can be updated and extended to other regions in coordination with ICAO regional offices

XLSG4

Review and update **Doc 9835** for the appropriate criteria regarding the design of tests for the ICAO language proficiency requirements (LPRs) for **pilots** and **ATCOs**

XLSG5

Review and update **Doc 9379** for consistency with the updates to Doc 9835 concerning the appropriate criteria regarding the design of tests for the ICAO language proficiency requirements (LPRs) for **pilots** and **ATCOs**

XLSG6

Review and update **Doc 9835** to support:

- a harmonized implementation of language proficiency requirements (LPR) by means of a defined procedure for approval of language testing organizations (LTO); and
- a harmonized oversight process by States for sustainable LPR implementation

## PTLP (WG-5)

PTLP.007.01

(DRAFT-JC / LP)

# Personnel Training and Licensing Panel (WG-5)

## Scope

- to improve aviation safety worldwide

## Purpose

- to identify and formally recognize those tests of aviation English designed specifically for aviation and that meet ICAO's Language Proficiency Requirements

## Owner

- ICAO remains the sole owner of the Language Proficiency Requirements and of this test service

## Function

- ICAO reserves the right to grant recognition to any deserving institution and to withdraw recognition to any institution failing to meet established standards for test administration and improvement over time.

# Aviation English Language Test Service



# ICAO Audit Protocol Questions

## Universal Safety Oversight and Audit Program

| PQ No. | Protocol Question   | Guidance for Review of Evidence   | ICAO References  | PPQ | CE   |
|--------|---|---|--|-----|------|
| 3.655  | <p>Has the State implemented a system for formally evaluating and re-evaluating the ability of:</p> <ul style="list-style-type: none"> <li>a) aeroplane, airship, helicopter and powered-lift pilots,</li> <li>b) flight navigators required to use the radiotelephone,</li> <li>c) air traffic controllers, and</li> <li>d) aeronautical station operators to speak and understand the language used for radiotelephony communications at the level specified in Appendix 1 to Annex 1?</li> </ul> | <ol style="list-style-type: none"> <li>1) Verify description and references of the system implemented to formally evaluate and/or re-evaluate all licence holders concerned by language proficiency requirements.</li> <li>2) Check the system for nominating/designating the person or organization performing the evaluation.</li> <li>3) If the evaluation is done by the authority, check the nomination of the examiners and review the content of the tests.</li> <li>4) If the evaluation is delegated to a person or another organization, check the process to formally designate this person or organization as well as the criteria and the mechanism to ensure that the examiner(s) are qualified.</li> <li>5) Review the contents of the tests.</li> <li>6) Ensure that intervals for re-evaluation conform with ICAO guidance.</li> <li>7) Check implementation of the system for endorsement of language proficiency ratings in licences.               <ul style="list-style-type: none"> <li>a) Check if the date of validity is clearly indicated on the licence.</li> <li>b) If the licence holder has been assessed at Level 4 or higher in English and another language, it should also be indicated on the licence.</li> <li>c) If a licence holder has failed to demonstrate a language proficiency of at least ICAO Operational Level (Level 4), it should also be clearly indicated on the licence.</li> </ul> </li> </ol> | CC<br>Art. 39b)<br>STD<br>A1<br>1.2.9.1, 5.1.1.2<br>XIII) & Att. A<br>GM<br>Doc 9379<br>Part II, C6 & Att.<br>Doc 9835 | Yes | CE-6 |
| 3.657  | <p>Does the State ensure that the process and quality of the language proficiency system conform with the provisions of Annex 1 and related guidance materials?</p>   | <p>Verify that regulations have been promulgated and related guidance have been implemented for the following, as applicable:</p> <ul style="list-style-type: none"> <li>a) Aeroplane, airship, helicopter and powered-lift pilots</li> <li>b) Flight navigators required to use the radiotelephone on board an aircraft</li> <li>c) Air traffic controllers (ATCOs)</li> <li>d) Aeronautical station operators</li> <li>e) Flight engineers</li> <li>f) Glider pilots</li> <li>g) Free balloon pilots.</li> </ul>  | STD & RP<br>A1<br>1.2.9<br>GM<br>Doc 9379<br>Part II, C6<br>Doc 9835   | Yes | CE-7 |

Doc. 10197



Intended to assist in the selection and auditing of existing or new LPR tests, by helping CAAs recognize what to look for when approving tests used for licensing purposes



Intended to allow CAAs to become familiar with concepts in specific-purpose language test design and to use each of the criteria for guidance on LPR test approval



**Not intended** to replace and/or modify current ICAO LPR provisions, but to support harmonized implementation of the same



Provides guidance to test developers on whether the design of new or existing tests complies with the criteria outlined in the handbook.



**Not providing** guidance on how to develop or redevelop LPR tests

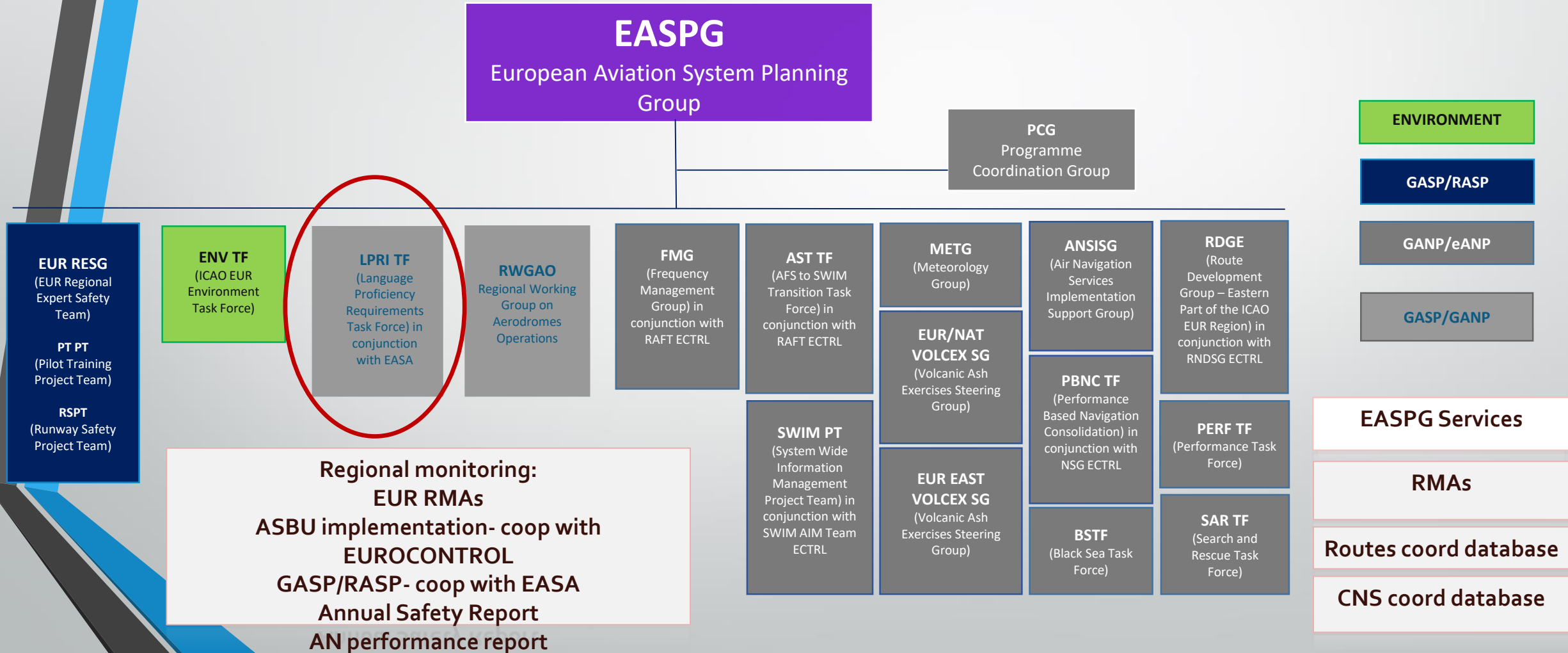
**Doc. 10197**

# Test Design Guidelines

Handbook on the  
Design of Tests for the  
ICAO Language  
Proficiency  
Requirements

Test  
Design  
Guidelines

# Aviation Safety and Air Navigation in EUR





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## Language Proficiency Requirements

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### 03. Lessons learned

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## ICAO's work is done....

National  
regulations  
include LPRs

Licences are  
endorsed

Audit results  
are good

*.....but has the overall  
objective been met?*

# Lessons Learned

States find the oversight of language proficiency assessment challenging because:

Few tests have been recognized to meet ICAO SARPS for LPRs and ICAO Doc 9835 (AELTS)

Mutual recognition became a problem instead of a solution

Dependable aviation language testing expertise is scarce

The aviation language testing industry is unregulated





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## Language Proficiency Requirements

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### 04. Challenges

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1. Wide / narrow interpretation of ICAO Doc 9835 : how is radio telephony (as a mode of authentic communication) assessed
2. Reassessment of phraseology. Relationship between phraseology and plain language
3. Test construct / Rating Scale: what do we want to assess and how do we assess it?
4. Comprehension, strategic competence, accents / pronunciation
5. Oversight, including the selection process of raters
6. Online testing
7. Test-shopping. Mutual recognition
8. All stakeholders working together
9. Standard phraseology vs phraseology
10. LPRs for other categories of personnel
11. LPRs for remote pilots
12. Other language tests before the ICAO LP test (gatekeeping function)



# Challenges

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1. Availability of continuous language training opportunities to license holders.  
Importance of stakeholder buy-in.

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2. Updating the RSSTA (Rated Speech Sample Training Aid)

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3. Creation of a new Test Task Sample aid - speech samples linked to best practice test tasks outlined in the TDG HB

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4. Delivery of TDG Workshops and Webinars for CAAs on how to apply the TDG handbook

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5. Limiting the validity of level 6

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6. Production of test administration guidelines

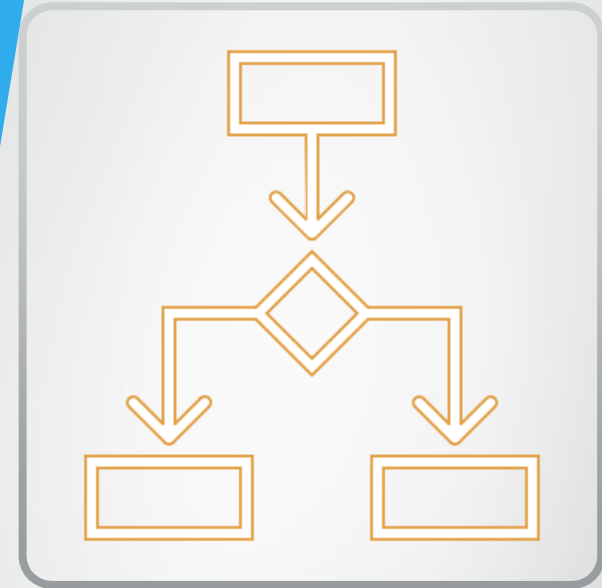
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7. Development of an auditing toolkit for CAAs

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8. Development for LPR tests for ab initio pilots and ATCO

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# Challenges (cont'd)

*Additional topics*



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## Language Proficiency Requirements

### 06. Ways forward

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- The framework of the LPRs was intended to ensure a common standard
- The main objective is to improve safety
- Dependable aviation language testing expertise is scarce
- The aviation language testing industry is unregulated
- imperious need for standardization and harmonization of LPR



- To help CAAs deal with day-to-day activities
- To avoid additional burden on States limited resources
- To help States with their LP oversight activities



- Help States ensures quality of aviation language assessment
- Make effective use of States' resources
- Implement best practices in aviation language testing
- Listen to the States for proposals
- Involve all stakeholders in seeking solutions





## Test instrument evaluation checklist

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**Criterion 1:** *Test instruments need to include appropriate tasks that directly assess how test-takers use language in radiotelephony communication contexts*

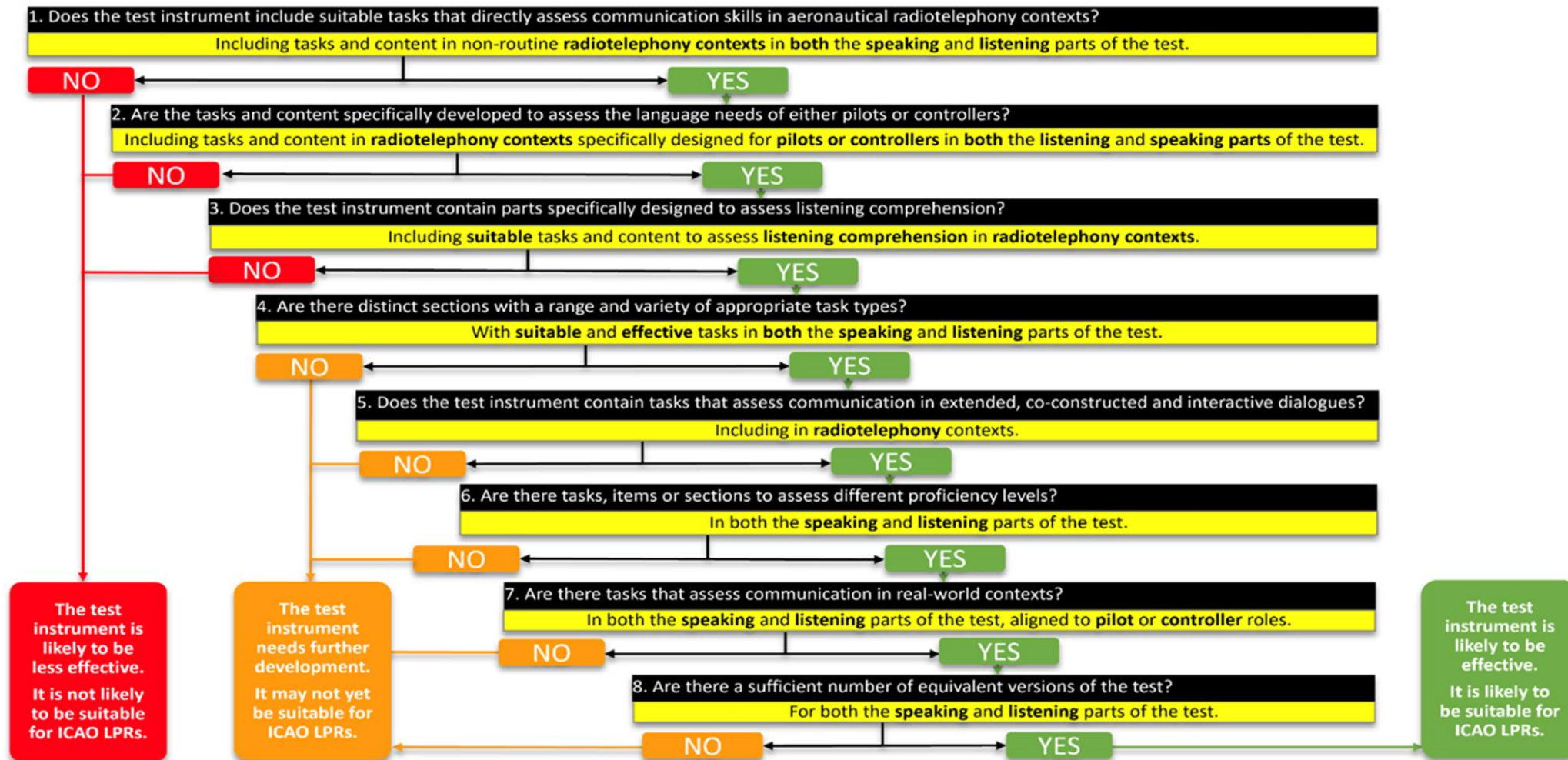
- Does the test instrument include tasks that directly assess how test-takers communicate in real-world radio communication situations?
- Do the tasks require test-takers to communicate in non-routine or unexpected situations by using radiotelephony?
- Does the test instrument include separate tasks to assess both listening and speaking skills in radiotelephony communication contexts?
- Are the tasks specific to the test-taker's professional role with regard to how they communicate over the radio as controllers or pilots?

# TOOLS

## Test design evaluation toolkit



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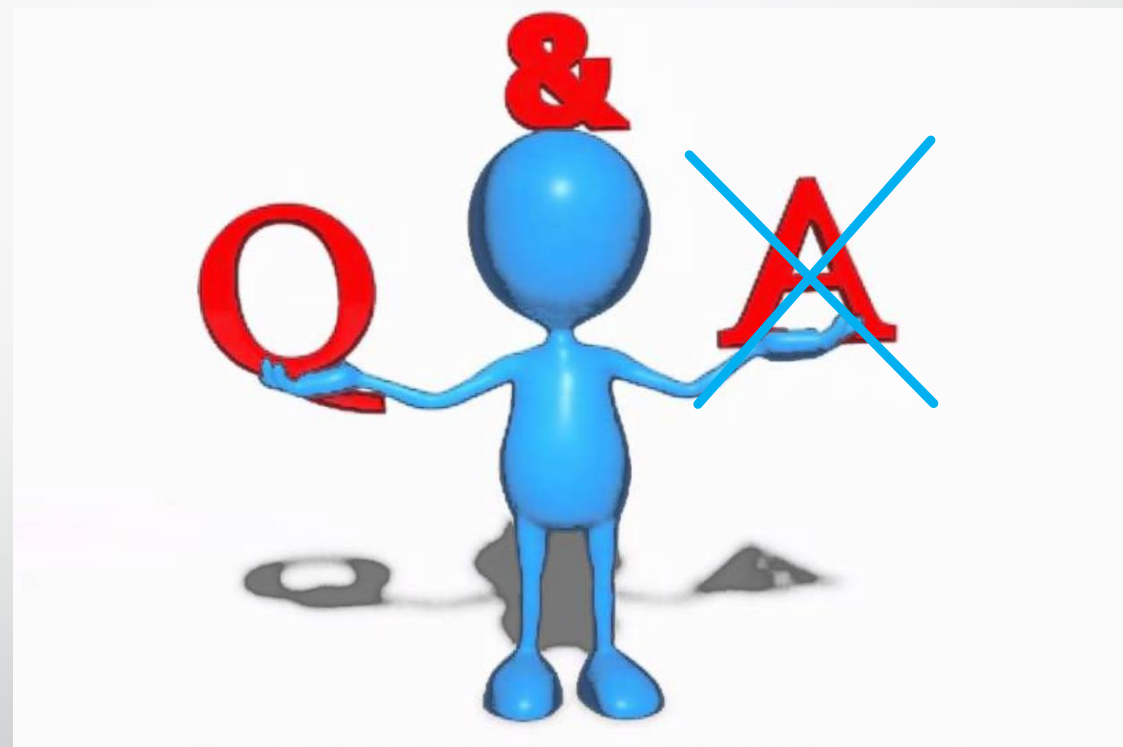




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## Language Proficiency Requirements

### CAR/SAM LANGUAGE PROFICIENCY REQUIREMENTS WORKSHOP (LPR)



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23-25.04.2024

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# RECONNECTING THE WORLD

Obrigado

Gracias

MONTREAL  
(HEADQUARTERS)



Thank  
you



PARIS  
(EUROPEAN AND  
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Спасибо



धन्यवाद

谢谢

BEIJING  
(ASIA-PACIFIC  
SUB-OFFICE)



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MEXICO CITY  
(NORTH AMERICA AND CARIBBEAN)



DAKAR  
(WESTERN AFRICA)

CAIRO  
(MIDDLE EAST)



BANGKOK  
(ASIA-PACIFIC)



LIMA  
(SOUTH AMERICA)



NAIROBI  
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THANK YOU!