

Working in an Eldercare Facility: An ESOL Resource



Resource developed by Judi McCallum from authentic data collected by the Language in the Workplace Project, School of Linguistics and Applied Language Studies, Victoria University of Wellington.

Funding received from TESOLANZ and the Settlement Division of the Ministry of Business Innovation and Employment

Published by the Language in the Workplace Project, School of
Linguistics and Applied Language Studies,

Victoria University of Wellington, PO Box 600, Wellington, New Zealand.

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First published 2013

Notes for teachers

Who this resource is for?

These materials have been designed for teachers of people with limited competence in English who come from other language backgrounds with the goal of becoming eldercare support workers.

The resources are designed for use in workplace-focused ESOL classes or communication training courses in English-speaking countries, especially, but not exclusively, Australia and New Zealand. The resources could also be used in one-to-one tutoring contexts.

What is the source material for the resource?

The resource has been developed from recordings of ordinary everyday interactions between care-givers and residents as they go about their daily routines in an eldercare facility. The recorded interactions were collected, transcribed and analysed by the Language in the Workplace researchers from the School of Linguistics and Applied Language Studies at Victoria University of Wellington.

While tasks differ, there are key features of communication common to caregivers going about their work. (These are described in more detail in a Report from Language in the Workplace Project team for the Settlement Division of the Ministry of Business, Innovation and Employment, 20 March 2013 to be found on LWP website.)

Key features include:

- Greetings and use of first names and endearments
- Directives or instructions (both direct and less direct or softened)
- Fostering inclusivity (i.e. including residents in the carrying out of tasks, checking a procedure suits and that the resident understands)
- Giving reassurance and encouragement
- Use of humour and small talk

The purpose of this resource is to highlight these features by first hearing them in rerecorded authentic interactions and then helping the ESOL learners to notice differences in what is conveyed by a sometimes quite subtle change in language structure, the inclusion of a modifier or softening device, or change in emphasis or tone of voice.

How is each unit designed?

Each unit focuses on a particular activity such as the daily routine of bringing morning and afternoon tea to residents or carrying out personal care tasks such as showering.

The units follow a top-down approach. They provide activities that set the scene and introduce vocabulary, opportunities to listen to the interaction (with/without transcript) and tasks that encourage learners to notice specific language features of the interaction and then to practise these features.

1. Pre-listening activities include:
 - a. Setting the scene: Moving from what learners will know from their own knowledge of domestic contexts to how these same facilities and activities will be different for the elderly.
 - b. Pre-teaching of content words: in each unit there is a listening activity that requires learners to match the word they hear with the picture of the object.
2. Listening tasks: Learners listen to an interaction between caregiver and resident or between two caregivers. Suggested activities are:
 - a. Listening for the main ideas/gist. What is happening? The recording could be played many times without the transcript.
 - b. Then, while reading the transcript and listening, learners are guided to notice how particular features are structured, how tone of voice affects the meaning conveyed etc
3. Practice activities that provide learners with the opportunity to create their own utterances using patterns focused on in the interaction.
4. At the end of each unit there is a photo essay with the caregiver's speech balloon empty. Learners are encouraged to create the utterances they might use without necessarily trying to replicate exactly what is said in the recorded interactions.

Introduction to Eldercare Facilities

Retirement Villages



A retirement village is one kind of eldercare facility. Many elderly people in NZ live in retirement villages because they provide different levels of care. It depends on how much support the elderly person needs.



If an elderly person is independent he or she can live in a **villa**.

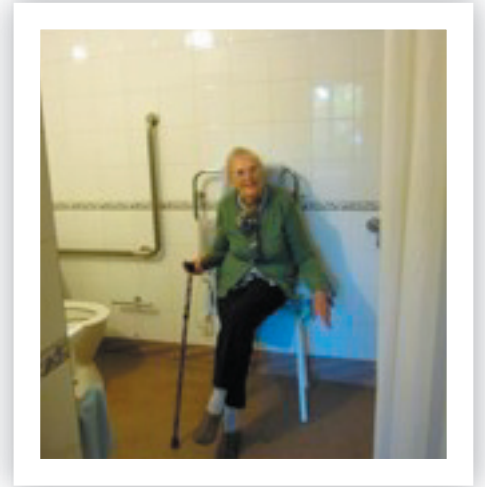
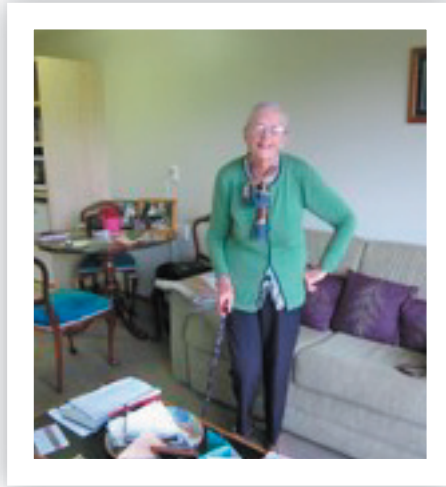
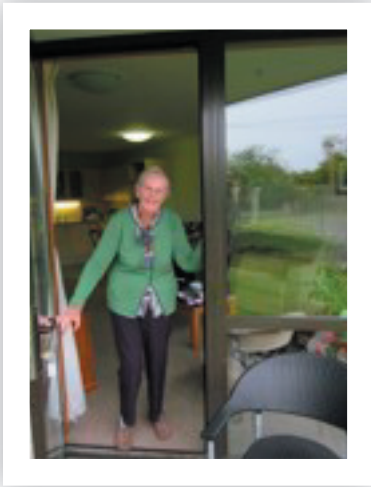


If an elderly person needs some support he or she can live in **an apartment or studio**.



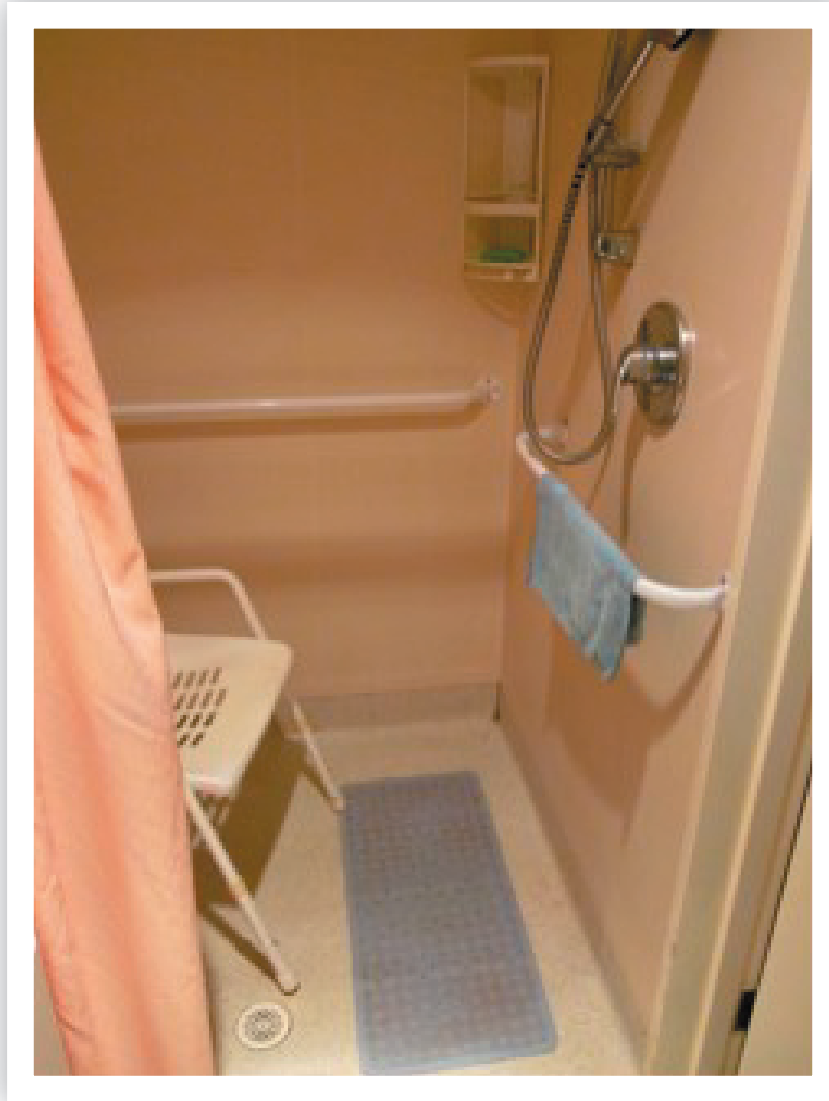
If a person needs lots of support he or she lives in the **rest home**. An elderly person living in an elder-care facility is often called a **resident**.

This woman lives in an apartment. She can look after herself but she needs **the staff** to cook her meals, give her **medication** and help her shower.



What do you notice about her apartment? How many rooms do you think she has?
What are the rooms?

UNIT 1 Personal Care: Helping a resident shower



Design and layout by Lauren Poutawera

Unit 1.

Personal care: Helping a resident shower



Teacher's note:

Communication focus of this unit: explaining what you plan to do, giving directives with differing degrees of directness, negotiating, talking about temperature, responding to thanks, acknowledging mistakes, encouraging, checking, paraphrasing

Task 1: Getting familiar with bathrooms and the things found in bathrooms.

A) Here is a bathroom that is not designed for elderly people. It probably looks like the bathroom in your home.

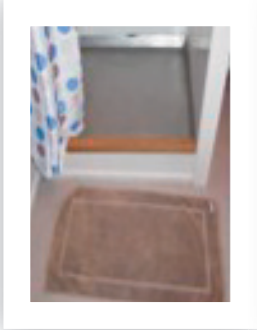


Find some of these things in this bathroom

shower	shampoo
flannel	tissues
soap	shower cap
toilet	hot tap
trolley	cream/body lotion
toilet paper	cold tap
tooth brush	toilet seat
bin	toothpaste
bath mat	hand basin
towel	shower curtain

Listen and identify

B) Here are some things we use in the bathroom. *Listen*. Number the picture in the order you hear. The first one is done for you.



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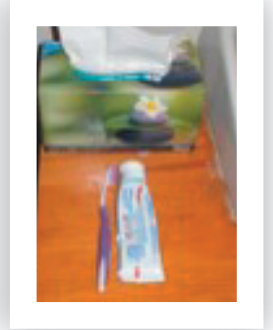
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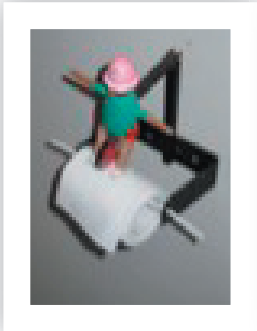
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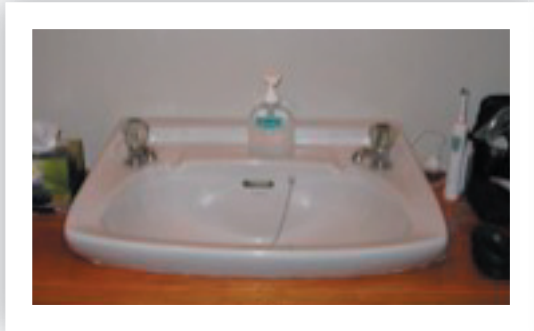
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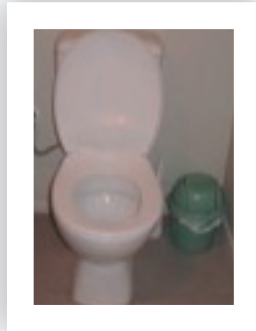
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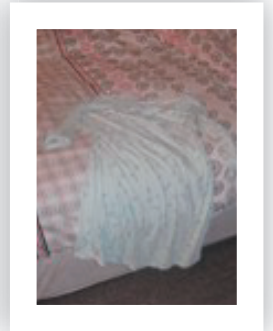
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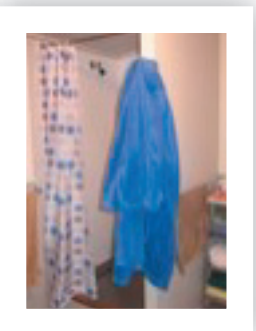
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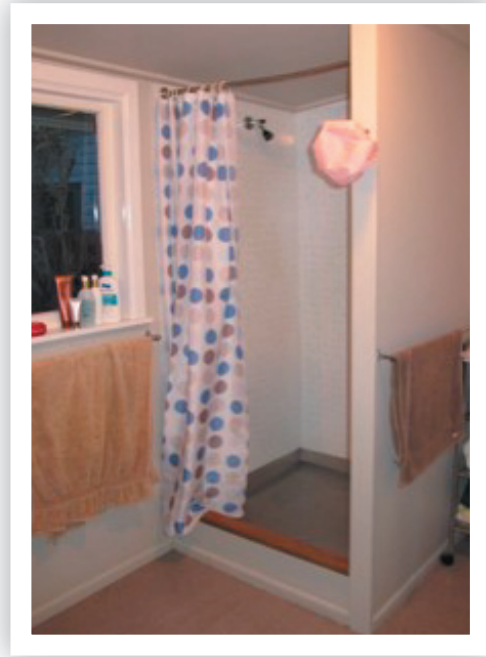
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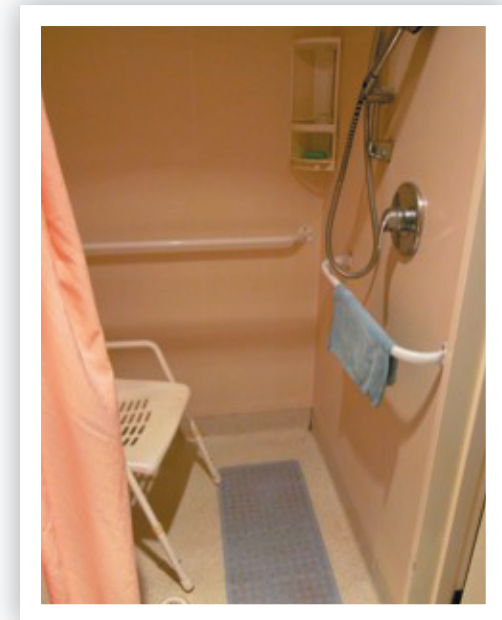
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Task 2: Design and safety

- A) This is the picture of the bathroom on page 2.
What are possible hazards for elderly people?



- B) This shower is designed especially for the elderly. Discuss the things that make it safer.



- C) The toilet has safety features too. The arrow is pointing to one of them.



Task 3: Listen, notice, practice



Teacher note

The interaction between care-giver and resident is in 4 parts: getting ready for a shower; getting the water temperature right; in the shower and getting out of the shower.

The pattern of tasks is the same for each part: students reveal what they know; students listen and notice; students focus on particular speech items and practice them.

Part 1 Getting ready for the shower

Before you listen to the talk between the resident (Flo) and her caregiver (Ani), discuss the things Flo might need to do before she gets into the shower.

A) Listen to what Ani says to Flo.

1. Ani:	hello Flo I'm going to run your shower now
2. Flo:	Ok
3. Ani:	I'm just gonna run the water to make sure that we have enough ah enough
4.	warm water
5. Flo:	oh okay
6. Ani:	do you want to use the toilet first?
7. Flo:	no no no
	{Shower sound}
8. Flo:	thank you
9. Ani:	that's alright ah can you take your slippers off for me please
10. Flo:	oh sure
11. Ani:	okay I think it's about warm enough now ... and the shower cap ... when are
12.	you due for your hair do?
13. Flo:	pardon?
14. Ani:	when are you due for the hairdresser?

15. Flo:	oh I'm not ...I didn't know...I haven't made arrangements
16. Ani:	Oh okay ...take the dressing gown offokay give me that hand .. good one
17. Flo:	thank you
18. Ani:	... off we go

B) Notice the language

1. Notice how Ani tells Flo what she is **going to do**. Look at the dialogue and underline the things Ani is going to do.
2. Notice how Ani asks Flo to do things.

What are the things she **asks** her to do?

What are the things she **tells** Flo to do?

3. Listen again to Ani asking and telling. What sounds more polite? Why?

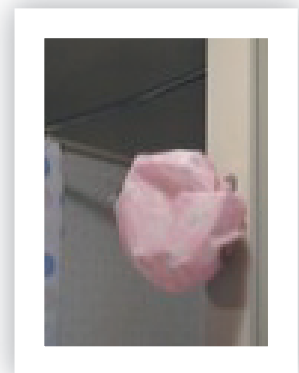
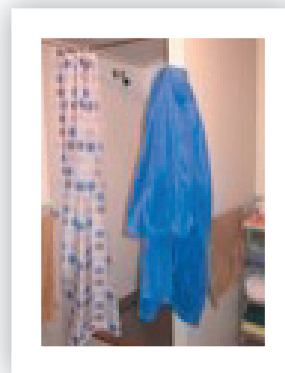
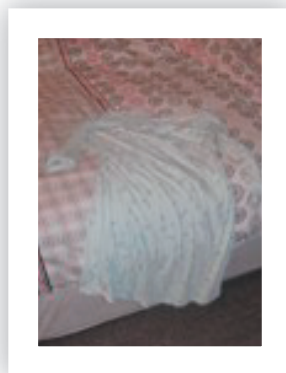
C) Practice

1. Tell a resident to do these things. Put the words together to make the best sentences. *Change your voice to sound more polite.*

take	your nightie	on
	your slippers	
put	the shower cap	off
	your dressing gown	

2. How can you ask more politely? Ask a resident to do things. Look at the pictures to help you.

Would you...
Do you want to...
Could you...
Can you...



3. Tell the resident what you are going to do. Put the words together to make the best sentences.

I'm gonna ...

have	a shower	
run	arrangements	
make	the water	
use	my hair	done
have	the toilet	

Part 2: Getting the water the right temperature

Ani wants to make sure the water is the right temperature for Flo before Flo gets into the shower. Why is this important?

A) Listen to Ani and Flo.

19. Ani:	okay ...now I want you to feel the water first
20. Flo:	(oh) it's hot
21. Ani:	hot.. it's a bit hot?
22. Flo:	yeah
23. Ani:	<i>[clears throat]</i> ...okay.. okay warm enough or it's too hot
24. Flo:	it's a bit hot now
25. Ani:	it's a bit hot
26. Flo:	<i>[laughs]</i>
27. Ani:	yeah and next minute it will go freezing cold won't it?
28. Flo:	<i>[laughs]</i>
29. Ani:	oopsie still hotokay feel it now
30. Flo:	that's not bad
31. Ani:	it's not bad so let me know if it's getting cold
32. Flo:	I will
33. Ani:	because it will be more likely to be cold rather than warm
34. Flo:	right
35. Ani:	okay okay

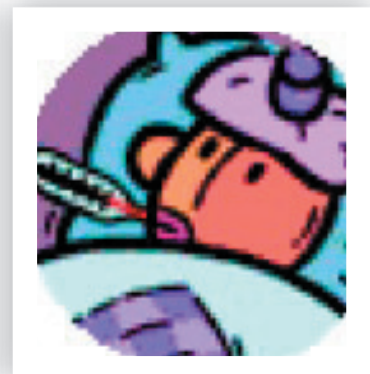
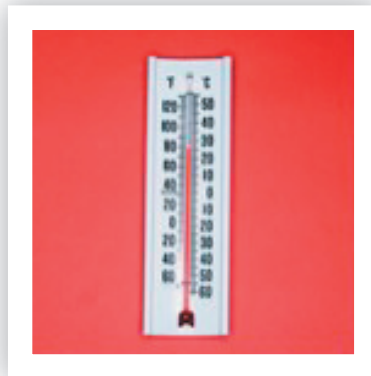
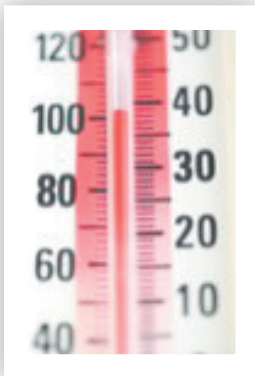
B) Notice the language

Here are some of the ways Flo and Ani talk about the temperature of the water. Tick (✓) the best temperature for Flo to have a shower.

	It's too hot
	It's hot
	It's a bit hot
	It's warm enough
	It's not bad
	It's getting cold
	It's a bit cold
	It's freezing cold

C) Practice

Talk about these pictures using the phrases above.



It's _____

It's _____

He's _____

Part 3: In the Shower

Flo is in the shower. They are still having problems getting the water the right temperature. What is happening to the temperature? What might cause the problem?

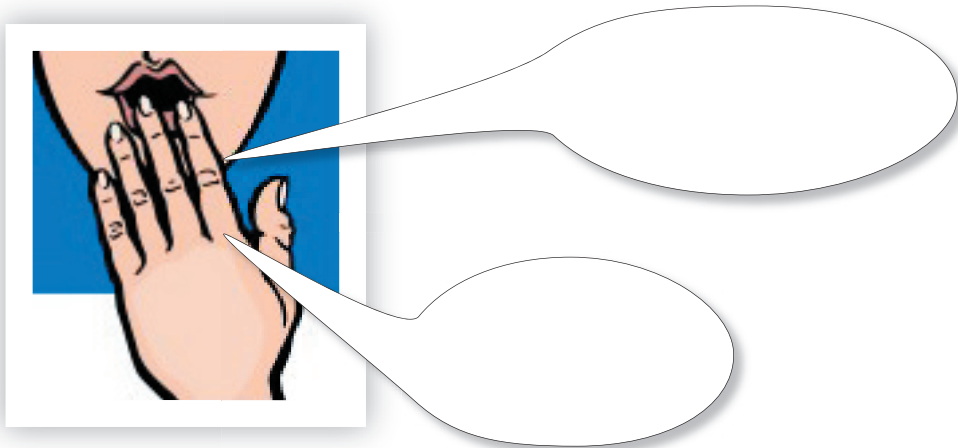
A) Listen to Ani and Flo.

36. Ani:	okay okay t- that flannel in your hand that's for your face eh ... oh it's cold?
37. Flo:	<i>[laughs]</i>
38. Ani:	<i>[sigh]</i> see ... that is very bad isn't it... one is cold, one is hot
39. Flo:	that's right
40. Ani:	there's nothing between ... have you done your face?
41. Flo:	er yeah
42. Ani:	okay
43. Flo:	ow it's cold
44. Ani:	oh sugar
45. Flo:	<i>[laughs]</i>
46. Ani:	oh
47. Flo:	<i>[laughs]</i> i'm not a fan of cold showers
48. Ani:	<i>[laughs]</i> no
49. Flo:	that's better
50. Ani:	good
51. Ani:	stand up for me please one two that's jolly good you washed down below
52.	or do you want me to do it?
53. Flo:	yes thank you
54. Ani:	...okay ... i'll do the behind .. that's good still warm enough?

55. Flo:	yes thank you
56. Ani:	good

B) Notice the language

1. What does Ani say when she makes the water too hot or too cold?

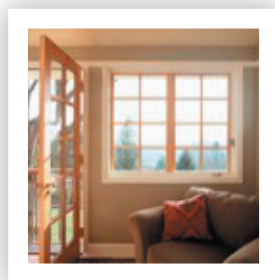


2. Ani needs Flo to help her get the right temperature for the shower. Here are some ways she asks Flo to help her.

I want you to	feel	the water	first
	Feel	it	now
Let me know	if	it's	too hot
Tell me	if	it's	getting cold

C) Practice

1. You can use some of the same sentences to ask Flo to help you get the right temperature for her room, her cup of tea and the soup.



D) Notice the language

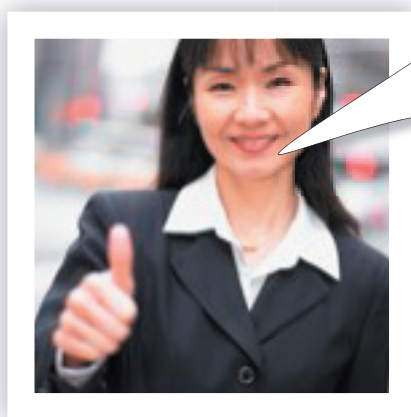
1. Listen to part 3 again and notice how Ani helps Flo to wash herself.
Underline what Ani says to Flo when she is helping her to wash.

Ani uses different kinds of instructions:

- 1) Ani tells Flo directly
 - 2) Ani asks Flo
 - 3) Ani guides her
2. Discuss the different ways Ani gives instructions. Write the number of the kind of instruction beside each one below.

	that flannel in your hand that's for your face eh
	have you done your face?
1.	stand up for me please
	I'll do the behind
	you washed down below or do you want me to do it?

3. Ani also encourages Flo. In part 1 she said:



Good one!

Listen again to part 3 and notice when Ani says:

That's jolly good!

Good!

Listen, Notice, Practice

Part 4: After the shower

Flo has just got out of the shower and Ani is helping her to get dry. What is important when you are helping someone after a shower?

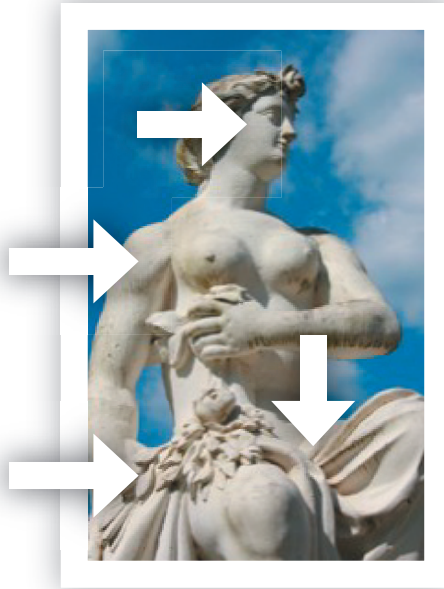
A) Listen to Ani and Flo

57. Ani:	okay wait there stay there
	<i>{Sound of towelling}</i>
58. Flo:	thank you
59. Ani:	that's alright
	<i>{Shower sound}</i>
60. Ani:	okay ...that's good
61. Flo:	oh thank you
62. Ani:	that's alright...down we go
63. Flo:	oh
64. Ani:	okay ... lift up your arm for me please ... and the other one ... you feel dry?
65. Flo:	tired?
66. Ani:	dry
67. Flo:	dry <i>[laughs]</i>
68. Ani:	yeah
69. Flo:	oh more or less
70. Ani:	<i>[laughs]</i> ... right well .. there we are

B) Notice the language

When Ani is washing and drying Flo she doesn't always say the name of parts of the body. She uses other words. Why?

1. Listen to Part 3 and part 4 again and underline the words that Ani uses to refer to parts of the body.



2. Tick ✓ the phrases you hear in part 4

<input type="checkbox"/>	you're welcome
<input type="checkbox"/>	that's alright
<input type="checkbox"/>	don't mention it
<input type="checkbox"/>	more or less
<input type="checkbox"/>	there we are
<input type="checkbox"/>	there we go

What does Ani say when Flo says "thank you"? _____

How does Flo answer Ani when she asks "you feel dry?" _____

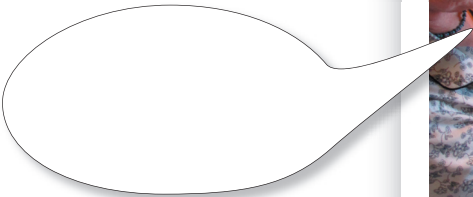
What does Ani say when she finishes drying Flo? _____

Task 4: Practice

You are the caregiver. What would you say? The first one is done for you.









When are you due for a hair do?

Pardon?



Oh, I don't know ...I haven't made arrangements.