



MINISTRE DES TRANSPORTS
**AUTORITE NATIONALE DE L'AVIATION CIVILE
DE CÔTE D'IVOIRE**

26 JUIN 2019

Abidjan, le

DECISION N° 003574 /ANAC/DSV ^{AA}

Portant adoption de l'amendement n°2, édition n° 2 du Manuel pour l'évaluation des compétences en anglais aéronautique des pilotes et contrôleurs de la circulation aérienne en abrégé « RACI 2005 »

LE DIRECTEUR GENERAL,

- VU la convention relative à l'Aviation Civile Internationale, signée à Chicago le 07 décembre 1944 ;
- VU Le Règlement n°08/2013/CM/UEMOA du 23 septembre 2013 portant adoption du Code Communautaire de 'Aviation Civiles des Etats membres de l'UEMOA
- VU l'ordonnance n°2008-08 du 23 janvier 2008 portant Code de l'Aviation Civile ;
- VU le décret n°2008-277 du 03 octobre 2008 portant organisation et fonctionnement de l'Administration Autonome de l'Aviation Civile dénommée «Autorité Nationale de l'Aviation Civile » en abrégé (ANAC) ;
- VU le Décret n°2013-285 du 24 avril 2013 portant nomination du Directeur Général de l'Administration Autonome de m'Aviation Civile dénommée « Autorité Nationale de l'Aviation Civile » en abrégé (ANAC) ;
- VU le Décret n°2014-97 du 12 mars 2014 portant réglementation de la Sécurité Aérienne ;
- VU le Décret n°2014-512 du 15 septembre 2014 fixant les règles relatives à la supervision de la sécurité et de la sûreté de l'aviation civile ;
- VU l'Arrêté n°326/MT/CAB du 20 août 2014 autorisant le Directeur Général de l'Autorité Nationale de l'Aviation Civile à prendre par Décisions les règlements techniques en matière de sécurité et de sûreté de l'aviation civile ;
- VU l'Arrêté n°569/MT/CAB du 02 décembre 2014 portant approbation de Règlements Techniques en matière de sécurité et de sûreté de l'Aviation Civile ;
- Sur Proposition du Directeur de la Sécurité des Vols, et après examen et adoption par le Comité de travail relatif à la réglementation de la sécurité,

DECIDE

Article 1^{er} : Objet

Est adopté l'amendement n°2, édition n°2 du Manuel pour l'évaluation des compétences en anglais aéronautique des pilotes et contrôleurs de la circulation aérienne en abrégé « RACI 2005 »

Article 2 : Portée de l'amendement

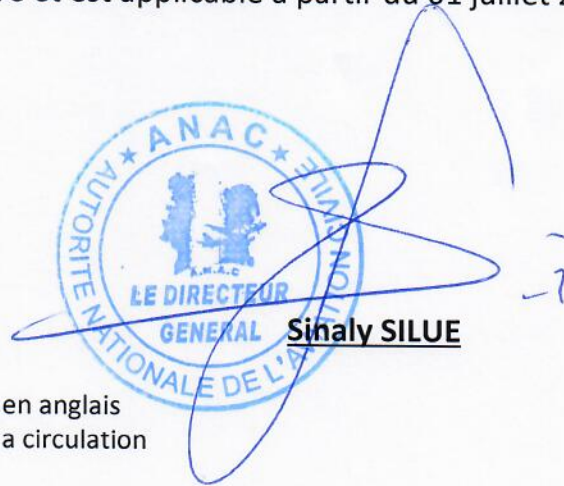
L'amendement porte sur l'introduction de nouvelles dispositions pour répondre à certaines questions protocole de l'OACI.

Article 3 : Mise à jour

La mise à jour du présent manuel est effectuée par le Sous-Directeur des Licences et de la Formation du Personnel Aéronautique.

Article 4 : Entrée en vigueur

La présente décision qui abroge toutes les dispositions antérieures contraires, entre en vigueur à compter de la date de signature et est applicable à partir du 01 juillet 2019.



ANAC
AUTORITE NATIONALE DE L'AVIATION CIVILE
LE DIRECTEUR GENERAL
Sinaly SILUE

PJ : (01)

- 1 – Manuel pour l'évaluation des compétences en anglais aéronautique des pilotes et contrôleurs de la circulation aérienne en abrégé « RACI 2005 »



MINISTRY OF TRANSPORTS

**AUTORITE NATIONALE DE L'AVIATION CIVILE
DE CÔTE D'IVOIRE**

Réf. : RACI 2005

**ENGLISH LANGUAGE PROFICIENCY RATING
OPERATIONS MANUAL FOR PILOTS
AND AIR TRAFFIC CONTROLLERS**

RACI 2005

**Edition n°2 – June 2019
Civil Aviation Administration of Côte d'Ivoire**



VALIDATION PAGE

	FUNCTION	FULL NAME	VISA/DATE
WRITING	- Personnel Licensing Deputy-Director	Katienni SILUE	18/06/19
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VERIFICATION	Aviation Safety Regulations Committee		24/06/19
	President :	KOFFI BI Nékalo Joseph	24/06/19 AA
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OPERATIONAL VALIDATION	Director of Air Transport	COULIBALY Ahmed Djibril	25/06/2019
APPROVAL	Director General	Sinaly SILUE	26/06/2019



LIST OF EFFECTIVE PAGES

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LIST OF AMENDMENTS AND CORRIGENDA

AMENDMENTS			
N°	Date applicable	Date entered	Entered by
01	20/06/2019	14/06/19	SDLPA
02	27/06/2019	22/06/19	SDLPA

CORRIGENDA			
N°	Date applicable	Date entered	Entered by

LIST OF DISTRIBUTION

HOLDER (For use)			
Code	«Direction/Sous-Direction/Service»	Medium of delivery *	
		P	D
DG	« Direction General »		✓
DSV	Direction de la Sécurité des Vols»		✓
SDLPA	Sous-Direction des Licences du Personnel Aéronautique»	✓	✓
SREF	Service Règlementation, Examens et Formation du Personnel Aéronautique»	✓	✓

HOLDER (For information)			
Code	«Direction/Sous-Direction/Service»	Medium of delivery *	
		P	D
DOC	« Centre de Documentation »		✓
DTA	« Direction du Transport Aérien»		✓

(*) P=Paper

D= Digital

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CHAPTER 1 DEFINITIONS AND GENERAL RULES

1.1 Acronyms

ANAC	Autorité Nationale de l'Aviation Civile (National Authority of Civil Aviation)
ATC	Air Traffic Control
ATM	Air Traffic Management
ATS	Air Traffic Services
RACI	Cote d'Ivoire Aviation Regulations
SME	Subject Matter Expert

1.2 Generalities

1.2.1 Name of the organization

ANAC English Language Proficiency Raters Team (ANAC-ELPRT) is a set of the ANAC Deputy Directory experts. This team is composed of both linguistic and subject matter experts, in accordance with ICAO document 9835. The address of the organization is therefore the same as that of Côte d'Ivoire Civil Aviation Authority (ANAC):

ANAC/ELPRT

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Aéroport International Felix Houphouët-Boigny
Tel: (+225) 21.27.92.11 / (+225) 06.12.55.81
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1.2.2 Name of the representative of ANAC-ELPRT

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Deputy Director of Personnel Licensing
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CHAPTER 2 EXAMINATION SYSTEM

2.1 General Presentation

The system set by ANAC ELPRT is based on a double principle:

- Interview in a simulated Control Centre or cockpit environment;
- Speaking and listening test.

The test is comprised of a set of five different rubrics:

- Short answer questions;
- Read back;
- Story retelling;
- Sentence building;
- Open questions.

Short answer questions: the candidate will be requested to provide short and simple answers to a series of questions. The time allotted for this part of the test is 4 minutes.

Read back: During the course of this test, the candidate will be placed in the role of a pilot or ATC and will have to read back information, instructions and clearances issued by the ATC or pilot. Once the clearance or the instruction is phrased, the candidate must read it back as clearly and promptly as possible. For this part of the test, the candidate is allowed to take notes. The time allotted for this part of the test is 3 minutes.

Story retelling: the candidate will hear a set of brief stories, and will be required, after each of these, to retell the situation depicted, using his/her own words if need be. The time allotted for this part of the test is 5 minutes.

Sentence building: the candidate will be placed in the role of an Air Traffic Controller or a Pilot. He/she will first hear a sentence giving a direct instruction to a pilot. Then, candidates will hear the answer given by the pilot. Being placed in the position of the ATC, he/she will have to answer the pilot accordingly by confirming, infirming or asking this pilot for more information. The time allotted for this part of the test is 5 minutes.

Open questions: the candidate will be asked a few questions that aim at helping determine his/her level of English proficiency from both general and technical standpoints. The candidate will be requested to answer these open questions as thoroughly as possible. The time allotted for this part of the test is 5 minutes.



Each one of these tests consists of several questions of various difficulty levels (low, medium, high and advanced). The candidate will hear samples of speeches and will be instructed to answer accordingly. Different regional accents from different sources are stored electronically and used for the tests. The tests are recorded on audio format for traceability.

Two examiners will assess the performance of each candidate (a Pilot or an Air Traffic Controller, and a Linguistic Expert) at each step of the test. Exceptionally, a test could be assessed by two SME when the linguistic expert availability wouldn't allow the team to apply the time allotted to the delivery of the test results.

The candidate and the examiner(s) are placed in an environment in which they cannot see each other's faces, so as to simulate live radio communications. After the test, the applicant's performance is graded and results are encoded. Thus, a certificate is issued.

The system is of a light design, as the tests of ANAC-ELPRT are entirely based on communications aspects.

2.2 Test design and construct

The examination system is based on a dual approach:

- Respect of ICAO requirements;
- Reliability and homogeneity of the test in the long term.

The test design is meant to assess the true language proficiency of a given candidate in two major skills directly related to aviation operations: listening and speaking. Candidates will thus demonstrate their ability to understand English and respond intelligibly while being confronted to occurrences they might have to face in real-life situation and that require the use of the English language at different complexity levels.

The objective of this test is **not** to be:

- A phraseology exam or ATC procedures;
- An English examination with no connection to aviation;
- An examination on literary English.

These important pitfalls are to be avoided.

The test design ensures that candidates have a clear understanding and can make appropriate use of the ICAO phraseology as well as general English to handle normal as well as emergency and unforeseen situations in the course of their aviation-related work.



Materials available on specialized aviation sources and audio recordings developed internally by ANAC ELPRT are gathered into the test data bank, allowing the future inclusion of new information related to aviation operations in the world. This data bank consists of, but is not limited to:

- Videos;
- Pictures;
- Audio recordings (weather forecasts, ATC conversations, interviews, media reports, etc.).

When designing the questions, the following parameters are taken into account:

- Levels of difficulty: Advanced / High / Medium / Low;
- Main characteristic of the difficulty or type of media.

Each series of tests administered intends to provide the same number of questions and covers all four levels of difficulty.


Also, testers do not see the candidate during the test. Possibility for fraud is thus alleviated.

Designed to last 35 minutes minimum, the test has the following parameters (number of questions and distribution):

Test	Total number of questions	Level: Low	Level: Medium	Level: High	Level: Advanced
Short answer questions	10	3	3	2	2
Read back	8	2	2	2	2
Story retelling	4	1	1	1	1
Sentence building	10	3	3	2	2
Open questions	5	1	2	1	1

Updating of the databank:

A permanent update of the data bank is essential. Each two years, in the month of December, an amendment of the data bank is performed to ensure its permanent development. Only the designated examiners, to ensure proper uniformity of examinations, carry out these additions.

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2.3.2 Description of the development process

The test process started with the elaboration of the Operations Manual which was initiated in June 2012, after the ELPR team members had completed a technical training course of aviation English (Instructor Development) in May 2012. The development of the Questions Data Bank started in October 2012 and was completed in February 2013 through a brain storming process involving all the English experts. After successfully performed an Aviation English rater training in April 2014, the ANAC AEPRT members proceed with a final review of the of the test questionnaire. The updating of the question Data Bank will occur every two years, during the month of December.

2.4 Rating


The evaluation of candidates scrupulously complies with the recommendations issued by the ICAO in its document 9835.

The rating of the test is conducted by a team of two examiners comprising, on the one hand, of a linguistic expert and, on the other hand, of a subject matter expert (either a Pilot or an Air Traffic Controller).

Scoring is carried out through a two or three-step process:

- 1/ Any examiner involved in the test administration of the test is required to take notes during the test by tracing the strengths, weaknesses/mistakes of the applicant. This step can be skipped.
- 2/ Once the test has been administered, the audio recordings are dispatched to two examiners to determine the grade that the team will grant each candidate. The individual score sheets are merged into another "Overall Result Sheet" (Form 2091 - See Appendix 10) by the representative of ANAC AEPRT or any ANAC Inspector involved the aviation English activities.
- 3/ In case raters results differ a third expert helps or intervene for arbitration under the coordination of the representative of the team.

All the score sheets are internal documents. As such, they will be archived and will not be disclosed to any third party.

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2.5.2 Test security

All possible means will be set in place to prevent fraud, at each step of the test:

- Before the test:

As part of the Code of Ethics (see Appendix 1), ANAC examiners will commit to not disclose the content (questions) of the tests before hand. The method of selection of questions for one given test will be random, thus eliminating any possibility of fraud. The briefing given to test-takers will explicitly mention that any attempt of fraud (under any form) during the test will lead to the immediate exclusion of the test-takers from the facility, and the impossibility for the candidate to retake the test within a period of **six (6) months**;

- During the test:

The design of the view-limiting device separating test-takers and examiners will not prevent the control of the test-takers' movements and behaviors;

- After the test:

Upon completion of the test, the test taker will be required to hand in his/her notes to the examiner(s) so that the content of the test does not go public. He/she will be asked to fill the feed-back form (Form 2100) before leaving the testing room.

2.5.3 Record-keeping

For information pertaining to the record keeping process, please see Section 3.6 below.

2.6 Testing team qualifications

2.6.1 Generalities

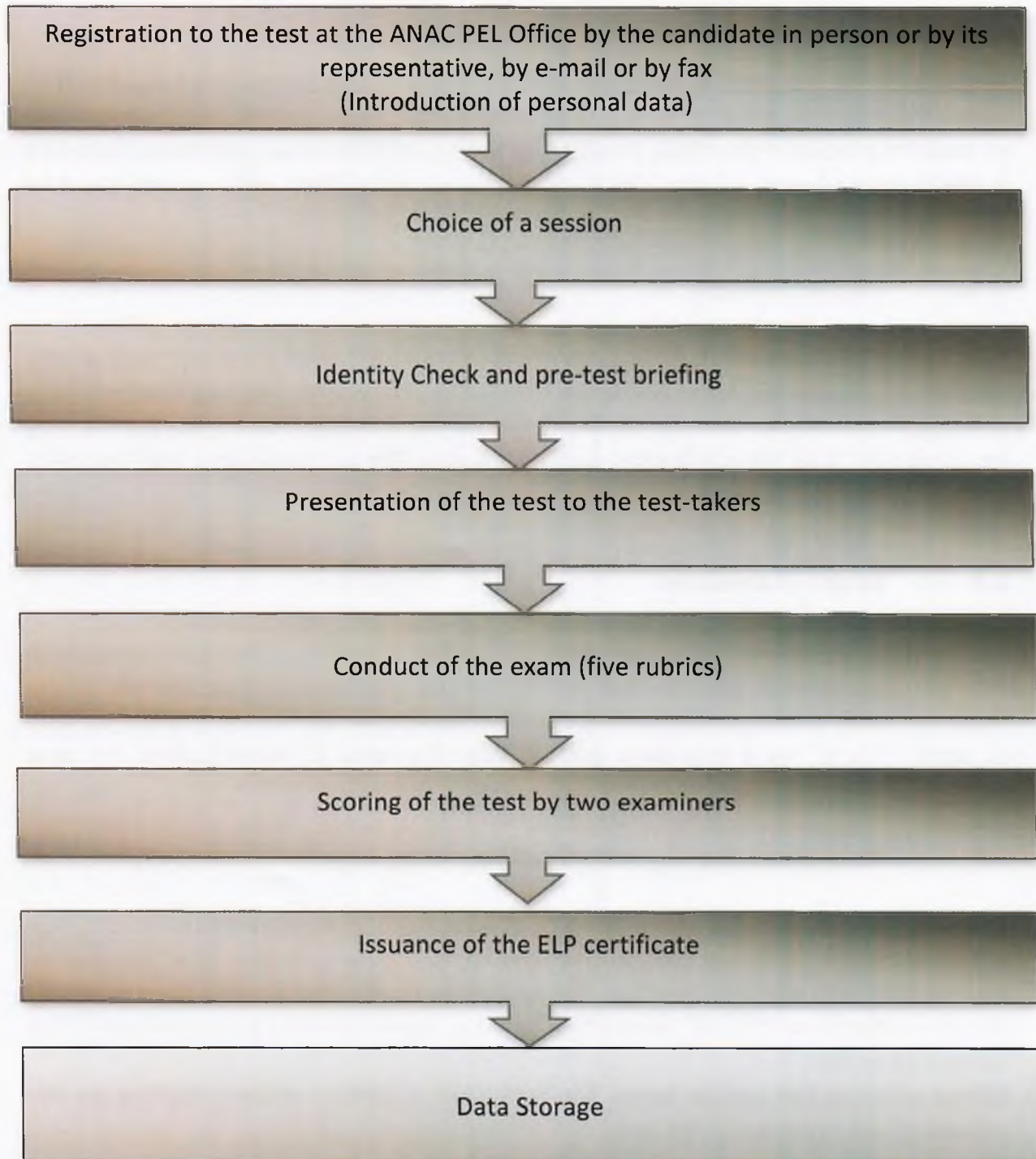
ANAC ELPRT members are all familiarized with ICAO documentation relating to aviation English proficiency.


The ELPRT members have worked together through a brain storming process on the design and development of the test.



CHAPTER 3 CHRONOLOGY OF EXAMINATION

The examination is organized as described below:



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- [Initials of applicant full name]_T[test number chosen]-DDMMYY (test date)-HHmmmn (Test time commencement) -PIL(H) for helicopter pilot candidate;
- [Initials of applicant full name]_T[test number chosen]-DDMMYY (test date) – HHmmmn (Test time commencement)-ATC for Air Traffic Controller Officer candidate.

3.4 Oral presentation of the test to the test taker

Once in the testing room, the test taker is given a brief oral presentation of the test by an interlocutor or an examiner and the opportunity to ask questions (in English or in French) for clarification purposes. This oral presentation is recorded.

3.5 Conduct of the test

For information pertaining to the conduct of the test, please see section 3.6 below.

3.6 Rating

At the end of the test, the two examiners assess and rate the candidate on each of the six (6) ICAO sub-skills (**Pronunciation, Structure, Vocabulary, Fluency, Comprehension, Interactions**) and holistic descriptors. They report the test-taker's scores on the score sheets.

After verification and approval by the examiners, results cannot be modified anymore (for integrity purposes).

3.7 Issuance of ELP certificate

If the above criteria are met, a paper certificate is issued by ANAC within **fifteen (15) days** of the completion of the exam.. Any person wishing to have his ICAO English proficiency level mentioned on its Ivorian (Pilots or ATC, etc.) license will be required by the Personnel Licensing Office of ANAC to produce a copy of this certificate.

This certificate (Form 2092) will include the following:

- Name of the issuing authority;
- Reference number of the examination (the registration number of the candidate);
- Date and place of the exam;
- Name and surname of the candidate and his/her date of birth;
- Overall result (level) obtained;



- The original copy of the overall result sheet of the candidate
- The original copy of the score sheet each examiner if that is the case;
- A copy of the signed certificate;
- The original version of the proof of notification of results, if need be.

These documents are to be kept by the issuing authority for a minimum period of **two (2) years** and, hence, can only be removed from the folder upon replacement by documents relating to the issuance of a new Aviation English Proficiency Level certificate.

3.8.2 Appeal

The test-taker has the right to appeal the decision of the examiners' committee. The test-taker must express his/her will to appeal this decision within a total period of **thirty (30) calendar days** from the date of notification of results. Upon collection of the result certificate, the test-taker will be informed of the terms of appeal. Once the time for appeal has elapsed, the test-taker will have no other remedy.

In case of appeal, a third examiner will rate the recordings of the initial test within a maximum period of **thirty (30) calendar days** after the test-taker's official request. The results given by the third rater will replace the lowest score granted during the initial assessment. The final result will bear no possibility of further appeal. The applicant appealing will be informed of the final result within a maximum period of **forty-five (45) days** following his request for appeal.

3.8.3 Disclosure of information to third parties

ANAC will not disclose any information about an applicant to any third party. The only information that ANAC could disclose is the test-taker final result, only with the written consent of the test-taker.

In the very specific case of test paid for by the applicant's employer, ANAC will inform the employer of the overall test result of the test-taker. This information can only be disclosed after the applicant has received notification of his results (See Appendix 7). Shall the test-taker form an appeal, the employer will be informed in writing of that appeal procedure within **eight (8) calendar days**.



APPENDIX 1 – CODE OF ETHICS

The examiners that ANAC contracted commit to respect the Code of Ethics reproduced below. They will sign a copy of this Code, while another one will be passed on to them before the start of the examination process.

CODE OF ETHICS

FOR THE INTERNATIONAL LANGUAGE TESTING ASSOCIATION

Adopted at the annual meeting of ILTA in Vancouver, March 2000.

This, the first code of Ethics prepared by the International Language Testing Association (ILTA), is a set of principles, which draws upon moral philosophy and serves to guide good professional conduct. It is neither a statute nor a regulation and it does not provide guidelines for practice, but it is intended to offer a benchmark of satisfactory ethical behavior by all language testers. It is associated with a separate Code of Practice (in progress). The Code of Ethics is based on a blend of principles of beneficence, non-maleficence, justice, and a respect for autonomy and for civil society.

This Code of Ethics identifies 9 fundamental principles, each elaborated on by a series of annotations, which generally clarify the nature of the principles; they prescribe what ILTA members ought to do or not do, or more generally ought to aspire to; and they identify the difficulties and exceptions inherent in the application of the principles. The annotations further elaborate the code's sanctions, making clear that failure to uphold the Code may have serious penalties, such as withdrawal of ILTA membership on the advice of the ILTA Ethics Committee.

Although this Code derives from other similar ethical codes (stretching back into history), it does endeavor to reflect the ever changing balance of societal and cultural values across the world, and for that reason, should be interpreted by language testers in conjunction with the associated Code of Practice.

All professional Code should inform professional conscience and judgement. This ILTA Code of Ethics does not release language testers from the obligations and responsibilities laid on them by other Codes to which they have subscribed or from their duties under the legal Codes, both national and international, to which they may be subject.

Language testers are independent moral agents and sometimes they may have a personal moral stance, which conflicts with participation in certain procedures. They are morally entitled to refuse to participate in procedures, which would violate personal moral belief. Language testers accepting employment positions where they foresee they may be called on to be involved in situations at variance with their beliefs have a responsibility to acquaint



Principle 2

Language testers shall hold all information obtained in their professional capacity about their test takers in confidence and they shall use professional judgment in sharing such information.

Annotation

In the face of the widespread use of photocopied materials and facsimile, computerized test records and data banks, the increased demand for accountability from various sources and the personal nature of the information obtained from test takers, language testers are obliged to respect test takers' right to confidentiality and to safeguard all information associated with tester-test taker relationship.

Confidentiality cannot be absolute, especially where the records concern students who may be competing for admissions and appointments. A careful balance must be maintained between preserving confidentiality as a fundamental aspect of the language tester's professional duty and the wider responsibility the tester has to society.

Similarly, in appropriate cases, the language tester's professional colleagues also have a right to access data of test takers other than their own in order to improve the service the profession offers. In such cases, those given access to data should agree to maintain confidentiality.

Test taker data collected from sources other than the test taker directly (for example from teachers of students under test) are subject to the same principles of confidentiality.

There may be statutory requirements on disclosure, for example where the language tester is called as an expert witness in a low court or tribunal. In such circumstances, the language tester is released from his /her professional duty to confidentiality.

Principle 3

Language testers should adhere to all relevant ethical principles embodied in national and international guidelines when undertaking any trial, experiment, treatment or other research activity.

Annotation

Language testing progress depends on research, which necessarily involves the participation of human subjects. This research shall conform to generally accepted principles of academic inquiry, be based on a thorough knowledge of the professional literature; and be planned and executed according to the highest standards.

All research must be justified; that is proposed studies shall be reasonably expected to provide answers to questions posed.

The human rights of the research subject shall always take precedence over the interest of science or society.



Principle 5

Language testers shall continue to develop their professional knowledge, sharing this knowledge with their colleagues and our language professionals.

Annotation

Continued learning and advancing one's knowledge are fundamental in professional role; failure to do so constitutes a disservice to test takers.

Language testers shall make use of the various methods of continuing education that are available to them. These may involve participation in continuing language testing programmes and professional conferences, and the regular reading of relevant professional publications.

Language testers shall take the opportunity to interact with colleagues and other relevant language professionals as an important means of developing their professional knowledge.

Language testers shall share new knowledge with colleagues by publication in recognized professional journals or at meetings.

Language testers shall be expected to contribute to the education and professional development of language testers in training and to the drawing up of guidelines for the core requirements of that training.

Language testers shall be prepared to contribute to the education of students in the wider language professions.

Principle 6

Language testers shall share the responsibility of upholding the integrity of the language testing profession.

Annotation

Language testers shall promote and enhance the integrity of their profession by fostering a sense of trust and mutual responsibility among colleagues. In the event of differences of opinion, viewpoints shall be expressed with candor and respect rather than by mutual denigration.

Language testers develop and exercise norms on behalf of society. As such theirs is privileged position, which brings with it an obligation to maintain appropriate personal and moral standards in their professional practice, and in those aspects of their professional life, which may reflect upon the integrity of that practice.

Language testers who become aware of unprofessional conduct by a colleague shall take appropriate action; this may include a report to the relevant authorities.

Failure to uphold this Code of Ethics will be regarded with the utmost seriousness [and could lead to severe penalties including withdrawal of ILTA membership].

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Principle 8

Language testers shall be mindful of their obligations to the society within which their work, while recognizing that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.

Annotation

When test results are obtained on behalf of institutions (government departments, professional bodies, universities, schools, companies) language testers have an obligation to report those results accurately, however unwelcome they may be to the test takers and other stakeholders (families, prospective employers etc.).

As members of society in which they work, language testers should recognize their obligation to the testing requirements of that society, even when they may not themselves agree with them. Where their disagreement is so sufficient strength to qualify as a conscientious objection, they should have the right to withdraw their professional services.

Principle 9

Language shall regularly consider the potential effects, both short and long term on all stakeholders of their projects, reserving the right to withhold their professional services on grounds of conscience.

Annotation

As professionals, language testers have the responsibility evaluate the ethical consequences of the projects submitted to them. While they cannot consider all possible eventualities, they should engage in a thorough evaluation of the likely consequences and, where those consequences are in their view professionally unacceptable, withdraw their services. In such cases, they should as a matter of course consult with fellow language testers to determine how far their view is shared, always reserving the right, where their colleagues take a different view, to make individual stand on the grounds of conscience.



Autorité Nationale de l'Aviation
Civile de Côte d'Ivoire

ENGLISH LANGUAGE PROFICIENCY RATING OPERATIONS MANUAL
FOR PILOTS AND AIR TRAFFIC CONTROLLERS
RACI 2005

Edition 2
Date 18 June 2019
Amendment 02
Date 18 June 2019

After the test	YES	NO
1. Inform the test-taker of the next steps		
2. Request the test-taker to fill the feed-back form		
3. Download the test recording in the computer		
5. Identify the recording by the test reference number		
After the last test of the day was given	YES	NO
1. Are all files of the day present in the folder?		
2. Are the recordings of the test correct in terms of quality?		
3. Are the recording properly filed?		

Date: ____/____/20____

Name: _____ Signature: _____

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General Rules and Anti-fraud provisions

Your final score will be determined by two examiners, and will range from 1 (pre-elementary level) to 6 (expert). Level 4 is the minimal level required for you to be considered as “operational” by the ANAC and the ICAO. You will receive the ELP certificate within **fifteen (15) days** after completion of the examination.

As an applicant, you have a right to appeal the decision of the experts' committee in writing within a total period of **thirty (30) calendar days** from the date of notification of results.

You are not allowed to bring in any personal notes in the examination room. You will be given a pen and a piece of paper for you to take notes during the course of the test. Your notes will not be scored, but the examiners will collect them all upon completion of the test.

ANAC will apply a strict anti-fraud policy during this test. Any attempt to cheat in any way will lead to the immediate end of the test with no scoring, and the impossibility for the candidate to retake the test within a period of **six (6) months**.

Taking the Aviation English Proficiency test entails strict adherence to the aforementioned rules.

Do you have any questions?

End of briefing



STORY RETELLING

Level Low

Examiner: Delta Airlines reported that during one of its flight from Paris to the US, an Airbus had to land in Belgium after an engine failure. The landing was completed without any major problem.

Level Medium

Examiner: The crew of a C-130 military flight from a base in Iraq to Qatar discovered that one of the hydraulic systems had failed. After a long discussion in the cockpit, it was decided to continue to Qatar, where repair facilities exist. The pilot took the aircraft to a successful landing with no damage.

Level High

Examiner: With an Antonov cargo flight on short final, the ATC noticed that two men were standing by the side of the runway about 300 meters from the touchdown zone. By the time the Antonov landed, the two men had moved well clear of the runway. Then, airport police were sent to investigate but never found these individuals. The pilot said he had noted nothing unusual.

Level Advanced

Examiner: A Delta baggage worker got a fright when she opened a jetliner's cargo door and found a wolf running loose. Two wolves were being flown in the cargo area of a Boeing 747 passenger flight from Vancouver to Atlanta when one escaped from its cage.

SENTENCE BUILDING

Level Low

Examiner: T-SF, turn right, heading 070

Turning right, heading 090, T-SF

Test-taker Response: Negative, T-SF, I say again, turn right heading 070

Level Medium

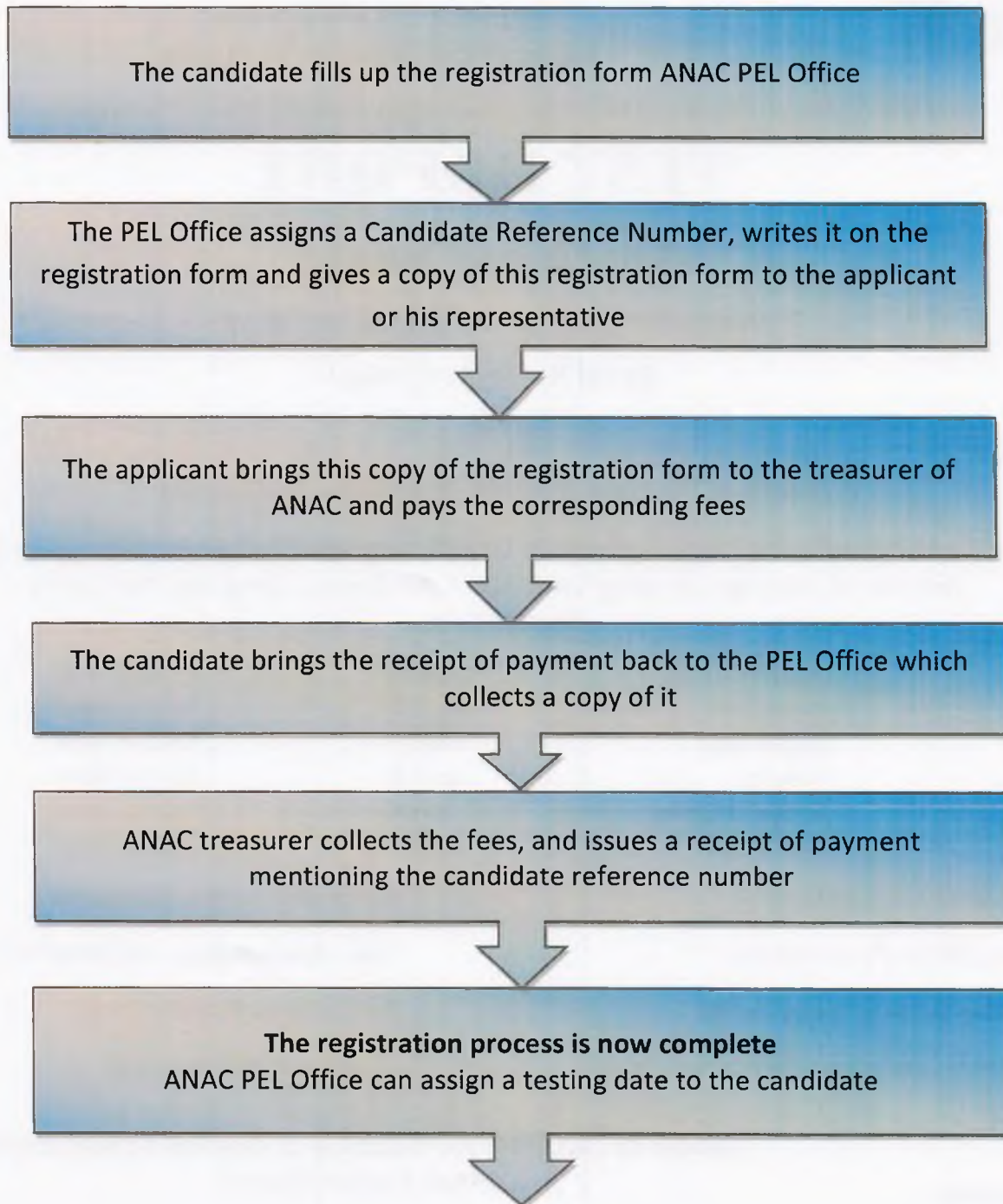
Examiner: Airbus TU-TAM, increase speed to 240 knot

T-AM, increasing heading to 240, confirm?


Test-taker Response: Negative, T-AM, I say again, increase speed to 240

APPENDIX 5—REGISTRATION PROCESS FLOWCHART

This flowchart represents all the necessary steps for the proper registration to the Aviation English Language Proficiency Test.



APPENDIX 7—REGISTRATION FORM


	République de Côte d'Ivoire Autorité Nationale de l'Aviation Civile REGISTRATION FORM FOR AVIATION ENGLISH PROFICIENCY	Form 2140 Revision 01 Date : 31st May 2019
APPLICANT BIO-DATA CHARACTERISTICS		
Date:		
Candidate name (in block letters)	Candidate signature
Date of birth		
Candidate category	<input type="checkbox"/> Flight crew (A/H) <input type="checkbox"/> ATC <input type="checkbox"/> Other	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Present address		
Telephone N° & Email		
Nationality		
Native language		
EDUCATIONAL BACKGROUND		
<input type="checkbox"/> High school <input type="checkbox"/> Vocational <input type="checkbox"/> Diploma <input type="checkbox"/> Undergraduate <input type="checkbox"/> Postgraduate		
TRAINING DURING THE LAST TWO YEARS		
Course name	Place	Duration
PROFESSIONAL BACKGROUND		
Period of service	Employer	Position title
PAYEMENT OF TESTING FEES		
The testing fees for this exam will be paid by: (please choose one of the following)		
<input type="checkbox"/> Myself		
<input type="checkbox"/> My employer, and the results should be sent to him (name) at the following address: Cel: Email: Address:		
Test Identification N°		
I hereby authorize ANAC to disclose my test results to a third party: <input type="checkbox"/> Yes <input type="checkbox"/> No		1/1

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1.2 Pre-operational, elementary and pre-elementary levels

LEVEL	PRONUNCIATION Assumes a dialect /or accent intelligible to the aeronautical community	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Pre- operational 3	Pronunciation, stress, rhythm, and intonation, are influenced by the first language or regional variation and frequently interfere with ease of understanding	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	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.	Comprehension is often accurate on common, concrete, 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.	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 turns of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding	Shows only limited control of few simple memorized grammatical structures and sentence patterns	Limited vocabulary range consisting only of isolated words and memorized phrases	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	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges
Pre- elementary 1	Performs at a level below Elementary level	Performs at a level below Elementary level	Performs at a level below Elementary level	Performs at a level below Elementary level	Performs at a level below Elementary level	Performs at a level below 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 testing, and in assisting candidates to attain the ICAO Operational level (Level 4).

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APPENDIX 10–TEST TAKER FEEDBACK FORM

	<p>République de Côte d'Ivoire Autorité Nationale de l'Aviation Civile</p> <p>TEST TAKER FEEDBACK FORM AVIATION ENGLISH PROFICIENCY TEST</p>	<p>Form 2141 Revision 01 Date : 31st May 2019</p>				
		YES			NO	
Issues to consider		5	4	3	2	1
1. I was given a pre-test briefing						
2. The briefing of the test helped me to understand what was expected from me during the test						
3. The briefing of the test gave me a clear comprehension of the test format						
4. Was the testing room appropriate for the test (table, temperature, silence, chairs)?						
5. Were the electronics equipment (speakers, computers ...) were in good conditioning order						
6. I was given writing tools (paper, pen or pencil,) to take note during the test						
7. I was provided with opportunities to ask questions						
8. I was monitored during the test process						
9. The recordings of task 1 "Short answer questions" are adequate						
10. The recordings of Task 2 "Read back" are adequate						
11. The recordings of Task 3 "Story retelling" are adequate						
12. The recordings of Task 4 "Sentences building" are adequate						
13. The recordings of Task 5 "Open Questions" are adequate						
14. The overall format is reliable to test a Pilot or Air Traffic Controller English Proficiency Level						
Comments:						
Test taker's name or initials:		Date: / /				