



GOVERNMENT OF INDIA  
OFFICE OF THE DIRECTOR GENERAL OF CIVIL AVIATION  
OPP. SAFDURJUNG AIRPORT, NEW DELHI

**CIVIL AVIATION REQUIREMENT  
SECTION 7 – FLIGHT CREW STANDARDS  
TRAINING AND LICENSING  
SERIES G PART V  
ISSUE I, 30<sup>TH</sup> JANUARY 2019**

**EFFECTIVE: FORTHWITH**

**File No: DTL/MISC/2018-L.II(19)**

**Subject: Approval/ Renewal of Aviation English Language Training Organizations and Testing Service Providers**

**1. Introduction**

- 1.1 CAR Section 7 Series G Part III specifies the minimum training in aviation English language to be undertaken by a candidate/ test taker prior to appearing for the English language Proficiency assessment. Additionally, any valid aviation English training must contain activities that are designed to address all six language skill areas specified in the ICAO Rating Scale and holistic descriptors: pronunciation, structure, vocabulary, fluency, comprehension and interactions. Towards achieving this and to ensure conformance of Clause 6A of Section A of Schedule II and Clause 10 of Section A of Schedule III, only DGCA approved training institutes/ organisations will be permitted to undertake training/ conduct assessments.
- 1.2 This Civil Aviation Requirement (CAR) is issued under the provisions of Rule 133A and Rule 133B of the Aircraft Rules, 1937 and lays down the qualifications and procedure for approval and certification of trainers and training organisations engaged in English Language Training and Testing.

**2. Applicability and Scope**

The CAR is applicable for any Scheduled Operator/ Non-Scheduled Operator/ Private Operator/ ANSP/ Approved Flying Training Organization intending to engage as a:

- (i) Testing Service provider; and/or

- (ii) Training organization providing Aviation English Language proficiency training.

### 3. Definitions

**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.

**Administration.** The date or period during which a test takes place.

**Or**

**Administration.** The actions involved in the delivery of a test to a group of candidates under specified conditions. Specifications might include registration procedures, instructions for candidate seating arrangements, equipment needed, time parameters for each test task, etc.

**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.

**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.

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

**Language proficiency skills.** The knowledge and abilities which impact on the capacity of a given individual to communicate spontaneously, accurately, intelligibly, meaningfully and appropriately in a given language.

Note. — Six individual skills are identified in the ICAO Rating Scale.

**Operational language assessment.** (A term specific to ICAO Doc 9835). The assessment of language proficiency using a procedure developed for a different purpose (for example during a flight check or ATC exam). Such assessments however must be carried out in accordance with recognized principles of language testing best practice.

**Operational rater or Operational assessor.** A rater/assessor whose assessment will focus not only on the linguistic features of a candidate's performance but also on the appropriateness of a candidate's performance in a test with regard to professional standards and procedures (compare with "language rater/assessor").

*Note.— Knowledge of operational procedures is not tested in language tests.*

**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.

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

**Test objective.** The language behavior's for which a test requires candidates to demonstrate their ability.

#### **4. Application for Approval of Aviation English language Training Organisation and Testing Service Providers**

4.1 Application for approval shall be made in the prescribed Performa specified at Appendices A, B and C to this CAR along with the prescribed fee as per Rule 133C of Aircraft Rules 1937, through <https://bharatkosh.gov.in> along with a copy of the Training and Procedures manual.

4.2 The Training and Procedure Manual for initial approval shall be submitted in paper copy. Once approved, an electronic copy may be maintained in the electronic document library.

4.3 Application pertaining to training/ assessment of Pilot/ Flight Engineer shall be submitted to DGCA (Attn: Directorate of Training and Licensing) while those pertaining to training/ assessment of Air Traffic Controllers/ Aeronautical Station Operators shall be submitted to DGCA (Attn: ANSS Directorate).

4.4 The application shall be signed with seal by Accountable manager of the company or any authorized signatory under in whose name such authority is issued by the Accountable manager.

4.5 All application duly completed in all respect shall be forwarded to DGCA at the following address:

Director General of Civil Aviation  
(Attn.: Director of Operations – DTL/ANSS)  
DGCA Complex, Opposite Safdarjung Airport,  
New Delhi - 110003, I N D I A.

#### **5. Facilities**

5.1 The Training organization shall establish facility appropriate to the size and scope of the training and shall provide physical environment conducive to the learning. These shall include:

##### **5.1.1 General:**

- i) Adequate Office Space for operational and administrative staff.

- ii) Storage area including secure area for training, examination and personnel records.

#### 5.1.2 Classrooms, Library and training aids:

- i) Adequate and well equipped class rooms. The classrooms shall be properly lighted and furnished. The size of the rooms shall be appropriate to accommodate the maximum number of trainees expected to be trained at any time. The optimum number of students recommended per class is twelve (12).
- ii) Library with adequate number of text books/ e-books for enhancing aviation English language learning.
- iii) Training aids like computer, projector/suitable monitor, multimedia, Aviation English language learning software etc.

### 6. Personnel

#### 6.1 Management Personnel

6.1.1 **Accountable Manager:** The organization shall appoint an accountable manager who has corporate authority for ensuring that training can be financed and carried out to the standard required by Aircraft Rules and this CAR. The accountable manager shall ensure that all necessary resources are available to accomplish training in accordance with laid down standards and establish and promote the quality standards for the training.

6.1.2 **Post Holders:** Aviation English Language Training Organizations and Testing Service Providers shall nominate a person or group of personnel for acceptance as post holder(s) for key positions. Depending upon the size and scope of the organization, a post holder may perform a combination of key roles and the same shall be described in the training and procedures manual. The nominated key positions are:-

- a) Accountable Manager
- b) Interlocutor
- c) Operational Expert.
- d) Language Expert.
- e) Aviation English trainers
- f) Quality Assurance Manager

6.1.3 **Minimum Qualification:** The Interlocutor, Rater 1 (Operational Expert), Rater 2 (Language Expert) and Aviation English trainers shall meet the minimum qualification and training including continued training requirements as prescribed in Appendix D.

6.1.4 Duties and responsibilities of the post holders shall be clearly defined in the Training and Procedures Manual. The post holder shall perform their duties upon assessment and approval/ acceptance by DGCA.

**7. Training and Procedures Manual**

- 7.1 Training Organization/Testing Service Providers shall prepare a training and procedures manual for approval by DGCA. Training and procedure manual developed by Training Organization/Testing Service Providers shall meet the requirements laid down Appendix-C.
- 7.2 The training and procedures manual shall be amended as necessary to keep the information contained therein up to date. The Training Organization/Testing Service Providers shall promptly furnish amendments to the training and procedures manual to DGCA for approval.
- 7.3 Copies of all the training and procedures manual including any amendments, thereto shall be furnished promptly to all organizations or persons to whom the manual has been issued after due approval of the amendment from DGCA.

**8. Aviation English Training Curriculum**

- 8.1 Aviation English Training will seek to address, in a systematic way, the six skills in the ICAO Rating Scale. Training will also aim to go beyond the test and provide the extensive practice that is necessary to consolidate language skills, build confidence and ensure adequate safety margins when operating in stressful conditions.
- 8.2 Aviation English Training Organization shall prepare an Aviation English Training Curriculum in line with ICAO Circular 323 and meet the requirements laid down in Appendix E.

**9. English language proficiency test**

- 9.1 Aviation English language proficiency language test needs to meet the following criteria:
- a) It must be a proficiency test of speaking and listening in context appropriate to aviation;
  - b) It must be based on the ICAO Rating Scale and holistic descriptors; and
  - c) It must test language use in a broader context than in the use of ICAO phraseologies alone.
- 9.2 English language proficiency test shall be conducted by a test team consisting of at least
- i. Interlocutor; and
  - ii. Two member Rater team comprising of
    - a) Operational Expert; and
    - b) Language Specialist Expert

- 9.3 Language tests for test taker should specifically address the language skills of the ICAO Rating Scale as well as the holistic descriptors.
- 9.4 Test taker shall demonstrate the ability to speak and understand the language used for radiotelephony communications to the level specified in the English language proficiency requirements in Appendix B of CAR Section 7 Series G Part III.
- 9.5 In order to ensure an impartial assessment process, the organizations shall ensure that the language assessment/Testing is independent of the language training.
- 9.6 English language Proficiency tests shall be conducted directly, through face-to-face only at approved address of testing services provider. And shall be recorded on audio and video media.

**10. Quality Assurance System**

- 10.1 The applicant shall establish a quality assurance system, acceptable to DGCA, which ensures that training and instructional practices comply with all relevant requirements of this CAR.
- 10.2 The Quality Assurance System must include a system for conducting internal audit covering the entire area of operation within 12 months. The internal audit shall be conducted by those who are not involved in day to day instructional activity and shall be conducted using customized checklist(s). Each deficiency must be addressed properly to enhance the quality of training and testing.

**11. Records**

- 11.1 The assessment documentation and records for candidates acquiring English Proficiency Level below Expert Level 6 shall be retained for a minimum period of six years. The records for Expert Level 6 shall be retained for lifetime. Records shall be made available to DGCA, as and when required.
- 11.2 All proficiency tests of speaking and listening ability involving interaction between the test-taker and testing team during the test shall be recorded on audio and video media.
- 11.3 The recordings should ensure review of assessment in case of an appeal.
- 11.4 Evaluation sheets and supporting documentation should be preserved for a predetermined and documented period of time as mentioned in para 11.1.

**12. Inspection by DGCA Team**

- 12.1 Based on the satisfactory review of application, completed checklists and documents, the training organization shall be inspected by a team constituted by DGCA (DTL/ANSS). Inspection will be carried out in presence of post holders.
- 12.2 Upon satisfactory compliance of all requirements, DGCA may grant an approval. The approval shall be valid for a period not exceeding five years from the date of issue.

**13. Issue of approval**

- 13.1 The issuance of an approval for a training organization and the continued validity of the approval shall depend upon the training organization being in compliance with the requirements of this CAR.
- 13.2 The approval document shall contain at least the following:  
(a) Organization's name and location;  
(b) Date of issue and period of validity;  
(c) Terms of approval

**14. Renewal of the approval**

- 14.1 An approved Aviation English Language Training Organization and Testing Service Provider must submit an application for renewal of the approval provided in the form prescribed at Appendix A along with following documents at least 60 days before the expiration of approval:  
(a) Prescribed fee under Rule 133C through <https://bharatkosh.gov.in>  
(b) Copy of latest internal audit report.  
(c) Compliance of all pending observations in respect of last inspection.

- 14.2 DGCA may renew the approval for a period not exceeding five years on being satisfied that the Aviation English Language Training Organizations and Testing Service Providers continues to maintain the required capability. An inspection of the Aviation English Language Training Organizations and Testing Service Providers may be carried out prior to renewal.

**15. Changes in the Scope of the Approval**

Any changes that affect the scope of their approval, for example, inclusion of new training or amending an existing training programme to take advantage of new training equipment/ technology or facilities shall be subjected to the DGCA's approval. The applicant shall provide the supporting information including the justification for assessment.

16. **Revocation, Suspension or Variation of the Approval**

An approval issued may be revoked, suspended or varied if the requirements set out in this CAR cease to be met in part or in whole, or if the standards on which approval was granted/ conformance of relevant provisions of Aircraft Rules 1937, are not maintained.



(B. S. Bhullar)  
Director General of Civil Aviation



**APPLICATION FOR APPROVAL OF ELP TRAINING ORGANISATION/  
TESTING SERVICE PROVIDER**

INITIAL APPROVAL

CHANGE

RENEWAL

1.1	Full name of applicant (in capital letters)	<input type="text"/>
1.2	Address of applicant (in capital letters)	<input type="text"/>
1.3	Telephone Number(s)	<input type="text"/>
1.4	Fax Number	<input type="text"/>
1.5	Email/ Telex number	<input type="text"/>
1.6	Nationality of the Applicant	<input type="text"/>

**2. DETAILS OF ELP TRAINING/ TSP ORGANISATION *(as required to be shown on the approval)***

2.1	Name of the Organization	<input type="text"/>
2.2	Name and Address of the Accountable manager	<input type="text"/>
	Telephone number	<input type="text"/>
	FAX number	<input type="text"/>
	Email-ID	<input type="text"/>
2.3	Correspondance address of the organization	<input type="text"/>
2.4	Permanent address of the organization	<input type="text"/>

2.5 Proposed location of ELP training facility

2.6 Proposed location of ELP training satellite facility (if any)

2.7 Proposed location of ELP testing

**3 TRAINING AND PROCEDURE MANUAL (TPM)**

Is a TPM enclosed with this application?  
(Ref Appendix)

YES

NO

**4. PROPOSED TRAINING COURSE CURRICULUM** enclosed with this application  
(refer ICAO circular 323)

YES

NO

**5. Copy of contract agreement for outsourced facility or equipment (if any).**

**6 Maximum Number of Trainees expected to be trained at any one time**

**7 ELP TRAINING/ TSP MANAGEMENT PERSONNEL**

7.1 Does the minimum qualification requirement for each management position are met as per CAR SEC 7 SERIES G PART V

YES

NO

7.2 Name of Accountable Manager  
(Please enclose a current Curriculum Vitae)

Telephone number

Email-ID

7.3 The person in charge of head of training.  
(Please enclose a current Curriculum Vitae)

Name

Status/ Designation

Telephone number

Email-ID

7.4 Interlocutor (s).

*Please enclose a current Curriculum Vitae)*

Name (s)

Status/ Designation

Telephone number

Email-ID

7.5 Rater 1 (Operational Expert (s)).

*(Please enclose a current Curriculum Vitae)*

Name

Status/ Designation

Telephone number

Email-ID

7.6 Rater 2 (Language Specialist (s)).

*(Please enclose a current Curriculum Vitae)*

Name

Status/ Designation

Telephone number

Email-ID

7.7 Quality Assurance Manager (s)

*(Please enclose a current Curriculum Vitae [CV])*

Name

Status/ Designation

Telephone number

Email-ID

7.8 The person responsible for Aviation English Training [For Training Organization]  
[Trainer]  
(Please enclose a current Curriculum Vitae)

Name

Status/ Designation

Telephone number

Email-ID

**8 DETAILS OF FEES**

8.1 Challan No. for online deposit  
(<http://bharatkosh.gov.in>)

8.2 Amount (refer Aircraft Rule 133 C)

**9 ANY OTHER INFORMATION:**

I hereby certify that the forgoing information is correct in every respect and no relevant information has been withheld.

SIGNATURE OF ACCOUNTABLE MANAGER

DATE.....

NAME.....

(in capital letters)

- Note:
1. Application not completed in all respect and not accompanied with relevant enclosures is likely to be rejected.
  2. The application shall be signed by the owner of the company. In case of any other person authorized by the owner, authorization should be attached with the application.
  3. It is an offence to make any false representation with the intent to deceive, for the purpose of procuring the ELP Training and TSP approval.

**Appendix B**

**Checklist for Testing Service Provider**

S.no.	Item	Reply	Notes
1.	Is the test is designed to assess speaking and listening proficiency in accordance with each component of the ICAO Language Proficiency Rating Scale and the holistic descriptors in Annex 1?	... YES ... NO	
2.	Is a definition of the test purpose that describes both the aims of the test and the target population accessible to all decision-makers?	... YES ... NO	
3.	Is a description of and rationale for test construct and how it corresponds to the ICAO language proficiency requirements accessible to all decision-makers in plain, layperson language?	... YES ... NO	
4.	Does the test comply with principles of good practice and a code of ethics as described in Chapter 6 of ICAO Doc 9835?	... YES ... NO	
5.	Does the test focus on discrete-point items, on grammar explicitly or on discrete vocabulary items?	... YES ... NO	
6.	Is a specific listening section with individual items included? <i>Note.— If comprehension is assessed through a specific listening section with individual items, it should not be done to the detriment of assessing interaction.</i>	... YES ... NO	
7.	Does the test include voice-only interaction?	... YES ... NO	
8.	Is the test is specific to aviation operations?	... YES ... NO	
9.	Does the test assess plain language proficiency in an aviation context?	... YES ... NO	
10.	Does the test avoid items that are designed to elicit highly technical or very context-specific language?	... YES ... NO	
11.	Is the final score for each test-taker the lowest of the scores in each of the six ICAO language proficiency skills?	... YES ... NO	

**6.3.3 TEST VALIDITY AND RELIABILITY**

<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
11.	Is a statement of evidence for test validity and reliability accessible to all decision-makers in plain, layperson language?	... YES ... NO	
12.	Is a description of the development process that includes the following information accessible to all decision-makers:  a) a summary of the development calendar?  b) a report on each development phase?	... YES ... NO  ... YES ... NO	
13.	Is an appraisal of the expected test washback effect on training accessible to all decision-makers?	... YES ... NO	

**RATING**

<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
14.	Is the rating process documented?	... YES ... NO	
15.	To fulfil licensing requirements, do at least two raters participate in the rating of tests, with a third expert rater consulted in case of divergent scores?	... YES ... NO	
16.	a) Are initial and recurrent rater training documented?  b) Are rater training records maintained?  c) Are raters audited periodically and reports documented?	... YES ... NO  ... YES ... NO  ... YES ... NO	
17.	If rating is conducted using new technology, including speech recognition technology, is the correspondence of such rating to human rating, on all aspects of the Rating Scale, clearly demonstrated in layperson language?	... YES ... NO	

TEST ADMINISTRATION AND SECURITY

S.no.	Item	Reply	Notes
<b>Test administration</b>			
18.	<p>Is a complete sample of the test published, including the following:</p> <p>a) test-taker documents (paper instructions, screen display, etc.)?</p> <p>b) interlocutor instructions or prompts?</p> <p>c) rater documentation (answer key, rating scale, instructions)?</p> <p>d) one complete sample of audio recordings (for listening sections or semi-direct prompts)?</p> <p>e) a demonstration of test-taker/interlocutor interaction?</p>	<p>... YES</p> <p>... NO</p> <p>... YES</p> <p>... NO</p> <p>... YES</p> <p>... NO</p> <p>... YES</p> <p>... NO</p>	
19.	Is the test rating process documented, including instructions on the extent and nature of evidence that raters should collect?	<p>... YES</p> <p>... NO</p>	
20.	Are the test instructions to the test-taker, the test administration team and test raters clearly documented?	<p>... YES</p> <p>... NO</p>	
21.	Are the requirements for equipment, human resources and facilities necessary for the test included in the instructions?	<p>... YES</p> <p>... NO</p>	
22.	Is the testing location moderately comfortable, private and quiet?	<p>... YES</p> <p>... NO</p>	
23.	<p>Is a full description of test administration policies and procedures available to all decision-makers? Does it include the following:</p> <p>a) policies and procedures for retaking the test?</p> <p>b) score reporting procedures?</p> <p>c) record-keeping arrangements?</p>	<p>... YES</p> <p>... NO</p> <p>... YES</p> <p>... NO</p> <p>... YES</p> <p>... NO</p>	

<i>Reference</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
	d) plans for quality control, test maintenance and ongoing test development?	... YES ... NO	
	e) purchasing conditions?	... YES ... NO	
24.	Has a documented appeals process been established and made available to test-takers and decision-makers at the beginning of the testing process?	... YES ... NO	
<b>Test security</b>			
25.	Is a full description of security measures required to ensure the integrity of the testing process documented and available to all decision-makers?	... YES ... NO	
26.	In the case of semi-direct prompts, are there adequate versions of the test to meet the needs of the population to be tested with respect to its size and diversity?	... YES ... NO	
27.	Are test questions and prompts held in confidence and not published or in any way provided to test-takers prior to the test event?	... YES ... NO	
28.	Is a documented policy for all aspects of test security accessible to all decision-makers?	... YES ... NO	

**RECORD-KEEPING**

<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
29.	Are all proficiency tests of speaking ability involving interaction between the test-taker and interlocutor recorded on audio or video media?	... YES ... NO	
30.	Are evaluation sheets and supporting documentation filed for a predetermined and documented period of time of sufficient duration to ensure that rating decisions can no longer be appealed?	... YES ... NO	
31.	Is the record-keeping process adequate for the scope of the testing and documented?	... YES ... NO	
32.	Is the score-reporting process documented, and are scores retained for the duration of the licence?	... YES ... NO	



<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
33.	Are results of testing held in strict confidence and released only to test-takers, their sponsors or employers, and the civil aviation authority, unless test-takers provide written permission to release their results to another person or organization?	... YES ... NO	

**ORGANIZATIONAL INFORMATION AND INFRASTRUCTURE**

<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
34.	Has an aviation language TSP provided clear information about its organization and its relationships with other organizations?	... YES ... NO	
35.	If a TSP is also a training provider, is there a clear and documented separation between the two activities?	... YES ... NO	
36.	Does the TSP employ sufficient numbers of qualified interlocutors and raters to administer the Required tests?	... YES ... NO	
37.	Has the TSP provided an explanation of how the test is maintained, including an explanation of how Ongoing test development is conducted?	... YES ... NO	

**TESTING-TEAM QUALIFICATIONS**

<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
<b>Familiarity with ICAO documentation</b>			
38.	Are all testing team members familiar with the following ICAO publications?  a) the relevant SARPS and Recommended Practices of Annex 1?  b) holistic descriptors (Appendix 1 to Annex 1) and the ICAO Rating Scale (Attachment A to Annex 1)?  c) <i>Manual on the Implementation of ICAO Language Proficiency Requirements</i> (Doc 9835)?  d) ICAO Rated Speech Samples CD?	... YES ... NO  ... YES ... NO  ... YES ... NO  ... YES ... NO	

<b>Test design and development team</b>			
<i>S.no.</i>	<i>Item</i>	<i>Reply</i>	<i>Notes</i>
39.	Does the test design and development team include individuals with aviation operational, language test development, and linguistic expertise?	... YES ... NO	
<b>Test administration team (administrators and interlocutors)</b>			
40.	Do test administrators and interlocutors have a working knowledge of the test administration guidelines published by the test organization?	... YES ... NO	
41.	Do interlocutors demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested and proficiency at Expert Level 6 if the test is designed to assess ICAO Level 6 proficiency?	... YES ... NO	
42.	Have interlocutors successfully completed initial interlocutor training?	... YES ... NO	
43.	Have interlocutors successfully completed recurrent interlocutor training at least once each year?	... YES ... NO	
44.	Do interlocutors have appropriate aviation operational or language testing expertise, or both?	... YES ... NO	
<b>Rater team</b>			
45.	Do raters demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested, and Expert Level 6 if the test is designed to assess ICAO Level 6 proficiency?	... YES ... NO	
46.	Are raters familiar with aviation English and with any vocabulary and structures that will likely be elicited by the test prompts and interactions?	... YES ... NO	
47.	Have raters successfully completed initial rater training?	... YES ... NO	
48.	Have raters successfully completed recurrent rater training at least once each year?	... YES ... NO	

**Appendix 'C'**

**Training and Procedures Manual**

1. The training/testing organization shall provide a training and procedures manual for the use and guidance of personnel concerned. This manual may be issued in separate parts and shall contain at least the following information:
  - a) a general description of the scope of training authorized under the organization's terms of approval;
  - b) the content of the training programmes offered including the courseware and equipment to be used;
  - c) a description of the organization's quality assurance system in accordance with CAR;
  - d) a description of the organization's facilities;
  - e) the name, duties and qualification of the person designated as responsible for compliance with the requirements of the approval;
  - f) a description of the duties and qualification of the personnel designated as responsible for planning, performing and supervising the training;
  - g) a description of the procedures used to establish and maintain the competence of instructional personnel as required;
  - h) a description of the method used for the completion and retention of the training records required;
  - i) a description, when applicable, of additional training needed to comply with an operator's procedures and requirements; and
  - j) When DGCA has authorized an approved training organization to conduct the testing required for the issuance of an ELP Certificate in accordance with CAR Section 7 Series G Part III, a description of the selection, role and duties of the authorized personnel, as well as the applicable requirements of this CAR.

**Appendix 'D'**

**Minimum qualification and training including continued training requirements -  
Interlocutor, Rater 1 (Operational Expert), Rater 2 (Language Expert) and  
Aviation English trainers**

**1. Interlocutors**

1.1 Demonstrate language proficiency of at least ICAO Expert Level 6.

1.2 Successfully completed initial interlocutor training;

or

A pilot/ air traffic controller holding English Language Proficiency of Expert Level 6 and having at least 5 years of experience in civil aviation operations.

1.3 Shall have appropriate aviation operational experience or language testing expertise, or both.

1.4 Shall be required to undergo recurrent interlocutor training at least once each year.

**2. Rater 1 (Operational Expert)**

2.1 Minimum 10 Years of Radiotelephony Experience as a Flight Crew member/ Air Traffic Controller/ Aeronautical Station Operator in civil aviation

or

Should have Initial Rater training

2.2 Holding English Language Proficiency of Expert Level 6.

2.3 Shall be required to undergo recurrent rater training at least once each year.

**3. Rater 2 (Language Specialist Expert)**

3.1 Hold a Master's degree (English); and

3.2 Have Initial rater training

or

Have at least 05 years teaching experience in an Aviation English programme, or English for specific purpose teaching or Teaching English as Foreign/Second Language

or

Working Knowledge of Principles of theoretical and applied linguistics

- 3.3 Shall be required to undergo recurrent rater training at least once each year.

*Note 1: Initial and recurrent training aiming to standardize rater behaviour is vital to objectivity. As a language testing standard, raters should undergo approximately 40 hours of initial rater training and 24 hours of recurrent training per year.*

*Note 2: Aviation English language Training organizations may also include to carry out Initial and recurrent training for Interlocutors and Raters in their organization Training and Procedure Manual.*

#### **4. English Trainer**

4.1 The Aviation English trainers should meet following requirement:

- (i) Hold a Master's degree (English); and
- (ii) Have at least 3 years teaching experience in an Aviation English programme, or English for specific purpose teaching or Teaching English as Foreign/Second Language
- (iii) In-depth knowledge of Doc 9835 and ICAO Language Proficiency Requirements — Rated Speech Samples (CD)

*Note: All members of the testing team should be familiar with the following ICAO publications:*

- (i) the relevant Standards and Recommended Practices of Annex 1;*
- (ii) holistic descriptors (Appendix 1 to Annex 1) and the ICAO Rating Scale (Attachment A to Annex 1);*
- (iii) Doc 9835; and*
- (iv) ICAO Rated Speech Samples CD*

**Appendix 'E'**

**Aviation English training Curriculum**

1. Aviation English training curriculum must be in line with Appendix B of ICAO Doc 9835
2. The primary objective of aviation English training curriculum must be to build and enhance communicative skills and strategies. The training program shall include a checklist to ensure that each of the six ICAO Rating Scale skills mentioned below receives adequate and appropriate attention.
  - (i) Pronunciation: Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.
  - (ii) Structure: Both basic and complex grammatical structures and sentence patterns are consistently well controlled.
  - (iii) 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.
  - (iv) 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.
  - (v) Comprehension: Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.
  - (vi) Interactions: Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately
3. The courseware must also be designed to take students progressively towards Operational Level 4 and ensure that they attain it with a comfortable safety margin.
4. The training for ab-initio students should at least cover language and communication skills in areas of the following:-
  - (i) Aerodrome communication
  - (ii) En-route communication
  - (iii) Pilot/controller and Controller/ controller interactions
  - (iv) Triggering actions in aeronautical communication
  - (v) Sharing information in aeronautical communication
  - (vi) Incident reporting in aeronautical communication
  - (vii) Aviation related lexis
  - (vii) Miscellaneous language of aeronautical communication such as managing an emergency with other cabin and flight deck crews; calming unruly or distressed passengers; handling hijackers, terrorists, etc.; and liaising with fire crews and emergency services.
  - (viii) Miscellaneous language of aeronautical communication such as managing an emergency with other cabin and flight deck crews; calming unruly or distressed passengers; handling hijackers, terrorists, etc.; and liaising with fire crews and emergency services.