

IMPORTANT

Completed applications should be sent to the Personnel Licensing Officer, Civil Aviation Authority of Fiji, Private Mail Bag (NAP 0354), Nadi Airport, Fiji or delivered to the Personnel Licensing Section at CAAF Headquarters, together with the licence or licence application.

Testing for language proficiency is conducted under to the provisions of the Air Navigation Regulation 53(2).

SECTION 1 PERSONAL PARTICULARS OF APPLICANT (in BLOCK CAPITALS please)

I am the holder of, or the applicant for, the type of licence listed hereunder -

Full Name (Surname first)

Signature:

Date:

Type of licence

and Licence Number

Address to which licence is to be returned

and telephone number

SECTION 2 DECLARATION OF PROFICIENCY

This applicant has satisfactorily completed an oral examination of language proficiency and has demonstrated a satisfactory level of proficiency to Level :

Signature

Date:

Authorised person for language proficiency evaluation for:

(Company)

Name (in BLOCK CAPITALS)

Licence Type and No

FOR OFFICIAL USE ONLY

Examiner authority checked:

Accept

Reject Reason:

Date:

Receipt No:

Cheque/Cash

Enclosures

Signature:

Date:

Applicant:

SECTION 3 TEST INSTRUMENT SCALE FOR LANGUAGE PROFICIENCY RATING

PRONUNCIATION – Assumes a dialect and or accent intelligible to the aeronautical community		
Level	Description	Attained
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding	
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding	
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation, but only sometimes interfere with ease of understanding	
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation, and frequently interfere with ease of understanding	
Elementary 2	Pronunciation, stress, rhythm, and intonation, are heavily influenced by the first language or regional variation and usually interfere with ease of understanding	
Pre-elementary 1	Performs at a level below the Elementary level	

STRUCTURE – Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task		
Level	Description	Attained
Expert 6	Both basic and complex grammatical structures and sentence patterns are consistently well controlled	
Extended 5	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning	
Operational 4	Basic grammatical structures and sentence patterns are used creatively and are well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning	
Pre-operational 3	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning	
Elementary 2	Shows only limited control of a few simple memorised grammatical structures and sentence patterns	
Pre-elementary 1	Performs at a level below the Elementary level	

Applicant:

VOCABULARY –		
Level	Description	Attained
Expert 6	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.	
Extended 5	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, or work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	
Operational 4	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, or work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances..	
Pre-operational 3	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. Is often unable to paraphrase successfully when lacking vocabulary.	
Elementary 2	Limited vocabulary range consisting only of isolated words and memorised phrases	
Pre-elementary 1	Performs at a level below the Elementary level	

FLUENCY		
Level	Description	Attained
Expert 6	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasise a point. Uses appropriate discourse markers and connectors spontaneously.	
Extended 5	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.	
Operational 4	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.	
Pre-operational 3	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.	
Elementary 2	Can produce very short, isolated, memorised utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	
Pre-elementary 1	Performs at a level below the Elementary level	

Applicant:

COMPREHENSION		
Level	Description	Attained
Expert 6	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	
Extended 5	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.	
Operational 4	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. May fail to understand a linguistic or situational complication or an unexpected turn of events.	
Pre-operational 3	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. 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.	
Elementary 2	Comprehension is limited to isolated, memorised phrases when they are carefully and slowly articulated.	
Pre-elementary 1	Performs at a level below the Elementary level	

INTERACTIONS		
Level	Description	Attained
Expert 6	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.	
Extended 5	Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.	
Operational 4	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.	
Pre-operational 3	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.	
Elementary 2	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.	
Pre-elementary 1	Performs at a level below the Elementary level	

Applicant: