

# ENGLISH LANGUAGE SCREENING

**Part I - To be completed by the Candidate**

|  |                                       |                |
|--|---------------------------------------|----------------|
| <b>Name:</b>   | <b>CAPELS PID/<br/>Licence No:</b>    |                |
| <b>Organisation:</b>   |                                       |                |
| <b>LANGUAGE BACKGROUND</b>   |                                       |                |
| <b>Nationality:</b> _____  |                                       |                |
| <input type="checkbox"/> Native English Speaking Country (e.g. Australia, USA, NZ, Ireland)<br><input type="checkbox"/> Non-Native English Speaking Country but English is not a Foreign Language (e.g. India, Malaysia, Singapore, Philippines)<br><input type="checkbox"/> Country with English as a Foreign Language (e.g. China, Germany, Japan, Peru) |                                       |                |
| <b>Current Employment - No. of years of service with existing employer</b>   |                                       |                |
| <input type="checkbox"/> Less than 1 year <input type="checkbox"/> Between 1 to 3 years <input type="checkbox"/> More than 3 years   |                                       |                |
| <input type="checkbox"/> <b>Other information regarding your language background (please specify):</b>   |                                       |                |
| <b>LANGUAGE CERTIFICATION (Tick <input type="checkbox"/> AT LEAST ONE below and submit the supporting document(s))</b>   |                                       |                |
| <b>Certificates</b>  | <b>Name of School /<br/>Institute</b> | <b>Country</b> |
| <input type="checkbox"/> GCE 'O' Level (Minimum credit in English) or its equivalent: _____  |                                       |                |
| <input type="checkbox"/> GCE 'A' Level or its equivalent: _____  |                                       |                |
| <input type="checkbox"/> International Baccalaureate with English as the medium of instruction   |                                       |                |
| <input type="checkbox"/> Diploma with English as the medium of instruction   |                                       |                |
| <input type="checkbox"/> University Degree with English as the medium of instruction (excludes distance education)   |                                       |                |
| <input type="checkbox"/> IELTS - Minimum Band 7 (out of 9)   |                                       |                |
| <input type="checkbox"/> TOEFL - Minimum Score: Computer based - 250, Paper Version – 600  |                                       |                |
| <input type="checkbox"/> Others (e.g. Level 6 language proficiency certification from a foreign CAA in accordance with ICAO language rating scale, Letter from existing employer attesting that there were no reported language deficiency since employment, Certificate of Completion for an English language course) (please specify)                    |                                       |                |
| <b>I declare that the information provided above is true to the best of my knowledge.</b>  |                                       |                |
| Signature: _____   |                                       | Date: _____    |

**Part II - To be completed by the Language Screener**

|   |                           |
|---|---------------------------|
| <b>Name:</b>  | <b>Licence No:</b>        |
| <b>Capacity: AFE / CAAS</b> (delete as applicable)  | <b>Date of Screening:</b> |
| <b>The candidate has been assessed:</b>   |                           |
| <input type="checkbox"/> to Level 6 of the ICAO English Language Rating Scale.<br><input type="checkbox"/> NOT to Level 6 of the ICAO English Language Rating Scale. The candidate needs to undergo the Aviation English Competency Test. |                           |
| <b>Remarks (if any):</b>  |                           |
|   |                           |
| Signature: _____  |                           |

Reference

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