

SILA Faculty Development 2021-2022
Session Schedule

Date	Presenter(s)	Topic	Content	Number of Participants (including presenters)
April 7, 2021 16:00-17:00	A. Passos	New Moodle Workshop	The presenter explained how to use New Moodle.	23
July 16, 2021 10:45-11:30	N. Murakami	MIC's Current Status and Plans for Future	President Murakami explained MIC's current status and plans for future.	24
October 7, 2021 16:20-17:15	N. Murakami	Ongoing Matters at MIC	President Murakami addressed the following items that are currently ongoing at MIC and for which he would like faculty's cooperation and understanding.	21
January & February 2022 (On-Demand Video)	C. Yamamoto	MIC Poster Printer	The presenter explained how to use the new poster printer.	12
March 22, 2022 14:00-15:30	David Laheist & E. Head assisted	Strategies for Hybrid/hyflex Face-To-Face and Zoom Classes	The presenter explained how to conduct hybrid/hyflex classes successfully.	14
March 28, 2022 15:00-16:30	Shiro Ishikawa, Tomoe Aoyama, Osafumi Hirai, Nozomi Nagasawa & C. Yamamoto assisted	Cambridge Linguaskill General Invigilator Training	The presenters explained how to be a good invigilator for the Cambridge Linguaskill General test.	22

Session Feedback Form

1. The objectives of the session were clearly defined.
2. Participation and interaction were encouraged.
3. The topics covered were relevant to me.
4. The content was organized and easy to follow.
5. The session experience will be useful in my work.
6. The presenter was knowledgeable about the training topics.
7. The session length and pace were appropriate.
8. The session room and facilities were appropriate.
9. The materials distributed were helpful.
10. What aspects of the session could be improved?
11. How do you plan to apply the contents of this session to your work?
12. Additional comments

NOTE:

Number **1** = STRONGLY DISAGREE

Number **5** = STRONGLY AGREE

New Moodle Workshop (A. Passos)

Date: April 7, 2021

Session Start/End Time: 16:00/17:00

Place: via Zoom (participants have to use their own computers)

Summary:

MIC is using Moodle for quite some time, but due to technical issues, the Moodle system had to be reinstalled. For 2021, the most up-to-date version was setup, and A. Passos explained some of the new changes in the interface so faculty can comfortably navigate the new system. In addition, course backup and course restore will be done live, so faculty can restore old backups confidently. Q&A followed where participants could share some concerns and hints about setting up classes in Moodle.

Participants:

Adachi, Jason	Lim, Stephanie
Bond, Erik	Mork, Cathrine-Mette
Brown, Nahum	Occhi, Debra
Diaz, Anthony	Mlodkowski, Pawel
Dunne, Gregory	Richards, Paul
Hall, William	Schmidt, Rebecca
Hayase, Hironori	Vu, Tien
Head, Ellen	Waterfield, Marc
Howard, Anne	White, Jason
Jimenez, Felix	Yamamoto, Craig
Kasai, Aya	Passos, Anderson
Kobayashi, Futoshi	

New Moodle Workshop (A. Passos) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
2	4	3	2	4	4	3	5
5	5	2	5	3	5	5	5
5	5	5	5	5	5	5	5
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5	5	5	4	5	5	5	5
4	5	4	3	4	5	3	5
5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
5	5	5	4	5	5	4	5
4	5	3	4	4	4	5	5
4	5	5	4	5	5	4	5
5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
3	3	4	3	3	5	4	4
5	5	5	5	5	4	4	5
4	4	5	5	5	5	5	5

Q9	Q10	Q11	Q12
Yes.	organization; notification that we all should have logged onto Moodle before session began.	use of Moodle for courses taught	
Yes.	none	setting up all courses in moodle	
None were distributed.	Please notify us the event at least a week before, instead of several hours before.	For using new Moodle	You did a great job.
None were distributed.	some people need to talk much less	use	
Yes.	Making learners' list	Course management	Thank you!
None were distributed.	Letting us know in advance when the session would be.	I am using moodle and I also learned how to print a photo roster so these are immediately useful.	Thank you.
None were distributed.	na	I will be able to use moodle better based on the lesson.	
Yes.	It was helpful.	I like grading on Moodle for transparency but...	Is it really safe to do the grading on Moodle?
None were distributed.	To have this FD earlier would have been better.	Making class Moodles	
None were distributed.	Although it was impossible, the timing of when to have the FD. One month ago would have been better.	Setting up my Moodle courses	We need more plugins!!!
Somewhat.	The content range was too wide. It tried to help users with advanced needs at the same time as accommodating those	I work in Moodle most every day, so it will be a regular part of my work.	

	with minimal digital literacy.		
Yes.	Timing	It will help me to create my courses on Moodle.	
Yes.	It was fine.	I use Moodle for my classes.	
None were distributed.	can't think of any	using Moodle as before	thanks Anderson for sorting out the problem!
None were distributed.	The FD should have been announced much earlier, though I think that was very difficult to do in this care.	class organization on Moodle	
None were distributed.	how to use Moodle	send materials to students	Very helpful, Thanks
None were distributed.	n/a	n/a	n/a

MIC's Current Status and Plans for Future (N. Murakami)

Date: July 16th, 2021

Session Start/End Time: 10:45-11:30

Place: 1-221

Summary:

In this FD session, President N. Murakami addressed the issues that need to be dealt with immediately at MIC and especially those that involve the SILA faculty.

President Murakami first touched on the vaccine problem, how MIC has been discussing the matter with MEXT to secure vaccines for students and staff. Negotiating the matter with Miyadai and Miyazaki prefecture lead to securing some vaccines for MIC students and kindergarten teachers. Faculty members were informed they will be notified to give names if they wish to be vaccinated.

The president then stated that the biggest issue at MIC is that teacher/student ratio is incredibly low (1:9.2), making tuition fee earning per teacher and the profit very low. Two main pillars to overcome this problem are a curriculum revision and establishing of Graduate School. Curriculum revision is underway with a working group led by Prof. Hayase. With the Graduate School, SILA faculty will soon be asked to submit documents that include their academic records and achievements. This is to determine who would qualify to be faculty members in the Graduate School as there is a qualification standard set by MEXT. After three years of running, the institution will be able to set up its own standards. Therefore, those faculty members who do not qualify the first time are likely to be eligible after three years. Application for Grad. School will be submitted next March and MIC is aiming to start it in April, 2023. President Murakami mentioned that there will be two courses, but said that once the guidelines about Graduate School are ready, then there will be another meeting to explain about it.

Then President Murakami talked about Kakenhi. The reason that he would like to make it obligatory from next academic year is because the number of applications and the rate of acceptance are common criteria used by many systems to evaluate tertiary institutions. Even if the rate of acceptance is low at start, it is OK as long as it gradually increases. What he would like the most out of this is for the faculty members to look at their own research with a different perspective. The process of making a kakenhi application allows them to do that and that is what is most important. Also, the president is currently preparing slides on research misconducts which will be made available as an online on-demand seminar.

President Murakami also mentioned that the salaries the faculty members receive are not just for teaching classes, but for research and other miscellaneous matters that the faculty members are expected to participate at MIC.

Last, but not least, the president said that it is important to understand that each member ought to do best for oneself, students and for the organization you work for which is MEI. He requested the faculty to give him support and their continuous cooperation.

Participants:

Adachi, Jason	Lim, Stephanie
Bond, Erik	Occhi, Debra
Brown, Nahum	Schmidt, Rebecca
Diaz, Anthony	Vu, Tien
Dunne, Gregory	Waterfield, Marc
Hall, William	Yamamoto, Craig
Hayase, Hironori	Higuchi, Akihiko
Head, Ellen	Yasutomi, Atsushi
Howard, Anne	Stanley, Iain
Jimenez, Felix	Rodda, Brendan
Kasai, Aya	Murakami, N
Kobayashi, Futoshi	Kagawa, R

MIC's Current Status and Plans for Future (N. Murakami) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
5	5	5	5	5	5	5	5
2	5	4	5	4	5	5	5
3	4	5	4	4	4	4	4
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2	4	3	4	5	5	5	5
5	5	5	5	5	5	5	3
5	5	5	5	5	5	5	5
4	4	4	3	3	5	4	4
4	4	5	5	5	5	5	5
3	3	5	4	4	5	5	5
4	4	5	4	5	5	5	5
5	5	5	5	5	5	5	5
3	1	2	2	3	3	2	3
4	4	4	4	4	5	4	4
5	3	5	5	4	5	5	5
5	4	5	5	5	5	5	5

Q9	Q10	Q11	Q12
None were distributed.	Lloyd should translate his talk.	various ways(?)	
None were distributed.	The announcement of when it would be and what thIt would have been nice to have had a session earlier in the year.	It was useful to know about the plans of curriculum reform. I want to be active in contributing to the curriculum of the English program.	Thank you.
None were distributed.
None were distributed.	The development of the relationship between the President and Faculty will contribute to	I will take it under advisement.	

	more successful sessions in the future.		
None were distributed.	Possibly a copy of the agenda.	I feel I am currently meeting the expectations laid out in today's session, but I will try to focus on more research.	Thank you for your time and understanding of our situation.
None were distributed.	More dialogue.	I will start	I appreciated that the president invited us to come talk to him. I believe there are a lot of communication problems and I wish he would have a collaborative relationship with the faculty and include us in the discussions of future vision for MIC.
None were distributed.	Nothing special	Everyday duties	It is very good that the president talks directly to the faculty. It is a good chance to know what the college is thinking. His explanation today was very logical and reasonable.
None were distributed.	Nothing	I will keep them in mind for my actions.	
None were distributed.	It seemed the translator did not have advance warning of the technical topics which would have made it go more smoothly for her	we were told what to do and meanwhile to wait for more forms and explanation, so when we get those, of course we will do the things we are being told to do.	I have to comment that the part of the meeting when we were scolded, with our wages analyzed and discussed as if we only do work during the hours we spend in the classroom, was incredibly stress-inducing and insulting. I am still shocked and can hardly believe I heard

			such things from someone who has worked as a professor himself and would know how much else is really involved in our jobs. Were those his own words? Chief Trustee Yamashita's words? Who at MEI thinks that way of the ILA faculty and made such calculations? Do they think that talking down to us like this helps improve the institution? I feel sick at heart, like I want to talk to a counselor now. I am even worried to write this for fear of retaliation.
None were distributed.	NA	NA	
None were distributed.	nothing	apply for a taken grant	It was good to hear that the president is open to hearing from the faculty. I wondered if the president was aware of how much research is going on at MIC without the Kakei grants.
None were distributed.	It would be helpful to give faculty an outline of topics to be discussed at least a few days before the session.	I will think carefully about the points that the president presented and then talk to him about them in the near future.	
Yes.	.	.	
None were distributed.	Nothing	Nothing	

Yes.	through frank dialogue between the school and the faculty	no	All of the faculty want to send their children to study at MIC.
None were distributed.	voice volume	I will be much more sensitive to problems explained by the President.	n/a
None were distributed.	Nothing. It was just right for its purpose.	All the information presented is relevant to my work.	

Ongoing Matters at MIC (N. Murakami)

Date: October 7th, 2021

Session Start/End Time: 16:20-17:15

Place: 1-321

Summary:

In this FD session, President Murakami addressed the following items that are currently ongoing at MIC and for which he would like faculty's cooperation and understanding.

1. Graduate School Master's Course

President Murakami expressed his thanks to faculty for submitting their personal and academic records. He explained that for the initial application to MEXT, he has included only those members who are likely to be accepted and appropriate for teaching the proposed courses based on the submitted records. After three years of running the Mater's programme, we will be allowed to revise instructors thus more members of faculty are expected to join in the teaching team.

2. New SILA Curriculum

New curriculum is created in order to make it clearer for students to vision their future. The three tracks are English Educational oriented (TC), Global Business & Management and Liberal Arts. The new curriculum will be applied starting from the next year's 1st year students. Therefore, the current and the new curricula are going to run in parallel for the next 3 to 4 years and teaching load for faculty may vary from person to person during this period. The working group has now completed their task and presented their report. Now committees for the three tracks will be formed to determine their detailed contents. Members for these committees will be selected based on the records submitted for the Graduate School application.

3. Faculty Handbook

The content of Faculty Handbook has been left unrevised for a long time and there are lots of discrepancies with the current regulations and rules of MIC. We are now in the process of preparing to revise the Handbook. As the content deals with matters that impact faculty, necessary negotiations will take place with the Union and related groups. The current plan is to only include tips and guidelines to get through daily lives at College in Handbook and to remove all the regulations in separate documents. The current Faculty Handbook has already been taken off the intranet. To avoid misunderstandings, any questions must be addressed as soon as they arise. Revision will be done in stages, but faculty shall be informed of updates in a timely manner.

4. MIC Satellite Office

MIC Satellite Office has been established in the building of Miyagaku High School. Steering committee was formed that includes Ellen Head and Craig Yamamoto from SILA faculty. The members' role is to be coordinators between the satellite office and faculty. The two reasons for setting up the office are to promote community outreach and to help raise the profile of MIC in the community. The two main pillars of the office's activity are open lectures for public and

providing opportunities to junior high school and high school students to speak with faculty. Undecided as to how often these will take place but would like to request many faculty members to volunteer and to get involved in these activities.

Participants:

Adachi, Jason	Mork, Cathrine
Diaz, Anthony	Occhi, Debra
Hall, William	Schmidt, Rebecca
Hayase, Hironori	Vu, Tien
Howard, Anne	Waterfield, Marc
Kasai, Aya	Rodda, Brendan
Kobayashi, Futoshi	Richards, Paul
Cho, Enusoo	Walker, Lloyd
Cho, Sunghee	Kagawa, Reiko
Mlodkowski, Pawel	Passos, Anderson
	Murakami, Noboru

Ongoing Matters at MIC (N. Murakami) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
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4	4	4	4	4	4	4	5
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Q9	Q10	Q11	Q12
None were distributed.	Nothing	Use it in my daily work.	
None were distributed.	No comments	No comments	
None were distributed.	None	The information attained in this FD will help me in my preparation and while carrying out my duties of teaching, participating in the satellite office, future recruitment, etc.	There are many things that can be improved at MIC, but to me this means MIC has the potential to become whatever we envision it to be. I am excited to participate in building this institution and look forward to seeing all it can be!

None were distributed.	Handouts. I don't believe any information was new.	I'm not sure	None
None were distributed.	N/A	The contents of this session will be adapted into everything that we do starting next spring, so I will use this information to best service the students and MIC.	Unfortunately, I missed the meeting, but followed up with colleagues on the content. I honestly made a mistake and double booked meetings with students regarding adding/dropping classes and senior theses at the same time, so I forgot. My sincerest apologies for not giving prior notification.
None were distributed.	very logical and persuasive	Yes, very much.	The president's direct speech is very effective.
None were distributed.	N/A	I will reflect on it and plan things accordingly.	
None were distributed.	None	I will do my best to raise the profile of the school	
None were distributed.	Question Time at the end	Consider what kind of lecture will be suitable for the satellite campus	
None were distributed.	More time for questions and discussions.	It feels that this school has no educational philosophy but just concerned with finance. Strong and holistic educational philosophy is what motivates me personally so I would love to hear more about that.	

None were distributed.	outline in English		
Yes.	Communication about the details of the session could be distributed in advance	It will be necessary for my future work	
None were distributed.	A written overview of the topics would have been helpful. Also, although there were a couple of chances to ask questions, there was not enough time devoted to that.	The president's proposed changes will have a substantial impact on our work and working conditions, so the information in his presentation is important for me.	
None were distributed.	None	N/A	
None were distributed.	• E? • E	• E? • E	
None were distributed.	no comment	it will guide me through the tasks	
None were distributed.	n/a	Yes, the contents were very relevant to my work	

MIC Poster Printer (C. Yamamoto)

Date: January & February 2022

Session Start/End Time: On-Demand on/before February 28, 2022

Place: Online

Summary:

In this FD session, Craig Yamamoto presented the new MIC poster printer, located in 2-103, provided through the President's Discretionary Fund. This poster printer is to be used immediately for senior thesis poster presentations as well as faculty posters for conferences.

This introduction also included step by step instructions on how to use the printer.

Participants: (Those who answered and submitted the FD survey before/on the deadline: February 28, 2022)

Head, Ellen Bond, Eric Adachi, Jason Hall, William Kobayashi, Futoshi Craig, Yamamoto Cho, Sunghee Mlodkowski, Pawel	Occhi, Debra Vu, Tien Waterfield, Marc Passos, Anderson
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MIC Poster Printer (C. Yamamoto) - Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
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5	3	5	5	5	5	5	4

Q9	Q10	Q11	Q12
No.	Watching video is not enough.	for my thesis students	
None were distributed.	NA	NA	
Yes.	It was fine. The on-demand nature of the presentation was good. I can review it when I actually plan to use the printer.	Poster presentations for senior thesis etc.	See 10 above
Yes.	None. It was helpful and convenient.	I'll advise my students about it.	
None were distributed.	can't think of any	Possibly, I could advise students though the video should suffice; also, if we ever have in-person conferences, I could do a poster now without spending funds to print it	It looks like a great piece of equipment; I am grateful that MIC acquired it
Yes.	Nothing	All 4th year students must give poster presentations as part of their Senior Thesis requirements. This printer will increase the quality of their work and may also improve their motivation levels. We as faculty must also know how to operate this printer to provide our students with the posters to be presented. This directly relates to our work.	
Yes.	Nothing in particular	It will be great to have real posters when students present	

None were distributed.	N/A	Student poster presentations and conference poster presentations	I am the presenter for this FD, so my answers may be a bit bias, but question 2 does not pertain to this FD.
Yes.	Nothing	When applicable.	
None were distributed.	I think it was concise and easy to follow.	When my students or I have a poster to present, I can put this knowledge into action.	Thanks for making the video!
Yes.	this was fine, no need for changes	provide instructions to my students, or assist them with printing posters, when face-to-face poster presentations are back	thank you
None were distributed.	This is very good but there's nothing like hands-on experience. Some of the templates I use are B1 size so I guess it would need trimming manually.	I would like to see posters around ARC and the corridors, not only at conferences! Would it be ok to print up some posters for internal use? Considering the problem of covid, having posters on walls can be an "asynchronous method" without having face-to-face presentations. Or presentations can be video'd and a q r code for the video can be included on the poster.	Posters with a q r code to a video would be a great way to disseminate information to students, combining virtual reality and real space of MIC. I see a need for posters about the senior thesis processes and examples of successful senior thesis presentations and also about study-skills.

Strategies for Hybrid/hyflex Face-To-Face and Zoom Classes (David Laheist & E. Head assisted)

Date: March 22

Session Start/End Time: 14:00-15:30

Place: Zoom

Summary:

In this FD session, the external presenter (David Laheist) introduced strategies and activities for teaching classes which combine face-to-face groups and students on zoom. The session was conducted online and Ellen Head assisted. The workshop covered some of the background to hyflex teaching including the need to be aware of students' social and emotional well being and how online teaching can be helpful for exceptional students because it allows 1:1 attention from the teacher. It was demonstrated how online tools can be used in a way that is useful both for face-to-face and online students, for functions such as attendance, arranging groups, collaborating on documents and checking students' understanding. The presenter explained that getting rapport between members of the group on- and off- line was an important consideration, and that pair work in breakout rooms was a good strategy for building up trust, even if the pairs are mixed face-to-face and online students. Various conditions such as having a single off-campus student, were considered. There was an opportunity for faculty to collaborate on a google doc to share their own experiences and brainstorm solutions to common problems with hybrid/hyflex classes.

Participants:

David Laheist (External Presenter) Jason Adachi Eunsoo Choo Sunghee Cho Anthony Diaz Ellen Head Anne Howard Futoshi Kobayashi Catherine Mette-Mork Anderson Passos Rebecca Schmidt Tien Vu Marc Waterfield Craig Yamamoto	
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Strategies for Hybrid/hyflex Face-To-Face and Zoom Classes
(David Laheist & E. Head assisted)- Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
5	5	5	5	5	5	5	5
4	4	4	5	4	4	4	3
4	5	1	4	1	2	2	3
3	3	2	2	2	3	2	3
5	5	5	5	4	4	3	5
2	2	3	1	1	2	2	2
4	5	4	5	4	5	5	5
4	4	4	4	4	4	4	5
2	5	5	4	4	5	4	5
5	5	5	4	5	5	5	5

Q9	Q10	Q11	Q12
No.	None	my classes	
None were distributed.	Nothing in particular	Using Moodle and Zoom, when needed.	
Somewhat.	Needs analysis first next time, please.	n/a	This session would have been ideal for a new teacher with little to no zoom teaching experience. The presenter seemed ill-informed of our context, experience, knowledge and needs.
None were distributed.	Application and tips may be shortened and organized in a logical procedure to save time.	I will try to cherry pick some points applicable	
Yes.	Nothing	I will use some of the ideas that came about in the meeting should I have hyflex lessons.	None
No.	The presentation felt like mostly fluff and no substance. I came expecting to learn some new techniques for delivering online classes, but I felt like the session was more of a broad discussion of considerations regarding online classes.	I don't.	
Yes.	The presenter didn't seem to be aware that we use Moodle, Zoom, and Google docs regularly. As a result, much of what was covered was already familiar, if not routine. A more thorough background briefing would have helped him to target his presentation.	Some of the suggested techniques might be useful. I will use them if the need arises.	

None were distributed.	can't think of any	the strategy of anonymizing students for discussing difficult topics was interesting	I wondered about the ethics of the teacher using a student name and entering a breakout room; it seems potentially problematic
Somewhat.	The presenter talked to us as if we were very inexperienced with online tools.	The ideas about student engagement were very useful and I hope I can use those in my job.	
None were distributed.	I think the time talking with colleagues about solutions to hybrid classes was useful and I would like to have had a bit more time for that.	I will pick up some of Laheist's suggestions for collaboration between face-to-face and online students. For example using breakout rooms even for face-to-face students to organise groups seems interesting.	

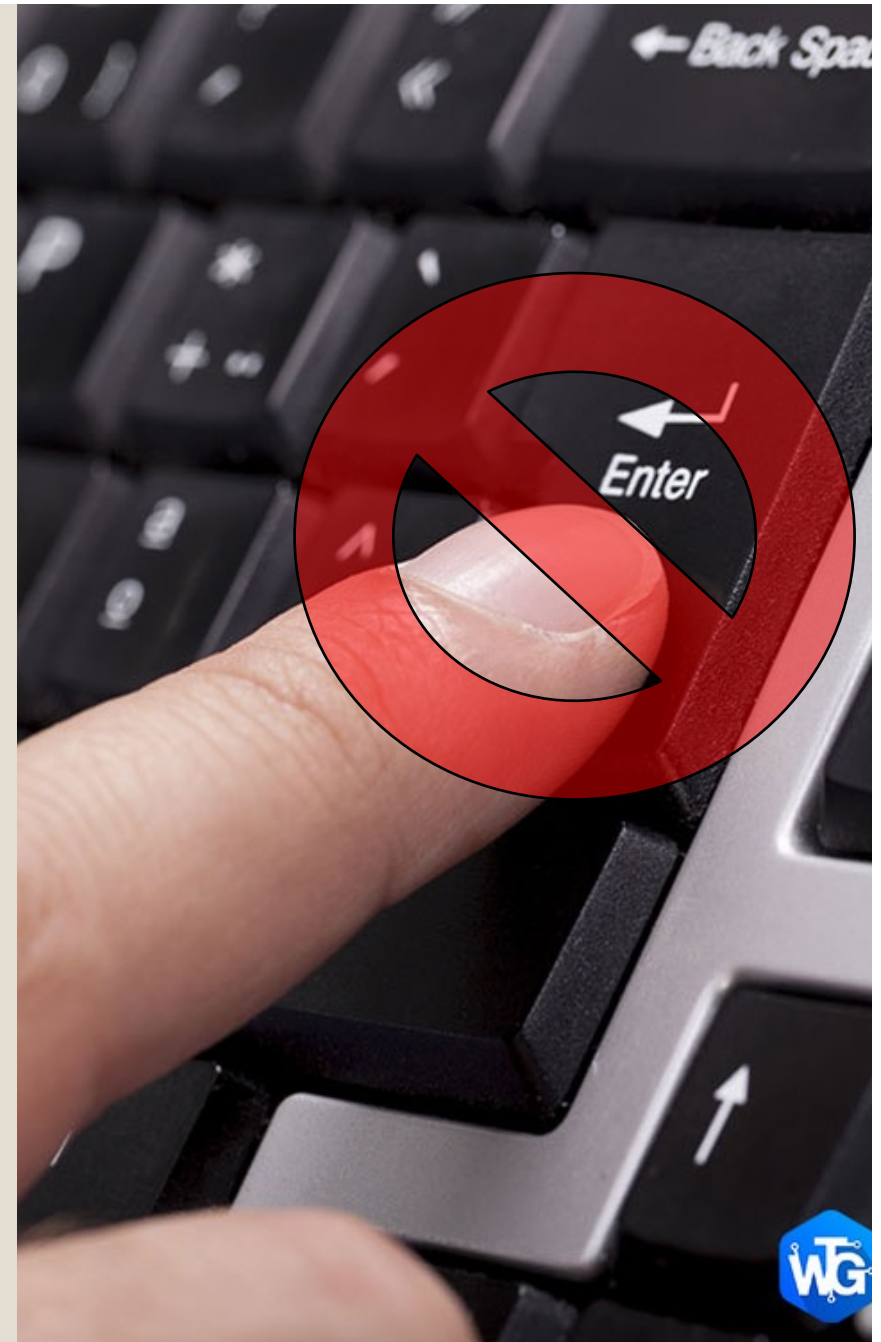


STRATEGIES FOR ACCOMMODATING ONLINE STUDENTS IN A HYBRID CLASS

DAVID LAHEIST

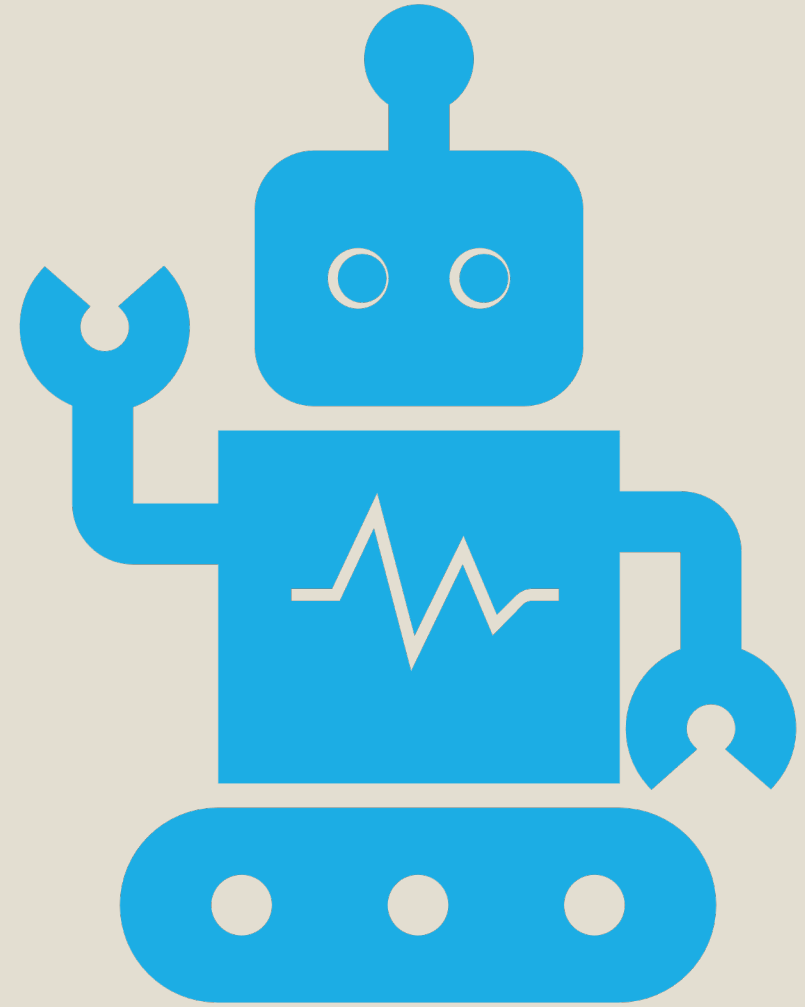
One word quiz:

- The NEXT SLIDE will have a picture
- Write an adjective to describe the picture but don't hit "return" yet.
- We'll hit "return" on the count of three... how varied will the answers be?





*“BETTER
TECHNIQUES VS
BETTER
TECHNOLOGY”*





SOME UNIQUE
BACKGROUND









Teaching Background

Teaching online-
better than face-to-face?

COURSE MODELS AT-A-GLANCE

FULLY IN-PERSON



BLENDED



WHERE



Brick-and-mortar



Virtual learning environment

WHEN



At a scheduled time



At the student's own time

HOW



On-Site Classroom Technology



Mobile, portable technology

HYBRID



HYFLEX



FULLY ONLINE



What is hyflex?
ミックス型

Students choose online or classroom



How much experience do you have with Hyflex?



None



Very little



Some



A lot

What do you teach?



I am a student



Language



Math / Economics



Science / Engineering



Art / architecture



Other

Split approach:



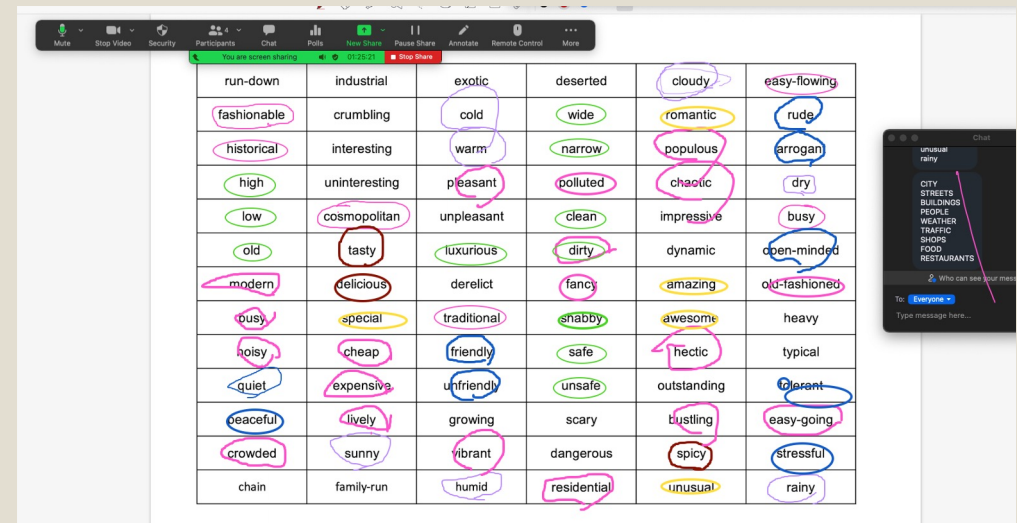
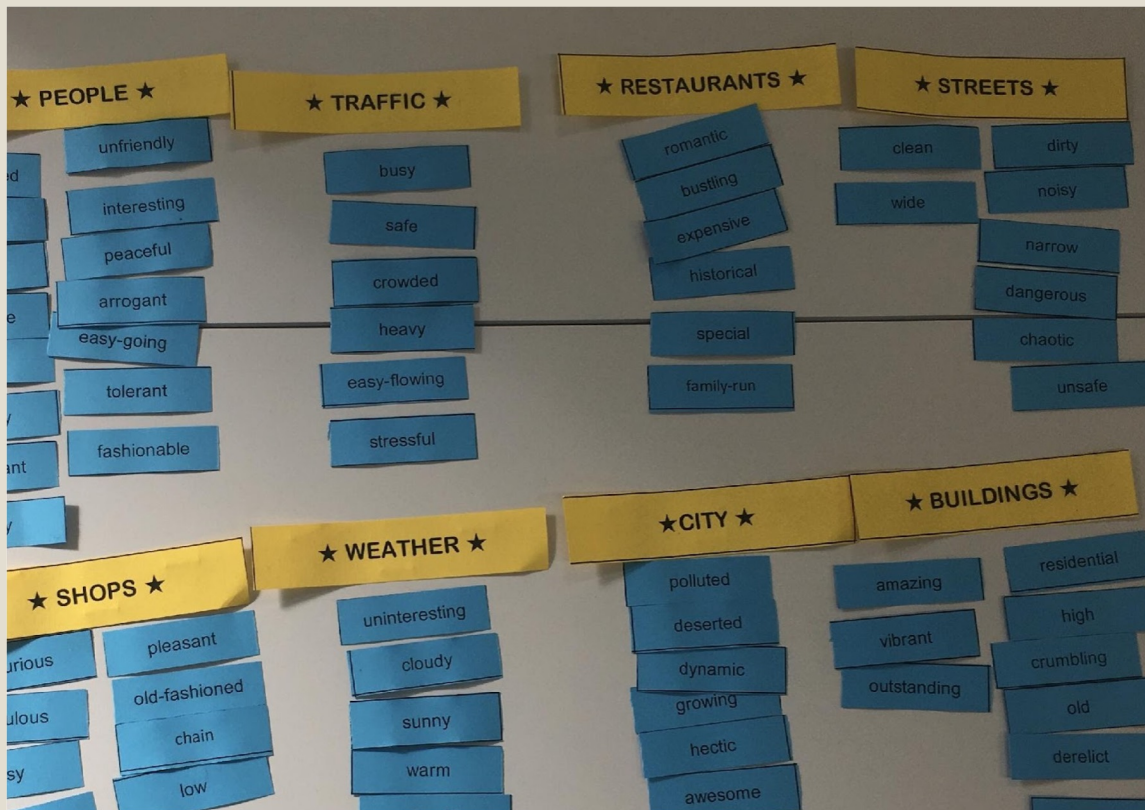
Online students do an online version



Classroom students do a conventional approach



Example (added challenge)



Everyone online



Online students do an online version.



Classroom students join online regardless.



Examples from moodle:

Teaching Hyflex – my experience: technical issues

Teaching Hyflex – my experience – social issues

General to all teaching: rapport is the key

- Enjoy games / activities more
- Personal / emotional content is interesting
 - blogs / shared diaries
- Ask each other questions in private chat



Building rapport

- icebreaker activities
- Smaller groups = smaller risk
- self-expression
- Trust = interesting conversations



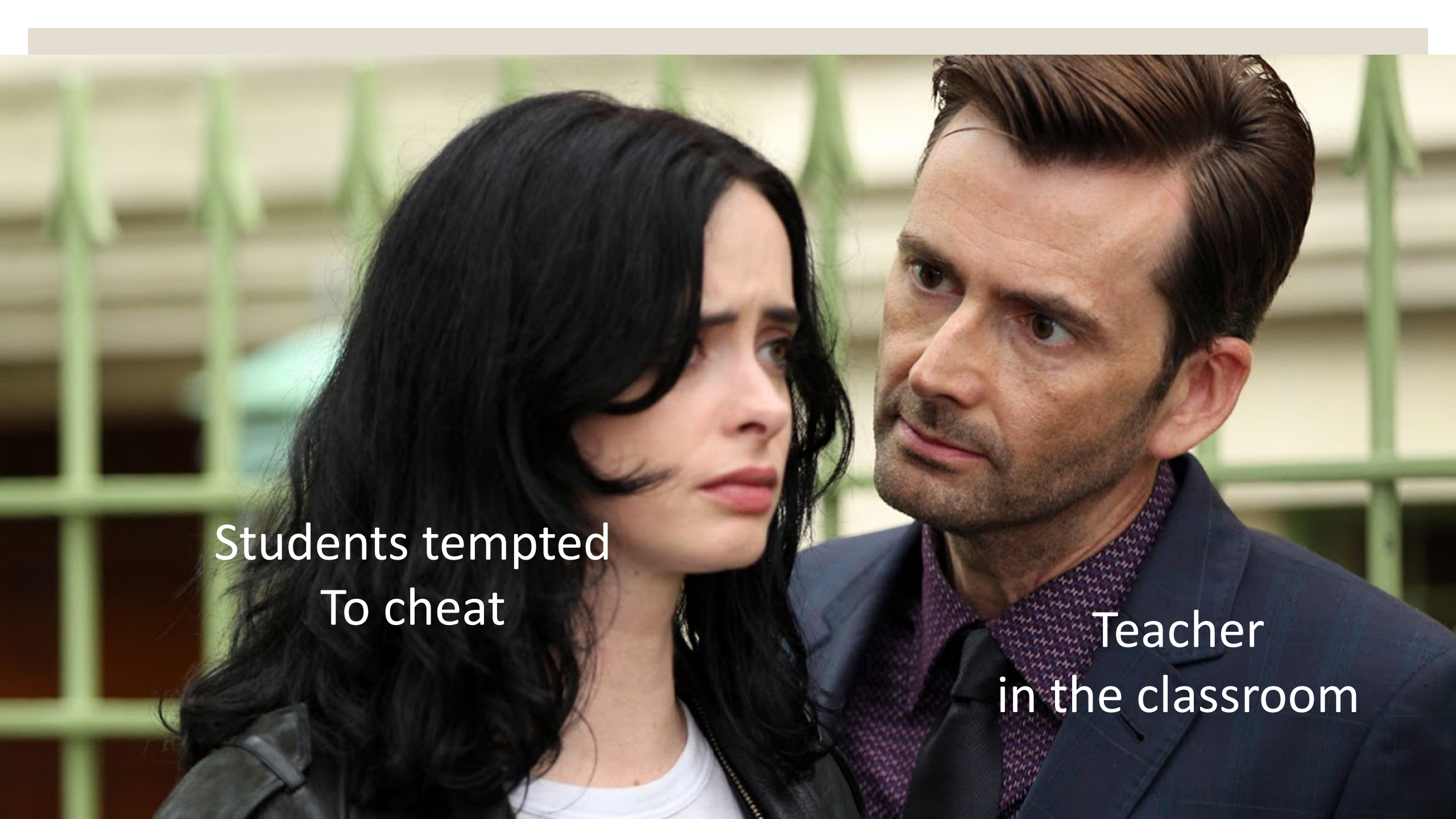
Let's try an example

- Pairwork activity: introduce yourself



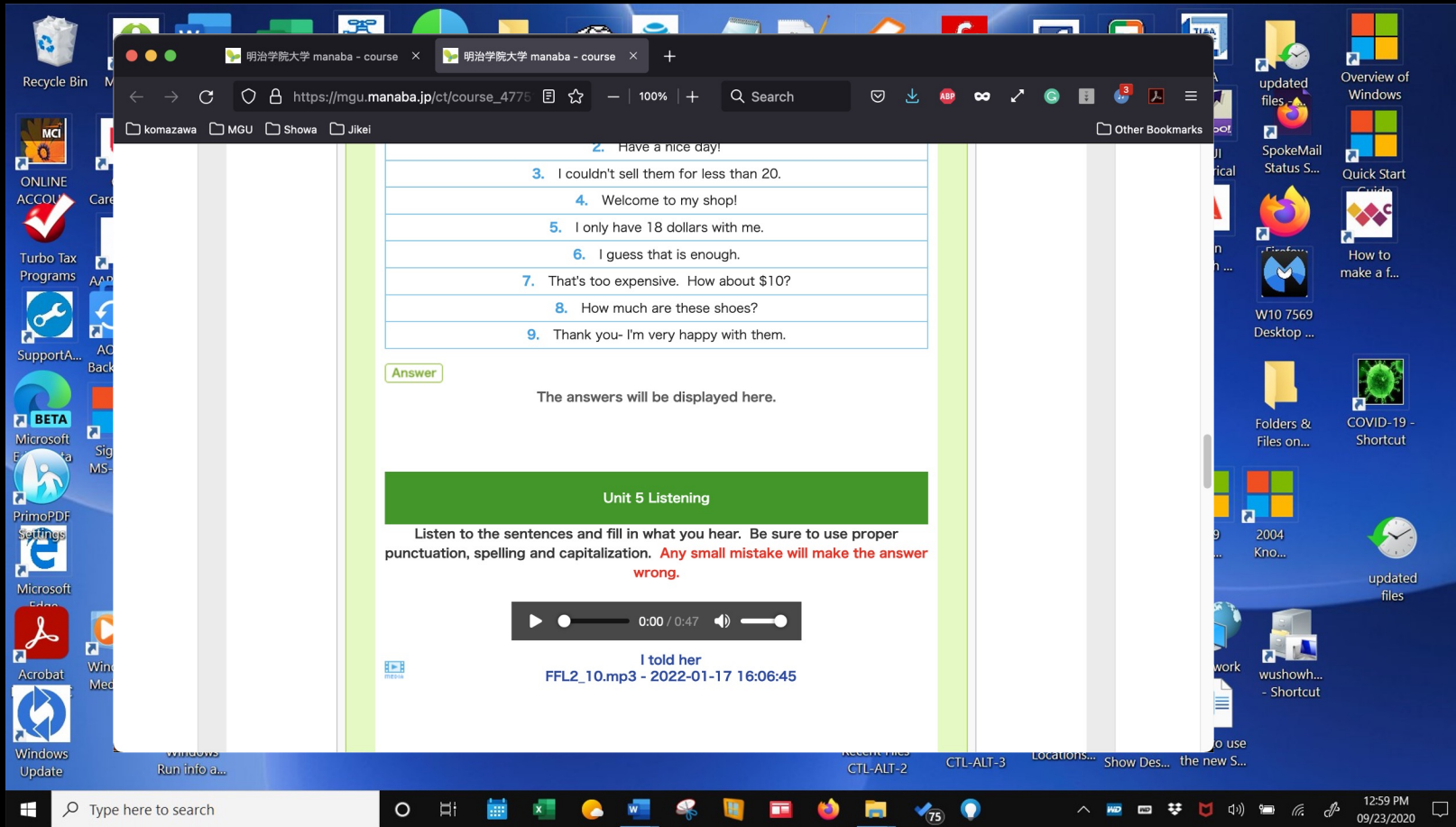
ALONE IN BREAKOUT ROOMS

INTERACT INDIVIDUALLY

A young woman with long, wavy black hair is looking towards a man. The man has short brown hair and is wearing a dark blue suit jacket, a purple patterned shirt, and a dark tie. They are standing in front of a green metal fence. The background is slightly blurred, showing a building with windows.

Students tempted
To cheat

Teacher
in the classroom



Student shares whole screen during tests

The image shows a Microsoft Word window titled "Document1". The ribbon is set to "Home" and includes options for font (Calibri, size 12), paragraph, styles, dictate, and sensitivity. A "Share" button is visible in the top right. The main text area contains two paragraphs. The first paragraph is preceded by a red circle with the number "8" in a white square. The text describes the TV series Jessica Jones. The second paragraph lists the cast members.

8

Marvel's Jessica Jones, or simply Jessica Jones, is an American television series created by Melissa Rosenberg for the streaming service Netflix, based on the Marvel Comics character of the same name. It is set in the Marvel Cinematic Universe (MCU), sharing continuity with the films of the franchise, and is the second in a series of shows that led to The Defenders crossover miniseries. The series is produced by Marvel Television in association with ABC Studios and Tall Girls Productions, with Rosenberg serving as showrunner. Scott Reynolds was a co-showrunner for the third season.

Krysten Ritter stars as Jessica Jones, a former superhero who opens her own detective agency. Rachael Taylor, Eka Darville, and Carrie-Anne Moss also star, with Mike Colter, Wil Traval, Erin Moriarty, and David Tennant joining them for the first season, J.R. Ramirez, Terry Chen, Leah Gibson, and Janet McTeer joining the cast for second season, and Benjamin Walker, Sarita Choudhury, Jeremy Bobb, and Tiffany Mack joining for the third season.



Help with document while editing

Empty breakout room = timer

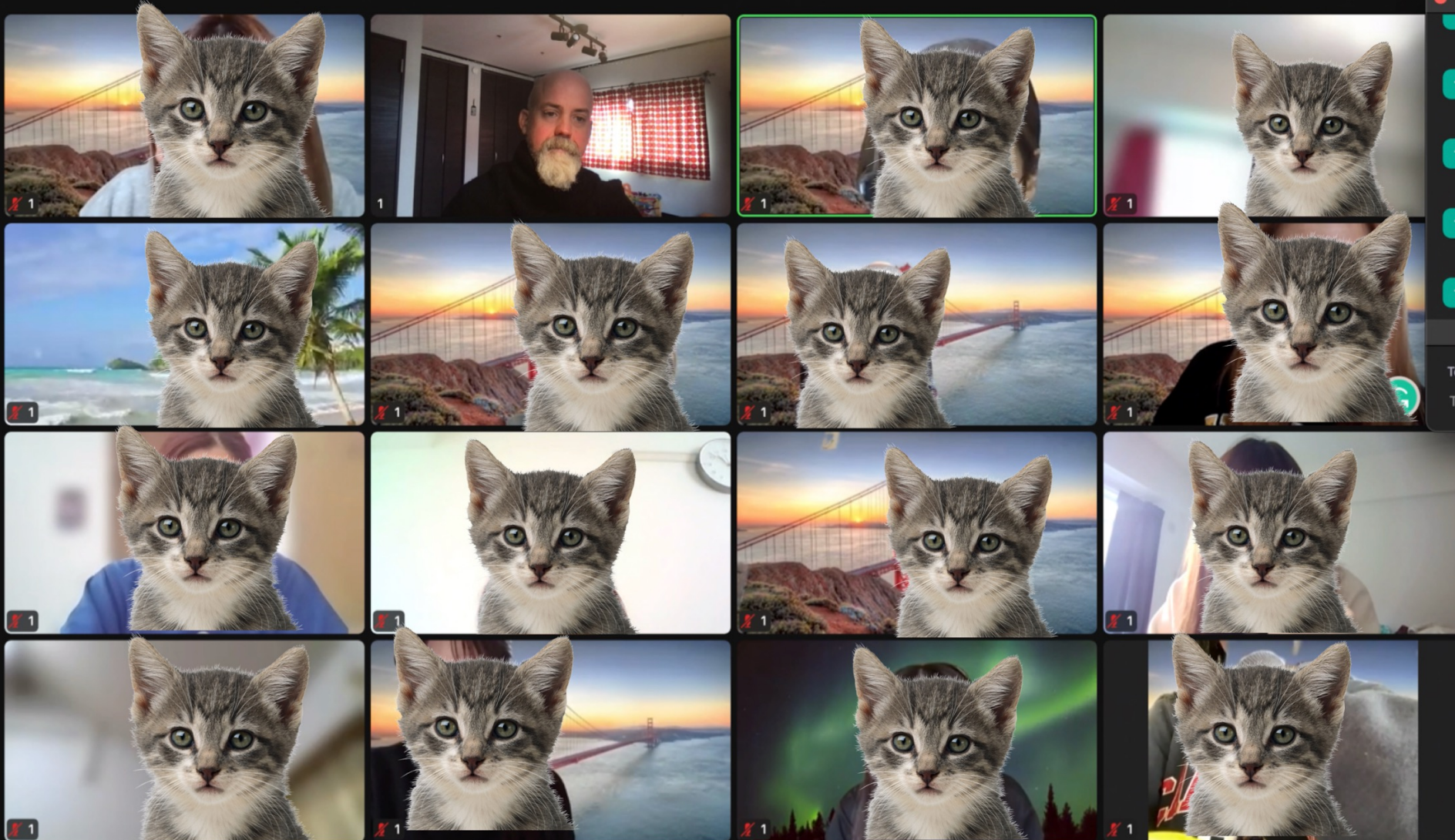


Discussion- your experience and ideas:

- Let's gather your ideas with google docs:
 - Thoughts about rapport
 - Issues not yet discussed
 - Special technical issues
 - Pair work
 - Group work
 - Examinations



ZOOM
ANONYMOUS
MODE



Chat

- 1 chocolate
1 to Everyone 10:51
- 1 vanilla
1 to Everyone 10:51
- 1 Milk
1 to Everyone 10:51
- 1 vanilla
1 to Everyone 10:51
- 1 chocochip

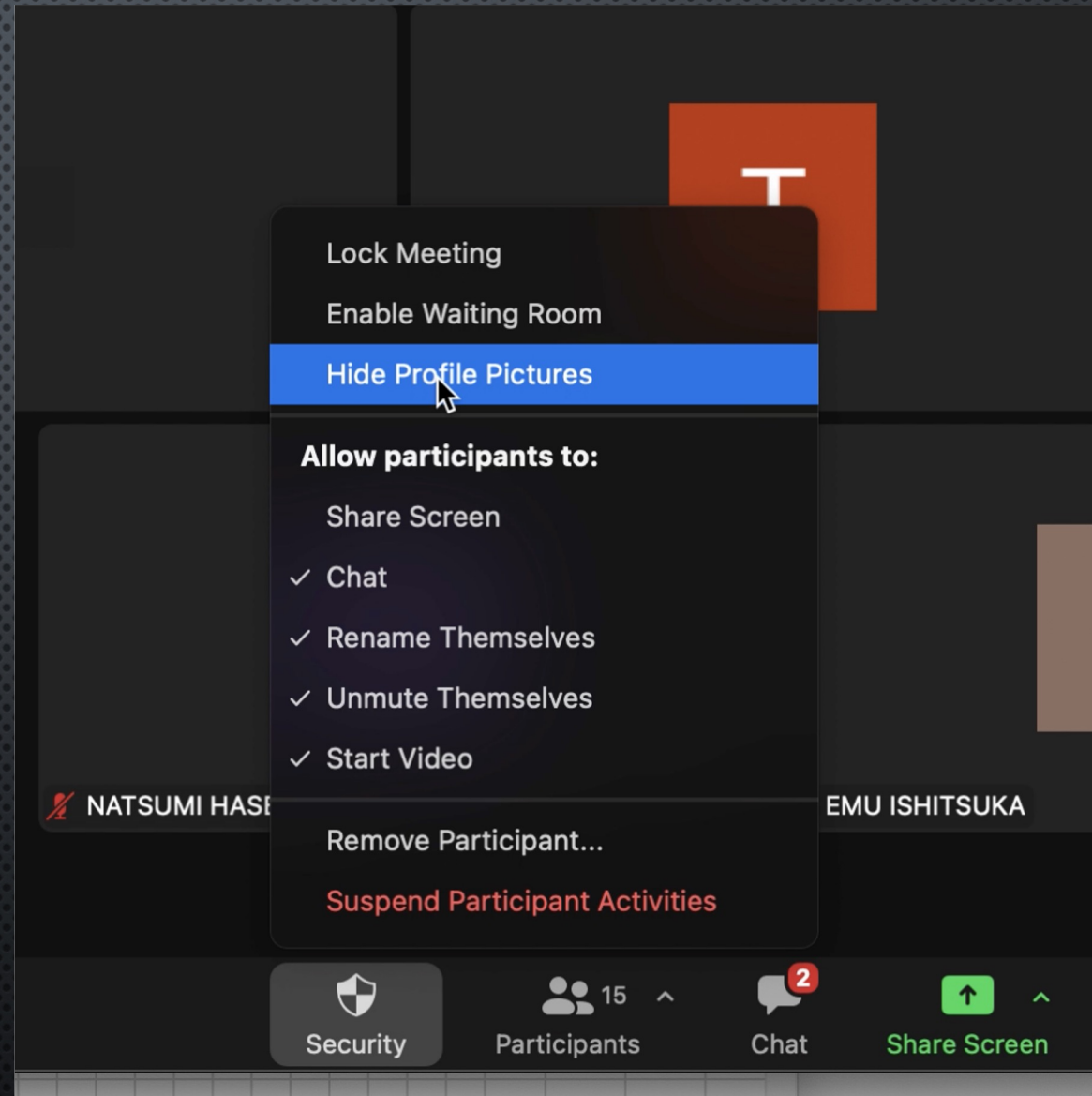
Who can see your messages?

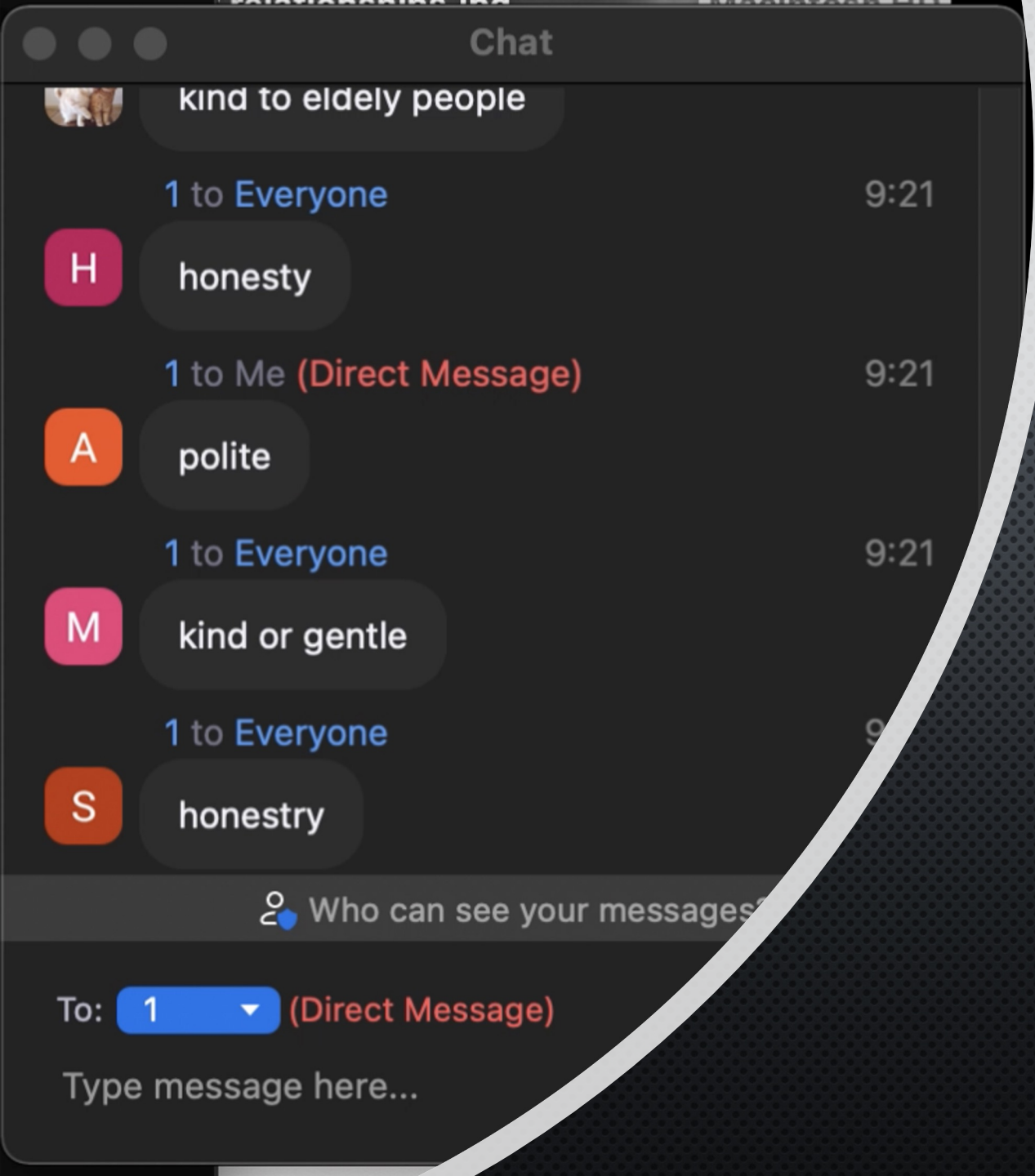
To: 1 (Direct Message)

Type message here...

- 1 1
- 1 1
- 1 1
- 1 1
- 1 1
- 1 1
- 1 1
- 1 1

Make sure to
hide profile
pictures
first!





- If you don't hide profile photos, it's not anonymous.
- If the students change their names, the chat will also revert, so do this at the end.

Cambridge Linguaskill General Invigilator Training
(4 External Presenters & C. Yamamoto assisted)

Date: March 28, 2022

Session Start/End Time: 15:00-16:30

Place: Online ZOOM Meeting

Summary:

In this FD session, C. Yamamoto assisted in the facilitation of the Cambridge Linguaskill General Invigilator Training session online through ZOOM. In the following FD, faculty were given official invigilator training through the Kawajuku Cambridge Test Center. The purpose of this FD was to properly train faculty to administer the Linguaskill General Placement and Progress test to first year students during the orientation week. It was also to help in the research collaboration between Cambridge University and Miyazaki International College to align the TOEIC and Linguaskill General exams.

Participants:

Shiro Ishikawa (External Presenter)	Marc Waterfield
Tomoe Aoyama (External Presenter)	Trine Mork
Osafumi Hirai (External Presenter)	Anne Howard
Nozomi Nagasawa (External Presenter)	Anderson Passos
Anthony Diaz	Craig Yamamoto
Brendan Rodda	Erik Bond
Iain Stanley	Futoshi Kobayashi
Jason Adachi	Felix Jimenez
Paul Richards	Rebecca Schmidt
Ellen Head	Sunghee Cho
Eunsoo Cho	Gregory Dunne

Cambridge Linguaskill General Invigilator Training
(4 External Presenters & C. Yamamoto assisted)- Session Feedback

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
5	5	5	5	5	5	5	5
5	4	5	3	4	4	5	5
5	5	5	5	5	5	5	5
5	5	5	4	5	5	4	5
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
5	4	5	4	5	4	3	4
5	5	5	4	4	4	5	5
4	4	4	4	4	5	4	4
5	5	5	5	5	5	5	5
5	5	5	4	5	5	3	5

Q9	Q10	Q11	Q12
None were distributed.	none	testing	
Somewhat.	Taking the practice test (which I did before the session using the Linguaskill home page) was more helpful than hearing an explanation, for me. But it was good to talk about logistics like how many students per room.	Linguaskill will help us to divide the groups but it may be invalid for lower levels of students, similar to the Pearson Versant test, I suspect.	
Yes.	N/A	N/A	N/A
Yes.	It was fine for me.	Placement and progress testing	None
Yes.	N/A	The knowledge I got from this session will be useful when performing the invigilator role	The session was great and the Q&A ran smoothly. It was nice to have the Japanese staff checking our questions and making sure our ideas for the test were valid.
Yes.	none	no comment	no comment
Yes.	I would like to have access to take the test myself	Will need for orientation	
Yes.	Nothing particular	Use it when proctoring the exam	
Somewhat.	The organization	In proctoring the test	
Yes.	Some questions asked by faculty seemed to be misunderstood. Perhaps, questions could be provided to the presenters in writing before and after the session to be answered.	While vigilating the test, I will refer to the components discussed in this FD.	
Yes.	The explanations could have been delivered in a more speedy manner.	I will envigilate the test.	



Cambridge Assessment
English

Linguaskill 



Test instructions for Invigilators

This booklet contains regulations and instructions for running the Speaking, Writing and Reading and Listening test.

You must have a printed or an electronic copy of this booklet in each test room.

Contents

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1 Introduction.....	3
2 Test overview and timings.....	4
3 Equipment and materials required	5
4 Test room/venue requirements.....	5
5 Authorised/Unauthorised items	6
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1 Introduction

These instructions are for invigilators running a Linguaskill Test. There must be a copy of this booklet in each test room.

All Linguaskill Tests must be strictly invigilated to ensure test security and integrity and to prevent potential malpractice. Invigilators are responsible for the correct administration and security of the test. Please read these instructions carefully before the test, and ask the Test Administrator to clarify anything which is not clear.

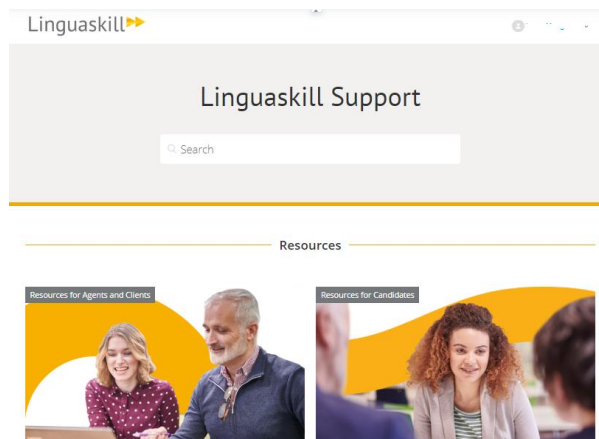
All test content is highly confidential and must be kept secure at all times. Neither you nor your candidates can keep or copy any of the test questions.

- **Standardisation**

It is vital that all Linguaskill Tests are administered in the same way. Variations in instructions and procedure can lead to perceived or actual unfairness. You must run the tests exactly as instructed here.

- **Online resources**

For information on setting up and using the Linguaskill Tests, please go to the [Linguaskill Support Site](#).



- **Setup**

To ensure a successful session, please review all the documentation provided and check your equipment the day before your test is scheduled.

We recommend you **print** the setup instructions and other useful articles from the [Linguaskill Support Site](#) and have them available in the test room on the test day.

If you have any issues, please [contact the Helpdesk](#).

2 Test overview and timings

You may choose to set up the sessions so that groups of candidates start together or allow them to start at different times. **Candidates must use either:**

- **the same Login for each test (if set up with a username and password)**
- **a unique Entry Code for each test**

The following tests are available and can be run in any order. However, we recommend you run Speaking first so candidates can start and finish at the same time:

1. Speaking
2. Writing
3. Reading and Listening

Candidates will usually end the test at slightly different times and you need to decide how that will be handled. The recommended approach is to allow candidates to leave quietly as soon as they have reached the end of the test. You must ensure that candidates who have just completed the test have no opportunity to talk with others waiting outside the exam room to take the test in the next session. We also recommend you schedule a break if you are running all tests.

2.1 SECURITY

During the test, you must be extra vigilant to ensure that candidates do not close or minimise the test platform in order to access the internet or other software on the PC. Invigilators must supervise the candidates closely and patrol the room throughout the test, making sure they can see candidates' screens at all times, and must not perform any other tasks while the test is in progress.

2.2 TIME LIMIT

The Speaking test takes approximately 15 to 20 minutes, depending on your internet speed and number of candidates.

The Writing test takes 45 minutes.

As Reading and Listening is an adaptive test **we recommend that no time limit is set.**

Candidates can take approximately 60 to 90 minutes to complete the tests depending on their ability. However, you may set the 85-minute time limit if needed.

3 Equipment and materials required

You will need to have the following for each candidate:

- rough paper and pens/pencils (see also Section 5)
- a PC or laptop (configured according to the recommendations stated in the [User Guide](#) and connected to the internet). Please note that the length of some tests may vary according to your internet speed and the number of candidates taking the test.
- headphones with a microphone (Speaking only)
- headphones (other tests except Writing).

There must be a spare PC and a spare set of headphones available per group of ten candidates.

For more detailed information, please see the [Technical and Hardware Requirements](#) on the Linguaskill Support Site. **We recommend you print the setup instructions and other useful articles from the Linguaskill Support Site and have them with you in the test room on the test day.**

4 Test room/venue requirements

Make sure that you use direction signs or a suitable alternative to ensure candidates find the test room.

You must ensure that all the following conditions are met in each test room.

- The test room has to be a separate room from any other activity. During the test, no one else is allowed to use the room and there should be no one else in the room, except candidates and the test administrators (invigilators, technical staff and any other staff involved with the test).
- There must be a minimum of one invigilator per 25 candidates. If the sole invigilator cannot see all candidates' screens at the same time, the number of invigilators must be increased to one per 15 candidates.
- Where there is a sole invigilator, they must be able to summon help immediately if needed, e.g. they can use a mobile phone with sound and vibration switched off.
- The exam room must provide adequate PC capacity of the required specification to deliver the test online. For more detailed information, please see the [Technical and Hardware Requirements](#) on the Linguaskill Support Site.
- There must be a spare PC and spare headphones (please see Section 3 for details).
- The seating arrangements must prevent candidates from being able to see another candidate's screen. **The minimum distance between the edge of one screen and**

the edge of the next must be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent candidates from overlooking the work of others. Although privacy screens can be used, you must still allow sufficient space between candidates so they do not disturb each other, particularly during the Speaking test.

- Candidates must not be disturbed by noise from others in the room or any external noise.
- All helpful material that is in candidates' view, such as posters or notices in English, must be removed or covered.

5 Authorised/Unauthorised items

The only items which are authorised at the candidates' desks in the test room are:

- **photo ID**
- **water in a clear plastic bottle**
- **tissues and/or medicine**

Invigilators must check all these items to ensure that nothing is concealed in them.

If a candidate wants to make notes during the test, give them some rough paper and pens/pencils. At the end of the test, you must collect and destroy that rough paper, do not allow the candidates to take it away with them.

All other items must be placed away from the candidates' desks. This could be in a corner of the test room, or at the invigilator's desk, or in another room (however, see *5.1 Mobile phones and electronic devices* below).

NEW Candidates must not wear wrist watches during the written components. They must take them off and place them on their desks. Candidates can access wrist watches during breaks.

The candidate must not be able to refer to any other materials – dictionaries, course books, notes, whether printed, stored on the PC or from the internet. They must not bring in paper (even if blank), dictionaries, books or calculators.

5.1 MOBILE PHONES AND ELECTRONIC DEVICES

NEW Ensure that all mobile phones, tablets, smart watches and any other electronic devices are stored securely outside the test room.

Invigilators' phones and electronic devices must also be switched off for the duration of the test especially if these are inside the test room. However, if there is only one invigilator in the test room, they must be able to ask for help without leaving the candidates unsupervised, e.g. they can use a mobile phone with sound and vibration switched off.

6 Registration screen

Before candidates take a test, they must complete the information on the Registration screen. This asks for information about the candidate.

The main purpose of this is for Cambridge Assessment English to build up a database which will allow us to find patterns among different types of candidates:

- the range of levels in a particular country or profession or field of work
- differences between nationalities or speakers of different languages or between the genders or age groups
- the average scores for particular groups of candidates
- typical rates of progress over time, etc.

The answers candidates give will have no effect on their results – they are for general research only. Individual data will not be identified in any subsequent reports we produce.

If needed, you can help candidates answer these questions. Follow the instructions given for each test in section 9.

7 Before the test

- Arrive early. Make sure that the candidates do not enter the room before being invited.
- Ensure you have all the materials you need for the test.
- Ensure the test room meets the conditions specified in this booklet.
- Ensure that each candidate's PC is configured appropriately to run a test and check that the sound works. Please see the [Technical and Hardware Requirements](#) and [Speaking Test Setup Check](#) on the Linguaskill Support Site. There is also a sound and microphone check in the instructions for the Speaking test, please see section 9.

8 When candidates arrive

You must repeat these actions before each test.

- Ensure the mobile phones of all invigilation staff are switched off.
- NEW** • Ensure candidates have switched off any mobile phones, pagers, smart watches or other electronic devices, and left them outside the room.
- Ensure candidates place all their unauthorised items away from their desks. See Section 5 for information on which items are unauthorised.
- Show candidates to their desks.
- NEW** • Ensure candidates take off their watches and leave them on their desks. They must also switch off any alarms on their watches.

9 Instructions for each test

Once candidates are seated at their desks, check their photo ID. We recommend they use a current valid photo ID such as a passport or photo driving licence. Make sure it is valid, original (not a copy) and check the photo matches the candidate.

Read out one of the scripts that follow. You can translate these instructions if you are sure all of the candidates understand the language used. You are not allowed to translate or explain any part of the test.

Speak clearly and follow the script as closely as possible.

9.1 LOGIN SCREEN

Make sure each PC is at the login screen:

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[Speaking Test Setup](#) [Data protection](#) [About us](#) [Accessibility](#) [Terms & conditions](#)

Provide each candidate with their Entry Code or Login details, and rough paper if needed.

Tell them:

Entry Code: Please log in using the Entry Code. On the next screen, tick Yes, click Continue and wait until I give you further instructions.

Login: Please log in using the username, password and Institution ID. On the next screen, tick Yes, click Continue and wait until I give you further instructions.

Terms and Conditions

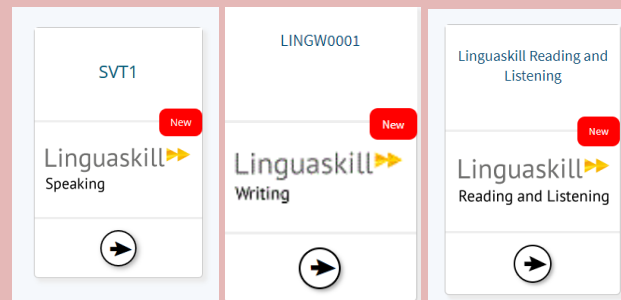
Yes, I have read and accept the [Terms of Use](#). By checking this box I agree that these terms of use apply to my use of this site.

Continue

[Speaking Test Setup](#) [Data protection](#) [About us](#) [Accessibility](#) [Terms & conditions](#)

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Monitor to ensure every candidate can successfully access the Home page. The tests you have selected to take on a particular day will appear here.



You are now ready to read out the test instructions for the relevant test

9.2 SPEAKING

Follow the steps in 9.1 to get to the Home page and tell them to wait for further instructions.

Inform candidates about the exam conditions. Tell them:

Good morning/afternoon/evening. This is a Linguaskill Test of Speaking and is designed by Cambridge Assessment English.

Please do not touch your computer until you are told to do so. Please ensure that your mobile phones and any other electronic items are switched off and outside the test room.

Please take off your watch and put it on your desk.

The test has five parts.

I am going to give you instructions now so please listen carefully before you put on your headphones.

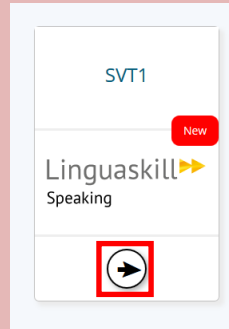
This test lasts for approximately 15 minutes.

The test will stop automatically.

At the end of the test, stay in your seat until you are allowed to leave.

If you have any problems during the test raise your hand.

Click on the Linguaskill Speaking test arrow.



The Candidate Information screen appears next. If required, you can help candidates answer these questions.

Candidates should click Submit when they are ready.

Please fill in the form below.

* You must complete all of these fields.

Your Details

First name*

Last name (Family name)*

Date of Birth*

DD MM YYYY

Where do you come from? (your nationality) *

Please select

Gender
Please select

First language
Please select

Contact Details

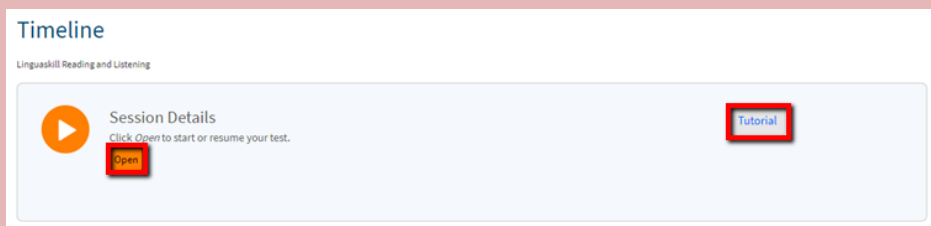
Email address
 ?

Phone number [dialling code] [number]

Now instruct candidates either to view the tutorial or start the test.

Tutorial: Now click on Tutorial. When you have finished, close the screen and wait for further instructions to start the test.

Test: Click on Open and wait for further instructions.



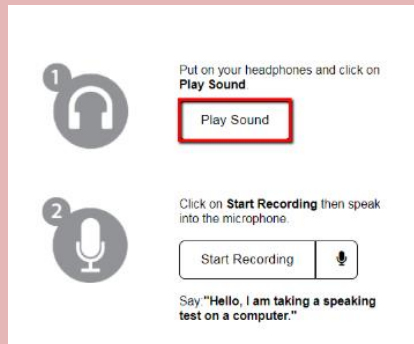
If this box appears, tell candidates to do the following:

Click Allow to give permission.



Tell them:

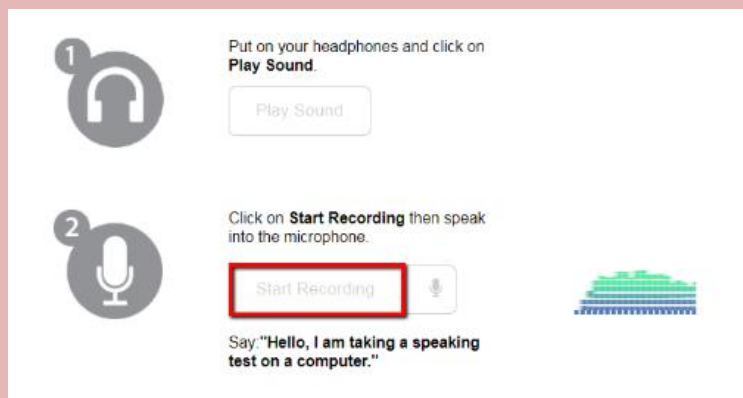
Now put on your headphones and microphone and click on Play Sound.



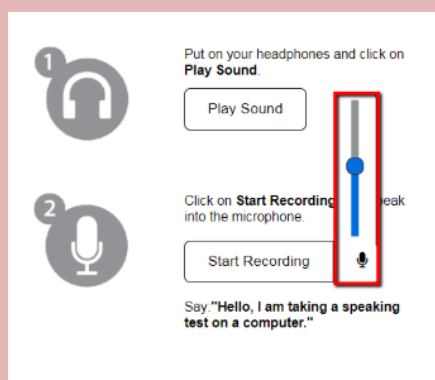
This will play a short audio clip so candidates can check they can hear it, and the volume level is suitable. The volume can be adjusted on the computer.

When everyone has tested the sound, tell them:

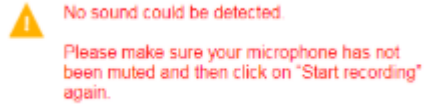
Now test your microphone. Click on Start Recording and follow the instructions on the screen.



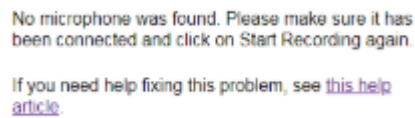
Ensure the microphone volume is at least half way up.



If any candidates see an error message, go to the [Speaking Test Setup - Troubleshooting Guide](#) for guidance.



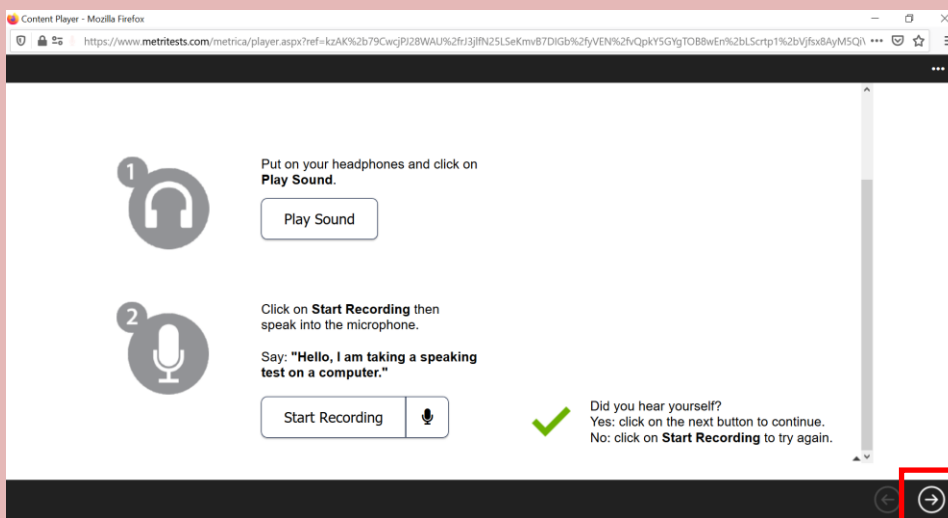
No sound could be detected
Please make sure your microphone has not been muted and then click on "Start recording" again.



No microphone was found. Please make sure it has been connected and click on Start Recording again.
If you need help fixing this problem, see [this help article](#).

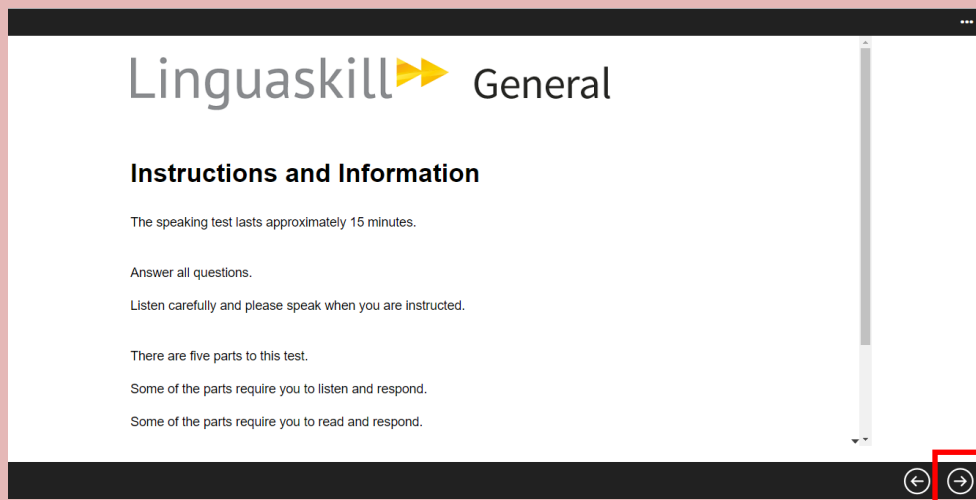
If the recording test is successful, tell them:

A successful recording will be played back to you, and you will see a green tick with a message. Click on the right arrow and wait for further instructions.



When everyone has reached the Instructions and Information screen, tell them:

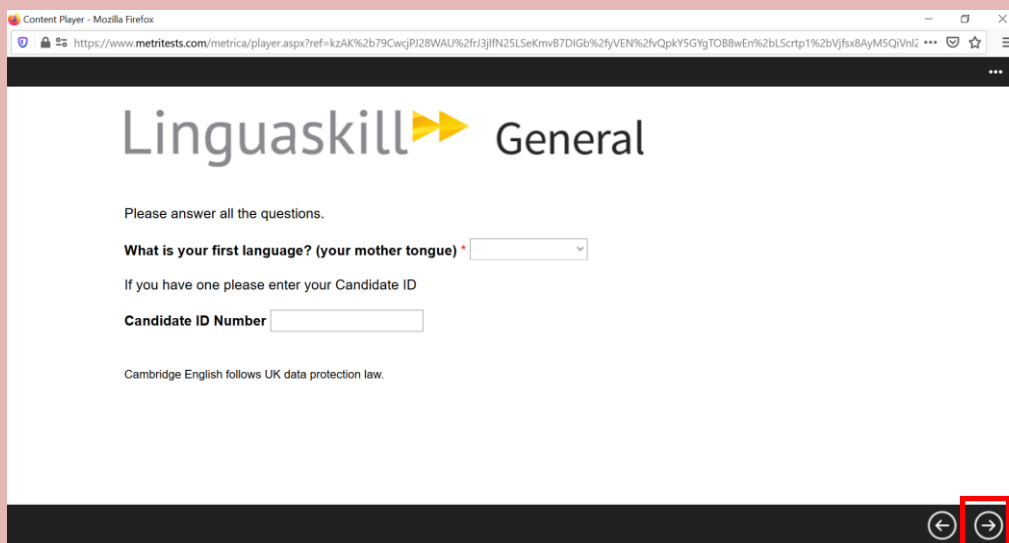
Now read the Instructions and Information screen. When you're ready, click on the right arrow.



If required, you can help candidates answer these questions.

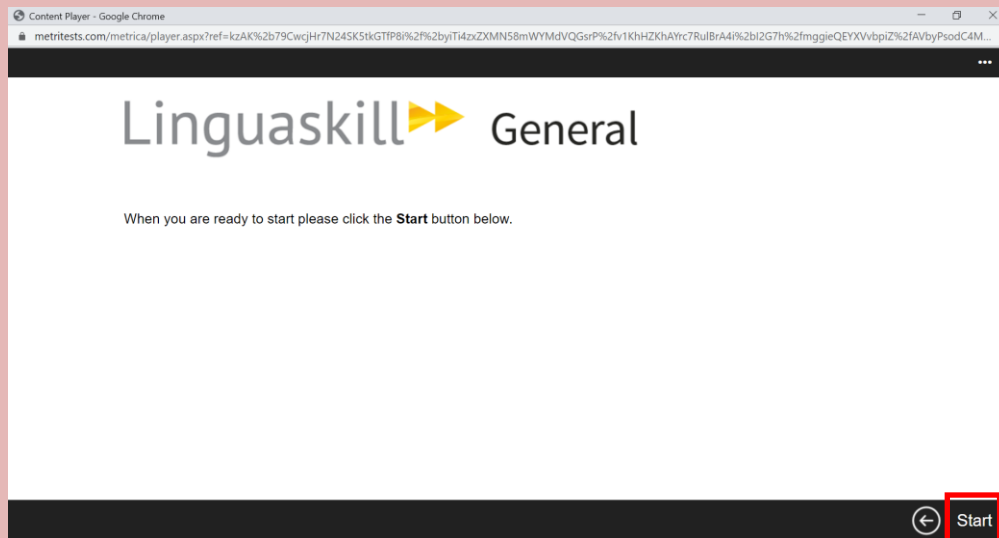
Now complete the information on the Registration screen. If you have already taken a test, some of the information might already be there. When you have finished, please wait for further instructions.

Click on the right arrow...



When everyone has finished completing the form, tell them to:

Click Start to start the test.



Now go to section 10.

9.3 WRITING

Follow the steps in 9.1 to get to the Home page and tell them to wait for further instructions.

Inform candidates about the exam conditions. Tell them:

Good morning/afternoon/evening. This is a Linguaskill Test of Writing and is designed by Cambridge Assessment English.

Please do not touch your computer until you are told to do so. If you have a problem during the test, please raise your hand. Please ensure that your mobile phones and any other electronic items are switched off and placed outside the test room.

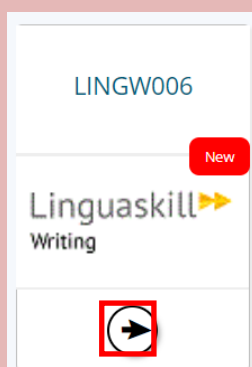
Please take off your watch and put it on your desk.

The test has two questions. You can move backwards and forwards between the questions.

*I am going to give you instructions now so please listen carefully.
This test lasts for 45 minutes.*

The test will stop automatically once the time allocated has stopped. If you have finished early, please raise your hand.

Click on the Linguaskill Writing test arrow.



The Candidate Information screen appears next. If required, you can help candidates answer these questions.

Candidates should click Submit when they are ready.

Please fill in the form below.
* You must complete all of these fields.

Your Details

First name*

Last name (Family name)*

Date of Birth*
DD MM YYYY

Where do you come from? (your nationality)*
Please select

Gender
Please select

First language
Please select

Contact Details

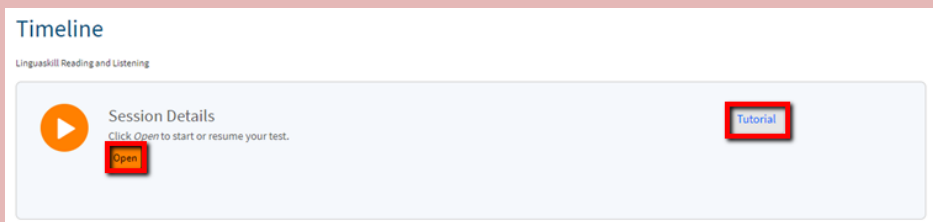
Email address
 ?

Phone number [dialling code] [number]

Now instruct candidates either to view the tutorial or start the test.

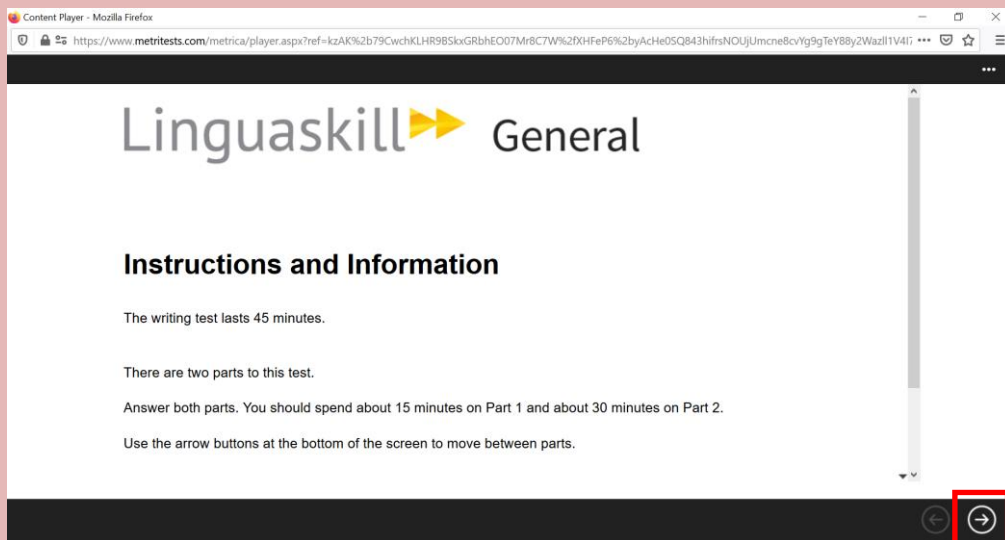
Tutorial: Now click on Tutorial. When you have finished, close the screen and wait for further instructions to start the test.

Test: Now click on Open and wait for further instructions.



When everyone has reached the Instructions and Information screen, tell them:

Now read the Instructions and Information screen. When you're ready, click on the right arrow.



If required, you can help candidates answer these questions.

Now complete the information on the Registration screen. If you have already taken a test, some of the information will already be there. When you have finished, please wait for further instructions.

Click on the right arrow...

Content Player - Google Chrome
metritests.com/metrica/player.aspx?ref=kzAK%2b79CwcjH7N245K5tkGTP8%2F%2byIT4zZXMN58mWYMdVQGrP%2fv1KHZKhAYrc7RulBrA4%2bi2G7h%2fmggieQEYXVbpiZ%2fAVbyPsodC4M...

Linguaskill >> General

Please answer all the questions.

What is your first language? (your mother tongue) *

If you have one please enter your Candidate ID

Candidate ID Number

Cambridge English follows UK data protection law.

When everyone has finished completing the form, tell them to:

Click Start to start the test.

Content Player - Google Chrome
metritests.com/metrica/player.aspx?ref=kzAK%2b79CwcjH7N245K5tkGTP8%2F%2byIT4zZXMN58mWYMdVQGrP%2fv1KHZKhAYrc7RulBrA4%2bi2G7h%2fmggieQEYXVbpiZ%2fAVbyPsodC4M...

Linguaskill >> General

When you are ready to start please click the **Start** button below.

Now go to
section 10.

9.4 READING AND LISTENING

Follow the steps in 9.1 to get to the Home page and tell them to wait for further instructions.

Inform candidates about the exam conditions. Tell them:

Good morning/afternoon/evening. This is a Linguaskill Test of Reading and Listening and is designed by Cambridge Assessment English.

From now until the end of the test, please do not speak to any other candidate. Do not touch your computer until told to do so. Please make sure that your mobile phones and any other electronic items have been switched off and placed outside the test room.

Please take off your watch and put it on your desk.

The test will begin with the Listening part and then move on to the Reading part. You should attempt all questions.

I am going to give you instructions now so please listen carefully before you put on your headphones.

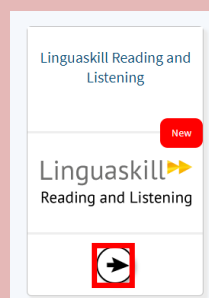
As it is an adaptive test, the Linguaskill Test will end at different times for each of you, but it should take approximately 60 to 90 minutes. The Listening test should take approximately 30 to 45 minutes and the Reading test approximately 30 to 45 minutes. Try to answer all questions. Don't spend too long on any one task but move at a reasonable pace through the questions. You can check the progress bar during the test which indicates how much of the test is left.

The test will stop automatically.

At the end of the test, stay in your seat until you are allowed to leave.

If you have any problems during the test raise your hand.

Click on the [Linguaskill Reading and Listening test arrow](#).



The Candidate Information screen appears next. If required, you can help candidates answer these questions.

Candidates should click **Submit** when they are ready.

Please fill in the form below.
* You must complete all of these fields.

Your Details

First name*

Last name (Family name)*

Date of Birth*
DD MM YYYY

Where do you come from? (your nationality)*
Please select

Gender
Please select

First language
Please select

Contact Details

Email address
 ?


Phone number [dialling code] [number]

Now instruct candidates either to view the tutorial or start the test.

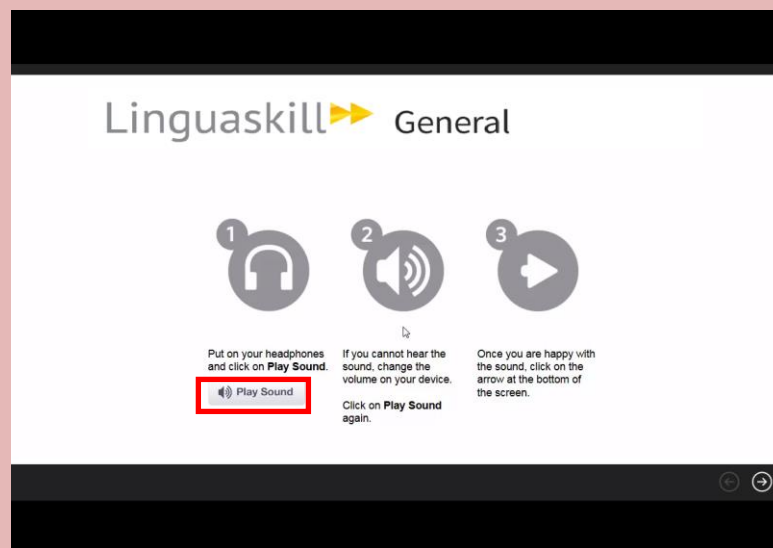
Tutorial: Now click on Tutorial. When you have finished, close the screen and wait for further instructions to start the test.

Test: Now click on Open and wait for further instructions.

Timeline
Linguaskill Reading and Listening

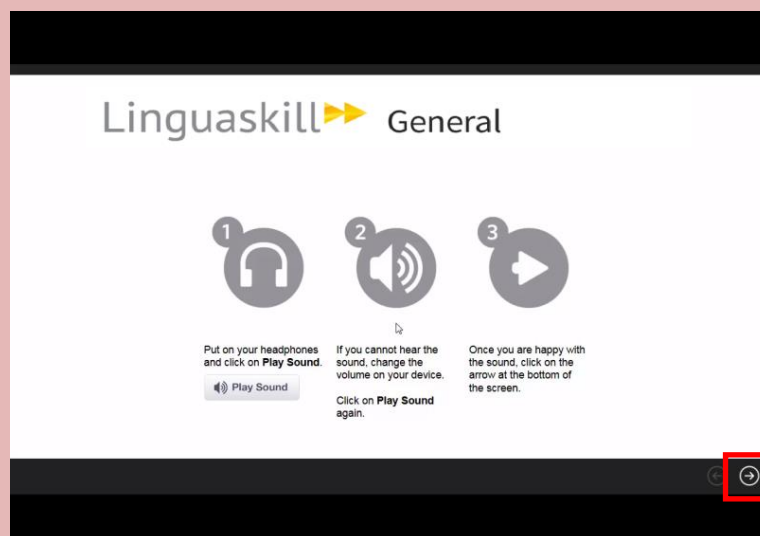
 **Session Details**
Click Open to start or resume your test.

Tell them: Now put on your headphones and click on Play Sound.



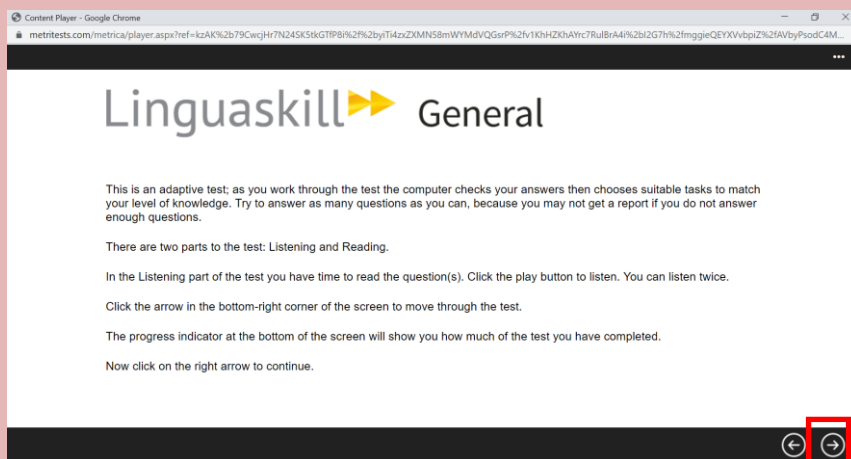
When everyone has tested the sound, tell them:

Click on the right arrow and wait for further instructions.



When everyone has reached the Instructions and Information screen, tell them:

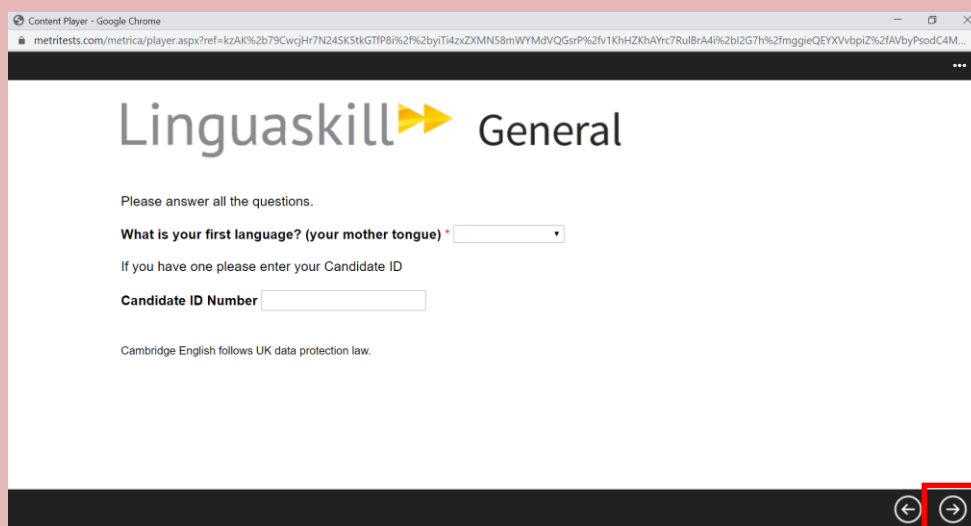
Now read the Instructions and Information screen. When you're ready, click on the right arrow.



If required, you can help candidates answer these questions.

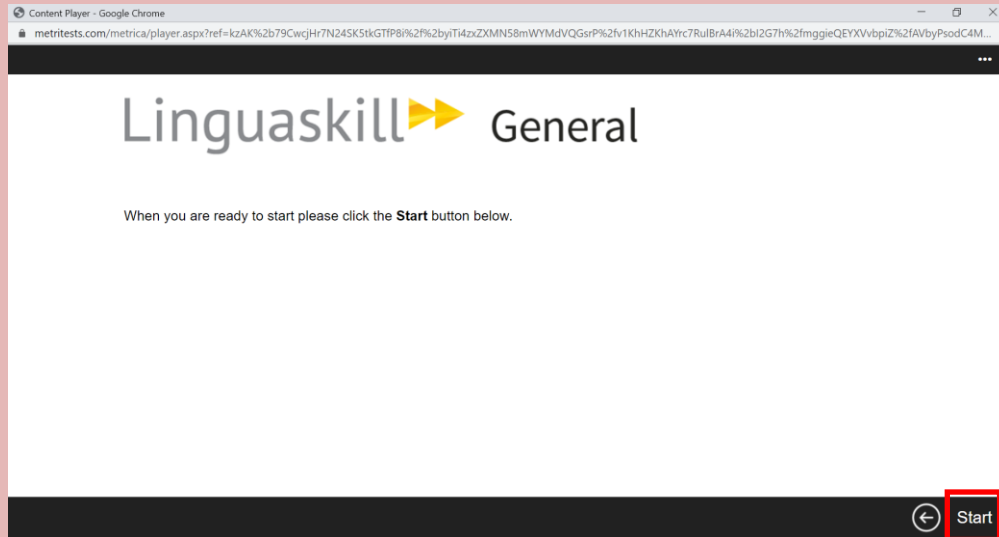
Now complete the information on the Registration screen. If you have already taken a test, some of the information will already be there. When you have finished, please wait for further instructions.

Click on the right arrow...



When everyone has finished completing the form, tell them to:

Click Start to start the test.



**Now go to
section 10.**

10 During each test

10.1 INVIGILATION

You must ensure that appropriate invigilation procedures are followed:

- You must regularly patrol the exam room.
- You must be alert at all times to any possible malpractice (cheating). In particular, make sure that candidates do not close or minimise the test in order to access the internet or other software on the PC.
- You must be vigilant for the possible use of any mobile phones or electronic items.
- You must escort candidates if they wish to leave the room temporarily during the test. If you are the only invigilator in the room, make sure that you can ask for assistance from an invigilator outside the exam room. Candidates must not be left unsupervised at any time during the test.
- You must not do any other activity in the exam room, for example, reading a book or working on a laptop.
- You must ensure the candidates cannot ask anyone other than the invigilator for help during the test – whether in the room, by phone, email, messaging, etc.

- You must never make comments on, or help candidates with, the test material. The only exception is the Registration screen.

10.2 INCIDENTS

Technical problems

Try closing and re-opening the browser and logging the candidate back into the test or moving the candidate to another PC. If this does not resolve the problem, refer to the [Linguaskill Support documentation](#), available on the [support site](#), or contact the [Helpdesk](#).

11 Concluding each test

Candidates will usually end the test at slightly different times. The recommended approach is to allow candidates to leave quietly as soon as they have reached the end of the test.

11.1 SPEAKING

The test will end automatically when the candidate has answered the final question. Invigilators must ensure all browsers are closed once candidates have completed the test.

To close the test, click the **Close** button:



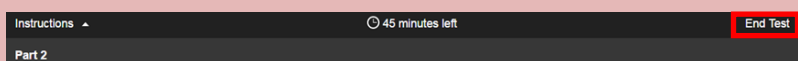
Now go to section 11.4

11.2 WRITING

Once the time is completed the test will finish automatically. Alternatively, if the candidate finishes early, the invigilator can instruct the candidate to submit their answers and end the test.

If a candidate finishes early:

Click the **End Test** button.

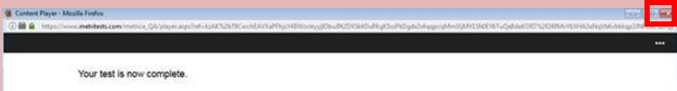


And then click **OK**.

Are you sure that you want to submit your responses to this test?

OK Cancel

To close the test, click the Close button:




Now go to section 11.4

11.3 READING AND LISTENING

The system will inform the candidates automatically that the test has finished.

To close the test, click the Close button:



Now go to section 11.4

11.4 COLLECTING LOGINS/NOTES

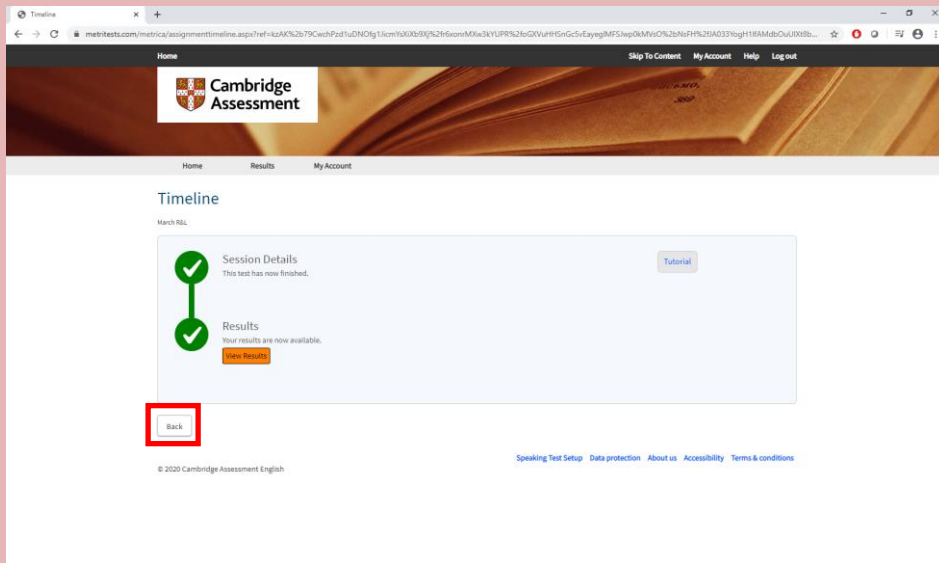
When candidates have finished the test, collect the login information and any rough paper before candidates leave their seats. Ensure they do not take any notes/materials from the test room.

11.5 LOGINS FOR ABSENT CANDIDATES

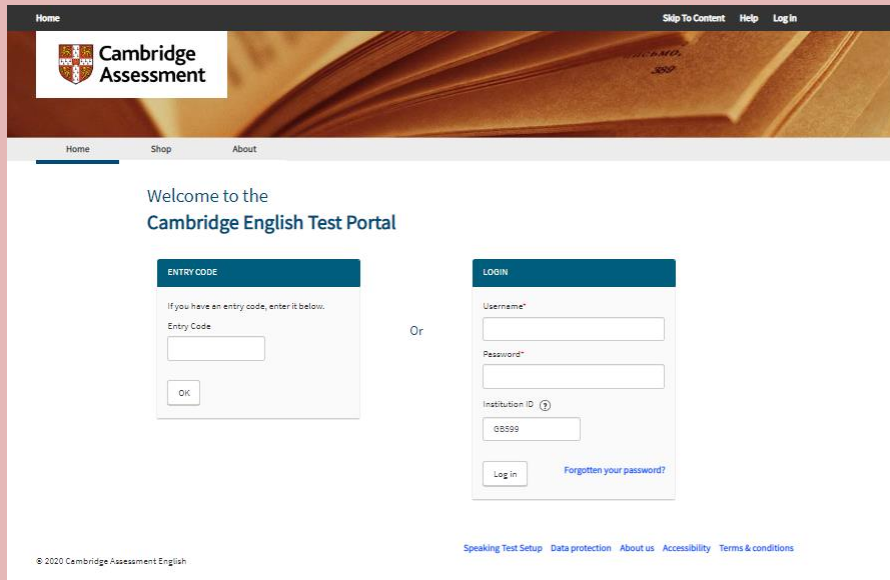
If a candidate is absent, you must collect their logins and return them to the Test Administrator/Agent.

11.6 STARTING A NEW TEST

If the candidate is taking another test, click the **Back** button:



From here, you can start a new test. Go to section 9 for further instructions.



12 Results

There are various ways for the candidate to access their results.

12.1 RESULTS RELEASE

The results for Speaking tests are typically available 2 working days after the test for sessions with under 500 candidates, and 5 days for sessions with over 500 candidates.

The results for the Writing test are available within 12 hours of the candidate finishing the test.

The results for Reading and Listening are available immediately after the candidate has finished the test.

12.2 RESULTS REPORTS

If you have allowed candidates to view their own results when creating a session, they can view their results directly.

Alternatively, you can view their results as a Test Report, or all together on a Group Report or Detailed Group Report.

Please see the steps given on the [Linguaskill User Guide](#) for guidance on generating each of these reports.