

## Guide for instructors



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# 1. Target audience

The TLC Pack course aims to support migrants that either have already or plan to settle in the UK to work within the care giving sector. This course therefore provides a series of scenarios to support the advancement of language acquisition, set within care giving contexts. The result is a supplementary language and learning tool that focuses on vocationally specific use.

The TLC Pack course is suitable for use as a) part of a more general structured language course, b) a supplement to professional training offered by an employer or training organisation, as well as c) a self-study tool for the autonomous learner, elected by choice or necessity.

The course is designed to support (rather than supplant) formal instruction in both language acquisition and professional care work training.

## 1.1 Aim of the course

- Enable learners to acquire target-language skills within a vocational context
- Support the orientation of migrants within the UK
- Provide a readily accessible and easy to use tool
- Offer infinite opportunities for revision with online and offline versions

## 1.2 Course materials

Components of the TLC Pack course: *videos, website, learning platform, downloadable PDF manuals.*

Materials	Available here	Description
<u>Videos</u>	<a href="https://www.youtube.com/watch?v=e0KhUSa6HvA">https://www.youtube.com/watch?v=e0KhUSa6HvA</a>	<ul style="list-style-type: none"> <li>▪ 30 Dialogue videos depicting scenarios related to the work of a caregiver</li> <li>▪ 1 video focusing on intercultural understanding</li> </ul>
<u>Website</u>	<a href="http://www.language-for-caregivers.eu/english/course_en.html">http://www.language-for-caregivers.eu/english/course_en.html</a>	<ul style="list-style-type: none"> <li>▪ Important information about the TLC Pack course</li> <li>▪ Guide book for teachers</li> <li>▪ Instructions on how to use the platform</li> <li>▪ TLC Pack materials available as a PDF download</li> <li>▪ Link to the interactive platform</li> </ul>
<u>Learning platform</u>	<a href="http://uk.language-for-caregivers.eu/tlcpack/515">http://uk.language-for-caregivers.eu/tlcpack/515</a>	<ul style="list-style-type: none"> <li>▪ 6 units with videos, transcripts and on/off line exercises</li> <li>▪ 1 intercultural lesson, vocabulary and lesson test</li> </ul>

### 1.3 Technical requirements

For the use of the online TLC Pack-course, users require a computer and an Internet connection for continued use. The offline resources need to be downloaded once then printed for offline use. The online learning platform does not require a login, as it is intended to offer unrestricted use for learners. Associated audio files can be downloaded via the Soundcloud service.

## 2.0 Course content

The TLC pack course is divided into 6 units that relate to care giving scenarios.

- Unit 1                    Communication  
Dialogue 1   Skype meeting  
Dialogue 2   Course introduction  
Dialogue 3   Reporting an emergency  
Dialogue 4   Heart attack procedure  
Dialogue 5   Receiving a complaint
- Unit 2                    Daily tasks  
Dialogue 1   Appointment at the hairdresser  
Dialogue 2   Preparing a bath  
Dialogue 3   Introducing a care plan  
Dialogue 4   Discussion about sleep patterns  
Dialogue 5   Staff meeting
- Unit 3                    Nutrition and feeding  
Dialogue 1   Discussing supplements  
Dialogue 2   Visit to a restaurant  
Dialogue 3   Healthy eating  
Dialogue 4   Breakfast  
Dialogue 5   Social snacks

Unit 4Medication and healthcare

Dialogue 1 Patient charter

Dialogue 2 Primary survey

Dialogue 3 Fainting

Dialogue 4 Choking

Dialogue 5 Dementia care

Unit 5Post-hospital care

Dialogue 1 Assessing symptoms

Dialogue 2 Personal care briefing

Dialogue 3 Communicating with patients

Dialogue 4 Hip problem

Dialogue 5 Preparing for surgery

Unit 6Free-time activities

Dialogue 1 Arranging a local visit

Dialogue 2 Exercise – chair exercises

Dialogue 3 Accompanied walk

Dialogue 4 Crafts – card making

Dialogue 5 Conversation – personal history

Each of the six thematic units is sub-divided into 5 dialogue-centred activities with instructional materials. All dialogues have been carefully constructed to exemplify particular grammar points based on the published levels and content of the Common European Framework of Reference for Languages (CEFR) levels A2 - B2. Below is an example of thematic activities within the 'Daily tasks' unit:

- Appointment at the hairdresser
- Preparing a bath
- Introducing a care plan
- Discussions about sleep patterns
- Staff meeting

In addition to the six thematic units related to the care giving sector, there is a more general unit that provides insights into cultural aspects of the UK

#### Intercultural unit – caregivers in Germany

1. Gender
2. Body language
3. Food and dining
4. Socialising
5. British humour

### **2.1 Concept of the course**

The activities within each unit are presented with a short introduction and information in the booklets relating to the characters that appear in the dialogue video.

The dialogues focus on at least one grammar point relating to the CEFR published levels. The level range within the TLC Pack project is A2 to B2. While the combination of levels within each thematic unit may differ, there is a consistency in the levels increasing or repeating as the dialogues progress from dialogue 1 through 5. For example, Dialogue 1 is more likely to be an A2 level, while dialogue 5 is more likely to be a B2 level.

While comprehension and vocabulary activities are directly related to the video dialogue, grammar activities may be more generic, though each video dialogue has been designed to exemplify the grammar point(s) specified for the particular activity. The location of grammar point examples is revealed for each dialogue within the activity manual text.

Grammar activities are preceded by instructional content to support their completion and general understanding of the key concepts.

Video files are provided with the option to view with or without subtitles.  
Each unit concludes with an 'end of unit test', provided as a revision tool.

Activities throughout the associated activity manual are visually coded as follows:




Exercise 1 & 2 – Listening comprehension



Exercise 3 & 4 – Grammar



Exercise 5 – Vocabulary

 End of Unit Test

Activity manuals are available for download in both their completed (key) and incomplete forms, allowing learners to work directly in the manual, or individual activity sheets.

The equivalent online activities provide real-time feed back through a bespoke interactive platform. The platform contains all required elements to deliver the TLC Pack course in one convenient and easily navigable platform.

All introduced vocabulary is listed by dialogue throughout the activity manual, in addition to being presented in its entirety at the end of each unit manual.

The online platform provides all vocabulary with definitions and usage examples, linked to usage throughout the dialogues. Users can simply mouse over specified vocabulary to reveal definition and usage example immediately.

## 3.0 Elements of the TLC Pack course

### a. Videos

There are 5 videos per thematic unit. Each video includes optional subtitles.

### b. Exercises to the Dialogues

1. **Listening comprehension:**

Comprehension activities are provided to test the learners understanding of the video dialogue, including but not focusing specifically on key vocabulary.

2. **Vocabulary:**

Vocabulary exercise focus on vocabulary.

3. **Grammar:**

Grammar exercises are preceded by supporting learning material followed by activities designed to test the learner's understanding of the particular grammar. It is the grammar element that determines the level rating of each dialogue.

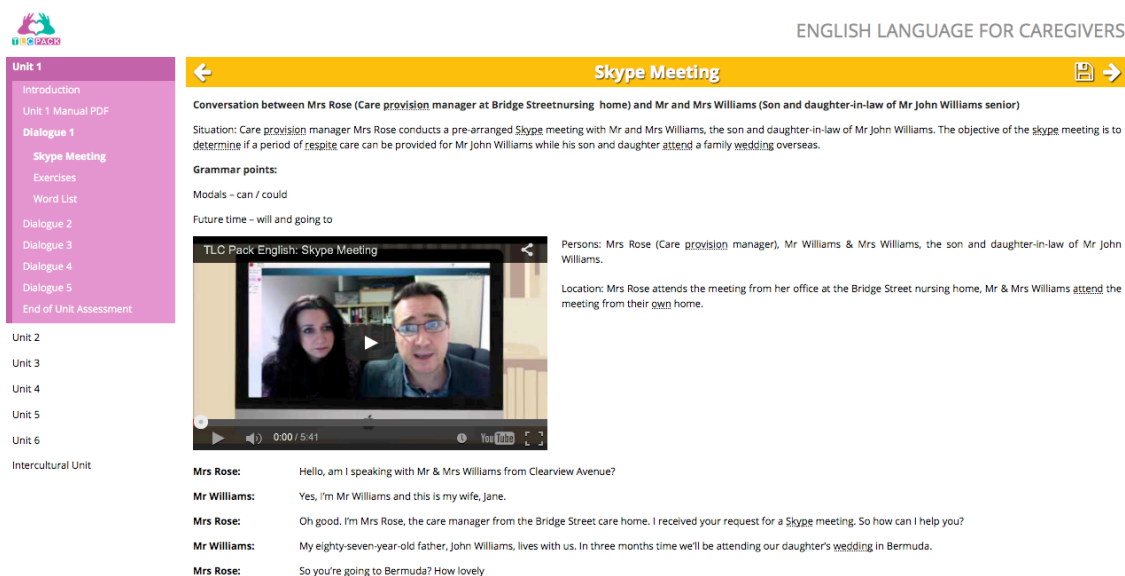
### c. Grammar points

The grammar points covered in the dialogue are specified in the introduction section, within the activity manual.

### d. Vocabulary

Vocabulary is listed for each dialogue at the end of each dialogue 'chapter'. It is presented again at the end of each unit as a composite list for that particular unit.

The online platform contains all vocabulary accessible through 'wordlists' or dynamically through dialogue texts. Dynamic presentation of vocabulary provides access to further information via a pop-up window.



The screenshot shows a web interface for 'ENGLISH LANGUAGE FOR CAREGIVERS'. The main content area is titled 'Skype Meeting' and contains the following text:

**Conversation between Mrs Rose (Care provision manager at Bridge Street nursing home) and Mr and Mrs Williams (Son and daughter-in-law of Mr John Williams senior)**

Situation: Care provision manager Mrs Rose conducts a pre-arranged Skype meeting with Mr and Mrs Williams, the son and daughter-in-law of Mr John Williams. The objective of the Skype meeting is to determine if a period of respite care can be provided for Mr John Williams while his son and daughter attend a family wedding overseas.

**Grammar points:**  
 Modals – can / could  
 Future time – will and going to

Persons: Mrs Rose (Care provision manager), Mr Williams & Mrs Williams, the son and daughter-in-law of Mr John Williams.  
 Location: Mrs Rose attends the meeting from her office at the Bridge Street nursing home, Mr & Mrs Williams attend the meeting from their own home.

Below the text is a video player showing a Skype meeting between Mrs Rose and Mr & Mrs Williams. The video player has a play button and a progress bar showing 0:00 / 5:41.

**Mrs Rose:** Hello, am I speaking with Mr & Mrs Williams from Clearview Avenue?  
**Mr Williams:** Yes, I'm Mr Williams and this is my wife, Jane.  
**Mrs Rose:** Oh good. I'm Mrs Rose, the care manager from the Bridge Street care home. I received your request for a Skype meeting. So how can I help you?  
**Mr Williams:** My eighty-seven-year-old father, John Williams, lives with us. In three months time we'll be attending our daughter's wedding in Bermuda.  
**Mrs Rose:** So you're going to Bermuda? How lovely

## e. Answer key

The activity is downloadable in two versions, one with all answers included and one without. The latter is suitable for direct use via incorporated spaces for recording answers.