Welcome to Apply!

Apply creates fun, real world environments and situations in which students are provided with the opportunity to use the English, knowledge and skills they have previously learned.

Apply helps students to build confidence and fluency and to help them notice gaps in their language competencies to guide their further study. This includes developing skills and knowledge in social and professional contexts.
Students come first.

With Apply, we offer students the best, most well-rounded, realistic and sound learning experience available today.

- Students now benefit from events driven by clearer and more responsible roles (for the facilitator and the student).
- Students can choose and notice the language skills and knowledge they’ll need to function in the real world in English.
- Students can easily choose appropriate and satisfying Apply events as clear tracks, types, imagery and descriptions guide them through a growing bank of high-quality and consistent offerings.
- Students can now more clearly see the application of Learn and Try in the real world.

We can truly say that student experience, enjoyment, growth and the EF culture are at the heart of each and every Life Club we do!
In order to make these changes, we first put together a strategic group exclusively for Apply and began months of observations collecting student and manager feedback from all adult platforms to learn what was most important — resources, tools, planning, and more opportunities for practice quickly became our key areas of focus.

With Apply and this toolkit, our goal was clear: simplify Apply by extending one definition consistently over all adult products and support that definition with clear and robust tools.

To help ensure the best quality across our now significantly wider offering, we tied Apply to nearly fifty Can Do Statements adapted directly from the Common European Framework of Reference. This framework involves all the major language functions a person needs to use in real life and is a perfect foundation from which to build Apply and measure the achievement within a Life Club. Using Can Do Statements also helps us more deeply connect Life Club with our online and teacher-led curriculum.

As each Life Club is shaped to satisfy a Can Do Statement, students will find it significantly easier to find events which help them to reach their learning goals. We can also more easily provide students with opportunities to notice areas for further language and skills development by guiding them back to points in our Learn and Try curriculum where they may have previously experienced the same Can Do Statement.

By doing this we’re making sure we’re always offering the best quality and the most opportunities to students, while better making sure that no one falls through the cracks.
Life Clubs are **culturally focused** “English Only” Apply events with specific language aims and outcomes geared toward furthering a students’ study and fluency. Life Clubs must be engaging, as *real world* as possible and feature learning outcomes that are clear to students.

*(Ex: English Corner High, DIY Coffee Making, Debate Club, etc…)*

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**About Life Club**

There is no better way to learn a language than by seeing, hearing and using it in its proper context. Life Club’s mission is to provide students with a wide variety of classes and events, enabling students to practice English while developing cultural knowledge, skills and inter-cultural competency.

Life Club focusses on four key areas — now students can:

- Evaluate English Skills developed in *Learn* and *Try* phases, in an English-only, “Real World” situation.
- Experience western culture, learn and practice western social and business skills.
- Develop cultural awareness and inter-cultural communication skills.
- Have fun and enjoy a diverse interest-driven event offering.

The “Rules” of Life Club are simple:

1. Life Clubs must be engaging.
2. Life Clubs must be as *real world* as possible.
3. Learning outcomes must be clear to students.
The only challenge is which one to choose.

With Life Club categories, students will be able to easily choose satisfying and enjoyable Life Clubs. Each category has an associated icon as well, so even low level students can follow their favorite Life Club with ease.

Please see the Appendix for a more detailed breakdown of the categories and their descriptions.
<table>
<thead>
<tr>
<th>Life Club type</th>
<th>Level</th>
<th>Description</th>
<th>Detailed description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate</td>
<td>High</td>
<td>Lively discussion through opposing viewpoints!</td>
<td>Will always include one or more of the following; agreeing/disagreeing, persuasion,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>critiquing and validating. May be IM or IH but never IL</td>
</tr>
<tr>
<td>English Corner</td>
<td>High/Low</td>
<td>Casual and fun topics with an emphasis on spoken English!</td>
<td>Mainly conversation classes, students decide on the path of the conversation based on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>given starters or decided starters</td>
</tr>
<tr>
<td>Arts</td>
<td>High</td>
<td>All about the appreciation of The Arts – Painting, Photography, Dance, The</td>
<td>This covers discussion, events and appreciation of things considered 'Art' mainstream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theater and more!</td>
<td>popular culture is not included (entertainment).</td>
</tr>
<tr>
<td>Entertainment</td>
<td>High/Low</td>
<td>Explore the culture and history of movies, music and TV!</td>
<td>Entertainment includes events which allow students to experience and discuss their</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>likes and dislikes on different forms of entertainment. Less specialised and jargon</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>heavy than Arts events</td>
</tr>
<tr>
<td>Games and Challenges</td>
<td>High/Low</td>
<td>Practice English through your favorite amusing, skillful and competitive</td>
<td>Involves participating in games (often board games and word games. Activities which</td>
</tr>
<tr>
<td></td>
<td></td>
<td>past-times!</td>
<td>do not require a special setting or physical exertion)</td>
</tr>
<tr>
<td>Sports and</td>
<td>Mixed</td>
<td>Sports, outdoor activities and good, healthy fun -- all in English!</td>
<td>Either discussions/seminars on different sports/activities and events (the Olympics)or</td>
</tr>
<tr>
<td>Recreational Outings</td>
<td></td>
<td></td>
<td>figures, or participating in physical activities.</td>
</tr>
<tr>
<td>Social Life</td>
<td>Mixed</td>
<td>Casual conversations about friendship, marriage, family, love and life.</td>
<td>Always in a social setting, coffee shop, bar night etc, students lead the conversations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and topics (usually IH)</td>
</tr>
<tr>
<td>Current Events</td>
<td>High</td>
<td>What’s hot in the news in China, the West and all over the world?</td>
<td>Students introduce, discuss and explore current events on the local, national and world</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stages. Topics may be selected by event facilitators or students.</td>
</tr>
<tr>
<td>Food and Drink</td>
<td>Mixed</td>
<td>Enjoy Western and world culture through hands-on food and drink experience!</td>
<td>These involve students experiencing and discussing food and drink</td>
</tr>
<tr>
<td>World Culture</td>
<td>High/Low</td>
<td>Interesting discussions concerning many aspects of culture from all around</td>
<td>World culture events include information and discussion on culture, history and traditions from regions all over the world. They may be discussion or task based.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the world!</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>High/Low</td>
<td>Explore everywhere from your neighborhood to the whole world!</td>
<td>Travel club deals with travel advice, where to go, what to do, what to watch out for when travelling to different regions around the world.</td>
</tr>
<tr>
<td>DIY</td>
<td>Mixed</td>
<td>Seasonal crafts and loads of Do-It-Yourself projects for you and your EF</td>
<td>Physically making things, including cooking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>friends to get involved in!</td>
<td></td>
</tr>
<tr>
<td>Fashion</td>
<td>Mixed</td>
<td>The international world of fashion through tips, techniques and conversation</td>
<td>These events are always anchored on fashion. Both in terms of the content and the set up. Students may be discussing fashion or taking part in fashion events such as Fashion Shows.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>about what's hot and what's not.</td>
<td></td>
</tr>
<tr>
<td>Beginner Foundation</td>
<td>Low</td>
<td>Review class of the weeks F2F and WS content</td>
<td>Review class for Beginner F2F and WS</td>
</tr>
</tbody>
</table>
Smart planning.

The Life Club Plan is a tool that has been designed for quick and easy use. The tool allows you to save a copy of your Life Club for yourself, as well as send a copy on to the Global Product Strategy Team for inclusion in a global Life Club database.

Every Life Club is now linked with EF’s core curriculum, and includes clearly stated aims and outcomes.

**How do I write a good Life Club name?**

Don’t feel like you have to advertise your event with the name — don’t make it too vague or crazy. A Life Club name should be clear first and interesting second. (Ex: *Buying and Selling, Talking About Scandals, Bar Night, etc.*...)

**What if my Life Club doesn’t match a Can Do Statement?**

It’s best if you can make your Life Club fit, but if you can’t, you can adapt one of the Can Do Statements to suit your event and note it in the Event Comments section. (Ex: You might adapt “I can make, accept and reject offers” to *I can extend, accept and decline party invitations.*

**What should I say in the comments section?**

Anything you think is important. The only thing we ask is that you include a description for OBOE here. A good description would be like this:

*Life Club Name* is *Level, Category, Important Information*. In this Life Club you will *What will they do*? Please *Other important information*.

Bar Night is a Social Life Life Club open to all levels! We’ll visit an American sports bar and enjoy sports chat, games and casual conversation. Bring money for drinks and food, and remember — English only!
Clear, valuable feedback.

The Life Club Observation form is a tool that has been designed to help ensure that we continue to offer the highest quality Life Clubs. It’s built specifically for Life Club facilitators to help give quick, standardized, comprehensive and meaningful feedback.

The best thing about this form is that while it is wide-ranging and thorough, using it will also feel quite familiar as it is based on existing feedback forms.
Life Club Stage Types

The Life Club Stage Types offer a powerful and clear way for facilitators to think about how their Life Club’s are put together. Each component of a successful Life Club is represented visually, and each is as important as the next. In this section we’ll break them down piece by piece.

Student Independence (Low, Medium, High)
The Engage phase can also be thought of as the Warmer. The most important part of this phase is that you bring the lesson into context and activate previous knowledge/language related to the Life Club at hand.

Engage

Free Use

Free Use is exactly what it sounds like — the time for students to experience the task and activity with the least amount of input or scaffolding from you, their facilitator. Does this mean you aren’t there for them anymore? No! Facilitator presence is crucial to a successful Life Club, but remember to moderate yourself and let the students have the experience.

Guided Use

Guided Use is a time for students to experience scaffolded practice.

Wrap up

Finish your Life Club on a high and positive note. Quickly wrap up, but also summarize the achievements of the Life Club before students depart so they can better notice the gaps in their learning and language use.

Transitions in your Life Club are important to creating a smooth and overall enjoyable experience. Transitions include: activity or task feedback, segues and next activity/task set up.
Teacher Responsibilities

**Raising Awareness**

**Giving Advice**

Giving advice and raising awareness can only occur after students have attempted an activity or task. The purpose of ‘raising awareness’ and ‘giving advice’ is to draw students’ attention to what they are trying to achieve and how.

This is a key teacher role!

Giving advice is different from raising awareness in two key ways:

- Giving advice will sometimes include input from the facilitator, often in the form of adding to student input on the board and through speech, or by introducing texts with information. (“I think to complete the task better you should….” Or, “here is a model of someone successfully completing the task”).

- Giving advice often excludes student choice of key language, concepts and skills as it is prepared in-advance by the facilitator, in order to ensure that students can function effectively.

Raising Awareness and Giving Advice may occur as an open class discussion (i.e. a phase) or as part of normal facilitation and feedback.

Students should be able to answer:

- What task am I doing?
- What am I expected to achieve/produce?
- Which strategies will help me to achieve this?
- What knowledge will be useful to me during this task?
- Which language will help me to do this well?

- Teacher elicitation on the above = ‘raising awareness’
- Teacher input on the above = ‘giving advice’

Remember teacher input takes away student control and choice
Assessment / Facilitation

Assessment and Facilitation indicate a time for you to be present during times of student-to-student activity in the Life Club. Often your role in the Life Club will change depending on the students — sometimes you will be the facilitator, engaging here and there with students to ensure they are progressing, other times you’ll need to move around the room, listen and assess whether or not the Life Club is meeting its goal.
Student Independence is a concept that applies directly to the amount of freedom and choice that students have when it comes to their activity and language use within a Life Club.

The choice is theirs.

Student Independence is a concept that applies directly to the amount of freedom and choice that students have when it comes to their activity and language use within a Life Club.

High Independence — the context and environment is provided with little else and students decide:
- Who to talk to
- What to talk about
- How long to talk for

*Ex: Current Events, Bar Night*

Low Independence — a more structured and scaffolded experience, including:
- Handouts
- Input and elicitation phases
- More controlled and guided tasks

*Ex: English Corner Low, Museum Visit*
What is free?

The concept of free use applies to specific tasks/activities during Life Clubs. The question you’ll need to answer is: Who decides — facilitator or student?

In terms of guided use and student choice, language use, concepts and role in group are most important and the central to increasing or decreasing student choice. To make an event successful, teachers may have to dictate location, interactions and group sizes. These, however, can also be flexible!
Student Independence Session Models

Life Club Types

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Engage  Free Use  Free Use  Free Use  Wrap up
Assessment / Facilitation

Engage  Free Use  Guided Use  Free Use  Wrap up
Assessment / Facilitation

Engage  Guided Use  Guided Use  Free Use  Wrap up
Assessment / Facilitation
Life Club Sample

This is an example of an English Corner Life Club that already existed and then easily fit into a Life Club model and successfully trialed.

Buying and Selling

Warmer  5-7 min. Students must try to get 500 RMB for the product they are given
Segue   3-5 min. Check for understanding of what language they’ll need for *Free Use*, transition into task
Free Use 33 min. Students must try to get 500 RMB for the product they are given

Students skim the IKEA catalogue and choose two products
Students decide how they’re going to convince people to buy them (need, use, aesthetics, quality, compare to other products, fashion and price)
Students are regrouped and sales people try to convince them to buy the two items

Wrap up 5 min.
Room set up for Life Club

**Room set up is an essential consideration for Life Clubs.**
Life Club aims to provide an authentic and engaging environment for our students to apply their previously learned language, skills and knowledge.

**Areas to consider:**
Seating arrangement (see fig.1)
Group dynamics (see fig.2)
Decoration (for instance putting posters, pictures advertisements and notices on the wall)
Using background music or soundtracks
Using realia and other authentic materials during the session

*This list and the examples provided are not exhaustive!*

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**fig.1**

![Seating arrangement](image1)

**fig.2**

![Group dynamics](image2)

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*Keep students moving and avoid traditional classroom layout. Remember, mimic the real environment!*
Handouts at Life Club events?

Handouts can be a useful tool for a teacher at Life Club. Their use can vary depending on the activity but an important point is that they are not intended to be the main focus of the event. The handout is intended as support material and they may also be given out at different stages.

- At the beginning: Handouts can be given out at the beginning of an event as an instructional tool e.g. at a cooking event.
- During an event: The handout can be used as a conversation starter or a discussion point e.g. at a bar night.
- Near the end of the event: It can be used to re-cap ideas, language and skills that were useful during the event.
What can I do? What can’t I do?

Feedback

Can I focus for extended periods on meaning form or use clarifications in the classroom?

No.

Can I interject during conversations to help struggling students with language advice including grammar and pronunciation advice?

Yes, as long as it’s quick and doesn’t get in the way of the flow of the event.

Can I wrap up at the end of the session by eliciting and reviewing ideas, language and knowledge processed during the event?

Always! But try to be brief — never more than five minutes.

Can I stop the event mid class to conduct mid-session feedback on task completion and language?

Only if it’s planned and done in a meaningful way.

Actions

Can I sit by the side if I feel all students are engaged and talking?

Please don’t! As you can imagine, your presence is critical to a great Life Club, so don’t disappear!

Can I encourage my students to only speak English?

Yes! Sometimes you’ll need to use some Chinese (Ex: giving safety instructions), but those times are extremely limited.

Do I need to be an entertainer in order for my Life Club to be fun?

No, just make sure that the students are all engaged and talking. A great way to do this is to always display the right attitude by smiling and keeping your energy high during the Life Club.
Input

Can I include input in a Life Club?
Sure! As a facilitator, your input will be invaluable and necessary, but remember that Life Clubs are meant to be Apply, so your focus is really on processing previously learned language, skills and ideas.

Can I focus on different language points during my Life Club?
Yes.

Aims and Can Do statements

Can I change the aims of the Life Club?
No.

Can I change the Can Do statements of the Life Club?
No, but it’s OK if your Life Club doesn’t 100% fit the closest Can Do statement — you can always make a few changes to how you present the Life Club so that it fits better!

Structure and Staging

Can I use different Life Club structures?
Sure! Different Life Clubs will require different approaches, so do what you think fits best.

Can my Life Club be highly structured?
Not necessarily. A good rule of thumb to remember is that the lower the independence of a Life Club, the more structure you are going to need in order for it to be successful. More structure means lower independence.
This page was put together to help teachers, trainers and other staff in a number of ways...

1. Download the toolkit (Session planning tool, observation form, Life Club Manual...).
2. Training and information materials and videos.
3. Example videos, and session plans.
4. Take part in the discussion boards and start your own!
5. Post comments and questions about planning and running Life Clubs and get.

http://ef-teachers.com/group/apply-training-information-platform
Life Club content resources

Where can I download ideas and materials?

Think you have a great Life Club Session? Share it!

Go to:
http://portalcn.ef.com/EtownCenter/Lists/Lifeclub%20Overall/AllItems.aspx
(All content is moderated before sharing)

When uploading please remember:

- Always attach a session plan using the Session Planning tool from the toolkit
- Use templates where provided (e.g. the PPT template)
- Make sure to attach any essential pictures and links
Find the answers in the real world.

Now you have everything you need to facilitate fun, real life Life Club! Your Life Club is critical to helping students build confidence and fluency and to help them notice gaps in their language competencies.

This guide and these tools (along with your own genius and magic) will help ensure that your students will undoubtedly be provided every opportunity to use the English, knowledge and skills they have previously learned.

Before you get out there, though, let’s repeat the ‘Rules’ of Life Club:

1. Life Clubs must be engaging
2. Life Clubs must be as real world as possible
3. Learning outcomes must be clear to the students

Good luck!
About us

This guide, along with the tools and strategies included, were designed by three members of EF’s Global Product Strategy and Development team:

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Jason Kuder, Associate Director of EF Business and EF Life Club

Many thanks to the students, Professional English management, center staff, teachers and Life Club staff the rest of the Global Product Strategy and Development team for their feedback, insight and support.

Want to ask a question about this guide, the tools in the toolkit or about Life Club in general? Click the icon to ask your question on Formspring and we’ll be happy to answer!