

Corporate Edition



Group Core Skills Certification

Instructor Certification
Service Quality Department
Instructor Services Division



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Gaba Group Method

What is the Gaba Group Method based on?



Group Core Skills Instructor Can-dos		
Goal-based Lesson Planning	1	Can plan a lesson that demonstrates the function and the materials, with a focus on the end goal application
People Skills	2	Can demonstrate Stagecraft (presence, charisma, leadership, support and professionalism)
	3	Can create a lesson environment that encourages full Client participation
Group Management	4	Can allow for reporting out, cross-participant discussion and facilitate group activities
	5	Can model and manage activities and use CLT in a group teaching environment
Lesson Stages & Customization	6	Can deliver an engaging and effective Ice-breaker or Warm-up activity
	7	Can customize and expand during the lesson without deviating from the lesson plan
	8	Can customize activities, explanations, and instructions based off clients' levels and abilities, including a natural goal based Application
Teaching Techniques	9	Can keep activities stimulating and engaging using a variety of modelling and practice patterns, including piggybacking, pair work and reporting out
	10	Can use techniques and examples to clarify meaning and ensure clients are able to use the new language and structures
	11	Can give clear lesson instructions and deliver a summary of what clients are able to do at the end of the lesson
Lesson Management	12	Can deliver a lesson that builds on itself in a structured way while managing time effectively
Use of Resources	13	Can utilize resources in an organized manner for teaching vocabulary and giving correction, delivering a lesson in a structured and appropriate manner
Online Lessons		
Set-up	14	Can smoothly start, maintain and end a lesson in Zoom
	15	Can understand and administer basic troubleshooting, including confirming audio and video with the client
Utilizing Zoom	16	Can share the lesson materials while maintaining face-to-face interaction
	17	Can utilize the Breakout Rooms function effectively
	18	Can use the chat function effectively and utilize the annotation tool where necessary
Teaching Techniques	19	Can teach the lesson materials comfortably and maintain a professional demeanor throughout the lesson
	20	Can effectively manage the group dynamic whilst using Zoom, utilizing pair work and/or group work

People Skills

How do we display the following traits in a group lesson?

- ▶ Presence

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- ▶ Charisma

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- ▶ Leadership

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- ▶ Support

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- ▶ Professionalism

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Empathy & Feedback

What do we say to display empathy and give regular feedback throughout the lesson?

Show Empathy	Give Feedback (Praise)

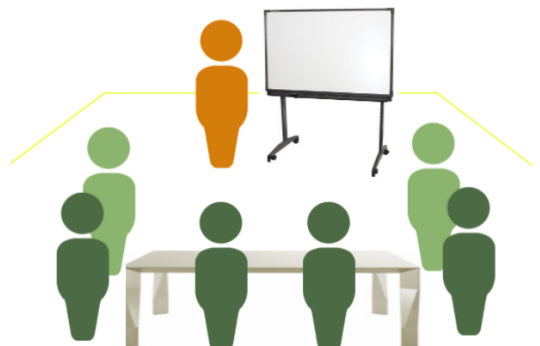
Lesson Environment

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Lesson Environment - Online Lessons

How do we utilize Zoom for our Group Lessons?

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Group Warm-ups

What is the purpose of the Warm-up?

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As you conduct your Warm-up, take notice of your clients'...

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How do we build rapport in a GO Lesson?

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Icebreakers

The Four Cs

- Give each member of the group a piece of paper. Tell them they have 2 minutes to write down their favorite Color, Cuisine, Celebrity, and Country to visit.
- The papers are then collected, shuffled, and redistributed.
- Go round the class and get each member to read aloud what is written on their paper.
- After all the responses have been read, the group then has to guess who each paper belongs to.

Biography Database

- Clients are given a handout and asked to interview and complete the information on X number of clients.
- Once the task has been completed each client introduces one of the people they interviewed.

If I Were...

- Each person is asked to tell the group what they would be if they were in a certain category, e.g. a historical figure, a cartoon character, and why.

Two Truths & A Lie

- Each client tells the group three pieces of information about themselves, two are true, and one is a lie.
- The other clients have to guess which the lie is.

Same Game

- Clients are all asked to write 3 generic pieces of information about themselves on a piece of paper, i.e. do they prefer beach or mountain holidays? Do they prefer the cinema or DVDs? Have they ever eaten something strange?
- They then have to find others in the group who have the same answers as them by moving around and asking questions.

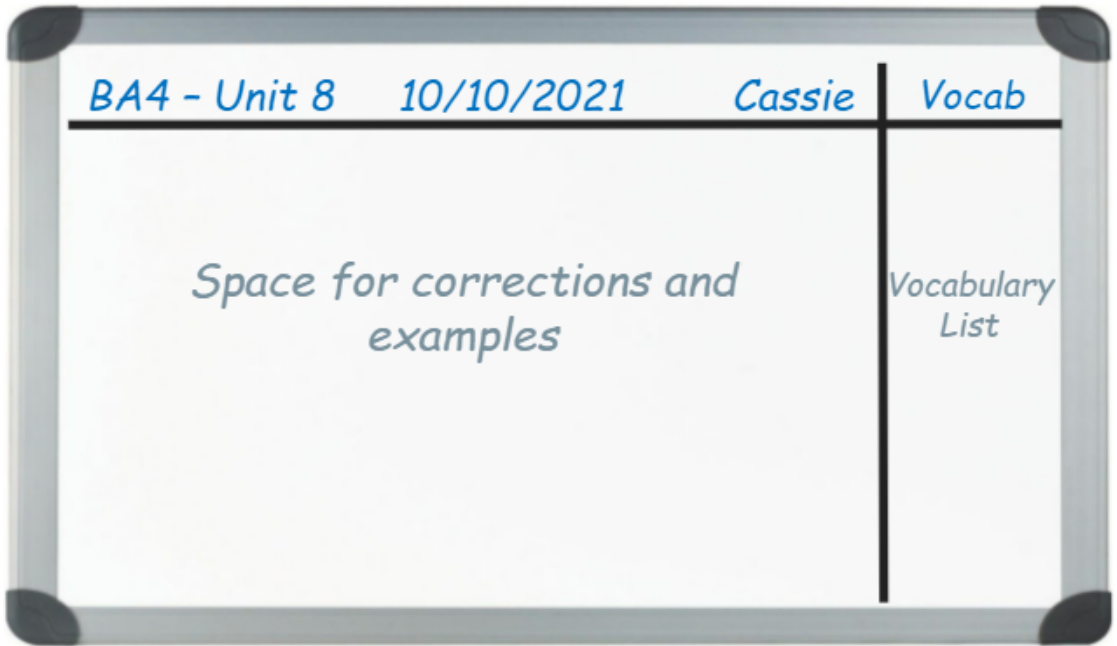
Alphabet Games

- Can be anything from going around the room and having each client name an animal, sport, etc. in alphabetical order to them naming everything in their office that begins with A.

Story Chain

- The instructor starts a story i.e. last Saturday I went to the beach...
- Move around the room each client has to add a sentence to continue the story.

Use of Resources - Whiteboard



Use of Resources - Zoom Chat

How do we utilize Chat in an online lesson?

Use it in a similar fashion to a whiteboard

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Group Management

What is reporting out?

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What is cross-participant discussion?

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How do we set up these activities?

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Lesson Management

Using Transitions & Signposting

What would we say to ensure understandable transitions?

BA6 - Unit 33	Transitions & Signposting Language
Picture Speculation	
Target Language	
Practice A	
Practice B	
Practice C	
Application	

Time Management

How do we manage time effectively?

Monitor & Support

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Modelling

What is modelling?

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Level Awareness

How do we demonstrate language levelling?

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When expanding, what are the considerations?

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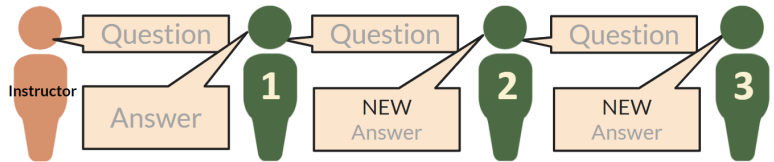
Engagement

What is piggybacking?

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How can we keep activities stimulating and engaging?

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Let's look at BA6 - Unit 33: Practice C

C It's your first day in your new company. Use the information below to introduce yourself to your team.

Example

Manager: Why don't you tell us something about yourself?

You: **Sure. I'm (your name) and I've lived in Nagoya all my life. Before coming here, I used to work as a train driver. Oh, and I love playing mahjong, so let me know if you'd like to play sometime! Nice to meet you all!**

- ① ● You've lived in Tokyo all your life
 - You originally worked for Miyamoto Automotive as an accountant
 - You coach your daughter's volleyball team on weekends
- ② ● You've lived in Europe for the past ten years
 - You used to work for the Trinity Corporation as a computer engineer
 - You have a Ph.D. in economics

Start off the conversation by saying something like, "It's nice to meet you."

Now chat briefly with the person who sits next to you, and with someone you meet in the staff room.

- ① ● You're originally from Nagasaki
 - You originally worked for Tanaka-Shiro as a consultant
 - You have five children, all of them girls
- ② ● You're originally from Hiroshima
 - You used to pitch for the minor league baseball Red Hawks team
 - You love golf and have been in a few amateur tournaments



How can we keep this activity stimulating and engaging?

Engagement in Online Lessons

How do we increase engagement in a Zoom Group Lesson?

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Group Comprehension

How do we ensure group comprehension?

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Let's look at BA6 - Unit 33: Target Language

What words and phrases might be challenging?

Hideki : Hi! Mind if I sit down?

Sharon : Sure, go ahead.

Hideki : It's Sharon, right?

Sharon : Yeah! Good memory.

Hideki : [Laughs] Thanks.

Sharon : So how is your first day going?

Hideki : It's nice. Nothing like my old office.

Sharon : Oh? Where did you work before?

Hideki : At a company in Sydney. I actually lived in Australia for about ten years.

Sharon : Wow, that's amazing. What brought you to America?

Hideki : Ah, I just wanted new opportunities, I guess. I tend to move around a lot.

Sharon : That's nice! I wish I could travel. I've actually never left the state. Can you believe it?

Hideki : *(Chuckling)* Well, I wouldn't worry about that too much. Traveling is great, but I think I'm about ready to settle down.

Sharon : Oh really? Why's that?

Hideki : Well, my wife and I are thinking about starting a family.

Sharon : Oh wow! Well, you couldn't have picked a better place to raise kids.

Hideki : Thanks! I sure hope so. Anyway, I've gotta go. I'll talk to you later, okay?

Sharon : Sure!

How would you clarify the meaning of these words and phrases?



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Lesson Instructions

How do we give clear instructions?



Let's look at BA6 - Unit 33: Practice A

"OK, so I want you to like, get into pairs and start working on the first practice. Talk with each other, and your past jobs...and use the examples too!"



A First look at the facts below. Discuss with your instructor which would be good for each conversation below. Then role-play the conversations.

Useful phrases

■ I used to...	■ That was back when...
■ I have...	■ I'm originally from...

Example

Kate : Nice to meet you! So where did you work before?
You : **Oh, I used to work for the Tristen Corporation as a consultant. That was back when I was living in Osaka.**
Kate : Oh really?

Some facts about you

- You have two cats named Major and Sparta.
- You went to Tokyo University and have a master's in accounting.
- You used to work for the Tanaka-Shiro Corporation as an auditor.
- You used to play ping pong when you were in high school.
- You're originally from Sapporo.
- You have one child, a six-year-old son.

How would you give clear and concise instructions?

Customizing for Groups

Customizing to company goals & individual needs

What are some examples?

Company Needs	Individual Needs

How can we provide customization?

Corporate Off-site Lessons

How do we customize and expand a group lesson?

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Feedback

How do we give a clear summary of what clients are able to do at the end of the lesson?



Goal-based Lesson Planning

For ALL GROUP LESSONS, always have a plan...

Knowledge	Corporate Off-site

Client Case Study

For Off-site Instructors (Company goals)

Client	Level	Social Style	Notes
Masato	6	Analytical	Section Manager Communicating with Management in Thailand Arranging business trips and organizing staff schedules
Chihiro	5	Amiable	Product Designer Sharing ideas with Thai counterparts Has limited experience of overseas travel
Hiroaki	6	Expressive	Production Engineer Needs to share complex ideas and work on presentations
Keisuke	7	Driving	Production Engineer Strongest English speaker in the class Has experience of dealing with overseas peers
Junko	6	Amiable	Researcher Shares research with Thai team on a regular basis
Ayana	6	Analytical	Researcher Newest member of the team Hasn't visited Thailand yet

Next Lesson: [BA6 - Unit 33](#)

Function: Discussing

Topic: Jobs

Goals/Requests:

Everyone in the group works for a medium sized electronics company. They have offices in Japan and Thailand. Staff often take trips to Bangkok and want to be able to communicate naturally with their Thai counterparts both in work and social situations.



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