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CHAPTER 1
ORGANIZATION AND RESPONSIBILITY

1.1. TRAINING ORGANIZATION
### 1.2. AUTHORIZED PERSONEL

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<tr>
<th>NO</th>
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<tr>
<td>1</td>
<td>Capt. Novyanto Widadi, S.AP., MM. Director</td>
<td>- CERTIFICATE 143</td>
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<td>2</td>
<td>Capt. Arsanto Noorwahyu, SE., M.Si. General Manager</td>
<td>- CERTIFICATE 142</td>
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<tr>
<td>3</td>
<td>Wahyu Kurniawan, SE., MM. Head of Aviation Safety Training Depertment</td>
<td>- CERTIFICATE 143</td>
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<td>4</td>
<td>Sutama, SS., M.Si. Coordinator &amp; Rater</td>
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<td>5</td>
<td>Dwi Lestary, S.ST., MA., MS.ASM. Rater</td>
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<tr>
<td>6</td>
<td>Emilia Rahajeng Larasati, S.ST., M.MTr. Rater</td>
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1.3. DUTIES AND RESPONSIBILITIES

1. Duties of IELP Test Coordinator:
   a) To direct, manage, and coordinate all IELP test activities so that they can run effectively, efficiently, and appropriately in accordance with STPI IELP test TPM, CASR, DGCA references, and ICAO standard.
   b) To ensure the quality of STPI IELP Test in relation with customer satisfaction.
   c) To observe STPI rater performance, and to propose refreshing rater training when necessary.
   d) To conduct internal assessment to new STPI rater candidates.
   e) To schedule STPI raters to execute IELP test.
   f) To ensure that there must be two raters available to assess IELP Test Takers on every IELP test.
   g) To make a report to general manager any important thing related to IELP.

2. Duties of Rater:
   a) To give briefing to test takers.
   b) To perform interview to test takers.
   c) To record the interview.
   d) To assess test taker English proficiency
   e) To complete the form of IELP test result.
   f) To determine test taker level.
   g) To sign test taker level reporting form.
   h) To sign test taker IELP level on license.
   i) To stamp test taker IELP level on license.
   j) To deliver all IELP forms and record to administrator.
3. Duties of Administrators:

a) To check test taker on line registration.

b) To check test taker test payment.

c) To inform raters the date of IELP test.

d) To prepare test forms, rooms, facilities, etc.

e) To help test takers complete attendant list and cv.

f) To receive final result of test from raters (form and audio record)

g) To collect test takers license to be stamped.

h) To help raters to stamp test taker license.

i) To return license to test takers.

j) To report final result of the test to GM of IELP test and Academic Affair for further process.

k) To write test taker level reporting form.

l) To ask raters to sign test taker level reporting forms.

m) To classify IELP test document based on test taker level.

n) To keep all IELP test document in a secure place.

o) To create data base of IELP test.
CHAPTER 2
TESTING TEAM QUALIFICATION

2.1. GENERAL
Director General may appoint IELP testing team. Guidance on the required qualifications for test development, design and administration team that conduct IELP test is provided below. Within a testing team, the same person may possess several areas of expertise or play several roles. The testing team should include test designers, developers, administrators, interlocutors and raters.

2.2. FAMILIARITY WITH DGCA AND ICAO DOCUMENTATION
All members of the testing team should be familiar with the Regulation regarding ICAO English Language Proficiency and following ICAO publications:

a) The Relevant Standards and Recommended Practices of ICAO Annex 1;
b) Holistic descriptors stated on Appendix 1 to ICAO Annex 1;
c) ICAO Rating Scale (APPENDIX A to ICAO Annex 1);
d) ICAO Doc 9835 Manual on the Implementation of ICAO Language Proficiency Requirements; and
e) ICAO Doc 9432 Manual of Radiotelephony.

2.3. STPI APPOINTS TEST DESIGN AND DEVELOPMENT TEAM
STPI appoint test design and development team which includes individuals with the operational, language test development, and linguistic expertise describe below:
1. Operational expertise:
   a) Radiotelephony experience as a Pilot, Air Traffic Controller or Aeronautical Station Operator;
   b) Experience in aeronautical operations and procedures and working knowledge of current practices.

2. Language test development expertise:
   a) Specialization in language test development through training, education or work experience;
   b) Working knowledge of the principles of best practice in language test development.

3. Linguistic expertise:
   a) Working knowledge of principles of theoretical and applied linguistics;
   b) Working knowledge of the principles of language learning;
   c) Experience in aviation language teaching.

2.4. TEST ADMINISTRATION
STPI employs administrators to supervise and manage the IELP test. Those persons are appointed based on their knowledges and familiarity to the process and requirements of IELP test. STPI has not employed interlocutors because so far, in conducting test, raters still handle double position, whether as raters or interlocutors based on the scenarios played in the interview or test. Even though raters have double positions, it doesn’t cause a problem because STPI raters really comply all requirements needed.
2.5. RATER TEAMS

2.5.1. Rater Team Qualification

STPI has several raters to conduct IELP test. Their background consists of certain requirements determined by ICAO/DGCA/STPI.

1. Operational expertise

Qualification of Raters from operational expertise:

a) Possess ATC background.
b) Minimum 2 years experience in aviation work.
c) Own good aviation language knowledge.
d) Have minimum level 5 in IELP test.
e) Have rater designation from DGCA.
f) Have good integrity in working (proved by a letter from STPI)
g) Have rater certificate issued by a rater training provider approved/Recommended by DGCA/ICAO.

2. Language specialist expertise

Qualification of Raters from Language Specialist Expertise:

a) Have formal English language major from university.
b) Own good Aviation English.
c) Minimum 3 years experience in aviation English training and testing.
d) Have rater designation issued by DGCA.
e) Ever join rater training and possess a rater certificate.
f) Have good integrity in working (proved by STPI letter)

In recruiting new candidates of raters, STPI does several phases:

a) Offer interested candidates of rater to join IELP test.

b) Ask candidates getting level 5 of IELP test to join a rater training.

c) Complete an application to be a rater with the required document.

d) Join internal / STPI rater assessment attendance by STPI IELP coordinator.

e) Propose the qualified candidates to DGCA to get a rater designation.
CHAPTER 3
TESTING PROCEDURE

3.1. REGISTRATION
1. IELP test takers can do on line registration via STPI IELP web
2. Test taker can chose the date of examination he/she wants
3. Test taker must pay the cost of examination/test
4. Test taker can upload the payment receipt
5. Test taker will receive confirmation of his/her registration
6. Test taker must do the test at STPI IELP test room in accordance with
   Requested date.

3.2. TEST TIME TABLE
Test schedule normally start and finish will be conducted as follows:
   a. 8.30 a.m - 9.00 a.m : Completed the attendance list
   b. 9.00 a.m - 9.15 a.m : Pretest briefing
   c. 9.15 a.m - 12.30 p.m : Interview test
   d. 12.30 p.m - 1.00 p.m : Lunch break
   e. 1.00 p.m - 1.30 p.m : Evaluation and rating session.

3.3. TEST EXECUTION
1. Administrators ask test takers to enter and sit down in the waiting room
2. Administrators ask test takers to complete attendance list and cv
3. Administrators collect the completed attendance list and cv
4. Administrators ask test takers to deliver his/her license (ATC/ACO)
5. Administrators give attendance list, scoring sheets and a recorder to raters
6. Raters start the test by briefing test takers
7. Raters determine test taker sequence
8. Raters and first test taker enter the test room
9. Raters start the interview test
10. Raters record the interview
11. Raters rate the test taker and complete the scoring sheets and the recorder
12. Raters determine the test taker IELP level and sign the scoring sheet
13. Raters give all the scoring sheets and the recorder to administrators when the test is done
14. Raters sign test taker license and stamp (helped by administrators)
15. Administrators informs the test result and returns the licenses to test takers.

3.4. IELP TEST BRIEFING

Good morning everybody, welcome to STPI for IELP test. As usual, before we start, I always give short briefing. For your information that STPI right now only used one model of test. That’s interview only or OPI. It stands for Oral Proficiency Interview. Each of you will be interviewed for max 15 minutes by 2 raters. The questions given to you will be about your job, whether as a pilot, ATC, ACO and Flight Engineer. When responding our questions, try to speak English properly and well. You must consider 6 aspects to be assessed starting from pronunciation, structure, vocabs, fluency, comprehension, and interaction. Your final level will be the lowest level of 6 aspects to be assessed.
In assessing you, raters will always do on the track and properly. Raters will not assess you by feeling, but will always refer to wholistic descriptors, ICAO rating scale, and other ICAO documents recommended, the interview will also be recorded for surveillance and other purposes.

We are authorised raters and have been certified by DGCA. But we also have limitation, so when we assess you improperly, our certificate and authority can also be terminated by DGCA. For your info that our rater certificate validity is not permanent, but only 2 years.

Furthermore, when you are not satisfied with the result of your test, you can make complaint via an official letter to STPI. We would be glad to accept it, and give detail explanation about your test.

Finally, I would like to say thanks to all of you to give trust to STPI and good luck.

3.5. SAMPLE OF INTERVIEW QUESTION

1. May I know your full name?
2. Where do you live?
3. Are you a Pilot/ATC/ACO?
4. Where did you take your Pilot/ATC/ACO training?
5. May I know the reason why you chose that job?
6. In your opinion, what will be the riskiest thing when you do your job?
7. Can you share more info why that thing you think the riskiest one?
8. Please inform us the steps/procedures when you want to start your job.
9. Is it easy for you to do your routines?
10. Suppose when you are at FL 250 you hear an explosion in the passengers Cabin, what will you do?

11. Will you also inform your condition to ATC?

12. How will you try to inform ATC, please simulate!

13. What may happen to your passengers if you keep flying at 250 and you have cabin pressure problem due to the explosion?

14. What will be the best action to safe the passenger condition?

15. According to you, what assistance must be prepared on your arrival?

16. In relation with the condition, what is the essential thing that must be owned by a pilot so that he will be able to solve the condition?

17. Have you been completed with a kind of training to face abnormalities?

18. Can you share info about you training and what is the function when it really happens?

19. To end this interview, may I know your favorite activities when you have a day off?

20. This is the end of the interview, thank you and good luck!

3.6. PROCESS OF INTERVIEW

The Process of interviewing is conducted with the following phase:

1. **Warm-up phase**: Three minutes warm up period where the rater asks a few simple questions regarding the test taker’s background.
2. **Level check phase**: Rater asks a series of operationally-based questions which establish the test taker’s base level proficiency. This phase will approximately take 5-7 minutes.

3. **Probe phase**: Rater probes with additional questions in order to see how much language the test taker can produce and how test taker responds to the unexpected. This phase will approximately take 5-7 minutes.

4. **Wrap-up phase**: This section of the interview is the closing. It usually lasts only 1-3 minutes. The rater generally asks one or two questions and thanks to test taker for his time.

### 3.7. RATING

As mentioned before that STPI uses direct testing method, that is OPI. It stands for Oral Proficiency Interview. This interview is documented by recording the interview (conversation between test takers and raters).

Rating is done when the interview takes place, and it is conducted by 2 raters, and at least one of them is a language expert. 2 raters are used to reduce the possibility of rater error, and helps to ensure a comprehensive evaluation of each test taker.

To determine the final result of test taker level, both raters must have same decision. When there’s different opinion, it will be consulted to third expert rater. Rater with language expertise/linguist will be the one who must be responsible with the final result of IELP test. That’s why he/she acts as first rater.
CHAPTER 4
TEST DESIGN

4.1. METHOD OF TESTING

ICAO English Language Proficiency Test can be delivered through direct or semi-direct testing. The primary difference between direct and semi-direct testing techniques lies in how speech samples are elicited, that is, in how the “prompts to speak” are delivered to the test-taker. Direct speaking tests involve face-to-face or telephonic interactions between the test-taker and the interlocutor, who may also serve as a rater. In semi-direct testing, test prompts and questions are pre-recorded, and test-takers’ responses are recorded for evaluation at a different time and in some cases a different place. Despite their different attributes, both live and recorded testing procedures share their common purpose: the direct assessment of an individual’s speaking and interactive abilities.

4.1.1. Direct Testing

In direct testing procedures. The test-taker interacts with a “live” interlocutor, who may also be a rater. The person-to-person interaction in a direct testing procedure may be directly observed and assessed in real time by a rater or can be recorded for subsequent rating. Test-takers are asked to perform language tasks based on a set of elicitation prompts. A prompts may be a question asked by, or a topic given by, an interlocutor. The test-taker may be asked, for example, to engage in a conversation-like interview with the interlocutor or to perform in a role-play.
ICAO ENGLISH LANGUAGE PROFICIENCY TESTING PROCEDURES MANUAL

4.1.2. Semi-direct Testing

In semi-direct testing, speech samples are elicited through pre-recorded and thereby standardized prompts. This is a significant benefit in that every test-taker receives the same or similar prompts, facilitating fairness. Another advantage of semi-direct testing is that the test can be administered in an audio or computer laboratory so that a large number of test-takers can be tested at the same time.

English Language Proficiency Test in STPI using Direct Testing procedures. Raters give interview to test-takers, person to person interaction.

4.2. TEST DESIGN AND CONSTRUCT

The test in STPI is designed to assess speaking and listening proficiency in accordance with each component of the ICAO English Language Proficiency Rating Scale and the holistic descriptors stated on Appendix C of CASR 61 and CASR 69.

1. **A definition of test purpose that describes the aims of the test and the target population should be accessible to all decision-makers.**

   **What it means.** Different tests have different purposes and different target populations. If an existing test is being considered, it is important that the organization offering the test clearly describes the purpose of the test and population of test-takers for whom the test was developed.
Why it is important. A clear definition of test purpose and target population is a necessary starting point for evaluating the appropriateness of a test. The purpose and target population of a planned test influence the process of test development and test administration. For example, a test designed to evaluate the proficiency of *ab initio* pilots may be very different from a test developed for experienced or professional pilots; likewise, a test designed to measure pilots’ or controllers’ progress during a training program may be inappropriate as a proficiency test for licensing purposes.

2. A description and rationale for test construct and how it corresponds to the ICAO English Language Proficiency requirements should be accessible to all decision-makers in plain, layperson language.

What it means. There are different approaches to proficiency testing for speaking and listening. Test developers should document the reasons for their particular approach to testing, in language that is comprehensible to people who are not experts in language test design.

3. The test should comply with principles of good practice and a code of ethics as described in Chapter 6 of ICAO Doc 9835.

What it means. It is important for test developers to comply with a recognized code of good practice and ethics.
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Why it is important. Aviation language testing is an unregulated industry and has very high stakes. A documented code of good practice and ethics, along with evidence that the organization is adhering to that code, serves as an important stop gap in an unregulated system.

4. The test should not focus on discrete-point items, on grammar explicitly or on discrete vocabulary items.

What it means. Discrete-point items are individual test questions which are presented out of context. Examples are a vocabulary test in which test-takers are asked to provide the past-tense forms of a list of irregular verbs. Discrete-point tests, also referred to as indirect tests, do not test language skills directly. Instead, they test individual, specific features of the language thought to underlie language skill. That is, they test knowledge about grammar, vocabulary, pronunciation, etc. this type of test is not appropriate for assessing aviation language proficiency.

Why is it important. The ICAO language provisions focus on the ability to use the language. Discrete-point test do not evaluate a person’s ability to use the language. Furthermore, test-takers who perform well on such tests often perform poorly on tests in which actually have to use the language.

Additional information. There are a number of different ways knowledge about language is tested, for example:

a) multiple-choice questions in series of unrelated sentences;
b) identification of an error in sentence; or
c) written translation exercises.
For many people such tests have the advantage of being objective because they give a numerical score. However, the supposed objectivity of multiple-choice tests must be questioned in consideration of the choice of the particular items and question selected for the test. It may items available? In other words, why were test-takers asked to define certain words, or why were they tested on the use of a particular tense but not on their ability to ask clarifying questions?

Speaking and listening tests, on the other hand, refer to a scale of proficiency rather than a numerical score. The rating scale describes levels of proficiency which a panel of trained raters can use to assign the test-taker a level on rating scale.

The more directly a test performance is related to target performance, the more a test can be considered a proficiency test. For example, test administrators interested in an individual’s speaking skill should arrange for an assessment of that individual’s performance on a speaking task. Using this approach, speaking skill may be directly assessed during an interview or conversation or role-play, or are based on a recorded sample of actual speech.

The goal of a proficiency test is to assess the appropriateness and effectiveness of communication rather than grammatical accuracy. Grammatical accuracy should be considered only so far it has an impact on effective communication, but evaluating an individual’s grammatical knowledge should not be the objective of the test.
5. If comprehension is assessed through a specific listening section with individual items, it should not be done to the detriment of assessing interaction.

What it means. Some language tests evaluate listening during an oral interaction such as a conversation, interview or role-play. Other language test evaluate listening separately, in some cases via a series of individual listening item, in the aviation language context, might require a test-taker to listen to pre-recorded conversation between ATC and a flight crew to identify relevant pieces of information.

Why it is important. A separate listening test can provide information about comprehension independent of a person’s ability to interact. In such tests, the communication is one-way, and the test-taker does not have to participate in the way that is required by a conversation, role-play or other interaction.

Additional information. It is important for the ATO to validate the method it uses to evaluate comprehension.

6. Proficiency tests that are administered directly may use face-to-face communication in some phases of the delivery but should include a component devoting time to voice-only interaction.

What it means. Voice-only interaction is an important characteristic of aeronautical radiotelephony communications; when a pilot and a controller interact, they cannot see each other. Directly administered proficiency tests should simulate this condition of “voice only” in at least a portion of the test.
**Why it is important.** Why two people interact face-to-face, they use non-verbal cues (information other than words) to IELP them understand each other’s messages. People’s facial expressions, their body language and the gestures they make with their hands often communicate important information. Aeronautical radiotelephony communications do not benefit from such non-verbal cues; all radiotelephony communications are conveyed through words alone, which can be more difficult to interpret than face-to-face communication.

**Additional information.** In a test that is administered directly, voice only interaction can be facilitated by means of a telephone or headset via which the interlocutor and test-taker communicate while positioned in such a way that they cannot see each other.

7. **The test should be specific to aviation operations.**

**What it means.** Tests should provide test-takers with opportunities to use plain language in contexts that are work-related for pilots and air traffic controllers in order to demonstrate their ability with respect to each descriptor in the Rating Scale and the holistic descriptors.

**Why it is important.** The ICAO English Language Proficiency Requirements (LPRs) refer to ability to speak and understand the language used for radiotelephony communications. It is important that flight crew and air traffic controllers be proficient in the use of plain language used within the context of radiotelephony communications in order to communicate safely on any operational issue that may arise.
Additional information. ICAO language provisions require proficiency in the use of standardized phraseology and in the use of plain language. The assessment of standardized phraseology is an operational activity, not a language proficiency assessment activity. While an aviation language test may include phraseology to introduce a discussion topic or make interaction meaningful to the test-taker, it is important that test elicit a broad range of plain language and not be limited to tasks that require standardized phraseology. The focus of a language proficiency test for compliance with ICAO requirements should be on plain language.

The idea of a work-related context can be interpreted in different ways. The narrow view would seek to replicate radiotelephony communication including both phraseology and plain language, as closely as possible. The broad view would elicit samples of interaction and comprehension on those topics occurring in radiotelephony communication without resorting to replicating radiotelephony communications. These could be of a general piloting and controlling nature and involve question and answer routines, short reports or problem-solving exchanges, or briefings and reports.

A further step toward providing test-takers with a familiar aviation related context would be to customized the tests for controllers or pilots. Thus, controllers would have the possibility of taking tests using or referring to tower, approach or en-route environment; similarly, pilots would be able to take tests using or referring to an approach procedure. These should be seen as adaptations in the interest of the comfort of the test-takers, not as specialized tests of distinct varieties of language proficiency.
8. It is acceptable that a test contains a scripted task in which phraseology is included in a prompt, but the test should not be designed to assess phraseology.

What it means. An aviation language proficiency test has different aims that a phraseology as prompts or scene setters, the purpose of the test is to assess plain language proficiency in an operational aviation context.

Why it is important. First, tests of phraseology alone are not suitable for demonstrating compliance with ICAO English Language Proficiency requirement. Second, using phraseology accurately is an operational skill which is very dependent on the operational context; and incorrect usage by a test-taker of a specific phraseology may be an operational error, rather than a language error. Phraseology must be taught and tested by qualified operational personnel.

Additional information. Responses containing elements of ICAO phraseology should not be rated with regard to their procedural appropriateness or technical correctness during language proficiency testing. This practice could introduce confusion between the test-taker’s operational knowledge and his/her language proficiency. It could also introduce contradictions between the regulators’ established system of operational training/testing and language testing. Because of these contradictions, this practice could result in diminished, rather than enhanced, safety.

If phraseology is included in a test prompt, care should be taken that is used appropriately and that is consistent with ICAO standardized phraseology.
9. The test should not be designed to evaluate the technical knowledge of operations.

What it means. Language tests should not assess either operational skills or the specific technical knowledge of operations. A language test is not an operational skills or the specific technical knowledge test. For example, a language test item may prompt the test-taker to describe an operational procedure that involves a number of steps. A test-taker may provide a very clear description of that procedure but omit one of the steps. In such a case the rater may not recognize that the omission of that one step was an operational error and penalize the test taker for that error.

In responding to that same test item, another test-taker may correctly identify all the steps of the process (achieving technical accuracy), but do so with problem is pronunciation and fluency based on ICAO Rating Scale. In this case, because of the test-taker’s technical knowledge the rater may, perhaps unconsciously, assign a higher level of language proficiency than the test-taker should receive.

Why it is important. If the distinction between language proficiency and technical knowledge is not very clear to the interlocutor and rater of an aviation language test, it may be easy to confuse one with the other. Such confusion may lead to test-takers getting rewarded, also unfairly, for their technical expertise. Another potential problem if very specific technical items are included in a language proficiency test is that they may require technical knowledge beyond that of a test-takers; for example, answer to questions concerning ground control procedures may
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not be unable to respond effectively, due to lack of technical expertise rather than a lack of language proficiency.

Additional information. Based on the above information, a prompt such as “What are the separation minima for aircraft being vectored for an ILS approach?” or “Describe the different flight modes of the A320 flight control system” are therefore not appropriate.

10. The final score for each test-taker should not be the average or aggregate of the ratings in each of the six ICAO English Language Proficiency skill but the lowest of these six rating.

What it means. For each test-taker, score should be reported for pronunciation, vocabulary, structure, fluency, comprehension and interaction in accordance with the Rating Scale. In cases in which a test-taker is given different ratings for different skill areas – for example, 3 for pronunciation, 4 for vocabulary and structure, and 5 for fluency, comprehension and interactions – the overall score for that test-taker should be the lowest of these scores; in the above example, the test-taker’s overall score would be 3.

Why it is important. This practice is critical because the Operational Level 4 descriptors are developed as the safest minimum proficiency skill level determined necessary for aeronautical radiotelephony communications. A lowest score than 4 for any one skill area indicates inadequate proficiency. For example, a pilot with Operational level 4 ratings in all areas except pronunciation may not be understood.
by the air traffic controllers with whom that pilot should communicate. In summary, an individual should demonstrate proficiency to at least Level 4 in all skill areas of the ICAO Rating Scale in order to receive an overall Level 4 rating.

11. The following ICAO English Language Proficiency standard must be met by the test taker and evaluated by the designated Rater when determining if the test taker meets the English language eligibility requirements:

1. **PRONUNCIATION.** Assumes that English is not the test taker’s first language and that the test taker has a dialect or accent that is intelligible to the aeronautical community. Pronunciation, stress, rhythm, and intonation are influenced by the taker’s first language, but only sometimes interfere with ease of understanding.

2. **STRUCTURE.** Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task. Basic grammatical structures and sentence pattern are used creatively and are usually well controlled by the test taker. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.

3. **VOCABULARY.** The test taker’s vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. The test taker can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.
4. **FLUENCY.** The test taker 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. The test taker can make limited use of discourse markers or connectors. Fillers are not distracting.

5. **COMPREHENSION.** Comprehension by the test taker is mostly accurate on common, concrete, and work-related topics when the dialect, accent, or variety used is sufficiently intelligible. When the test taker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

6. **INTERACTIONS.** Responses by the test taker are usually immediate, appropriate, and informative. The test taker initiates and maintains exchanges even when dealing with an unexpected turn of events. The test taker deals adequately with apparent misunderstanding by checking, confirming, or clarifying.

12. The test taker has one chance for retest. If the test taker not achieved operational level 4. If the test taker not achieved operational level 4 in retest, the test taker should be accomplished corrective course.

13. One rater team could only examine maximum 15 test-takers per day.
CHAPTER 5

FACILITIES AND RECORD KEEPING

5.1. TEST LOCATION

Testing room is located in IELP Laboratory Building STPI Curug, JL. Raya PLP Curug, Tangerang - Banten 15820
5.2. TESTING ROOM FACILITIES
To support the process of the test, STPI has 2 sets of language laboratories which can be used when needed. There are also 2 rooms functioning as a waiting room and an interview room. The waiting room is so spacious and comfortable enough for maximum 15 test takers per day. It is furnished with 2 ACs, several sets of sofa, administration desks, a computer, and some filing cabinets to keep test record and document.
The interview room is also equipped with an AC, a table, and 3 chairs for 2 raters and 1 test taker. Its size is about 2 m wide and 3 m long. The interview room situation is also very conducive as it is separated from the waiting room, and located at a quiet area.

5.3. RECORD KEEPING

All proficiency tests of speaking ability involving interaction between raters and test takers conducted by STPI are recorded. Test documents like attendance lists, cv, scoring forms, and final result are also filed. All those IELP test documents are classified in accordance with test taker level.

   a) Documents owned by level 4 test takers are kept for 3 years.
   b) Documents of level 5 test takers will be kept for 6 years.
   c) Documents of level 3 test takers are also kept for recheck or training/coaching reasons.

All STPI test takers documents are kept in a computer and locked filing cabinets which can only be accessed by administrator, IELP coordinator and also raters. The computer and filing cabinets are located in a locked room which is secured enough. No one can see and take the documents excepts administrator, IELP coordinator or raters.
ICAO ENGLISH LANGUAGE PROFICIENCY TESTING PROCEDURES MANUAL

APPENDIXES - LIST OF APPENDIX

<table>
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# ICAO LANGUAGE PROFICIENCY RATING SCALE

(APPENDIX A to Annex 1)

## 1.1. Expert, Extended and Operational Level

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>PRONUNCIATION</th>
<th>STRUCTURE</th>
<th>VOCABULARY</th>
<th>FLUENCY</th>
<th>COMPREHENSION</th>
<th>INTERACTIONS</th>
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<tr>
<td>Expert 6</td>
<td>Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.</td>
<td>Both basic and complex grammatical structures and sentence patterns are consistently well controlled.</td>
<td>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.</td>
<td>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.</td>
<td>Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.</td>
<td>Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.</td>
</tr>
<tr>
<td>Extended 5</td>
<td>Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.</td>
<td>Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.</td>
<td>Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.</td>
<td>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.</td>
<td>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.</td>
<td>Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.</td>
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<tr>
<td>Operational 4</td>
<td>Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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1.2 Pre-operational, elementary and pre-elementary levels

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<td>Pre-operational</td>
<td>Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.</td>
<td>Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.</td>
<td>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. It is often unable to paraphrase successfully when lacking vocabulary.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Elementary</td>
<td>Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.</td>
<td>Shows only limited control of a few simple memorized grammatical structures and sentence patterns.</td>
<td>Limited vocabulary range consisting only of isolated words and memorized phrases.</td>
<td>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.</td>
<td>Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.</td>
<td>Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.</td>
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<td>Pre-elementary</td>
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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).
## ICAO ENGLISH LANGUAGE PROFICIENCY TESTING REPORT

### ID of Instructor/Rater

### ID of Test Taker

### Interlocutor

### Name

### Rater 1

### Date of Birth

### Supervisor

### Organization

### Date of Evaluation

### Function

### PILOT ☐ FE ☐ ATC ☐ ACO

### Levels and Comments

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### RECOMMENDED LEVEL

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Level 6

### Reason for the Recommendation:

### Remark:

- Deferred for further evaluation. If yes, why and to whom?

### NOTE: Raters must consult the following documents for rating purposes:
- ICAO Doc 9835-AN/453 ICAO Rating Scale and Holistic Descriptor

### Signature

First Rater:  
Second Rater:  
Third Rater (Optional):  

### Date
APPENDIX - 03 STUDENT ATTENDANCE LIST 1

DAFTAR HADIR UJIAN ICAO ENGLISH LANGUAGE PROFICIENCY (IELP)
BATCH .........
SEKOLAH TINGGI PENERBANGAN INDONESIA

Rater : 1.
 : 2.
 : 3.

Tanggal :

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Sutama, SS, M.Si.  
Penata TK. I (III/d)  
NIP. 19660723 199603 1 001

Dwi Lestary, S.ST., MA., MS.ASM.  
Penata Muda TK. I (III/b)  
NIP. 19890112 200912 2 002
APPENDIX - 04 STUDENT ATTENDANCE LIST 2

DAFTAR HADIR UJIAN ICAO ENGLISH LANGUAGE PROFICIENCY (IELP)

BATCH ..........

SEKOLAH TINGGI PENERBANGAN INDONESIA

Rater : 1.

: 2.

: 3.

Tanggal :

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Sutama, SS, M.Si.  
Penata TK. I (III/d)  
NIP. 19660723 199603 1 001

Emilia Rahajeng Larasati, S.ST., M.MTr.  
Penata Muda (III/a)  
NIP. 19890419 201012 2 005
MINISTRY OF TRANSPORTATION
EDUCATION AND TRAINING AGENCY
INDONESIAN CIVIL AVIATION INSTITUTE

CERTIFICATE
No.: 713/ILP-142/PILOT/STPI-2018

Director of Indonesian Civil Aviation Institute hereby
Recommends the Director General of Civil Aviation to have

This to certify that

Has successfully taken part in

Awarded Level 4 Certificates
Based upon ICAO language Proficiency testing
Conducted on the 14th of November 2019
As required by TPM STPI TC-142 D/15

Curug, 14 November 2019
GENERAL MANAGER STPI TC-142

Capt. ARSANTO NOORWAHYU, SE, MSi
MINISTRY OF TRANSPORTATION
EDUCATION AND TRAINING AGENCY
INDONESIAN CIVIL AVIATION INSTITUTE

CERTIFICATE
No.: 350 /ILP/ATC/VIII/STPI-2019

Director of Indonesian Civil Aviation Institute hereby recommends the Director General of Civil Aviation to have

Awarded Level 4 Certificate
Based upon the ICAO Language Proficiency testing
Conducted on the 22nd of August 2019
As required by the International Civil Aviation Organization
For Pilot, Air Traffic Controllers and Aeronautical Station (radio) Operator

Curug, August 22nd, 2019

Capt. NOVYANTO WIDADI, S.AP., MM
Director

WAHYU KURNIAWAN, SE., MM
Head of Aviation Safety Training Department