



# Gaba Seminars Certification

Instructor Certification  
Service Quality Department  
Instructor Services Division





**Contents**

What are Gaba Seminars?	3
Gaba Seminars Flow	5
Daily Seminars	6
Business Seminars	7
Test Seminars	8
Instructor Support Manuals	9
Seminar Run Sheets	10
Gaba Seminar Materials	11
Facilitating Pair & Group Work	12
Creating an Atmosphere	12
Transitioning & Signposting	13
Gaba Seminars Online - Basics of Zoom	14
Instructor Can-do Statements	15

# What are Gaba Seminars?

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## Gaba Seminars Timeline

### Bidding & Pre-task Completion

Month 1	Month 2	Month 3

### Lesson Slots

Lesson Slot 1	Lesson Slot 2	Lesson Slot 3	Lesson Slot 4



# Gaba Seminars Flow

## Warm-up

- Instructor gives self-introduction & Introduces the topic of the Seminar
- Icebreaker activity

## Target Language (Core focus)

- Using the PowerPoint - Introduce and demo each practice exercise
- **Pair work:** Have the pairs go through the practice drills alternating roles
- Monitor and support where necessary

## Practice

- Conduct mini role-plays in preparation for the Application stage
- Wrap up each mini role-play with feedback and group mistake correction

## Blended Activities

- Introduce the target of the lesson through blended activities: Introduce Target Language in chunks, and then give opportunities to practice in short sections
- Clients utilize Workbooks to assist with their learning – taking notes is encouraged
- No clear distinction between TL and Practice

## Application

- Frame the role-play situation, outline goals and parameters. Customize where possible
- Pair work: Split into pairs and go through the assigned role-plays
- Monitor and support where necessary

## Summary / Review

- An interactive lesson summary
- What did you study?
- What language and phrases were learned?
- What can the clients do in English?

# Daily Seminars



What daily conversation topics are covered in seminars?

1.

2.

3.

4.

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# Business Seminars



What business topics are covered in seminars?

## General Business

1.

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2.

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3.

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4.

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7.

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8.

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9.

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## Personal Development

1.

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2.

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## Customer Service

1.

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2.

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# Test Seminars



There are 4 TOEIC Seminars...

1.

2.

3.

4.



There are 4 TOEFL Seminars...

1.

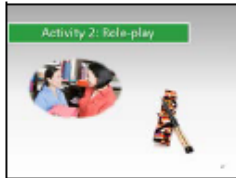
2.

3.

4.

# Instructor Support Manuals

## 6. Show Slide 27



1.

2.

Group participants into pairs, counting “one, two, one, two [etc.],” then tell all the “ones” to open their workbooks to page 5, but only look at Role-play 1 for now.

Person 1 will read the “Customer” lines to Person 2. Person 2 can use Appendix 5 page 23 if needed to respond as the store clerk.

Then, Person 1 closes their workbook and Person 2 opens their workbook 6, reading the “Customer” part of Role-play 2.

3.

*If you have extra time left, you could afterwards ask for volunteers to do some improvised role-plays in front of the class with you that follow the same pattern as in the workbook. Take the role of the customer and ask some basic questions. Use the cheat sheet to respond to.*

4.

5.

### Answering Specific questions

0:45-1:00

(Group size: whole class, pairs; Time: 15 minutes; Materials: slides 28-52, whiteboard, workbook pages 7-10, Appendix 1 page 18, Appendix 6 page 24)

*This section of the seminar covers more specific questions a customer may ask about a product they're interested in and how to competently deal with these kinds of questions in any situation.*

## 1. Show Slide 28.



7.

6.

Just like in part 2.1, have clients read out the example questions, and let them guess the keywords.

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Page 12 of 24

# Seminar Run Sheets

		<u>Retail</u>		
Page	Section	Slides	Length	Running Time
4	Introduction and icebreaker	2-5	10 min	0:00-0:10
5	Greeting and offering help	6-12	20 min	0:10-0:30
9	Answering Basic questions & requests	13-27	15 min	0:30-0:45
12	Answering Specific questions	28-52	15 min	0:45-1:00
16	Sales pitches	53-61	15 min	1:00-1:15
19	At the checkout	62-79	20 min	1:15-1:35
22	Group Role-play	80	20 min	1:35-1:55
23	Closing	81-83	5 min	1:55-2:00

**Which sections might affect time management?**

▶ How can we plan for them?

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# Gaba Seminar Materials

## How do the Instructor Support Manual, Presentation Slides and Client Workbook work together?

Read the slide. When you get to the last point, leave a short pause and then show the next slide.

2. Slide 14.

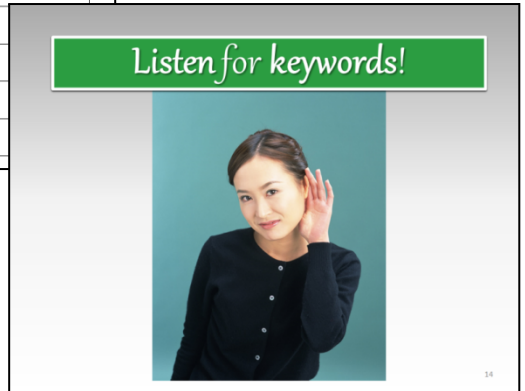


Emphasize that listening for keywords

**Activity 1: Listening**

*Listen to the question and choose what it's about.*

	<i>price</i>	<i>color</i>	<i>size</i>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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# Facilitating Pair & Group Work

Why are pair-work and group work important?

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What is Strategic Pairing?

## Creating an Atmosphere

What kind of atmosphere do you want to create?

- ▶ How do you create it?

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# Transitioning & Signposting

## Signposting an activity

1. Transition from previous activity:

2. State the aim:

3. Set up the activity:

4. Level appropriate customization:

5. Restate the aim:

6. Transition to the next activity:

## Example: Gaba Seminar For Retail IS Manual Page 12

### Answering Specific Questions

▶ How would you signpost this activity?

1.

2.

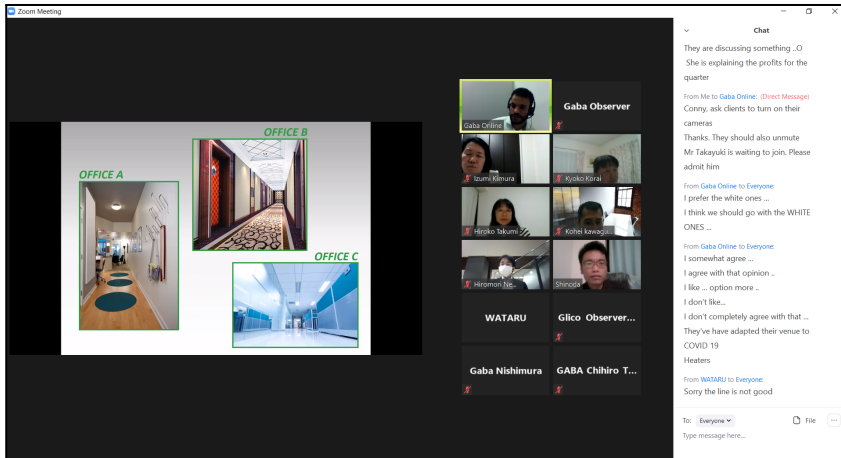
3.

4.

5.

6.

# Gaba Seminars Online - Using Zoom



## Things to practice in Zoom:

- Setting up the screen(s)
- Sharing the seminar slides
- Using the Annotation Tool
- Using the Chat function
- Creating Breakout Rooms

# Assessment Criteria

In-person Assessment Criteria		
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	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
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

GO Lesson Assessment Criteria		
Set-up	14	Can smoothly start, maintain and end a GO 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 GO lesson
	20	Can effectively manage the group dynamic whilst using Zoom, utilizing pair work and/or group work

My Notes:

A series of horizontal dashed lines for taking notes.





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