

[AMC No. 2 to JAR-FCL 1.010**Language Proficiency Assessment**

(See Appendix 1 to JAR-FCL 1.010)

(See AMC No. 1 to JAR-FCL 1.010)

(See IEM FCL 1.010)

GENERAL

1. The Authority may use its own resources in developing or conducting the language proficiency assessment, or may delegate this task to language assessment bodies.
2. The assessment should meet the basic requirements stated in paragraphs 7 to 10, and the persons nominated as language proficiency assessors should meet the criteria at paragraphs 11 to 13 of this AMC.
3. The Authority should establish an appeal procedure for applicants.
4. Based on existing assessment methods the Authority may decide that active holders of a ATPL issued in accordance with JAR-FCL requirements should graded level 4 as of the 5 March 2008.

LANGUAGE PROFICIENCY RE-EVALUATION

5. The recommended Language Proficiency re-evaluation intervals referred to in Appendix 1 to JAR-FCL 1.010 paragraph 3 should not exceed:
 - a) 3 years if the Language Proficiency level demonstrated is Operational Level (level 4) of the ICAO Language Proficiency Rating; or
 - b) 6 years if the Language Proficiency level demonstrated is Extended Level (level 5) of the ICAO Language Proficiency Rating.

It is recommended that the holder of the licence receives a statement containing the level and validity of the language endorsements

6. Formal re-evaluation is not required for applicants who demonstrate expert (level 6) language proficiency, e.g. native and very proficient non-native speakers with a dialect or accent intelligible to the international aeronautical community.

BASIC ASSESSMENT REQUIREMENTS

7. The aim of the assessment is to determine the ability of an applicant for a pilot licence or a licence holder to speak and understand the language used for radiotelephony communications.
8.
 - a) The assessment should determine the ability of the applicant to use both:
 - standard radiotelephony phraseology; and
 - plain language, in situations when standardised phraseology cannot serve an intended transmission.
 - b) The assessment should include:
 - voice-only and/or face-to face situations
 - common, concrete and work-related topics for pilots.
 - c) The applicants should demonstrate their linguistic ability in dealing with an unexpected turn of events, and in solving apparent misunderstandings.
 - d) The assessment should determine the applicant's speaking and listening abilities. Indirect assessments, of grammatical knowledge, reading and writing, are not appropriate.

For further guidance see IEM FCL 1.010.

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9. The assessment should determine the language skills of the applicant in the following areas:

a) Pronunciation:

- the extent to which the pronunciation, stress, rhythm and intonation are influenced by the applicant's first language or national variations; and
- how much they interfere with ease of understanding.

b) Structure:

- the ability of the applicant to use both basic and complex grammatical structures; and
- the extent to which the applicant's errors interfere with the meaning.

c) Vocabulary:

- the range and accuracy of the vocabulary used; and
- the ability of the applicant to paraphrase successfully when lacking vocabulary

d) Fluency:

- tempo
- hesitancy
- rehearsed versus spontaneous speech
- use of discourse markers and connectors

e) Comprehension:

- on common, concrete and work-related topics; and
- when confronted with a linguistic or situational complication or an unexpected turn of events,

Note: The accent or variety of accents used in the test material should be sufficiently intelligible for an international community of users.

f) Interactions

- quality of response (immediate, appropriate, and informative)
- the ability to initiate and maintain exchanges:
 - on common, concrete and work-related topics; and
 - when dealing with an unexpected turn of events
- the ability to deal with apparent misunderstandings by checking, confirming or clarifying.

Note: The assessment of the language skills in the areas mentioned above is conducted using the Rating Scale in the AMC No. 1 to JAR-FCL 1.010.

10. When the assessment is not conducted in a face-to-face situation, it should use appropriate technologies for the assessment of the applicant's abilities in listening and speaking, and for enabling interactions (for example: simulated pilot/controller communication).

ASSESSORS

11. It is essential that the persons responsible for language proficiency assessment ('assessors') are suitably trained and qualified. They should be either aviation specialists (i.e. current or former flight crew members or air traffic controllers), or language specialists with additional aviation-related training. An alternative approach would be to form an assessment team consisting of an operational expert and a language expert (see ICAO Doc 9835 paragraph 6.5.5).

12. The assessors should be trained on the specific requirements of the assessment.

13. Assessors should not test applicants to whom they have given language training.

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CRITERIA FOR THE ACCEPTABILITY OF LANGUAGE ASSESSMENT BODIES

14. A language assessment body offering services on behalf of the Authority (see Appendix 1 to JAR-FCL 1.010 paragraph 5) should meet the specifications at paragraphs 14 to 18.
15. In order to ensure an impartial assessment process, the language assessment should be independent of the language training.
16. In order to be accepted, the language assessment bodies should demonstrate:
 - a) appropriate management and staffing, and
 - b) Quality System established and maintained to ensure compliance with, and adequacy of, assessment requirements, standards and procedures.
17. The Quality system established by a language assessment body should address the following:
 - a) Management
 - b) Policy and strategy
 - c) Processes
 - d) The relevant provisions of ICAO / JAR-FCL, standards and assessment procedures
 - e) Organisational structure
 - f) Responsibility for the development, establishment and management of the Quality System
 - g) Documentation
 - h) Quality Assurance Programme
 - i) Human Resources and training (initial, recurrent)
 - j) Assessment requirements
 - k) Customer satisfaction
18. The assessment documentation and records should be kept for a period of time determined by the Authority and made available to the Authority, on request.
19. The assessment documentation should include at least the following:
 - a) assessment objectives
 - b) assessment layout, time scale, technologies used, assessment samples, voice samples
 - c) assessment criteria and standards (at least for the levels 4, 5 and 6 of the Rating Scale in the AMC No. 1 to JAR-FCL 1.010)
 - d) documentation demonstrating the assessment validity, relevance and reliability
 - e) assessment procedures and responsibilities
 - preparation of individual assessment
 - administration: location(s), identity check and invigilation, assessment discipline, confidentiality/security
 - reporting and documentation provided to the Authority and/or to the applicant, including sample certificate
 - retention of documents and records

Note: Refer to the 'Manual on the Implementation of ICAO Language Proficiency Requirements' (ICAO Doc 9835) for further guidance.

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