



**ENGLISH LANGUAGE PROFICIENCY AND FLIGHT
RADIO TELEPHONE OPERATOR LICENSE
(ELP & FRTOL)**

AIR NAVIGATION ORDER

VERSION : 4.0
DATE OF IMPLEMENTATION : 01-02-2023
OFFICE OF PRIME INTEREST : PERSONNEL LICENSING DIRECTORATE

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TYPE OF DOCUMENT	AIR NAVIGATION ORDER (ANO)		
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A. AUTHORITY:

A1. This Air Navigation Order is issued by the Director General, Civil Aviation Authority in pursuance of the powers vested in him under Rule 4 and all other enabling provisions of Civil Aviation Rules, 1994 (CARs, 94).

B. PURPOSE:

B1. The purpose of this ANO is to provide regulatory framework for the conduct and endorsement of English Language Proficiency (ELP) for all applicable ICAO aviation license holders and for the issuance, endorsement of Flight Radiotelephony Operators License.

C. SCOPE:

C1. This ANO relates to the testing and endorsement requirements of English Language Proficiency for ICAO license holders in Pakistan.

C2. The contents of the requirements of this ANO specify mainly the applicable personnel, effective date of implementation, Language proficiency levels, Evaluation criteria, Re-evaluation intervals, Operator's responsibility, use of standard phraseology, Language for Air-Ground Telephony Communication, ATC Service provider's responsibility, and English Language use by ATS units.

D. DESCRIPTION:

D1. DEFINITIONS:

When the following terms are used in this ANO, they have the following meanings. The terms not defined hereunder and used anywhere in this ANO shall have the same meaning as defined in Civil Aviation Ordinance, 1960, Pakistan Civil Aviation Ordinance, 1982, Civil Aviation Rules, 1994 or the relevant ICAO annexes, as the case may be.

D1.1. ACCENT:

A distinctive pronunciation of a language which is usually associated with a geographical region (for first language speakers) or with the phonological influence of another mother tongue (for second or foreign language speakers). All speakers of all languages have an accent.

D1.2. CUE:

The spoken input from an audio recording or a live interlocutor which requires the candidate in an oral test to provide a spoken response.

D1.3. DESCRIPTOR:

A brief description accompanying a band on a rating scale, which summarizes the degree of proficiency or type of performance expected of a candidate to achieve that particular score. The band may contain several descriptors.

D1.4. DIALECT:

A distinctive variety of a language, usually associated with social or geographical distinctions, which is characterized by differences in accent, vocabulary and grammar with regard to other varieties of the same language.

D1.5. INTERLOCUTOR:

A suitably qualified and trained person with whom a candidate interacts during a test in order to complete a speaking task.

D1.6. ITEM:

Each testing point in a test which is given a separate mark.

D1.7. **PLAIN LANGUAGE:**

The spontaneous, creative and non-coded use of a given natural language.

Note 1.— *Plain language shall be used “only when standardized phraseology cannot serve an intended transmission” (Annex 10, Volume II, 5.1.1.1).*

Note 2.— *The choice of the term “plain” originated from existing ICAO documentation at the time of the formulation of language proficiency requirements and was preferred to other test-taker terms such as “general”, “common”, “extended” or “natural”.*

Note 3.— *There is no intended association of this usage with the “Plain English” movement in the United Kingdom and the United States which aims to provide an alternative to unnecessarily complicated language by government, business and other authorities.*

D1.8. **RADIOTELEPHONY:**

A form of radio communication primarily intended for the exchange of information in the form of speech.

D1.9. **RATER OR ASSESSOR:**

A suitably qualified and trained person who assigns a score to a candidate’s performance in a test based on a judgement usually involving the matching of features of the performance to descriptors on a rating scale.

D1.10. **RATING SCALE:**

A scale consisting of several ranked categories used for making judgements of performance. They are typically accompanied by band descriptors which make their interpretation clear.

D1.11. **REGISTER:**

A style of speech (involving distinctive vocabulary, syntax, speech rate, etc.) that is adopted by the speaker to be appropriate for a given situation or activity.

D1.12. **RESPONSE:**

The candidate’s linguistic performance elicited by the input of a test item (e.g. an answer to a question).

D1.13. **VALIDITY:**

The extent to which scores on a test enable inferences to be made about language proficiency which are appropriate, meaningful and useful given the purpose of the test.

D2. **REQUIREMENT TO HOLD AN FRTOL:**

D2.1. A person who is to carry out radio communications from an aircraft (aeronautical mobile service) is required to hold a Flight Radio Telephone Operator License (FRTOL) or endorsed on his/ her flight crew license. An FRTOL is a pre- requisite for the issuance of all flight crew licenses.

D3. **LANGUAGE PROFICIENCY:**

D3.1. English language is the only approved Language for all aeronautical radiotelephony communications in Pakistan and hence, all such communications shall be conducted in English Language.

- D3.2. Aeroplane, airship, helicopter and powered-lift pilots; aeroplane, airship, glider, rotorcraft, powered-lift or free balloon remote pilots; air traffic controllers; and aeronautical station operators shall demonstrate the ability to speak and understand the language used for radiotelephony communications to the level specified in the language proficiency requirements provided in Para D4 and D5.
- D3.3. Flight engineers, and glider and free balloon pilots should have the ability to speak and understand the language used for radiotelephony communications.
- D3.4. The language proficiency of aeroplane, airship, helicopter and powered-lift pilots; aeroplane, airship, glider, rotorcraft, powered-lift or free balloon remote pilots; air traffic controllers; and aeronautical station operators who demonstrate proficiency below the Expert Level (Level 6) shall be formally evaluated at intervals in accordance with an individual's demonstrated proficiency level.
- D4. **REQUIREMENTS FOR PROFICIENCY IN LANGUAGE:**
- D4.1. The language proficiency requirements include the holistic descriptors at para D5 and the ICAO Operational Level (Level 4) of the ICAO Language Proficiency Rating Scale provided in **Appendix-A** to this ANO. The language proficiency requirements are applicable to the use of both phraseologies and plain language.
- D4.2. To meet the language proficiency requirements contained in Para D3, an applicant for a license or a license holder shall demonstrate, in a manner acceptable to the DGCAA or the Director Licensing, compliance with the holistic descriptors at para D5 and with the ICAO Operational Level (Level 4) of the ICAO Language Proficiency Rating Scale provided in **Appendix A** to this ANO.
- D4.3. On promulgation of this ANO, a person who applies to CAA for a flight crew license must provide to CAA evidence that candidate has at least an ELP level -4 before the license can be issued. The result shall be submitted by TSP to PEL Dte. on prescribed forms attached as **Appendix-B** and **Appendix-C**.
- D5. **ENGLISH PROFICIENCY – HOLISTIC DESCRIPTORS:**
- D5.1. The applicant shall demonstrate compliance with the description, as given below, in the ATC radiotelephony and in plain language.
- D5.2. The proficient speakers shall:
- D5.2.1. Communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations.
- D5.2.2. Communicate on common, concrete and work related topics with accuracy and clarity.
- D5.2.3. Use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings in a general or work related context (for example to check, confirm or clarify information).
- D5.2.4. Handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar; and
- D5.2.5. Use a dialect or accent, which is intelligible to the aeronautical community.
- D6. **ENGLISH PROFICIENCY – LEVELS:**
- D6.1. The under mentioned English language proficiency levels are defined and Level 4 & above shall be endorsed on the License.
- D6.1.1. Level 1 – Pre-Elementary
- D6.1.2. Level 2 – Elementary
- D6.1.3. Level 3 – Pre-Operational
- D6.1.4. Level 4 – Operational

- D6.1.5. Level 5 – Extended
- D6.1.6. Level 6 – Expert
- D6.2. For the explanation of the English language proficiency rating scale, refer to **Appendix – A**.
- D7. **VALIDITY OF LANGUAGE PROFICIENCY ASSESSMENT:**
- D7.1. An English Language proficiency assessment provided remains valid as follows:
- D7.1.1. For proficiency level 4 (operational) remains valid for 3 years from the date of issue;
- D7.1.2. For proficiency level 5 (extended) remains invalid for 6 years from the date of issue;
- D7.1.3. For proficiency level 6 (expert) remains valid until cancelled.
- D7.1.4. License holder shall not exercise the privileges of a license with expired or invalid English language proficiency endorsement. In case of violation, enforcement action will be taken against individual as per applicable CAA rules.
- D8. **ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY:**
- D8.1. An approved Testing Service Provider (TSP) by CAA is to assess the English language proficiency of applicants for the issue, renewal or upgrade of a License.
- D8.2. Director PEL shall be by notice in writing require the holder of a ICAO License with English language proficiency level entered on the License to undertake an English language proficiency assessment if in the opinion of Director PEL the holder's English language proficiency may affect the safe exercise of the authority of the License.
- D9. **HOW TO OBTAIN AN ENGLISH LANGUAGE PROFICIENCY ASSESSMENT:**
- D9.1. A person may apply to an approved Testing Service Provider (TSP) organization for an English Language proficiency assessment.
- D10. **ENGLISH LANGUAGE PROFICIENCY – ENDORSEMENT:**
- D10.1. English language proficiency shall be endorsed on the License in Endorsements Section in accordance with the English language prescribed proficiency level in ICAO Annex-1. **Appendix – A**
- D11. **TESTING ORGANIZATION FOR ELP AND FRTOL:**
- D11.1. The basic training and assessment for the issuance of Flight Radio Telephone Operator License (FRTOL) shall be approved by the CAA.
- D11.2. The Testing Service Provider (TSP) organization's facility, curriculum, personnel associated with training and/or conduct of ELP assessment shall be in accordance with the guidance provided in the relevant Air Safety Circular for ELP Assessment.
- D12. **ENFORCEMENT ACTION FOR ELP:**
- D12.1. ELP endorsement is mandatory requirement to exercise the privileges of ICAO license. If a person is found exercising the privileges of his/her license with expired ELP, an action will be taken as per CAA enforcement manual.
- D13. **OPERATORS' AND ATC SERVICE PROVIDERS RESPONSIBILITIES:**
- D13.1. Operators shall ensure that flight crew members demonstrate the ability to speak and understand the language used for radiotelephony communications as specified in this ANO.
- D13.2. An air traffic services provider shall ensure that air traffic controllers speak and understand the language(s) used for radiotelephony communications as specified in this ANO.

- D14. **RE-EVALUATION AFTER FAILURE TO OBTAIN MINIMUM OPERATIONAL LEVEL 4:**
- D14.1. If the candidate fails to obtain/retain minimum operational level 4, candidate has to complete language training of at least 02 weeks before reappearing in ELP test. Candidate during this time shall not exercise the privileges of his license category unless he re-qualifies ELP for the endorsement.
- D14.2. TSP shall ensure that the result of candidate after failure to obtain minimum operational level 4 is to be submitted along with recordings to PEL Directorate.
- D15. **AERONAUTICAL INFORMATION PUBLICATION:**
- The Aeronautical Information Publication and other published Aeronautical Publications concerning facilities shall be in English Language.
- D16. **FRTOL AND ELP - FEE SCHEDULE:**
- As per the CAA fee schedule (ANO-021-LCXX).
- D17. **FRTOL – ELIGIBILITY:**
- D17.1. The applicant for issue of FRTOL shall be eligible for the issue of Student Pilot License (for certified aircraft) or student pilot certificate (for uncertified aircraft).
- D18. **FRTOL - AB-INITIO STUDENTS:**
- D18.1. The holders of student pilot License (SPL) shall undergo the theory and practical tests under the supervision of the chief flying instructor (CFI). These reports are to be submitted to the personnel licensing Directorate for the issue of `restricted FRTOL`. The `restricted FRTOL` shall only permit the student pilots to meet the `solo flying` requirements under close monitoring and direct supervision of the CFI. Full privileged FRTOL will be issued subject to completion of Theoretical Examinations and Skill Test for applicable License.
- D18.2. Skill and knowledge requirements on radiotelephony procedures and phraseology have been developed as an integral part of all aeroplane, airship, helicopter and powered-lift pilot licences.
- D19. **FRTOL - FOREIGN FRTOL HOLDERS:**
- D19.1. Foreign FRTOL holders or foreign License holders with FRTOL privileges endorsed on the License, and applying for a local License, will be exempted from FRTOL practical and written tests. However, they are required to appear in ELP test.
- D20. **FRTOL - CONVERSION FROM MILITARY EXPERIENCE:**
- D20.1. Applicants converting military experience into a civil License will be exempted from the FRTOL written and practical test. However, they are required to become fully familiar with the subject by interaction with the local flying clubs/flying organizations.
- E. EVIDENCES (ACRONYMS / RECORDS / REFERENCES):**
- E1. **ACRONYMS:**
- | | |
|-----|------------------------------|
| ANO | AIR NAVIGATION ORDER |
| ATC | AIR TRAFFIC CONTROL |
| ATS | AIR TRAFFIC SERVICES |
| CAA | CIVIL AVIATION AUTHORITY |
| ELP | ENGLISH LANGUAGE PROFICIENCY |
| TSP | TESTING SERVICE PROVIDER |

E2. **RECORDS:**

- E2.1. Aviation English Level 6 Screening Form (CAAF-018-RGLC)
E2.2. Candidate Assessment Form (CAAF-019-LCXX)

E3. **REFERENCES:**

- E3.1. ICAO Annex-1 Personnel Licensing
E3.2. ICAO Doc 9432 – Manual of Radiotelephony
E3.3. ICAO Annex-10 (Volume 2) Communication Procedures
E3.4. ICAO Doc 9835 -Manual on the Implementation of ICAO Language Proficiency Requirements
E3.5. ANO-021-LCXX

IMPLEMENTATION:

This Air Navigation Order (ANO-006-LCXX) version 4.0 supersedes; Flight Radio Telephone Operator License (FRTOL) & Language Proficiency for Radio Telephony Communication (ANO-006-LCXX-3.0) dated 15th October, 2021 and implemented with effect from 1st February 2023.

(KHAQAN MURTAZA)

Flight Lieutenant (Retd.)
Director General,
Civil Aviation Authority

Dated: January, 2023

(CAPT. MUHAMMAD ZIA KHAN)

Air Cdre (Retd)
Director Personnel Licensing

Dated: January, 2023

File No. HQCAA/1136/289/RGLC

APPENDIX – A

ICAO LANGUAGE PROFICIENCY SCALE

EXPERT, EXTENDED AND OPERATIONAL LEVELS

LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/ listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.


Levels 1, 2 and 3 are on subsequent page.

PRE-OPERATIONAL, ELEMENTARY AND PRE-ELEMENTARY LEVELS

LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Levels 4, 5 and 6 are on preceding page.						
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

Note.— The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication. Levels 1 through 3 describe Pre-elementary, Elementary, and Preoperational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency requirement. Levels 5 and 6 describe Extended and Expert levels, at levels of proficiency more advanced than the minimum required Standard. As a whole, the scale will serve as benchmarks for training and testing, and in assisting candidates to attain the ICAO Operational Level (Level 4)

APPENDIX – B

 <p>پاکستان سول ایوی ایشن اتھارٹی</p>	CIVIL AVIATION AUTHORITY	CAAF-018-LCXX-1.0
	PERSONNEL LICENSING DIRECTORATE	

AVIATION ENGLISH LEVEL 6 SCREENING FORM

Part I – To be completed by the pilot who is being screened

Name: _____	Licence No: _____
-------------	-------------------

LANGUAGE BACKGROUND

Nationality: _____

(Fill in your nationality above and tick as applicable below

Native English Speaking Country (e.g. Australia, USA, NZ, Ireland)

Non Native Country with English as a Second Language (e.g. India, Sri Lanka, Singapore, Pakistan)

Country with English as a Foreign Language (e.g. China, Germany, Japan, Paraguay)

- | | |
|--|-------|
| 1. Total Employment Experience as Pilot in Civil / Commercial Operations | Years |
| 2. Current Employment – No of years of service with existing employer | Years |

Other information on your language background (Please specify and produce relevant documentary evidence: _____)

LANGUAGE CERTIFICATE (tick as applicable below and attach a copy of the relevant certificate)

Certificate	Name of School / Institute	Country
<input type="checkbox"/> GCE 'O' Level (Minimum credit in English) or Matriculation (English Medium)		
<input type="checkbox"/> GCE 'A' Level or F.Sc/FA (English Medium)		
<input type="checkbox"/> International Baccalaureate with English as the medium of instruction		
<input type="checkbox"/> University Degree with English as the medium of instruction (excludes distance education)		
<input type="checkbox"/> Others (e.g. language proficiency certification from a foreign CAA in accordance with ICAO language rating scale)		

I declare that the information provided is true to the best of my knowledge. I have attached as evidence a copy of the certificate(s) which I have ticked as applicable above.

Signature: _____

Date: _____

For official use only

Certificates verified by

Name of Officer: _____

Signature & Date: _____

Part II – To be completed by the pilot performing the screening

Name: _____	Licence No: _____
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Observation Carried out during (tick as applicable below)

Line Check

-Pilot Flying (PF) Sector Flight number _____ Flight Sector _____ / _____ Date _____

-Pilot Monitoring (PM) Sector Flight number _____ Flight Sector _____ / _____ Date _____

Others (please specify)

ICAO AVIATION ENGLISH LEVEL 6 REQUIREMENTS				
Language Area	ICAO Descriptors	Explanation	Observable Outcome	Initial if observed
Pronunciation	Pronunciation, stress, rhythm, and intonation though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding	<i>Expert speakers can still have a marked pronunciation, stress etc that identify them as Australian, Japanese, Singaporean, etc but this does not interfere with their being understood by, others outside their community. Some mispronunciations may be apparent but these almost never interfere with the ease with which the speakers are understood.</i>	Able to speak in a manner that is clear and easy to understand.	
Structure	Both basic and complex grammatical structure and sentence patterns are consistently well controlled	<i>By basic, we mean simple sentences such as: I am Singaporean. By complex sentence, we usually mean a sentence that has number of parts to it. The following complex sentence has three parts to it: (1) If I had graduated from university earlier, (2) I would have found a better job (3) And would have earned a lot of money</i>	Able to compose, concise, meaningful and unambiguous sentences or messages.	
Vocabulary	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	<i>Register refers to the fact that we use different language to different people and in different situations. Sometimes, this is a matter of vocabulary. In the aviation industry, we use different vocabulary than in other situations. Sometimes, it is a matter of grammar. Thus we say, "would you like to take a seat" to an official guest but "Sit" to a misbehaving child. In this way, we express our attitude and indicate the relationship between others and us. Nuance relates to subtle differences in vocabulary such as "Ask him to open the door" and "Tell him to open the door".</i>	Able to use correct words and phrases to match the setting.	
Fluency	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	<i>The fluency with which we speak can affect understanding. Rapid speech means that others get overloaded with information and cannot follow. If the speech is too slow, the listener will get impatient. In addition, we vary the speed of delivery to show what is important and what is less important. Speed is often combined with emphasis for this purpose. Some speakers forget that pauses are also important. They help to break up a message into meaningful chunks. A longer pause can be used to add emphasis.</i>	Able to respond, narrate events or describe situations naturally.	
Comprehension	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	<i>This is the other side of the coin from speaking. Does the speaker understand what is being said most of the time? Look out for signs of misunderstanding:</i> <ul style="list-style-type: none"> <i>The two parties seem to be talking at cross-purposes, i.e. about two different things.</i> <i>The speaker does not indicate understanding with a nod or a verbal equivalent.</i> <i>The speaker reacts incorrectly to what has been said to him.</i> <i>This can happen occasionally with the best speakers but not often.</i>	Able to understand and follow instructions without difficulty.	
Interaction	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.	<i>This may be the most difficult to measure as it is usually done unconsciously by most of us. Look out for signs that the speaker and those working with him are comfortable with the conversation and that one or other is not straining to keep the conversation going because of difficulty of understanding. Look out for appropriate use of non-verbal case, e.g. eye-contact, finger & hand gestures, etc.</i>	Able to ask and answer question, and engage in two-way dialogue without difficulty	

I have evaluated the pilot named in Part I through observation and, taking into consideration the information stated in Part I of this form and the guidelines above, I declare:

I am confident that he satisfies the Level 6 requirements described above.


I am not confident that he satisfies the Level 6 requirements described.

(Please tick one of the above.)

Remarks (if any): _____

Signature _____ Date: _____

APPENDIX – C

 <p>پاکستان سول ایوی ایشن اتھارٹی</p>	CIVIL AVIATION AUTHORITY	CAAF – 019-LCXX-1.0 15 January 2023 Ref No. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	PERSONNEL LICENSING DIRECTORATE	

CANDIDATE ASSESSMENT FORM

* Candidate

PILOT

AIR TRAFFIC CONTROLLER

OTHER: _____

Name of Candidate _____

LIC. No _____

No.	Language Area	ICAO LEVELS	✓	REMARKS (if any)
1.	Pronunciation	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
2.	Structure	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
3.	Vocabulary	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
4.	Fluency	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
5.	Comprehension	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
6.	Interaction	Level – 6		
		Level – 5		
		Level – 4		
		Level – 3		
		Level – 2		
		Level – 1		
Candidate's Level: _____				

AVIATION ENGLISH COMPETENCY TEST

We have evaluated the Pilot / Air Traffic Controller/ Flight Service Officer named above and places him at Level _____.

Examiner – 1 _____ Signature _____

Position: _____ Date _____

Examiner – 2 _____ Signature _____

Position: _____ Date _____

Additional Remarks (if any): _____

Procedure:

1. The overall rating should reflect the level reached in the candidate's weakest area. Failure to comply with descriptors in on category (*e.g. Pronunciation, Structure, etc*) in one level indicates that the next lower proficiency level should be awarded. That is, a person's proficiency rating level is determined by the lowest rating level assigned in any particular category. Thus an individual must demonstrate proficiency at Level-4 in all categories in order to receive a level-4.