

LEVEL FEATURES

| SKILLS AND DIFFICULTIES IN ENGLISH | I | 2A | 2B | 3A | 3B | 4A | 4B |
|---------------------------------------------------------|---|----|----|----|----|----|----|
| SECTION 1 : SPEAKING SKILLS, FLUENCY VS ACCURACY | | | | | | | |
| Has no/almost no speaking skills, or speaks word-like | | | | | | | |
| Has limited speaking skills, phrase-like | | | | | | | |
| Has regular speaking skills, passage-like | | | | | | | |
| Has good fluency, though limited accuracy skills | | | | | | | |
| Has good fluency and good accuracy skills | | | | | | | |
| SECTION 2 : LISTENING SKILLS | | | | | | | |
| Has no/almost no listening skills | | | | | | | |
| Has limited listening skills | | | | | | | |
| Has good listening skills | | | | | | | |
| SECTION 3 : TIME-ASPECT OF ORAL PRODUCTION | | | | | | | |
| Speaks for just a couple of seconds | | | | | | | |
| Speaks for a couple of minutes | | | | | | | |
| Speaks for short periods | | | | | | | |
| Speaks for long periods | | | | | | | |
| SECTION 4 : COMFORTABILITY-ASPECT OF SPEAKING | | | | | | | |
| Feels very uncomfortable with English | | | | | | | |
| Feels pretty uncomfortable with English | | | | | | | |
| Feels pretty comfortable with English | | | | | | | |
| Feels comfortable with English | | | | | | | |
| SECTION 5 : VOCABULARY | | | | | | | |
| Has no/very little vocabulary | | | | | | | |
| Has limited vocabulary | | | | | | | |
| Has good vocabulary | | | | | | | |
| Has very good vocabulary | | | | | | | |
| SECTION 6 : TENSES | | | | | | | |
| Has no information on Tenses | | | | | | | |
| Has mixed up information on Tenses | | | | | | | |
| Handles Simple Present and Present Continuous | | | | | | | |
| Handles Simple Past | | | | | | | |
| Handles Future Simple and Near Future | | | | | | | |
| Handles Present Perfect | | | | | | | |
| Handles Past Continuous and Perfect | | | | | | | |
| Handles Perfect Continuous Tenses | | | | | | | |
| SECTION 7 : GRAMMAR | | | | | | | |
| Has no grammar skills | | | | | | | |
| Has limited grammar skills | | | | | | | |
| Has good grammar skills | | | | | | | |
| Has very good grammar skills | | | | | | | |
| SECTION 8 : READING COMPREHENSION | | | | | | | |
| Has no reading comprehension or comprehends short texts | | | | | | | |
| Comprehends mid-length texts | | | | | | | |
| Comprehends long texts | | | | | | | |
| SECTION 9 : NEEDS | | | | | | | |
| Start from scratch | | | | | | | |
| Review of tenses | | | | | | | |
| Focus on fluency | | | | | | | |
| Focus on accuracy | | | | | | | |
| Maintain the language | | | | | | | |
| Develop skills related to professional area | | | | | | | |
| SECTION 10 : CAN BE UNDESTOOD BY | | | | | | | |
| Cannot be understood | | | | | | | |
| Native Speakers used to listening to non-natives | | | | | | | |
| Native Speakers in general | | | | | | | |
| SECTION 11 : TOEFL OR INTERNATIONAL EXAMS | | | | | | | |
| Can train for the TOEFL/ IELTS/ First/ Proficiency | | | | | | | |
| Can sit/ has sat for one of the mentioned tests | | | | | | | |

The **GRAY** color is a probable though not definite level feature.

LEVEL

| I | 2 A | 2 B | 3 A | 3 B | 4 A | 4 B |
|----------------|-----------------|------------------|--------------|--------------------|-----|----------|
| True Beginners | False Beginners | Low Intermediate | Intermediate | Upper Intermediate | | Advanced |