An Introduction to

Managed and administered by **Mayflower College** which is approved by UKCAA to conduct language proficiency testing.

Contents

1. Test Design

The test is designed to:

- Test plain English proficiency in communications common to both pilots and controllers in an aviation context.
- Elicit language assessable by the ICAO band descriptors.
- Be a one-to-one interview between candidate and examiner.

There are pros and cons to different exam formats:

1	2 examiners in room 1 interlocutor & 1 'live' rater
2	1 interlocutor, rated remotely by a different rater
3	1 interlocutor with 2 or more raters
4	1 examiner with dual-role of interlocutor & rater

Advantages and disadvantages to model 4 (dual-role single examiner) include:

Advantages	Disadvantages
1. Ability to react immediately to candidate so as to probe & extend 2. No prolonged rating discussion that may be influenced by factors such as status & experience 3. Less labour intensive	1. Requires consistent external monitoring to maintain reliability 2. Conflict of interests where rater knows candidate 3. Increased risk of security being compromised

TEA uses models 2 & 4.

TEA is designed **not** to be:

- *a reading and writing test*
- *a memory test*
- *a test of operational procedure*
- *a test of phraseology*
- *an intelligence test*
- *a logic test*
- *a test of keyboard skills*

We are trying to test:

- language that is wholly assessable according to the **ICAO *Descriptors***

- ability to use the **ICAO *Dominant Communicative <u>Functions</u> In Radiotelephony Communications***

- language related to the **ICAO *<u>Priority Lexical Domains</u>***

As such we need to elicit language that is assessable by the ***ICAO Rating Scale***:

- *Familiar, common & work-related topics*
- *Unfamiliar work-related topics*
- *Wide variety of international accents*
- *Linguistic/situational complications*
- *Opportunities:*
    - *for discourse management*
    - *to display idiomatic expressions*
    - *to speak at length*

2. ICAO Dominant Communicative Functions

Provide information	*Reassure*
Request information	*Give Orders*
Express opinion	*Give approval & permission*
Elaborate	*Request*
Explain	*Offer*
State preference	*Advise*
Express needs / wishes	*Encourage*
Speculate	*Express misunderstanding*
Describe	*Request repetition*
Compare	*Summarise*
Predict	*Express concern*
Check, Confirm, Clarify understanding	

3. ICAO Priority Lexical Domains

- **ATC and ground**

- **Fire and Smoke**

- **Health**

- **Interference**

- **Technical**

- **Human**

- **Weather and Environment**

4. Test Format

TEA is a 25-30 minute test in 3 parts:

- **Part 1** Work-related interview

- **Part 2** Interactive Comprehension

- **Part 3** Description & Discussion

5. Part 1 Introduction & Experience-related Interview

- Direct interaction between examiner and candidate

- Based on common, concrete & work-related topics

- ~ 8 minutes long

- Initial questions act as a 'warmer'

- Provides rater with initial impressions of the candidate

Could you tell me about your job?

- *Why did you want to be a pilot?*

- *Do you enjoy some flights more than others?*

- *How will your flying change in the future?*

*Now I'd like to ask you some questions about **Aviation Communication**:*

- *Before take-off, what do you and your crew discuss about the flight?*

- *When communicating with ATC, which factors sometimes make clear communication difficult?*

- *If there is a radio malfunction during flight, what would you do?*

- *If you cannot understand an ATC message, what would you do and what would you say?*

- *When communicating in emergency situations, what extra problems could there be?*

Hear a sample here:

www.study-english-online.com/tea/example-clips/part1.htm

6. Part 2 Interactive Comprehension

- Semi-direct (CD audio recordings)
- No eye-contact, no facial cues (ICAO)
- International speakers of English (ICAO)
- 7 - 10 minutes
- 3 tasks – 2A, 2B & 2C

Part 2A

- 10 aviation-specific recordings
- Non-routine / emergency situations
- Candidate reports back what they hear/understand
- Authentic texts
- Response time limit

1	*The aerodrome is now in sight. We can continue visually.*
2	*We are evacuating because of smoke. Call the fire brigade.*
3	*We had radio interference and couldn't hear you. Could you repeat your last message?*
4	*Our take-off is going to be delayed because a passenger is receiving some first aid.*
5	*Your destination airport is closed because they're having runway clearance problems.*
6	*The traffic which just crossed our heading left to right was too close. What's happening?*
7	*There is a thunderstorm ahead. You need to turn right to an easterly heading.*
8	*We've tried to restart the engine but it's not responding.*
9	*We have got a passenger on board with heart problems. Request emergency descent for priority landing.*
10	*There's an airport with a tower eight miles south of your position. Do you have enough fuel?*

Listen to an example here:

www.study-english-online.com/tea/example-clips/part2a.htm

Parts 2B & 2C

- 6 recordings in general non-routine / emergency situations
- Candidate asks questions (2B) & gives advice (2C)
- Involves problem-solving (ICAO)
- Response time limit
- Avoids reference to operational procedure
- Categories of questions: *Human, Environmental, Health, Technical*

2B

1   We have a problem.... Some of the passengers are missing.

2   We have a situation... The passenger's not conscious.

3   We have a problem.... An alarm has just started.

2C

1   We need some help.... We have a woman here who is very upset.

2   We need some help.... We can't get the computer to work.

3   We need some help.... A man's bags have been stolen.

Listen to an example here:

www.study-english-online.com/tea/example-clips/part2b2c.htm

7. Part 3 Picture Description & Discussion

- ~10 minutes
- Candidates describe and compare 2 connected pictures. The task is interactive as specific questions are asked about both pictures. Finally, the examiner leads a discussion of general aviation topics related to the pictures. Routine / non-routine situations
- Direct discussion (~6 minutes) linked to the pictures
- Graded scripted questions with spontaneous follow-up questions to create an interactive challenge
- ICAO: *"features of language use that go beyond the work-related context indicated at lower levels"*

A

B

> *Now look at this second picture. I'd like to ask you some questions about Picture B:*
> - *What is the passenger doing?*
> - *What type of situation is this?*
> - *What do you think will happen next?*
>
> *Both pictures show emergency training situations.*
> - *What are the main differences between the two situations?*
> - *What is the same about them?*
> - *In your opinion, which situation looks more serious?*
>
> *OK, now let's consider **Emergency Situations** in general:*
> - *When is a situation an **emergency** situation?*
> - *Which emergency situations should passengers be most worried about?*
> - *People hear a lot more about emergency situations on television these days.*
>
> *What would you say to people who are worried about flying?*
> - *Now let's think about depressurisation. What can cause depressurisation?*
> - *How is it different to other emergency situations?*
> - *What should passengers do in the event of depressurisation?*

Listen to an example here:

www.study-english-online.com/tea/example-clips/part3.htm

8. Assessment

The test performances are assessed by profile, either remotely or live, and certificates show the candidate's score in all 6 profiles.

The certificates have a number of security features and can be verified online.