

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

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

Name:	Licence No:	
<b>LANGUAGE BACKGROUND</b>		
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		
<b>other information on your language background</b> (please specify and provide relevant documentary evidence):		
<b>LANGUAGE CERTIFICATION</b> (tick as applicable below and attach a copy of the relevant certificate)		
<b>Certificates</b>	<b>Name of School/ 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. 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 &amp; Date : \_\_\_\_\_

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

Name :	Licence No:
<b>Capacity : LIP/AFE/SAFE/CAAS FOI</b> (delete as applicable)	
<b>observation carried out during</b> (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.	<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 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. <b>Nuance</b> relates to subtle differences in vocabulary such as "Ask him to open the door" and "Tell him to open the door".	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"> <li>• The two parties seem to be talking at cross-purposes. i.e. about two different things.</li> <li>• The speaker does not indicate understanding with a nod or a verbal equivalent.</li> <li>• The speaker reacts incorrectly to what has been said to him. This can happen occasionally with the best speakers but not often.</li> </ul>	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. 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.	
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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:

- I am confident that he satisfies the Level 6 requirements described above.  
 I am not confident that the satisfies the Level 6 requirements described.  
(Please tick  one of the above.)

Remarks (if any):

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**DEPARTMENT OF CIVIL AVIATION (MYANMAR)**  
**AVIATION ENGLISH TESTING FORM**

Part I – To be completed by the candidate who is being tested

Name :	Licence No:
Organization:	

Part II – To be completed by the testers

Name Tester 1 :	Authorization No:
Name Tester 2 :	Authorization No:

Part III – To be completed by the testers

Role-playing Scenario :	Situational Talk :
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No.	Language Area	ICAO Levels	√	Remarks (if any)
1.	<i>Pronunciation</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
2.	<i>Structure</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
3.	<i>Vocabulary</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
4.	<i>Fluency</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
5.	<i>Comprehension</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		

6.	<i>Interactions</i>	Level 6		
		Level 5		
		Level 4		
		Level 3		
		Level 2		
		Level 1		
Candidate's Level: _____				

\*delete as appropriate

We have evaluated the candidate named above and are satisfied that this person has demonstrated language proficiency at Level \_\_\_\_\_ in accordance with the ICAO Rating Scale.

Tester 1	Tester 2
Signature: _____	Signature: _____
Date: _____	Date: _____

Additional Remarks (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Procedure:

1. Start by choosing two or three levels (e.g Levels 4 and 5) which you think the candidate falls into and then eliminated the levels that do not apply until you only have one left.

2. The overall rating should reflect the level reached in the candidate's weakest area. Failure to comply with descriptors in one category (e.g Pronunciation, Structure, etc.) in one level indicates that the next lower proficiency level should be awarded. That is, a person's proficiency rating level is determined by the lowest rating level assigned in any particular category. Thus, an individual must demonstrate proficiency at Level 4 in all categories in order to receive a Level 4. (ICAO Manual 2.8.4).

**DEPARTMENT OF CIVIL AVIATION (MYANMAR)**

**APPLICATION FORM**

**Application for Authorization as language Tester/Screeener\***

**INSTRUCTIONS**

1. The completed form must be submitted through your employer to Personnel Licensing Unit for processing.
2. Non-pilots applying for authorization as a language Tester are required to submit the supporting documents listed in Part III to DCA for verification.

**Part I - Personal Particulars of Applicant**

Full Name:	Passport No:
Name of Employer:	Licence No:
Appointment within your organization:	No of years of experience in international civil aviation operations:

I am applying for the initial issue/renewal\* of DCA authorization as a Language Screeener/Tester\*.

**Part II – For pilots applying as a Language Tester**

Details of language assessment course attended: (e.g date, training organization etc)
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**Part III – For non-pilots applying as a Language Tester**

Please indicate with a  beside one or more of the following options, where applicable.

I hold a:	
Bachelor's degree in foreign language training	
Graduate diploma in Teaching English as a Second Language (TESL)	
University degree with extensive ESL teaching experience	
Others (Please Specify):	

I have at least 2 years experience in:	
Aviation English programme	
English for specific purpose teaching	
ESL teaching in an accredited university or language school	
Others (Please Specify) :	

\*delete as appropriate

**DECLARATION**

I certify that the above particulars are true to the best of my knowledge and belief. I am fully aware of the responsibilities associated with my role as an Authorized Language Screener/Tester\* and hereby apply for an authorization as a Language Screener/Tester\*.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**CERTIFICATION OF EMPLOYER IN SUPPORT OF APPLICATION**

We nominate \_\_\_\_\_ for the issue/ renewal\* of a DCA authorization as a Language Screener/Tester\*.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name/Designation: \_\_\_\_\_ Company Stamp: \_\_\_\_\_

Manager (Personnel Licensing):

Authorization approved / not approved\*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*delete as appropriate