



# Supporting Safe Communication in Aviation - a Common Language

ICAO CAM SAM WORKSHOP  
Lima - Wednesday 24th April 2024

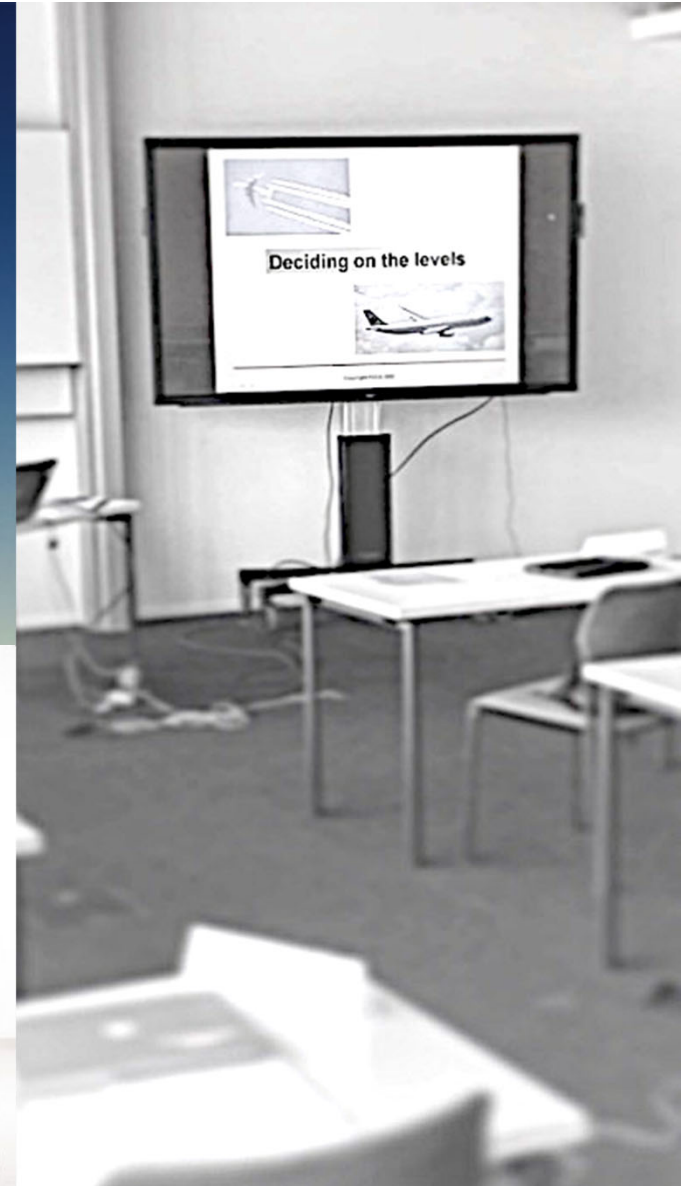
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INTERNATIONAL CIVIL AVIATION ENGLISH ASSOCIATION  
*supporting the use of English for aviation safety*



# Contents

- Background
- Achievements
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# ICAEA - introduction

- Created 1991
  - Non-profit, non-partisan
  - Board – varying roles in AE
  - Membership 150+
  - Web site, social media, webinars, conferences.
    - Hong Kong conference May 16-18
    - <https://www.icaea.aero/events/hong-kong-2024/>
    - LATAM 2025 – venue TBC



# ICAEA - mission

- Develop **understanding** of English in aviation
- Foster **exchanges** – people and organisations
- Raise **awareness** of language proficiency > safety & quality
- Share **expertise & knowledge** – training and testing
- Promote **cooperation** between stakeholders



# ICAEA - achievements

- Cir318/323
- Surveys and research = data evidence
- RSSTA – speech samples
- AELTS – ICAO test endorsement
- ICAO EUR/NAT LPRI Task Force
- ICAO webinars
- TDGs
- EUR Doc46



# ICAEA – research

ICAEA ongoing survey 2020 – worldwide (pilots and ATCOs)

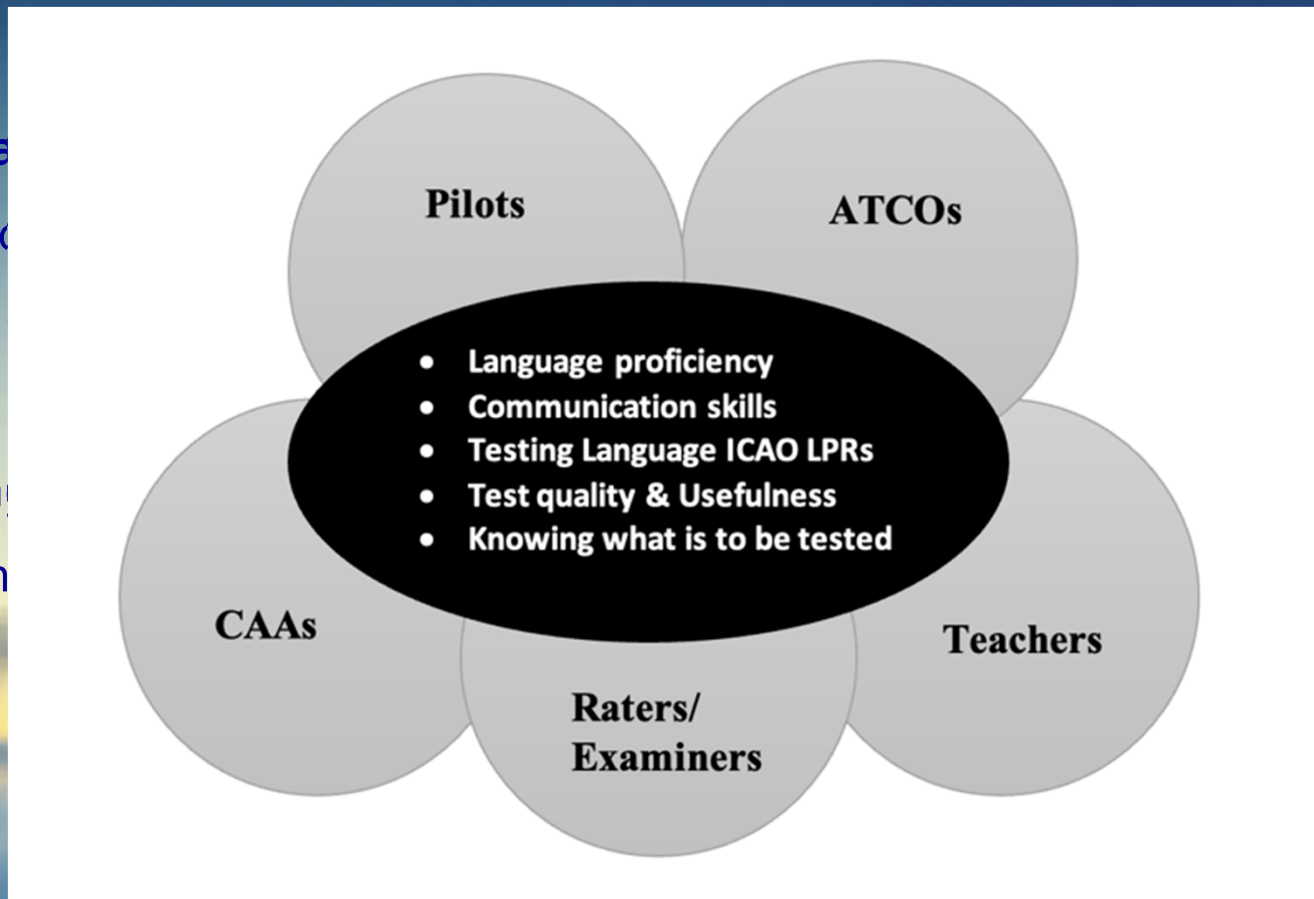
- Pronunciation and accent, listening skills = main problems in radio communication.
- Extra attention + be **alert** when ineffective communication issues arise.
- Both pilots and ATCOs **extra time** on the radio.
- Ineffective **communication** as a safety issue.



# ICAEA – research

ICAEA sta

- 200 peo
- 5 main
- Needs
- Training
- Publish



knowledge)



# Alignment and Standardisation

- Many LPR tests developed
- Real-world communication needs of pilots and ATCOs?
- Emergent **safety & efficiency** issues due different standards & content
- **No uniform and effective** approach to test oversight
- **Test shopping** > lowering standards  $\neq$



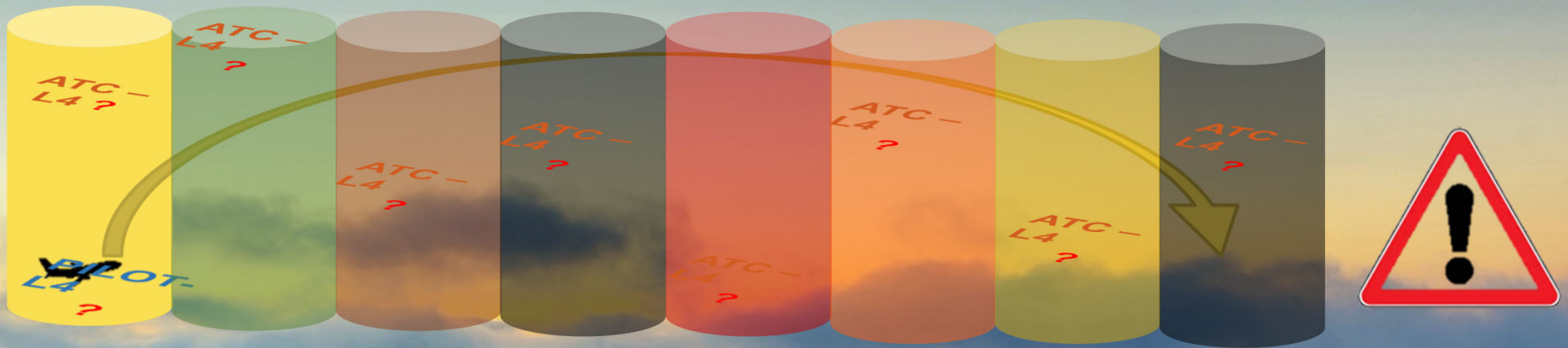
LPR test A



LPR test B

# Variation – threat to ICAO LPRs

- LPR standards:
  - differences in what tests assess
  - differences in what levels mean



# Redressing the balance – the TDGs

Provide guidance on **the design** of LPR tests

- **Assist** CAAs and test developers
- **Narrow** the interpretation of ICAO DOC 9835
- Language testing **practices** and **research**
- **Real-life** communication
- Speaking **and** listening
- **Harmonization** testing standards
- **Fairness** to all stakeholders



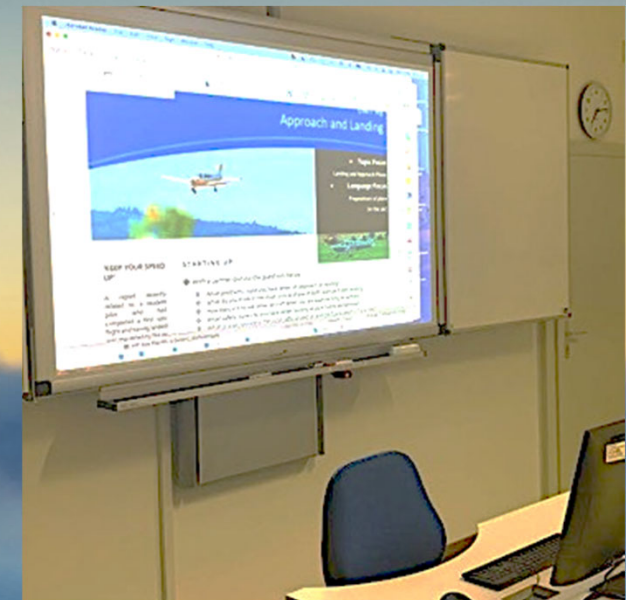
# Project outcomes

- Vienna hybrid meeting
- Stakeholder discussions
- Key points
- Key tasks
- Wish list – 12 + 8



# Wish List – all stakeholders

1. Interpretation of ICAO Doc 9835 + **radiotelephony** assessment
2. Relationship between **phraseology + plain language**
3. Construct / Rating Scale: **what** & how do we assess?
4. Comprehension, strategic competence, pronunciation: more research
5. **Oversight**
6. **Online** testing
7. **Test-shopping** / Mutual recognition
8. All stakeholders working **together**
9. **Cultural** effect on RTF communication
10. LP for other **categories** of personnel
11. **Remote** pilots
12. **Pre-ICAO** LP tests - gatekeeping function



# The future – ICAEA

## Priority 2: Production of test administration guidelines.

- Supporting the TDGs
- Rater / interlocutor selection & training
- Online testing
- Test security
- Appeals processes, Inter-CAA Information-sharing,
- Evaluation of admin personnel etc.



# The future - ICAEA

## Priority 4: Creation of a new Test Task Sample aid

- Speech samples = best practice test tasks (TDG HB)
- Replace RSSTA – outdated and inappropriate
- Real-life situations
- Multiple uses
- Online testing
- Good samples > quality



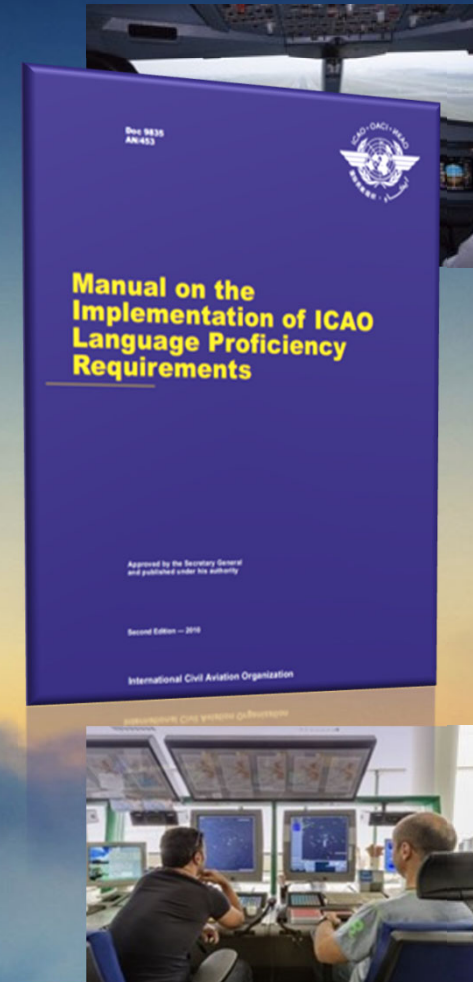
# Guidance

## Guidance in Doc9835

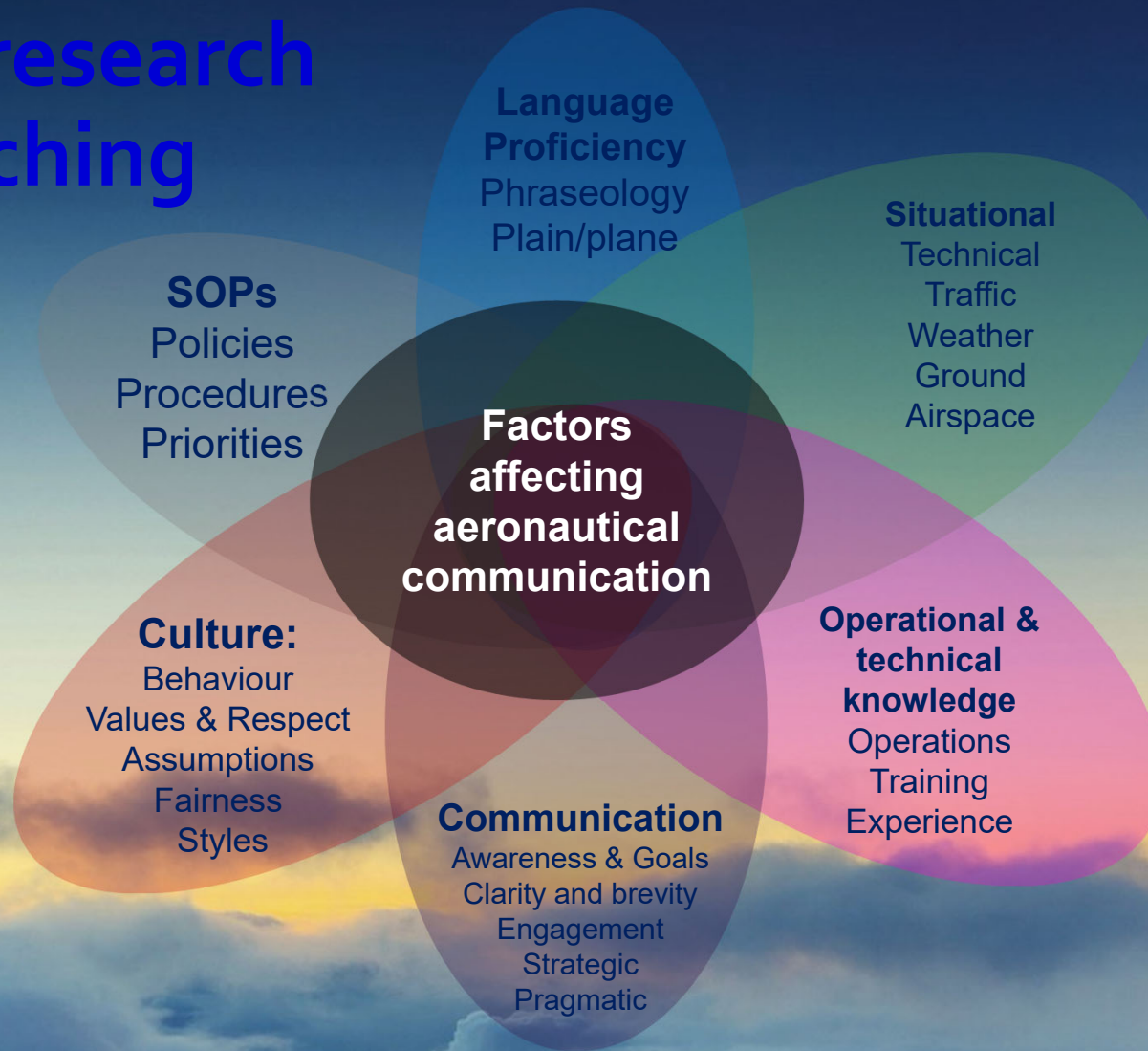
- The sole object of ICAO language proficiency requirements is **aeronautical radiotelephony communications** (3.2.7)
- Pilots and air traffic controllers deserve to be tested in a context **similar to that in which they work** (6.6)

## Guidance from LSP testing

- Test performance should correspond to language use in non-test **(real-life)** situations (Douglas, 2000; Bachman & Palmer, 1996).
- Additionally, test tasks should be developed to reflect all communication of the **real-life** situation as much as possible (Moder 2013; Yan, 2009).



# Priority research – overarching



# Priority research – overarching

- What aspects of **language & communication skills** need to be assessed for **effective** pilot-ATCO communication?
  - ▶ **Define the LPR test construct.**
    - Phraseology
    - “**Native**” or proficient speakers – skills to be assessed?
    - Fairness to all
    - Better understanding of listening – skills and processes?
    - Appropriate communication skills v traditional language
    - Technology and AI
- **Collaboration, help, encouragement** in stakeholders
- **Safety in a common language**



# Thank you – Muchas Gracias



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