

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.

Resource available at www.victoria.ac.nz/lwp

Funding received from the Settlement Unit 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.

© Language in the Workplace Project

First published 2014

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**.

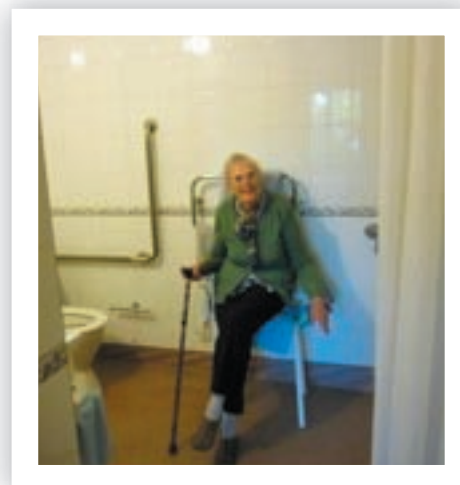
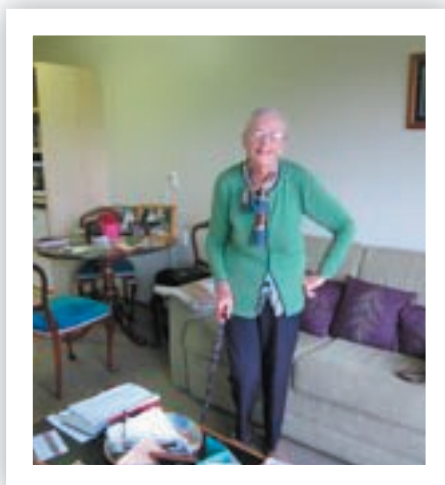
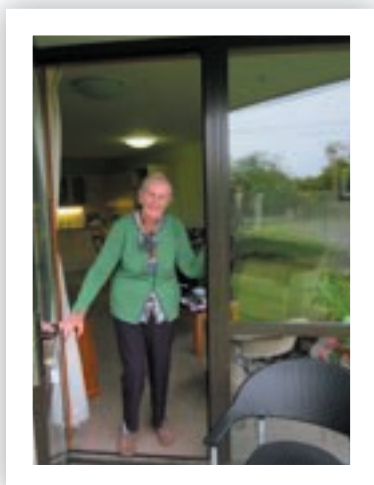


If an elderly person needs some support he or she can live in **an apartment or studio**.



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?

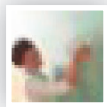
UNIT 2: Daily routines in an eldercare facility



Design and layout by Lauren Poutawera

Unit 2.

Daily routines at an eldercare facility



Teacher note:

Communication focus of this unit: Offering with different levels of directness; accepting; refusing; indicating place; thanking; responding to thanks; use of endearments; reassuring; responding to surprising news; leave-taking.

Emphasis in this unit is placed on exploring sometimes quite small variations in the way language is used to carry out the speech functions above. Another key feature for the learner to notice is the reciprocity between the two speakers in their exchanges.

Some of the vocabulary items likely to be new to the learner and requiring a receptive rather than productive knowledge have been underline.

Introduction

Care-givers or support workers regularly visit residents' rooms, studios or apartments. Often they bring breakfast and morning or afternoon tea on a trolley. They also collect the dirty dishes, clean the rooms, collect and return laundry and bring the medication to the residents.

This unit will focus on:

- Part 1 - the tea trolley
- Part 2 - other room services
- Part 3 - practising what to say if you are a support worker bringing the tea trolley to an elderly resident.

Part 1: The tea trolley

Task 1

A) Here are some of the things we use or have at breakfast and morning/ afternoon tea.

| | | |
|---------------|----------|----------------|
| teapot | bread | cup and saucer |
| cup of coffee | cake | plate |
| jug of milk | sugar | teaspoon |
| hot water | jam | tea trolley |
| tray | butter | bowl |
| knife | biscuits | fruit |

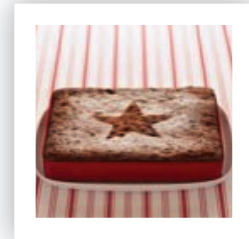
B) Listen. Number the things in the pictures as you hear them. Most of the pictures have more than one number. The first one is done for you.

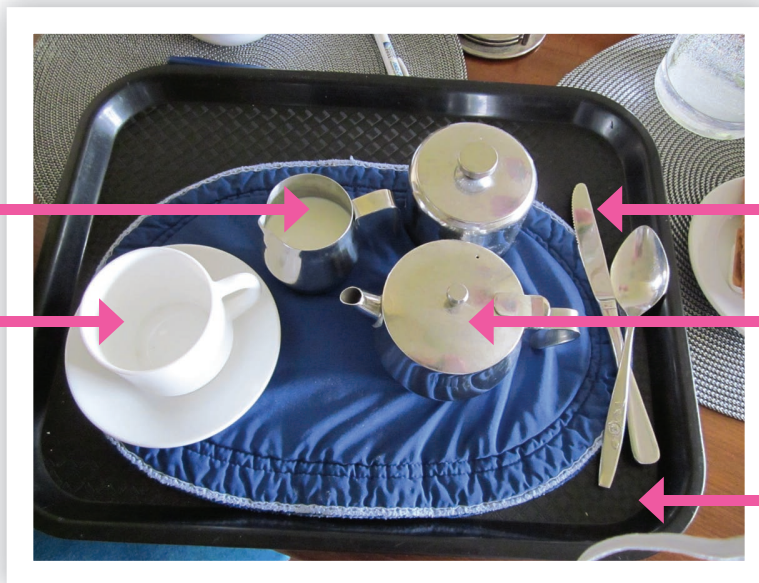


___ _



__1__

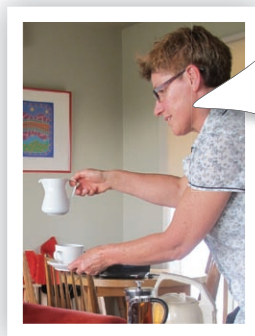




C) Match the left side with the right side. There are many combinations.

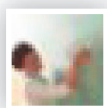
| | |
|------------|---------|
| a piece of | tea |
| a cup of | milk |
| a bit of | sugar |
| black | bread |
| a drop of | jam |
| some | biscuit |
| a | cake |
| white | coffee |
| | butter |

- D) Look at the table below. Offer a resident some things for afternoon tea. What sounds more polite? How can you make the offer sound polite?



| | | |
|-----------------------|------------|----------|
| | a cup of | milk? |
| | a bit of | sugar? |
| Do you want | a drop of | biscuit? |
| Would you like | some | jam? |
| | a | cake? |
| | white | coffee? |
| | a piece of | tea? |

Task 2: Listen, notice, practise



Teacher note:

There are five interactions between 5 different residents and the support worker who comes to their rooms to bring tea and check on them.

The pattern of tasks is the same: students reveal what they know, listen to the interaction, focus on particular speech items and practise them.

Interaction 1

A) Listen to Ani and Rose

Ani, the support worker, is bringing the tea trolley to Rose in her room.

- What do you think is on the trolley?

- What **could** Ani say after she knocks on the door?
- What **does** Ani say?

| | |
|---------|---|
| | (Ani knocks on the door) |
| 1. Ani | Knock, knock ... Are you ready for your cup of tea? |
| 2. Rose | Love one thank you. |
| 3. Ani | Okay. |
| | (Ani gets the tea ready) |
| 4. Ani | There you go. |
| 5. Rose | Yes, that's lovely... thank you darling. |
| 6. Ani | Okay... you're welcome... so I hope you enjoy that. |
| 7. Rose | I must say not to give me bread because I...I don't seem to eat it. |
| 8. Ani | Okay... next time ... alright? |
| 9. Rose | That's lovely. |
| 10. Ani | You're welcome. |

B) Notice the language

1) Offering

Ani asked Rose "Are you ready for your cup of tea?"

Notice how the use of '**your**' softens what could be a more direct offer.

| | |
|-------------------|------------------------|
| Here's | |
| | your cup of tea |
| Are you ready for | |

Interaction 2

A) Listen to Ani and John

Ani is taking the tea trolley to John's room. John has something in his hand. After Ani asks him to give it to her she gives him his tea. Notice what Ani says when she gives John his cup of tea.

| | |
|---------|---|
| 1. Ani | Hello |
| 2. John | Thank you very much. |
| 3. Ani | You're welcome. What do you want to do with this? |
| 4. John | Oh... |
| 5. Ani | Alright give that to me ... and here's your cup of tea and enjoy. |
| 6. John | Thank you very much. |
| 7. Ani | You're welcome. Now you've got your water there. |
| 8. John | Thank you. |
| 9. Ani | You're welcome. |

B) Notice the language

1) Accepting



In interaction 1 Rose accepts the offer of a cup of tea saying "**Love one** thank you."

- What does John say?
- How does it sound different?

Talk about the words in **bold**. Would young people accept in the same way? What do they often say?

| | |
|---|----------------------------|
| | Love one thank you |
| | Thank you very much |
| | That's lovely |
| | Thank you dear |
| | Thank you darling |
| ✓ | Thank you |

- Which would you use with a resident if she offered you a biscuit?
- Which would you use with another support worker?
- Which would you use with your manager?

As you listen to each interaction, tick the box above when you hear a resident accepting. After you have heard all 5 interactions add up the ticks. Which has the most ticks?

2) What do you say when someone says "thanks"?

Ani says

And sometimes she adds

You're welcome

+ Enjoy

+ I hope you enjoy that

Interaction 3

A) Listen to Ani and Iris

Ani is now taking the tea trolley to Iris in her room. This time Iris doesn't want a cup of tea. Before you listen to the interaction discuss how you can say "no" politely.

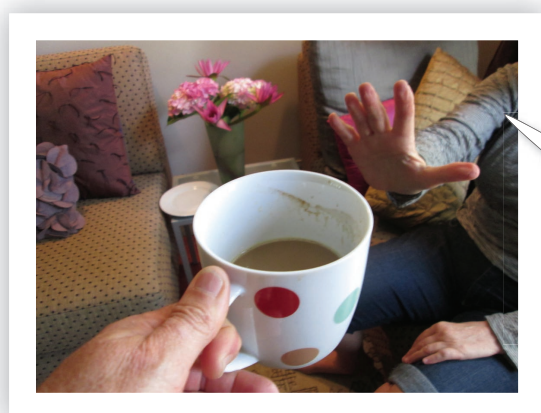
| | |
|---------|---|
| | <i>[Ani the support worker knocks on Iris's door]</i> |
| 1. Ani | Knock, knock. |
| 2. Iris | Hello. |
| 3. Ani | Did you enjoy it love? |

| | |
|---------|---|
| 4. Iris | Yes thank you. |
| 5. Ani | Would you like a cup of tea? |
| 6. Iris | Oh not at the moment thanks... no thank you. |
| 7. Ani | Okay alright. Nothing to look at outside... shall I close the curtains? |
| 8. Iris | No thanks. |
| 9. Ani | No? Okay, alright, leave it like that. |
| | <i>(Ani and Iris laugh.)</i> |

B) Notice the language

1) Saying "no" to an offer (refusing)

When the resident wants to refuse what does s/he say?



No thanks

| | | |
|----|-------------------|-----------|
| Oh | not at the moment | thanks |
| | No | thank you |
| | No | thanks |

In the next interaction (4) you will hear Ani, the support worker, refuse when the resident offers her a piece of cake. She says a lot more.

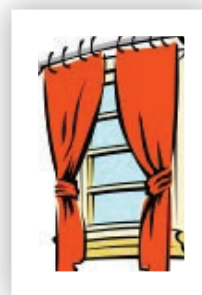
2) How does Ani respond to the resident saying “no thanks”?



3) Offering to help

Ani thinks it is time to close the curtains.

- How does she say this to Iris?



You offer to help in the same way. Put the words together to make the best sentences.

| | | |
|---------|--------|----------------|
| Shall I | get | the curtains ? |
| | put in | a plate ? |
| | close | you? |
| | take | some sugar? |
| | help | your tray? |

In place of “**Shall I...**” you can say “**I’m gonna...**”. This is not a question. It sounds more direct. Discuss with your teacher.

Interaction 4

A) Listen to Ani and Rita

Ani is taking the tea trolley to Rita. What could she say when she comes into her room? You will hear Rita refuse the offer of coffee. Later you will hear Ani refuse the offer of a piece of cake.

| | |
|----------|---|
| 1. Ani | Rita...do you want coffee love? |
| 2. Rita | No thank you. Have you got tea there? |
| 3. Ani | Yes... milk? |
| 4. Rita | No, black. |
| 5. Ani | Black tea? Okay |
| 6. Ani | Right... I'm gonna get you another plate so you could put your bread on here. |
| 7. Rita | I don't want that... I just want my bread on that. |
| 8. Ani | Oh... there you go. |
| 9. Rita | Thank you |
| 10. Ani | You're welcome |
| 11. Rita | I'm very mucky aren't I? |
| 12 Ani | Not really |
| 13. Rita | Thank you my dear... You put a bit of sugar in? |
| 14. Ani | Yes... What about jam... would you like some? |
| 15. Rita | Oh that's lovely....I'll have jam yes. |
| 15. Ani | Yeah and the butter? |
| 16. Rita | And the butter. |
| 17. Ani | Yeah okay. |
| 18. Rita | Do you want a piece of cake? |
| 19. Ani | Not now... No thank you very much not now... later maybe when I'm sitting down. |
| 20. Rita | Yes someone brought it into me today. |
| 21. Ani | Oh yeah okay yeah your friend I saw her here... later if I have time. |

| | |
|----------|--|
| 22. Ani | Aright love I'll go around now and enjoy your tea. |
| 23. Rita | I'll enjoy my tea. |
| 24. Ani | Yeah |

B) Notice the language

1) What you can say to show where something is.



In interaction 2 (line 7) you heard Ani say to John

"Now you've got your water **there**."

In interaction 4 you heard Rita ask Ani (line 2)

"Have you got tea **there**?"

2) What you say at the same time as you are giving something to a resident

As the care-giver is giving the resident a piece of cake she says....



Other times as she is giving the resident his breakfast tray, the care-giver says....

Here you are...



You can use both ways. The difference is not important.

3) Another way of offering

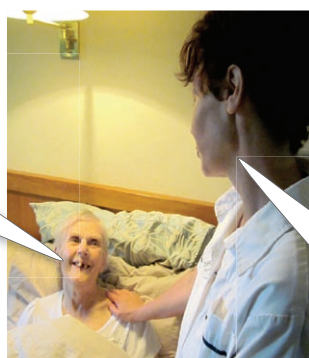
In interaction 4 (line 15), Ani suggests the jam before she asks Rita if she wants some.

Practise offering in the same way.

| What about | some jam | Would you like | some? |
|------------|-----------------|----------------|-------|
| | a biscuit | | one? |
| | butter | | |
| | a cup of tea | | |
| | a drop of milk | | |
| | a piece of cake | | |

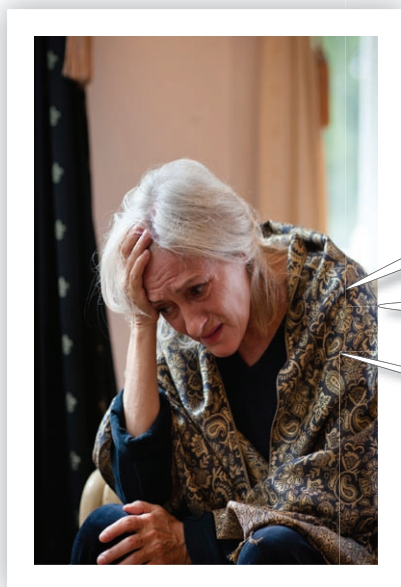
4) What you say when a resident is not happy about something she has done (line 12). It's important that the care-giver reassures her.

I'm lazy, aren't I?



Not really...

Practice reassuring the resident when she says...



I'm hopeless...

I'm too slow
aren't I?

I'm no good
at that.

Here are some of things a care-giver can say... What would you say?

No you're not

You're doing well

Interaction 5

A) Listen to Ani and Mary.

Ani is checking on Mary to see that she is OK. Ani is working the late shift. One of her tasks in the evening is to go around the residents in their rooms. What do you think she is looking for while she is checking?

| | |
|---------|----------------------------------|
| 1. Ani | Alright love? |
| 2. Mary | Alright ...how are you? |
| 3. Ani | I'm fine thanks. |
| 4. Mary | Nearly come to the end have you? |
| 5. Ani | No not yet. |
| 6. Mary | Ohhh |

| | |
|----------|--------------------------------------|
| 7. Ani | We're still here until eleven. |
| 8. Mary | Eleven o'clock? |
| 9. Ani | Yeah |
| 10. Mary | Terrible time to go home! |
| 11. Ani | I know... that's the roster. |
| 12. Mary | Mmm.. oh well... |
| 13. Ani | What can you do? Okay see you later. |

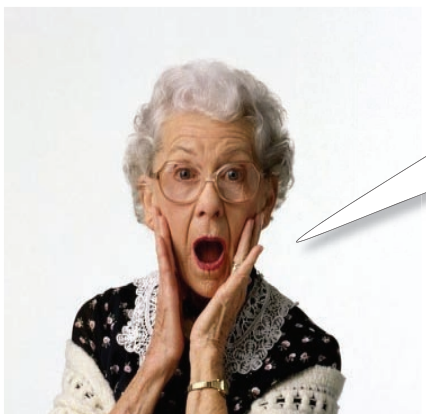
B) Notice the language.

1) What does Ani say when she is checking up on Mary?

- What would you say if you were checking on John?
- Discuss whether you would say "dear", "love", "John"



2) What does Mary say when she is surprised?



Ohhh... eleven o'clock? Terrible time to go home!

You practise being surprised when a resident says:



Complete the sentences. Sound surprised!

| | | |
|----|----------------|---------------------|
| Oh | \$100? | Very expensive! |
| Oh | | That's a lot! |
| Oh | Oh till ten? | |
| Oh | Oh three cups? | |
| | | That's a long time! |

3) What does Ani say when she is leaving a resident?



- What would you say?



In part 2 of this unit you will learn about other services that support residents living in eldercare facilities.

In part 3 of this unit you can practise what a care-giver says when she takes the tea trolley to a resident's room.

Part 2: Other services

The pictures show other services that come to residents' rooms. Discuss the questions with your teacher.

A) Breakfast trolley

- 1) How do you know this is the breakfast trolley?

- 2) By looking at the trolley, how many rooms are still waiting for breakfast?

- 3) What would you say after you knocked on the resident's door?



B) Breakfast tray

- 1) What is this resident having for breakfast?

- 2) What do you think is in the covered bowl?

- 3) What is missing from the tray?



C) Dirty dishes trolley

This support worker is collecting the dirty dishes after the residents have finished their breakfast.

- 1) What would she say to the resident before she took the tray?



D) Medication (meds) trolley

A qualified nurse has to give the residents their medication. Medication is usually pills. The pills are in blister packs.

- 1) Why is she looking carefully at the book?

- 2) What is in the bottle on the side of the trolley?

- 3) What would the nurse say to the resident after she knocks on the door?

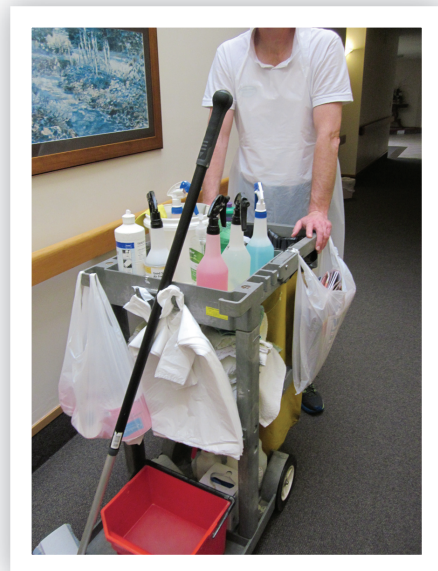


E) Cleaning trolley

1) Name three things on the trolley

2) What are the plastic bags for?

3) What would the support worker say to the resident after he knocked on the door?



F) Laundry trolley

1) What is on the trolley?

2) What would you say to the resident after you knock on their door?

3) What do you think is in the bag outside the resident's door?



Unit 3: Practise what you have learnt in this unit.

You are the caregiver. What would you say to Rita? Try different ways of saying the same thing.



Thank you!



Thank you dear.



You're welcome!

?

Oh that's lovely
I'll have jam yes!



?

Yes and butter.



Thank you dear ...I'll
enjoy my tea.

