EAC

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English Language
A. General

1. Purpose.

This Egyptian Advisory Circular (EAC) provides guidance for Flight Crew , Air Traffic Controller, training organizations, designated examiners, Flight Navigators and Flight Engineers English language skills required for certification under ECAR Parts 61, 63, and 65.

2. Background.

There are distinct regulatory English Language Requirements in ECAR Part 61 for Pilots, and Flight and Ground Instructors; Part 63, for Flight Navigators and Flight Engineers; and Part 65, Air Traffic Controller.

3. English Language Requirements

(a)Part 61 requires that pilots and flight and ground instructors must be able to read, write, speak, and understand the English language. If the applicant cannot meet these requirements of English fluency, an Flight Crew license cannot be issued. For medical reasons, an appropriate limitation may be placed on the license.

(b)Parts 63 require that if a Flight Navigator, Flight Engineers, cannot read, write, speak, or understand the English language; an appropriate limitation may be placed on the certificate.

(c)Part 65 requires that Air Traffic Controller must be able to read, write, speak**,** and understand the English language. If the applicant cannot meet these requirements of English fluency, an ATC license cannot be issued. For medical reasons, an appropriate limitation may be placed on the license.

Note: Language: The Arabic and English languages are designated for use by Pilots and Air Traffic Controllers. They shall demonstrate the ability to read, write, and understand the English language and speak it without accent or impediment of speech that would interfere with two-way radio conversation;

4. Related Regulations and Advisory Material:

The information contained in this EAC complements the publications listed below. Users of this EAC should refer to current editions of the following:

(a) Egyptian Civil Aviation Regulations. (Latest Revisions)
   (1)Part 61 Sections 61.26
   (2)Part 63 Sections 63.9
   (3)Part 65 .101

(b) English Language Requirements. Appendix I to this EAC. Additional information on ICAO Language Proficiency Requirements may be found in the following publications.
   (1) Annexes Annex 1, 6, 10; and 11 to the International Civil Aviation Organization (ICAO) Convention on International Civil Aviation.
   (2) ICAO Doc.9853 -Manual on the Implementation of ICAO Language Proficiency Requirements
   (3) Procedures for Air Navigation Services – Air Traffic Management (PANS-ATM) ICAO doc. 4444.

5. Competency Guidance.

When there is a question of an applicant meeting the English language requirements, the examiner will determine the applicant's ability to **read, speak, write,** and **understand** the English language. The examiner will evaluate the applicant's speech and accent, if any, relative to sentence patterns, sentence structure, spelling of written text, and in the case of an air traffic control clearance, use of standard clearance terminology.

 (a)For all Licensing testing, applicants will be required to read a section of a technical manual, and then write and explain their interpretation of that reading. An

appropriate technical manual in this sense means an airplane flight manual, a maintenance manual or other publications as appropriate for the license or rating sought.

(b) For practical tests involving Airport Tower Services and Flight Service Station (FSS) En- Route Services, examiners will simulate typical communications and require the applicant to copy and read back the communication.

(c) For practical tests requiring the receiving and acknowledgment of air traffic control instrument flight rule clearances, examiners will simulate typical clearance deliveries and require the applicant to copy and read back the clearances.

(d) If applicants can demonstrate the ability to write and explain the intent of a selected reading, and read back simulated communications with little or no hesitation and/or misunderstanding, they will have satisfactorily met the intent of the English Language Requirement. Flight Crew or ATC applicants, whose English language skills are still in question, shall be referred to evaluation by an Aviation Safety Inspector / ATC Safety Inspector or an approved ECAA English Language Proficiency Training Organizations; and

(e) Have demonstrated an adequate level of linguistic abilities in accordance with the requirements set out in Appendix I, to this EAC

6. Responsibility.

It is important that all Flight Crew and ATC applicants demonstrate their ability to **read, speak, write,** and **understand** the English language. Each applicant must demonstrate an ability to mentally grasp critical information which often must be read and understood while conducting a variety of aviation operations. The responsibility for ensuring applicants meet the English language requirements is shared by Flight and Ground Instructors, Aviation Schools, designated examiners, and Aviation Safety Inspectors / ATC Safety Inspector. Ultimately, the designated examiner and the aviation safety inspector are required to evaluate each applicant's eligibility, including English fluency, prior to beginning the practical test or accepting an application for a Flight Crew license or rating.

B. ICAO
English Language Proficiency Requirements

Linguistic Requirements:
1. ECAA shall ensure that **Pilots** and **Air Traffic Controllers** can demonstrate the **ability to speak and understand** English to a satisfactory standard. Their proficiency shall cover the **rating scale** set out in **Appendix 1**, of this EAC. It shall reach at least ICAO Operational level 4 of the language proficiency requirements specified in that Appendix, and ICAO Annex 1. Appendix A.
2. The **language proficiency requirements** of the applicant shall be formally evaluated at regular intervals, except in the case of applicants who demonstrate proficiency level 6; as follows:
   (a) those demonstrating language proficiency at the Operational Level (Level 4) should be evaluated at least once every three years; and
    (b) those demonstrating language proficiency at the Extended Level (Level 5) should be evaluated at least once every six years.
3. The evidence of language proficiency shall be included in the license by means of a specific language proficiency endorsement.

Requirements for Proficiency in Languages
The language proficiency requirements are applicable to the use of both phraseologies and plain language. To meet the language proficiency requirements an applicant for a license or a license holder shall be assessed and must demonstrate compliance at least with the Operational Level (Level 4 As of 5 March 2008) of the Language Proficiency Rating Scale described in Appendix 2.

Holistic descriptors (Appendix 1)
 Proficient speakers shall:
   (a) Communicate effectively in voice-only (telephone/radiotelephone) and in face-to-face situations;
   (b) Communicate on common, concrete and work-related topics with accuracy and clarity;
   (c) Use appropriate communicative strategies to exchange messages and to recognize and resolve misunderstandings (e.g. to check, confirm or clarify information) in a general or work-related context;
   (d) 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
   (e) Use a dialect or accent which is intelligible to the aeronautical community.

Language proficiency
   (a) Operators shall ensure that flight crew members demonstrate the ability to speak and understand the language used for aeronautical radiotelephony communications as specified in Appendix 1& ECAR Parts 61.26
   (b) Operators shall ensure that Flight Navigators, Flight Engineers, demonstrate the ability to speak and understand the language used for aeronautical radiotelephony communications as specified in Appendix 1& ECAR Parts 63.9
   (c) An air traffic services provider shall ensure that air traffic controllers speak and understand the language(s) used for radiotelephony communications as specified in Appendix 1& ECAR Parts 65.101
   (d) Except when communications between air traffic control units are conducted in a mutually agreed language, the English language shall be used for such communications.

Appendix 1
Pre-operational, Elementary and Pre-elementary Levels

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

ICAO LANGUAGE PROFICIENCY RATING SCALE

1.1   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*	*VOCABULARY*	*FLUENCY*	*COMPREHENSION*	*INTERACTIONS*
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with	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	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses	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	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 familial' 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	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	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.	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,	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 I, 2 and 3 are on subsequent page.	