

DEPARTMENT OF CIVIL AVIATION (MYANMAR)
AVIATION ENGLISH LEVEL 6 SCREENING FORM

Part 1 - To be completed by the pilot who is being screened

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| Name: | Licence No: | |
| LANGUAGE BACKGROUND | | |
| Nationality: _____ (Fill in your nationality above and tick <input type="checkbox"/> as applicable below) | | |
| <input type="checkbox"/> Native English Speaking Country (e.g Australia, USA, NZ, Ireland) <input type="checkbox"/> Non Native Country with English as a Second Language (e.g India, Malaysia, Singapore, Philippines, Myanmar) <input type="checkbox"/> Country with English as a Foreign Language (e.g China, Germany, Japan, Paraguay) | | |
| Current Employment – No. of years of service with existing employer (for foreign nationals only) <input type="checkbox"/> Less than 1 year <input type="checkbox"/> Between 1 to 3 years <input type="checkbox"/> More than 3 years | | |
| other information on your language background (please specify and provide relevant documentary evidence): | | |
| LANGUAGE CERTIFICATION (tick as applicable below and attach a copy of the relevant certificate) | | |
| Certificates | Name of School/ Institute | Country |
| <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. language proficiency certification from a foreign CAA in accordance with ICAO language rating scale) | | |
| I declare that the information provided above is true to the best of my knowledge. I have attached as evidence a copy of the certificate(s) which I have ticked as applicable above. | | |
| Signature: _____ | | Date: _____ |

For official use only

Certificates verified by

Name of Officer: _____

Signature & Date : _____

Part II – To be completed by the pilot performing the screening

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| Name : | Licence No: |
| Capacity : LIP/AFE/SAFE/CAAS FOI (delete as applicable) | |
| Observation carried out during (tick <input type="checkbox"/> as applicable below) | |
| <input type="checkbox"/> Line Check - Pilot Flying (PF) Sector Flight number: _____ Flight sector: _____ / Date: _____ - Pilot Monitoring (PM) Sector Flight number: _____ Flight sector: _____ / Date: _____ | |
| <input type="checkbox"/> others (please specify) | |

Part II (Continued)

| Language Area | ICAO Descriptors | Explanation | Observable Outcome | Initial if observed |
|---------------|--|---|--|---------------------|
| 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 basic, we mean simple sentences such as: I am Myanmar. By complex sentence we usually mean a sentence that has a number of parts to it. The following complex sentence has three parts to it: 1) If I had graduated from university earlier, 2) I would have found a better job. 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>Register 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 situation. 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. Nuance 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 fluency 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 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"> • The two parties seem to be talking at cross-purposes. i.e about two different things. • The speaker does not indicate understanding with a nod or a verbal equivalent. • The speaker reacts incorrectly to what has been said to him. <i>This can happen occasionally with the best speakers but not often.</i> | Able to understand and follow instructions without difficulty. | |

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| 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. Look out for appropriate use of non-verbal cues, e.g eye-contact, finger & hand gestures, etc.</i> | Able to ask and answer questions and engage in two-way dialogue without difficulty. | |
| <p>I have evaluated the pilot named in Part I through observation and taking into consideration the information stated in Part I of this form and the guidelines above, I declare:</p> <p><input type="checkbox"/> I am confident that he satisfies the Level 6 requirements described above.</p> <p><input type="checkbox"/> I am <u>not</u> confident that the satisfies the Level 6 requirements described. (Please tick <input checked="" type="checkbox"/> one of the above.)</p> <p>Remarks (if any):</p> <p>Signature: _____ Date: _____</p> | | | | |