



L4 FOR STUDENT SELECTION & ADMISSIONS: A SQUARE PEG IN A ROUND HOLE

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LANGUAGE PROFICIENCY IS IMPORTANT





L4

ICAO LEVEL 4



“The sole object is aeronautical radiotelephony communications”

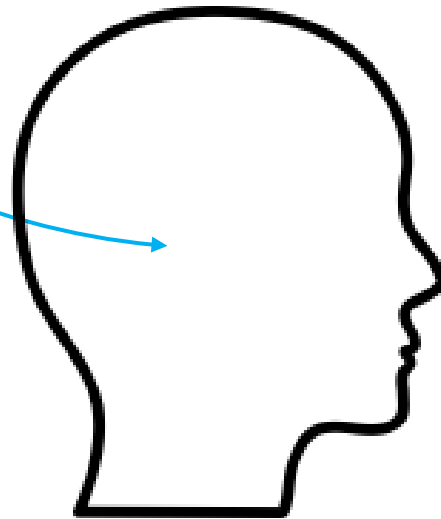
ICAO DOCUMENT 9835 SECTION 3.2.7

TESTS OF LANGUAGE FOR THE ICAO LPRs

1. CONTENT AND TASKS

LISTENING

RTF + PE



SPEAKING

RTF + PE

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1. CONTENT AND TASKS

LISTENING

RTF + PE



SPEAKING

RTF + PE

2. ASSESSMENT

Level	Pronunciation	Structure	Vocabulary	Fluency	Comprehension	Interactions
Expert	Pronunciation is clear and consistent. Range of intonation and stress patterns is used effectively. Accents are understood.	Both basic and complex grammatical structures are used accurately and fluently. A wide range of structures is used to convey meaning.	Extensive range and depth of vocabulary is used accurately and fluently. A wide range of structures is used to convey meaning.	Fluency is high. There is a natural flow and rhythm to the speech. There are few hesitations or pauses. The speaker is able to handle complex situations and to interact effectively with others.	Comprehension is high. The speaker is able to understand and respond to a wide range of spoken communication. There are few misunderstandings or errors.	Interacts with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way.
Advanced	Pronunciation is clear and consistent. Range of intonation and stress patterns is used effectively. Accents are understood.	Both basic and complex grammatical structures are used accurately and fluently. A wide range of structures is used to convey meaning.	Extensive range and depth of vocabulary is used accurately and fluently. A wide range of structures is used to convey meaning.	Fluency is high. There is a natural flow and rhythm to the speech. There are few hesitations or pauses. The speaker is able to handle complex situations and to interact effectively with others.	Comprehension is high. The speaker is able to understand and respond to a wide range of spoken communication. There are few misunderstandings or errors.	Interacts with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way.
Upper	Pronunciation is clear and consistent. Range of intonation and stress patterns is used effectively. Accents are understood.	Both basic and complex grammatical structures are used accurately and fluently. A wide range of structures is used to convey meaning.	Extensive range and depth of vocabulary is used accurately and fluently. A wide range of structures is used to convey meaning.	Fluency is high. There is a natural flow and rhythm to the speech. There are few hesitations or pauses. The speaker is able to handle complex situations and to interact effectively with others.	Comprehension is high. The speaker is able to understand and respond to a wide range of spoken communication. There are few misunderstandings or errors.	Interacts with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way.
Lower	Pronunciation is clear and consistent. Range of intonation and stress patterns is used effectively. Accents are understood.	Both basic and complex grammatical structures are used accurately and fluently. A wide range of structures is used to convey meaning.	Extensive range and depth of vocabulary is used accurately and fluently. A wide range of structures is used to convey meaning.	Fluency is high. There is a natural flow and rhythm to the speech. There are few hesitations or pauses. The speaker is able to handle complex situations and to interact effectively with others.	Comprehension is high. The speaker is able to understand and respond to a wide range of spoken communication. There are few misunderstandings or errors.	Interacts with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way.
Basic	Pronunciation is clear and consistent. Range of intonation and stress patterns is used effectively. Accents are understood.	Both basic and complex grammatical structures are used accurately and fluently. A wide range of structures is used to convey meaning.	Extensive range and depth of vocabulary is used accurately and fluently. A wide range of structures is used to convey meaning.	Fluency is high. There is a natural flow and rhythm to the speech. There are few hesitations or pauses. The speaker is able to handle complex situations and to interact effectively with others.	Comprehension is high. The speaker is able to understand and respond to a wide range of spoken communication. There are few misunderstandings or errors.	Interacts with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way. The speaker is able to interact with others in a natural and effective way.

ICAO RATING SCALE

ON ARRIVAL AT FLIGHT SCHOOL

- Introduce yourself
- Understand the school fire alarm procedures
- Listen to an instructor talking about atmospheric pressure
- Find the lunchbox you left in the cafeteria
- Read a textbook about principles of flight
- Chat with a student from another country
- Ask the instructor a question about airspace in front of 25 other students
- Call reception to tell the school you're sick
- Listen to an instructor as he raises the nose into a gentle left-hand turn

ZERO KNOWLEDGE, ZERO HOURS



STATE APPROVED TEST FOR PILOT LICENSING

- Listening to extended RT communications
- RT role play with air traffic control

AIRLINE SPONSORED FLIGHT TRAINING

- English L2 applicants
- Assessment for selection and admissions

PROBLEM #1

Good students fail

- Because of knowledge, not language
- A life-changing career opportunity is lost

Washback is negative

- Zero-hours applicants study standard phraseology on their own
- 'ICAO certified' teachers:
 - Don't improve success rates
 - Don't help students prepare for flight school

PROBLEM #3

Everyone gets frustrated

- Cadets complain: "but my English is good! I got IELTS 7!"
- The airline complains: "your raters are too harsh!"
- The CAA audits: "too many appeals!"

PROBLEM #4

Students are not ready for flight training



"The ICAO Rating Scale does not address reading skills"

ICAO DOCUMENT 9835 SECTION 4.5.5.A

PROBLEM #4

Students are not ready for flight training



CFI: *"The ICAO LPRs are a waste of time"*

CHANGE THE TEST!

CONTENT AND TASKS

RT COMMS



ASSESSMENT

ICAO RATING SCALE



TAKE AWAY #1

ICAO LPR TESTS MUST ENGAGE RT COMMUNICATIONS



If they don't, they're not ICAO LPR tests!

TAKE AWAY #2

ICAO LPR TESTS FOR STUDENT SELECTION & ADMISSION:

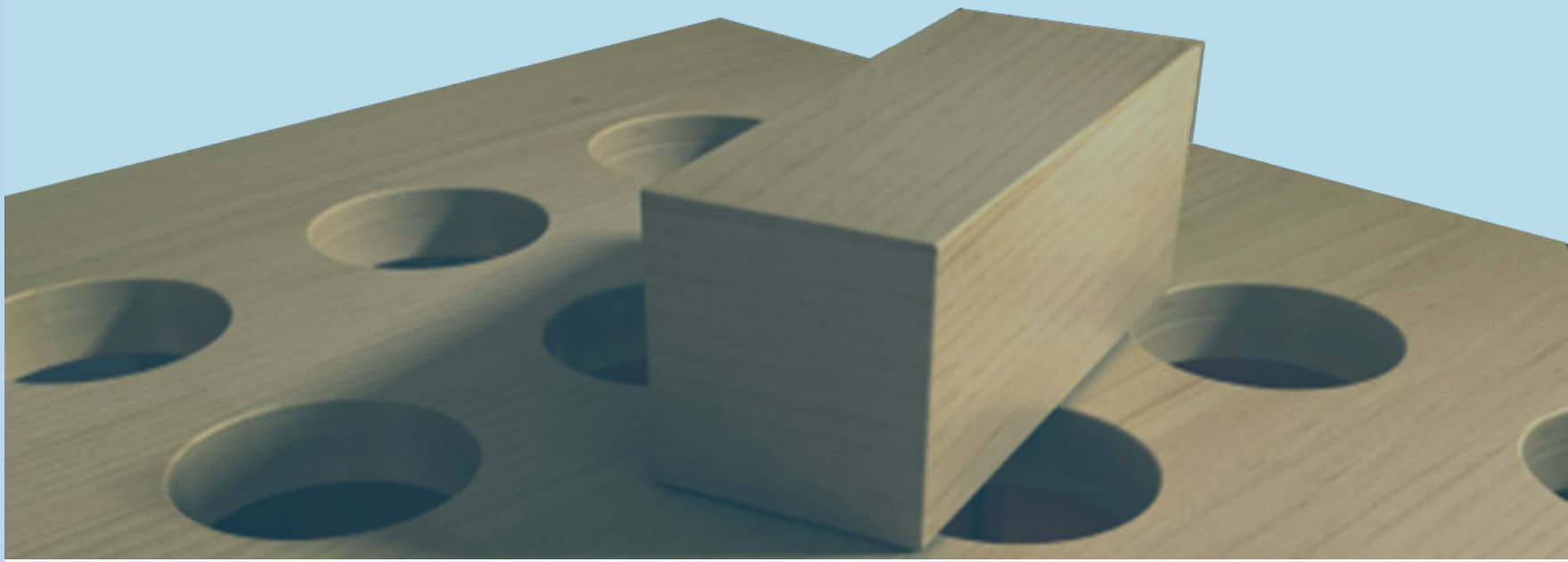
- Produce poor and invalid measures
- Constitute test misuse:
 - Unfair for the students
 - Unhelpful for the sponsor
 - Unhelpful for the flight school
 - Undermines ICAO's safety objective

TAKE AWAY #3

WE MUST MEASURE STUDENTS' ABILITY TO COPE WITH:

- The broad flight school environment
- Listening to and interacting with instructors and other students
- Reading texts designed for students of aviation training

Such a test can not be a test of ICAO L4!



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Thank you!