



# Instructor Certification

Instructor Recruitment & Training Section  
Gaba Corporation



## Core Certification

- Initial Certification
- BUC1 (Build-up Certification 1)
- BUC2 (Build-up Certification 2)

## Developmental Workshops

- DW07: Applied Business
- DW09: Communicative Language Teaching (CLT)
- DW11: Client Analysis
- DW12: Client Experience
- DW13: Business Proficiency Tests
- DW14: Academic Proficiency Tests
- DW20: Beginner Band Clients
- DW21: Gaba Home Study Secrets
- DW22: Business English for Higher Level Clients
- DW23: Special Request Lessons
- DW24: Teaching Online Lessons

## Specialized Certification

- FM A (First Meeting - Belt A)
- FM A Follow-up
- FM B (First Meeting - Belt B)
- FM B Follow-up
- FL (First Lesson)
- LPA (Learning Progress Assessment)
- LPA Follow-up
- Gaba kids
- Group Core Skills
- Seminars
- Seminars Follow-up
- Corporate Off-site
- Corporate Off-site Follow-up

## myCert Modules

- Teaching Teenage Clients
- Body Language
- Talk to Me: Low-response Clients
- Directing Your Blockbuster Lesson
- Note-taking: Multitasking
- Engaging Feedback
- Building Rapport
- Learning Styles
- Japan Inc.: Our Business Clients
- Greatest Hits: Exploring the Top 5 Instructor Challenges
- LPA for Non-LPA Instructors
- How To: Discussion Curriculum
- How To: Gaba Starter
- How To: Medical Advantage Curriculum
- How To: Shortcuts
- A Day in the Life: Our Counselors
- A Day in the Life: Our IS Team

Name:

Instructor ID:

# **Initial Certification**

## **Day 1: Teaching Techniques**



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# Instructor Can-do Statements

1. Can lead the lesson effectively
2. Can build rapport with the Client
3. Can maintain a professional and appropriate demeanor
4. Can provide a clear focus and check the direction of the lesson
5. Can manage the lesson time appropriately
6. Can structure the lesson according to the Gaba Lesson Flow
7. Can transition clearly and understandably between lesson stages
8. Can use lesson paper effectively to support the Client
9. Can control Instructor Talk Time when explaining or discussing
10. Can facilitate Client Talk Time by asking follow-up questions
11. Can customize the lesson to the Client's goals and interests, including a tailored role-play
12. Can adjust the lesson atmosphere according to the Client's personality and expectations
13. Can speak at a speed the Client can understand and engage with
14. Can conduct the lesson using level appropriate words and phrases
15. Can introduce and teach new language using a variety of methods
16. Can ensure the Client can use new language independently
17. Can recognize and indicate the Client's mistakes
18. Can correct the Client's mistakes using appropriate methods
19. Can ensure the Client applies corrections appropriately
20. Can give effective feedback and use the Strengths and Areas to Improve to give study advice
21. Can interact with the Client to complete the Lesson Feedback by the end of the lesson

# Gaba Clients

## Why do people take lessons at Gaba?



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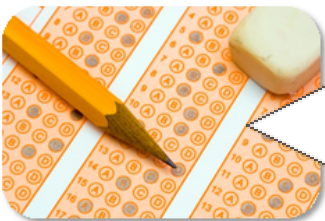
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# Gaba Proficiency Bands

Beginner		
1	2	3

Within the LS, Beginner Clients are usually only able to communicate in limited ways, and need a lot of support to do so. Outside of the LS, they may not be understood by many native speakers.

Low-Intermediate		
4	5	6

Low-Intermediate Clients are developing the ability to use language in a much wider range of ways: giving opinions and advice, speculating, arguing, and telling simple stories.

High-Intermediate	
7	8

High-Intermediate Clients can use English competently in a variety of situations and express themselves with relative ease. They can easily handle most day-to-day situations.

Advanced	
9	10

Advanced Clients are approaching a native-like level in English. In this band, we are not so much teaching new English as developing the Clients' ability to use English with sophistication.

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# People Skills

## Displaying Professionalism

What makes a professional instructor?

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## Building Rapport

What is rapport?

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.....

How do we build rapport?

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.....

.....

## Making Conversation

What are good questions for keeping conversations going?

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.....

.....

.....

# Teaching Techniques

## Instructor Talk Time (ITT)

How can you control your talk time?

.....

.....

.....

.....

## Client Talk Time (CTT)

Answer, Add, Ask (AAA) Example:

**Instructor:** *What did you do yesterday?*

**Client Answers:** .....

**Client Adds:** .....

**Client Asks:** .....

How can we increase our client's talk time?

.....

.....

**Client:** *[Reading from textbook]* "The annual meeting has been canceled."  
What does annual mean?

**Instructor:** Ah, good question! What's your favorite holiday?

**Client:** Children's Day. We put up flags and eat rice cakes.

**Instructor:** Do you celebrate Children's Day every year?

**Client:** Yes. It's on May 5th.

**Instructor:** So, if it's once a year, it's... *[points to the word]*

**Client:** Annual?

**Instructor:** That's right! So how often is the meeting?

**Client:** The meeting is once a year.

## Checking Comprehension

How can you check that your client understands?

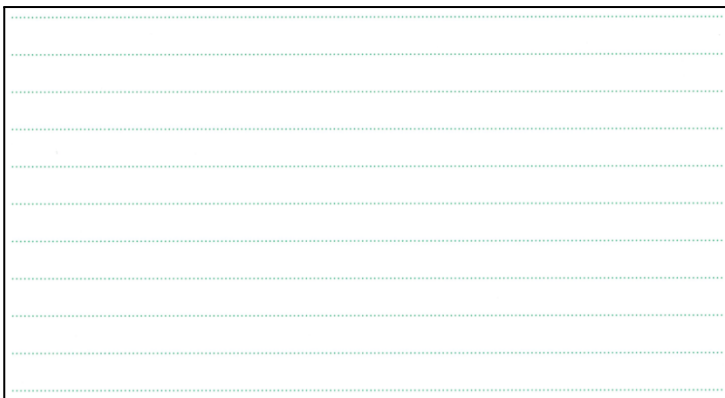
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How can you use note-paper to aid client understanding?



A rectangular box containing a template for a note-taking sheet. The template consists of a solid black border enclosing a series of horizontal lines. The lines are arranged in a standard notebook format: a solid top line, followed by a dashed midline, and a solid bottom line. This pattern repeats for approximately 10 rows, providing a guide for writing notes.

## Client Communication

How can you better understand your client?

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If you're struggling to understand your clients:

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-----

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## Speed of Speech

How can we control our speed of speech?

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## Graded Language

What is 'graded language'?

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How does using graded language help us?

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What are the 3 key components of graded language?

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## Graded Language Example

Unclear Instructions	Clear Instructions
<p><i>“Right, so have a look here at the dialogue. What we’re gonna do now is have a go at this by reading it together. Then we can talk about if you have any new vocabulary or anything.”</i></p>	

# Teaching New Language

Where will new words and phrases come from in your lessons?

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How can we teach new language to our client?

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How would you teach the following words?

<i>Gorgeous</i>	
<i>Rhinoceros</i>	
<i>Thrilled</i>	
<i>Intimidate</i>	
<i>Fed up with</i>	
<i>Right off the bat</i>	

Practice teaching them to your partner.

# Mistake Correction

Do's and Don'ts of mistake correction:

- ▶ .....
- ▶ .....
- ▶ .....
- ▶ .....
- ▶ .....

What do we mean by the following terms?

Self Correction: .....

Guided Correction: .....

Direct Correction: .....

**Instructor:** Keisuke, how was the meeting?

**Client:** Good! We talked a decision.

**Instructor:** Sorry? [*Instructor tilts his head quizzically*]

**Client:** Today, we talked a decision for the new project.

**Instructor:** You *talked* a decision?

**Client:** We... *thought* a decision?

**Instructor:** Oh, were you talking about something and *made* a decision?

**Client:** Ah yes, yes, we *made* a decision.

[*Instructor writes, while continuing the conversation*]

**Instructor:** What did you make a decision about?

**Client:** We made a decision about the project start date.

**Instructor:** That's great!

# Lesson Preparation

## Key Preparation Points:

.....

.....

.....

## Why should you prepare for every lesson you teach?

.....

.....

.....

## Gaba Lesson Flow

### Greetings & Introductions

What? .....

.....

Why? .....

.....

### Warm-up

What? .....

.....

Why? .....

.....

## Target Language

What? .....

.....

Why? .....

.....

## Practice

What? .....

.....

Why? .....

.....

## Application

What? .....

.....

Why? .....

.....

## Feedback

What? .....

.....

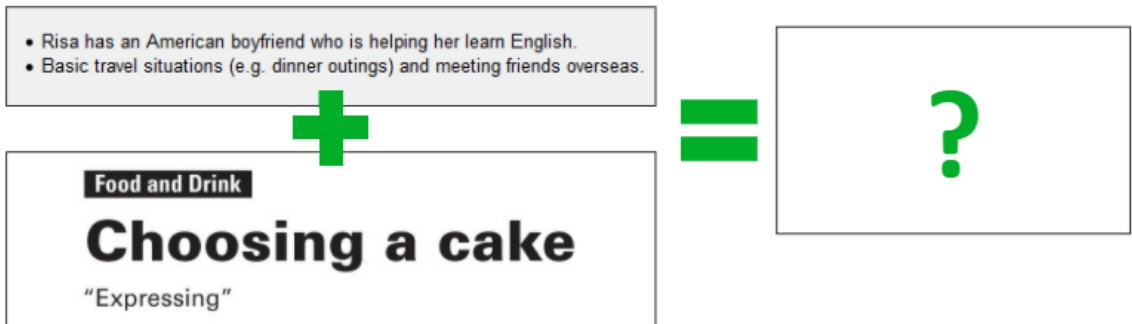
Why? .....

.....

# Customizing the Lesson

\_\_\_\_\_ + \_\_\_\_\_ = Customization

## Customization Example:



## Customization Activity:



# Lesson Preparation Checklist

Do I know my client's profile?

.....

.....

.....

Do I know my client's goals?

.....

.....

.....

Do I know the lesson objective?

.....

.....

.....

Do I know how I will customize the lesson?

.....

.....

.....

# Initial Certification

## Day 2: The Gaba Method

# The Gaba Method

**What is Gaba's approach to teaching based on?**

.....

**What do we mean by the following terms?**

True communication: .....

.....

Experiential learning: .....

.....

Language function: .....

.....

Contextual language: .....

.....

## Level Awareness

**Low-Intermediate Band: Level 5 clients can...**

- ▶ keep a conversation going with...  
.....
- ▶ use simple techniques to...  
.....
- ▶ independently give brief instructions with...  
.....
- ▶ use vocabulary to express actions, feelings, and attitudes...  
.....
- ▶ check and confirm...  
.....
- ▶ use polite formulaic expressions...  
.....

# Gaba Lesson Stages

## Warm-up: Greetings & Introductions

How should you greet your client?

.....

.....

.....

.....

What question do we ask to check for the direction of the lesson?

▶ .....

## Introductions

Incorporate client's profile

▶ .....

Turn questions around

▶ .....

▶ .....

## Transition to the function

▶ .....

▶ .....

## Warm-up: Picture Speculation

### Introduce lesson function

▶ .....

### Have client speculate

▶ .....

▶ .....

### Explore the situation

▶ .....

▶ .....

### Customize to the client

▶ .....

▶ .....

## Target Language

### Highlight natural expressions

▶ .....

### Practice pronunciation & intonation

▶ .....

### Explore context and register

▶ .....

▶ .....

▶ .....

**Customize to the client**

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

**Practice**

**Provide additional language**

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

**Focus on mistake correction**

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

**Customize to the client**

- ▶ \_\_\_\_\_

**Application**

**Set an achievable goal**

- ▶ \_\_\_\_\_

**Add unexpected details**

- ▶ \_\_\_\_\_

**Customize to the client**

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

**Points to remember:**

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

## Successful Customized Role-plays

- ▶ .....  
.....
- ▶ .....  
.....
- ▶ .....  
.....

## Lesson Record

Lesson Records are completed in the following order:

1. ....  
.....
2. ....  
.....
3. ....  
.....  
.....  
.....  
.....
4. ....  
.....  
.....
5. ....  
.....

Next Lesson

Level: 5 Curriculum: Business Advantage Level 5 Pack A Unit: Other Section: 0 / 100

Client Request: 0 / 250

Lesson Status

Curriculum Used: YES No Show: NO CCP Submitted: NO

myLesson: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Strengths: 0 / 300

Areas to Improve: 0 / 300

Vocabulary: 0 / 1000

Phrases: 0 / 1000

Pronunciation: 0 / 1000

Instructor Comment: 0 / 1000

Buttons: Cancel Save

## Instructor Comment

4 steps to the Instructor Comment:

1. Greeting & personalized comment
  - ▶ .....  
.....
2. Summary of the lesson focus
  - ▶ .....  
.....
3. Home study recommendation
  - ▶ .....  
.....
4. Personalized goodbye
  - ▶ .....  
.....

## Client No-shows

If my client is absent from the lesson I should...

.....

.....

.....

## Level Awareness

**Beginner Band: Level 2 clients can...**

- ▶ follow basic commands...  
.....
- ▶ understand simple statements with...  
.....
- ▶ handle a simple conversation with...  
.....
- ▶ use some stock social phrases, such as...  
.....
- ▶ name the things they...  
.....
- ▶ describe people in...  
.....

## Notes

.....

.....

.....

.....

.....

.....

.....

.....



# Initial Certification

## Day 3: Online Lessons & Client Progress

# Gaba Online Lessons

## Online Lesson Can-do Statements

1. Can share the screen and exit screen share smoothly
2. Can set up, manage and use the relevant browser windows effectively
3. Can input, format and share lesson notes effectively
4. Can effectively use the online platform to keep the lesson interactive and engaging
5. Can signpost actions and transitions clearly and effectively throughout the lesson
6. Can use the Annotation Tool when appropriate to direct the client's attention within the Learning Materials
7. Can smoothly end the lesson and direct the client to exit the online lesson booth before ending the meeting

### 5 minutes before the lesson:

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### Connecting the webcam and headset:

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### Entering the lesson booth:

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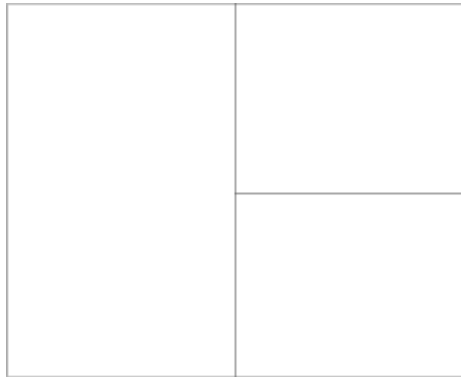
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**Using the lesson notes:**

- ▶ -----
- ▶ -----
- ▶ -----

**Recommended Layout:**



**Sharing your screen and using the Lesson Notes:**

- ▶ -----
- ▶ -----
- ▶ -----
- ▶ -----
- ▶ -----
- ▶ -----

**Using the Annotation Tool:**

- ▶ -----
- ▶ -----
- ▶ -----

### Completing the Lesson Record:

- ▶ .....
- ▶ .....
- ▶ .....
- ▶ .....

### Saying goodbye:

- ▶ .....
- ▶ .....
- ▶ .....
- ▶ .....
- ▶ .....

## Level Awareness

### Low Intermediate Band: Level 6 clients can...

- ▶ identify key language in instructions and follow them even if they...  
.....
- ▶ participate in casual conversation about...  
.....
- ▶ independently explain procedures...  
.....
- ▶ speak in natural...  
.....
- ▶ express feelings and attitudes...  
.....
- ▶ pronounce things clearly enough to be understood...  
.....

## Customizing the Lesson



## Lesson Preparation Checklist

Do I know my client's profile?

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Do I know my client's goals?

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Do I know the lesson objective?

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Do I know how I will customize the lesson?

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Have I checked my equipment?

---

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# Review Units

What's the purpose of Review Units?

.....

.....

.....

.....

.....

## Review Unit Flow

### Official Flow

1st Quick Quiz
1st Role-play (if necessary)
2nd Role-play (if necessary)
2nd Quick Quiz

### Alternative Flow

All Quick Quizzes
All Role-play Scenes

# LPA

**What options does a client have when they complete Pack A of their Learning Materials?**

.....

.....

.....

**LPA =** .....

**What is the LPA?**

.....

.....

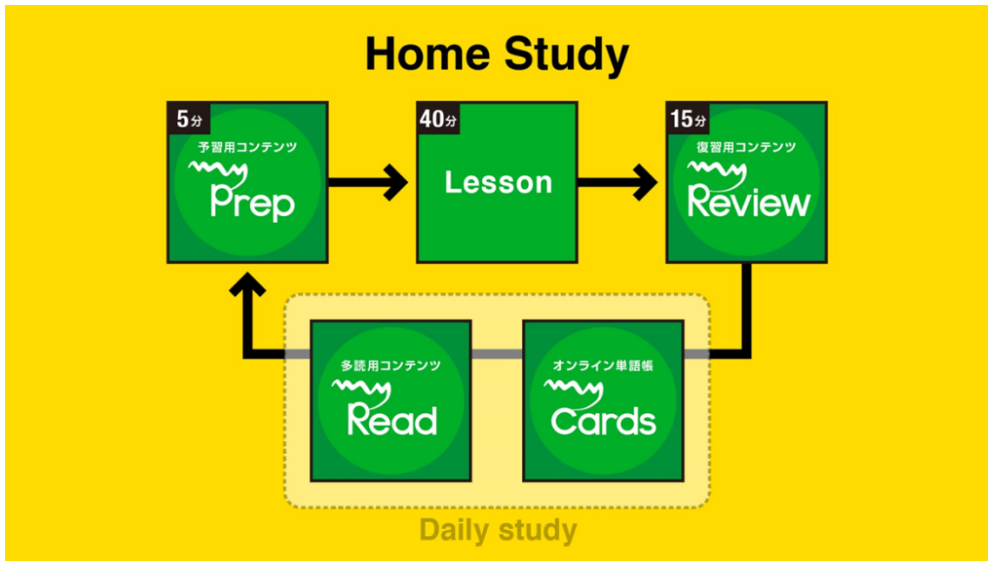
**Who conducts LPAs?**

.....

**What are the four stages of an LPA?**

1. ....
2. ....
3. ....
4. ....

# Gaba Home Study



**Where can Instructors access the Home Study materials?**

myPrep/myReview: .....

myRead/myCards: .....

## Special Requests

**What is a 'Special Request' lesson?**

.....  
 .....

**What kind of special requests will clients make?**

.....  
 .....

# Guided Conversations

**What is a Guided Conversation?**

.....

.....

**What are suitable topics for a Guided Conversation?**

.....

.....

.....

.....

# Lesson Evaluations

**What are the possible evaluation options for a lesson evaluation?**

Very high: .....

High: .....

Usual: .....

Low: .....

Very low: .....

**What are the five possible areas of client dissatisfaction?**

▶ .....

▶ .....

▶ .....

▶ .....

▶ .....

## Positive Evaluations

My English sentences always have mistakes and I often confuse myself. At that time, the instructor writes English sentences in the notes, but instead of writing the answer, he shows me the important words and reminds me of that word or phrase. When this happened in the past I didn't know the correct answer, but recently I can remember correctly. I feel that what I've learned in previous lessons comes out more smoothly the more I study.

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It's good fun to talk about a wide range of topics such as travel and politics to get a sense of the depth of English. The instructor taught me some idioms using simple words, including, "It's good to test the water." I would like the instructor to continue teaching me a wide range of topics in the future and to teach me various phrases, so I will book her lesson again.

---

## Negative Evaluations

Today's lesson was unpleasant. I met the instructor for the first time and introduced myself, but the instructor did not introduce himself. I felt the Instructor was intimidating. Since the instructor seemed scary, I asked him to be more kind and friendly but he barely changed. Because it was a one-to-one lesson, it should have been clear to him that I felt bad.

---

I was so disappointed in this lesson. In my counseling I requested to learn something new and to have my mistakes pointed out. I have many opportunities to make small talk with people in English, so I don't want to spend time chatting in my Gaba lessons. A short chat at the beginning of the lesson is important to get to know each other and break the ice, but I can't understand why the instructor chatted for so long and got sidetracked so many times.

## Operations: Noise Level

The instructor's lesson was good, but I couldn't study because the LS was noisy. I think it was because of clients talking to the staff at the reception after the lesson and such. It was meaningless that I went to the school early to study and prepare.

---

The instructor's voice was difficult to follow because the surrounding noise was louder than my instructor. She needs to work on speaking up in a louder voice. I asked her to speak up but she often became quiet again after a few minutes.

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The noise level from other booths was high which made the instructor really irritated and it was clearly visible during the lesson. There was a topic that I wanted to discuss, however the instructor didn't listen well and simply moved on into the textbook.

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Gaba Corporation

[www.gaba.co.jp](http://www.gaba.co.jp)

*Helping people achieve their most audacious life goals.*