



Masterproef aangeboden tot
het verkrijgen van het
diploma Master of Arts in de
meertalige communicatie

Elderspeak in Flemish and Spanish elderly care: A cross-cultural study

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ACADEMIEJAAR 2015-2016

*“The more sand that has escaped from the hourglass of our life,
the clearer we should see through it.”*

- Jean-Paul Sartre

Acknowledgements

First of all, I would like to express my sincerest gratitude to my promotor, Prof. Dr. N. Van den Eynden Morpeth. Her constant encouragements have inspired me to look at challenges from a different angle and have stimulated me to make the most of this experience. This dissertation and its success are the fruit of her guidance.

I would also like to convey my deepest appreciation to my co-promotor, Prof. Dr. M. Delborge, who has supported me during numerous occasions. His helpful hand to successfully complete the Spanish part of this dissertation was indispensable.

Furthermore, I would like to thank my friends, especially Eline Proost and Lissa Joos, and family for putting up with me during these stressful periods. I would also like to mention Gema López Rubio, who helped me with the Catalan part of this study and who allowed me to stay in her home in Castellón de la Plana.

Last but definitely not least, I would like to thank the Generalitat Valenciana and the nursing home in Castellón de la Plana for opening up their residence to me and for the warm, Spanish welcome they gave me. I would like to give my compliments and convey my utmost respect to the direction and staff for doing a wonderful job taking care of the elderly people. I am grateful they gave me the opportunity to discover a whole new world while I was over there. ¡Muchísimas gracias!

Abstract

Este Trabajo de Fin de Máster (TFM) tiene como objetivo el estudio del fenómeno 'elderspeak', o la infantilización del habla ante las personas mayores, en las residencias de la tercera edad en España. Una gran parte de este trabajo se basa en los artículos del libro de Backhaus (2011) y en los estudios preliminares de Pans (2015) y de Verstraeten (2014), quienes ya investigaron el uso de la infantilización del habla en dos residencias flamencas situadas más específicamente en Lovaina y en Grimbergen.

Se realizó este estudio en una residencia para mayores en Castellón de la Plana, la capital de la provincia de Castellón en la Comunidad Valenciana. La investigación consistía en diecisiete observaciones durante unas actividades de grupo, la comida y la merienda. Al final, las conclusiones tratan de dar respuestas a la cuestión de la infantilización del habla en España. Además, el estudio tiene como segunda finalidad la comparación del uso del elderspeak entre Flandes y España. A lo largo de este TFM, se añaden explicaciones interculturales.

Los resultados de este estudio enseñan que existe el fenómeno del elderspeak en España y que los aspectos lingüísticos del uso del imperativo, términos afectivos, etc. se observan con mayor frecuencia. Además, se puede deducir que hay una diferencia en el uso del elderspeak entre las actividades de grupo y aquellas relacionadas con la comida. Esta diferencia no sólo se sitúa en la frecuencia del uso del elderspeak, sino también en sus aspectos lingüísticos. En segundo lugar, se usa el elderspeak de forma más asidua en la residencia en Lovaina que en Castellón de la Plana. Los aspectos lingüísticos más recurrentes también se diferencian entre ellos. Por último, las perspectivas interculturales enseñan que algunas facetas lingüísticas observadas en España no se pueden calificar como infantilización del habla por su contexto cultural español.

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Preface

The aim of this dissertation is to have a closer look at the use of elderspeak in Spain on the one hand. On the other hand, a comparison between the use of elderspeak in Spain and Flanders is made. Furthermore, this research also tries to explain some of the characteristics of elderspeak use by means of a cultural perspective.

The theoretical overview of this dissertation consists of three chapters. The first chapter gives an indepth look at elderspeak and is mainly focused on works by Backhaus (2011), Williams (2004), etc. The second chapter centers around the cross-culturality between Spain and Flanders through Hofstede's (1994, 2002, 2010 & 2011) and Hall's (1990) theories. The last chapter gives an outline of the Spanish and Belgian elderly care systems. In this chapter the research conducted by Pans (2015) and Verstraeten (2014) also have their place.

The second part of this dissertation, viz. methodology, is composed of two main research questions and their respective subquestions. The research questions are based on predictions that could be drawn through the theoretical part on the one hand, and through a pilot study on the other hand. Furthermore, the nursing homes involved in the study, the observations, etc. are discussed.

The last part can be divided into three units, viz. the results of the study performed in Spain, the comparison between Flanders and Spain, and the conclusions regarding the two.

Part I: Theoretical overview

Chapter 1: Elderspeak

1. Communication in elderly care

1.1 Social aspects

In many of today's societies it is assumed that the majority of people will live to a ripe old age. However, reaching old age and growing old successfully cannot be seen as synonyms. Backhaus (2011) defines "*successful aging*" as follows (e.g. Backhaus 2011:1):

"Successful aging is defined not only as physical and functional health, but also as high cognitive functioning and involvement with society. Active engagement with others through productive activity and interpersonal relationships is necessary to realize functional capacities and achieve successful aging."

In social and medical care institutions, such as nursing homes and other elderly care homes, it is of crucial importance that senior residents can continue to have a sense of independence. On top of that, it is equally advisable that said residents maintain social contacts while continuing to develop their self-awareness. These goals can be achieved by means of clear communication between caretakers and residents (cf. Backhaus 2011:1).

According to social scientists¹ and nursing home residents, communication between caretakers and residents in care institutions is deemed insufficient, both quantitatively and qualitatively (cf. Backhaus 2011:1). Research shows that this interpersonal communication also centers too much around "*care tasks instead of personal concerns, is controlling, and ultimately encourages dependency*" (e.g. Backhaus 2011:1). Care tasks, in this case, include "*bathing, feeding and toileting*" (e.g. Hultgren 2012:13) and most caretakers are known to carry out these kinds of tasks hurriedly. On the other hand, more interpersonal communication and firmer staff-resident relationships could ensure a longer lifespan of the resident. The social aspect of communication is also valued highly (cf. Backhaus 2011:1).

¹ Such as R. Lubinski (1995), J.F. Nussbaum (1991), B. Buron (2008), etc. (cf. Backhaus 2011:1)

1.2 Maslow's basic needs

Backhaus relates the need for social contact and human relationships to Maslow's theory of needs, which states that "*the human need for affiliation*" (e.g. Backhaus 2011:1) is the second most important need, after survival and safety. These needs are equally important in all human beings, no matter how old they are. Maslow's hierarchy of needs is pictured as the following pyramid:

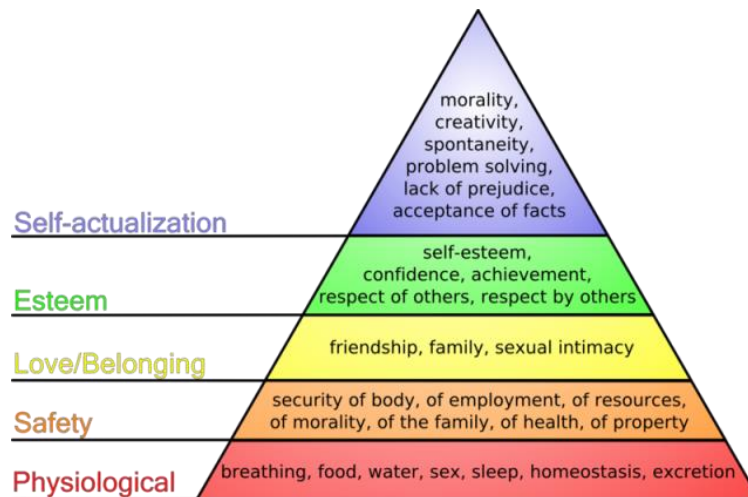


Figure 1: Maslow's pyramid of basic needs²

According to Maslow, every person has five needs that have to be fulfilled. He calls these "*the basic needs*" (e.g. Cooper & Pervin 1998:169):

1. "*The physiological needs*": the physical or bodily needs that are elementary to stay alive. Maslow defines these needs as "*homeostasis*" and "*appetites*" (e.g. Cooper & Pervin 1998:169).
2. "*The safety needs*": Maslow describes humans as "*safety-seeking mechanisms*" (e.g. Cooper & Pervin 1998:172). People tend to physically and mentally look for safety and comfort.
3. "*The belongingness and love needs*": these encompass the love and affection a person craves in life.
4. "*The esteem needs*": Maslow refers in this case to self-esteem, a satisfactory reputation and respect.
5. "*The need for self-actualization*": this necessity entails a certain "*restlessness [...], unless the individual is doing what he is fitted for*" (e.g. Cooper & Pervin 1998:177). It is the willingness and need to strive for one's life goals.

² Retrieved from <http://psychology.about.com/od/theoriesofpersonality/ss/maslows-needs-hierarchy.htm>

The order shown above (cf. Figure 1 supra) is important as well; each need has to be fulfilled before an individual can move on to the next level in the hierarchy. For example, one cannot move on to fulfill the safety needs if one is not physiologically fit (cf. Cooper & Pervin 1998:169).

With regard to elderly care and elderspeak, the third aspect of the theory, viz. the belongingness and love needs, is the most relevant. Seniors, as well as people of all ages for that matter, feel the need to be loved and try to maintain affectionate relationships with the people surrounding them, be it caretakers, relatives or even strangers.

2. Elderspeak

2.1 Backhaus

According to Williams (2011), elderspeak, also called “secondary baby-talk” (e.g. Backhaus 2011:4), is a speech phenomenon frequently used by nursing home staff (e.g. Backhaus 2011:2):

“Elderspeak is a common intergenerational speech style used by younger persons in communication with older adults in a variety of community and health care settings. Based on negative stereotypes of older adults as less competent communicators, younger speakers (in this case NH staff) modify their communication with NH residents by simplifying the vocabulary and grammar and by adding clarifications such as repetitions and altered prosody, resulting in changes in affective messages within dimensions of care, respect, and control.”

Elderspeak is a form of speech that can be observed between different societies, as well as cross-culturally (cf. Backhaus 2011:4). A few of the aspects that are typical of elderspeak are “*the slower speaking rate, exaggerated intonation, elevated pitch and volume, greater repetition, simpler vocabulary, and reduced grammatical complexity*” (e.g. Backhaus 2011:4). Another facet of institutional elderspeak is “*patronizing speech*” (e.g. Backhaus 2011:4), which is a form of “*overly directive and overly nurturing communication*” (e.g. Backhaus 2011:4). These two forms generally affect the senior residents of care institutions negatively (cf. 2.4 infra).

2.2 Williams, Kemper & Hummert

According to Williams, Kemper & Hummert (2004), people of all ages maintain strong prejudice vis-à-vis older adults. This stereotypical way of thinking is socially generated and affects communication between the different generational groups (cf. Williams et al. 2004:18). Williams et al. define elderspeak as follows (e.g. Williams et al. 2004:18):

“Elderspeak is commonly heard in communication between young and older adults and frequently occurs in settings in which health care is provided to older adults. [...] This style of speech may be indistinguishable from baby talk and features a slower rate of speech, exaggerated intonation, elevated pitch and volume, greater repetitions, and simpler vocabulary and grammar than normal adult speech.”

Williams et al. stress that even though elderspeak may be well-intended to establish coherent communication patterns, the “Communication Predicament of Aging Model” (cf. 1.3.2 infra) contradicts the effectiveness of this speech phenomenon. The use of elderspeak is interpreted as a way of conveying “*demeaning*” and “*patronizing*” (e.g. Williams et al. 2004:19) speech by the majority of those interviewed. It creates feelings of ineptitude in seniors, followed by “*lowered self-esteem, depression, withdrawal from social interactions, and even assumptions of dependent behavior consistent with their own stereotypes of elderly individuals*” (e.g. Williams et al. 2004:19). According to Williams et al., elderspeak may contribute to lower levels of independence, which may lead to the deterioration in corporal and psychological functions of the senior.

Elderspeak is the result of the “*imbalance of care and control*” (e.g. Williams et al. 2004:19) on the part of the caretaker, who mainly struggles with a high workload. There are two extremes that can be distinguished (e.g. Williams et al. 2004:19):

1. “*Overly directive or bossy talk*”: the caretaker shows a high level of control, while ignoring the older resident’s need for independence and autonomy. This mainly occurs when caretakers are forced to carry out several tasks at the same time.
2. “*Overly nurturing or baby talk*”: the caretaker shows little control and high levels of care, which can be paired with an abundance of “*intimacy*” (e.g. Williams et al. 2004:19).

These forms of communication are mostly used unconsciously and without knowledge of the possible negative effects they bare. However, elderspeak can be reduced or eliminated

by raising awareness among caretakers with regard to their behavior and speaking patterns.

2.3 Woolhead, Calnan, Dieppe & Tadd

Woolhead, Calnan, Dieppe & Tadd (2004) link the treatment of elderly people in social care institutions with the notion of “dignity”; it is proven that “*treating someone with dignity may impact positively upon treatment and social outcomes*” (e.g. Woolhead et al. 2004:166). According to Woolhead et al.’s research, dignity is a very important factor in elderly care; it proves hard for elderly people to deal with disrespectful treatment (cf. Woolhead et al. 2004:166).

Woolhead et al. suggest three interdependent divisions (e.g. Woolhead et al. 2004:166):

1. “*Dignity of identity*”: this division contains the ‘dignity of oneself’, which refers to “*the importance to an individual’s self-identity and self-respect*” (e.g. Woolhead et al. 2004:167). Despite age, social status, etc., an appropriate outward experience seems to be a valuable aspect of dignity. Furthermore, “*the visible signs of ageing*” (e.g. Woolhead et al. 2004:167) are thought to evoke undignified behavior from younger adults towards older adults. The use of stereotypes, such as naming elderly people “*geriatrics*” or “*wrinklies*” (e.g. Woolhead et al. 2004:167) demonstrate this particular attitude.
2. “*Human rights*”: this subdivision includes “*themes of human dignity, human rights and equality*” (e.g. Woolhead et al. 2004:167). It is centered around some basic inalienable rights related to the correct treatment of human beings; every individual should be looked upon with dignity. Also the aspect of equality is important in this case. Individuals perceive the chance to decide for themselves as a valuable aspect of dignity and human rights. These decisions generally revolve around treatment and euthanasia options (cf. Woolhead et al. 2004:168).
3. “*Autonomy*”: the last concept described by Woolhead et al. is autonomy. Their study shows that “[...] participants wanted to remain independent, have control over their lives for as long as possible, and maintain their mental/thinking ability” (e.g. Woolhead et al. 2004:168). Their independence decreased, however, due to familiar problems. Individuals that resided in nursing homes stated that “*they had accepted the lack of autonomy associated with their changed situation [...]*” (e.g. Woolhead et

al. 2004:168). Another aspect that is included in the subdivision of autonomy is the right of an individual to choose freely. Woolhead et al.'s research shows that this right is sometimes limited by social caretakers (cf. Woolhead et al. 2004:168).

Woolhead stresses that, although professional codes suggest the importance of dignity in elderly care and social services, the reality tends to show a variety of "*undignified ways*" in which older aged people are treated (cf. Woolhead et al. 2004:168). Identity is the most important aspect in the dignity matter and some individuals "*reported evidence of humiliation, poor communication and exclusion and a general insensitivity to their needs*" (e.g. Woolhead et al. 2004:169).

2.4 Characteristics of elderspeak

Elderspeak in institutional care exhibits some recurring characteristics which all revolve around the older person's inability to comprehend information (e.g. Backhaus 2011:4):

1. "*Over-simplification and clarification strategies*": this mostly refers to simplifying the syntactic structures of sentences, thereby making them shorter and reducing "*the number of embedded clauses, and grammatical complexity*" (e.g. Backhaus 2011:4) in general. This type of simplification manifests itself in the use of vocabulary, as well as through the basic mental concepts the caretaker wants to express.
2. "*Clarification strategies*": examples of clarification strategies are alternative repetitive structures and prosody adaptations, which include "*word-for-word repetition, high pitch and intonation characteristics of baby talk*" (e.g. Backhaus 2011:4).
3. "*Alterations in emotional tone*": this is a qualitative facet of elderspeak. Normal adult interaction supposes an emotionally acceptable and confirming tone, indicating the competence of the listener to understand and process certain ideas. Elderspeak, however, lacks this process of indicating the conversational partner's competence; it stands for the inability of the resident to understand the speaker's messages and implies that the resident needs constant assistance.
4. "*Use of diminutives, tag questions, and collective pronouns*": diminutives, such as 'honey' or 'dear', entail a kind of parent-child relationship between caretaker and resident. Collective pronouns, on the other hand, denote the incapacity of the older

adult to act on his own. Although tag questions³ seem to present a certain free choice to the listener, the complete opposite is implied; they convey the senior's need for guidance delivered by the caretaker.

5. "*Modifications in nonverbal communication such as prosody, gaze, facial expression, proximity, and gestures*": they essentially modify the "*emotional or affective messages in communication within dimensions of care, respect, and control*" (e.g. Backhaus 2011:5).

Through these five characteristics, elderspeak is often used to moderate information or messages of control. It is important to note that the message which caretakers want to convey does not change in normal adult speech, nor in elderspeak. However, the way the message comes across is softened by several aspects of infantilized speech (cf. Backhaus 2011:5). The following order is an example of the moderated language some caretakers use (e.g. Backhaus 2011:5):

Order/command: "*You need to get in your room [pointing].*"

Elderspeak: "*Come on honey [diminutive], we'll [collective pronoun] find our [collective pronoun] room down by the potty [childish reference].*"

2.5 Elderspeak and dementia care

2.5.1 *Williams, Herman, Gajweski & Wilson*

Even though most of the effects of elderspeak have a negative influence on the elderly resident (cf. 4 infra), Williams et al. (2009) state that "*some social scientists promote the use of components of elderspeak to improve communication and cooperation in dementia care*" (e.g. Williams et al. 2009:11). Research has shown that interaction between nursing staff and people with dementia⁴ often leads to "*aggression, withdrawal, vocal outbursts, and wandering*" (e.g. Williams et al. 2009:11). Williams et al. call these outbursts "*resistive problems*" (e.g. Williams et al. 2009:11).

³ Example: "*You want to get dressed now, don't you?*" (e.g. Backhaus 2011:5)

⁴ According to the Alzheimer's Society, "*dementia is an umbrella term [...] which describes the symptoms that occur when the brain is affected by certain diseases or conditions*". Alzheimer's, in this sense, is the most frequently occurring type of dementia. Alzheimer's disease is characterized by the deterioration of the memory due to dying brain cells. (<https://www.alzheimers.org.uk/typesofdementia/>)

Various suggestions⁵ have been made with regard to elderspeak and dementia, most of which are in favor of the use of elderspeak in dementia care. Some researchers advocate “*the use of collective pronoun substitutions*” (e.g. Williams et al. 2009:12) because these are said to facilitate cooperation. Others find it better to use simplified grammar and vocabulary, etc. so that elderly people with dementia can process the utterances of caretakers more easily (cf. Williams et al. 2009:12).

The study shows, however, that the use of elderspeak negatively influences the behavior of elderly people with dementia (cf. Williams et al. 2009:18). In this case, “*elderspeak communication may be heard and understood by persons with dementia who may respond with RTC⁶ to indicate their unmet need for less patronizing, adult communication*” (e.g. Williams et al. 2009:19). Williams et al. conclude that adapted communication strategies and communicative training regarding this specific care unit is recommended. Such strategies may contribute to a better understanding and handling of the needs of elderly people with dementia.

2.5.1.1 Algase et al.’s model of Need-driven Dementia-compromised Behavior

This model “*describes how behavior reflects unmet needs of a person with dementia*” (e.g. Williams et al. 2009:12). The problem behavior commented on by Williams et al. is possibly provoked by overmedication, personal factors, etc. The way of communicating with elderly people with problem behaviors may be adapted, so as to avoid said problematic conduct (cf. Williams et al. 2009:12). The use of practical “*communication strategies such as reorientation, distraction, positive feedback, and use of memory aids [...]*” (e.g. Williams et al. 2009:12) help to control problem behavior.

2.5.2 Davis & Smith

According to Davis & Smith (2011), the key aspects of communication with elderly people who suffer from Alzheimer’s disease are “*paraphrase, repetition, and echo*” (e.g. Backhaus 2011:26). Davis & Smith also introduced a new term in Alzheimer communication, which

⁵ By Sloane and colleagues (1995), Small (2000), Orange and Colton-Hudson (1998), etc. (e.g. Williams et al. 2009:12).

⁶ Resistiveness to care (e.g. Williams et al. 2009:1)

consists of “*co-constructing personal stories over several encounters with the impaired person*” (e.g. Backhaus 2011:26). They named this strategy of co-construction “*quilting*” (e.g. Backhaus 2011:26). The aim of quilting is the reconstruction and maintenance of the identity of the impaired person, which at times also reduces disagreements or arguments between caretakers and nursing home residents.

Furthermore, Davis & Smith are in favor of elderspeak to a certain extent in communication with Alzheimer patients. They agree with Dijkstra et al. (2002) who mentioned that “*using short sentences or instructions during care routines, giving positive feedback to the resident when responding to an instruction, giving the resident sufficient time to respond to an instruction or question [...], talking about the resident’s life or hobbies, and avoiding unhelpful questions*” (e.g. Backhaus 2011:30) could be beneficial to facilitate communication. They also state that rhetorical questions are preferred over open questions.

3. Communication models and theories

3.1 Giles et al.’s Accommodation Theory

Another phenomenon that can be observed in “intergenerational” communication is “*accommodation*” (e.g. Backhaus 2011:6). Accommodation can be situated in the context of the “Communication Accommodation Theory” (e.g. Backhaus 2011:6):

“The Accommodation Theory describes how conversational partners modify speech during social interactions. Participants in conversation universally accommodate, or modify, their speech and language in order to match or minimize differences with the person with whom they are communicating.”

Misunderstandings can take place when one of the individuals misinterprets “*the needs of the communication partner or alters communication purposefully for therapeutic goals*” (e.g. Backhaus 2011:6). These misinterpretations are also called “*over- or under-accommodation*” (e.g. Backhaus 2011:6); they are often used in care institutions to lend social backing and to simplify communicative utterances (cf. Backhaus 2011:6).

3.1.1 *Over-accommodation*⁷

Elderspeak, or secondary baby talk, is a typical example of over-accommodation. According to Kemper (2001), over-accommodation often offends senior residents, who label it as patronizing; it discourages residents from interacting with staff. The irregular way of putting things (also known as “speech register”) is a typical characteristic of over-accommodating (cf. Kemper 2001:30). Over-accommodation commonly shows baby talk characteristics such as adaptations in fluency, simplified grammatical structures, etc. (cf. 1.2.4 supra).

Elderspeak, and over-accommodation in general, is the starting point of a vicious cycle which marks the inability of older adults to process information. The first step in this cycle is the “*reinforcement of stereotypes and constrained opportunities*” (e.g. Kemper 2001:31). Due to the use of over-accommodation elderly patients feel less capable of fulfilling daily chores or processing information. The stereotypes younger adults hold vis-à-vis seniors are, therefore, confirmed and emphasized. This step marks the “*psychological decline and loss of self-esteem*” (e.g. Kemper 2001:31) of the senior residents. They will subconsciously undergo mental and physical changes and eventually show “*old age cues*” (e.g. Kemper 2001:31), which reinforce the accumulation of stereotypes of older adults and cause further increase of elderspeak (cf. Kemper 2001:31).

3.1.2 *Under-accommodation*

Under-accommodation perceived in staff-resident communication leads to “*comprehension failure and, hence, to the possibility of deception and exploitation*” (e.g. Kemper 2001:30). The reduction of under-accommodation facilitates the transfer of information between two conversational partners and reduces the level of incomprehension between the two actors. In the same way as over-accommodation, under-accommodation tends to enact a negative vicious cycle with regard to elderly communication. “*Comprehension problems*” of seniors lead to a higher risk of “*vulnerability to fraud*” paired with a “*lack of information*”

⁷ According to the Oxford Online Dictionaries, “accommodation” is defined as “*a convenient arrangement; a settlement of compromise*” (<http://www.oxforddictionaries.com/definition/english/accommodation>). In this case, accommodation has the meaning of arranging communication between young adults and seniors. Over-accommodation thus implies an excessive number of communicative arrangements, whereas under-accommodation implies insufficiently organized communication between the two parties.

(e.g. Kemper 2001:38). These two aspects of under-accommodation are the cause of the seniors' lowered self-esteem and psychological deterioration (cf. Kemper 2001:38), which in their turn cause age-related complications such as the incapacity to process one's limitations. This process eventually starts again, creating more comprehension problems.

3.2 Ryan's Predicament of Aging Model

The "Communication Predicament of Aging Model" is regarded as an important aspect in elderly care communication. The "Communication Accommodation Theory" forms a determining factor in this model (e.g. Backhaus 2011:6):

"In this model, the younger communication partner recognizes visual or other clues as to the advanced age of the conversational partner. This triggers stereotypical ideas about older adults as a group being less competent communicators."

Elderly people are viewed as significantly dependent on their caretakers and less able to fulfill daily tasks. Moreover, they have the tendency to mentally detach themselves from others. These characteristics also bring about a more stereotypical way of thinking about older residents. The younger conversational partners, who are aware of these clichés, are able to adapt their speaking patterns (cf. Backhaus 2011:7). *"These alterations may include limiting content to safe topics, speaking louder and in shorter sentences, using simplistic vocabulary, as well as emphasizing and repeating key words [sic]"* (e.g. Backhaus 2011:7).

Older adults who are conscious of the alterations made towards them may experience negative effects (cf. 1.4 infra) which enhance a *"self-fulfilling prophecy of being old and feeling old"* (e.g. Backhaus 2011:7). To escape these effects, senior residents often try to avoid or minimize further communication with other younger conversational partners. Some frequently recurring long-term consequences of elderspeak are *"decreased self-esteem and depression, withdrawal from further social encounters, and the assumption of behaviors consistent with negative stereotypes of aging"* (e.g. Backhaus 2011:7).

On an interpersonal level, the use of elderspeak inherently denotes of older residents as care dependent people, which also reinforces the inability of the resident to be a decent

conversational actor (cf. Backhaus 2011:7). It conveys three underlying ideas (e.g. Backhaus 2011:7):

1. “*Indifference*”: upholding the non-existence of one of the conversational partners.
2. “*Imperviousness*”: devaluing the ideas and experiences of one of the conversational partners.
3. “*Disqualification*”: one of the conversational partners is thought to be less important.

To counter the Communication Predicament of Aging Model, the “Communication Enhancement Model” offers a set of guidelines to facilitate suitable communication and communicative awareness. It suggests solutions to over-accommodation and can be used to adapt speech patterns. Its basis rests on the communicative skills of older adults and aims to make only the most necessary alterations while emphasizing the communicative skills of the older conversational partner (cf. Backhaus 2011:7).

4. The effects of elderspeak

Although the negative effects of elderspeak outweigh the positive ones and are considered to be more serious, it cannot be denied that in some cases elderspeak has advantages. For example, “*semantic elaboration, including repetitions, paraphrasing, and limiting syntactic complexity*” (e.g. Backhaus 2011:8) provides some advantages for the processing and understanding of information.

4.1 The negative effects of elderspeak

According to Backhaus, there are two consequences that may occur when elderly people are confronted with elderspeak (e.g. Backhaus 2011:8):

1. “*Relinquishing self-care activities*”: this may be observed in individuals who are depressed or when a resident takes on stereotypical behavior of elderly people. The diminishing ability of “*motor skills, such as dressing oneself, can lead to a rapid loss of muscle strength, flexibility, and aerobic capacity*” (e.g. Backhaus 2011:8). Furthermore, elderly people who are confronted with elderspeak do not show any increase in the ability to complete daily tasks. This leads to residents who need constant care and are more dependent on their caretakers than other seniors.
2. Loss of “*cognitive function*”: the cognitive function is, in this case, described as a “*use it*

or lose it phenomenon” (e.g. Backhaus 2011:8). The mind and its cognitive functions must be trained in order to work properly. When cognitive functions are not trained, they can show “*cognitive decline*”, which “*may occur when residents receive simplified communication, characteristic of elderspeak, as opposed to the confirmative and stimulating communication of adult-to-adult encounters*” (e.g. Backhaus 2011:9). Patronizing speech damages the efficiency of the senior resident, which eventually causes elderly people to abandon their belief in independence. Moreover, the incentive to train and develop their cognitive function is discouraged. “*Inappropriate speech accommodations may even result in the resident’s learned helplessness, an attitude that has been identified as a critical factor in the negative cycle of the Communication Predicament of Aging Model*” (e.g. Backhaus 2011:9). The senior may become used to this passivity and lose all independence in the end.

5. How to avoid elderspeak

The first step in reducing and eventually eliminating elderspeak is adapting care staff training. Research carried out by Williams (2005) recommends useful training programs to teach care staff to positively communicate with their residents (e.g. Backhaus 2011:13):

“The focus of the training was on making nursing staff aware of their use of elderspeak communication and how it may provide negative messages to older adults, as well as teaching effective communication strategies to replace elderspeak.”

Staff-resident communication proves to be more “*person-centered and less task-focused*” (e.g. Backhaus 2011:14) after elderspeak-centered training. This way, senior residents tend to be more present during staff-resident interaction.

5.1 Intergenerational Service-Learning

According to Hultgren (2012), who reviewed research by J.R. Peacock et al. (2006), another remedy is the concept of “*service learning*”. This solution is based on adaptive training (e.g. Hultgren 2012:8):

“Service-learning (SL) can be understood as an instructive approach that combines academic curricula with community service. SL enhances the typical passive learning of a classroom setting by adding valuable active elements of learning, such as applying critical-thinking skills to meet community needs. Many SL programs are intergenerational and aim to supplement course material by exposing learners to situations where they are able to meet the needs of the older adults community.”

SL is based on eliminating the stereotypical ideas which student caretakers have about elderly people. Some research even suggests that personal growth can be nurtured; some students become less afraid of growing old themselves (cf. Hultgren 2012:9). Although the results seem promising, the different lines of research on this topic have not yielded any balanced conclusions yet.

6. Elderspeak in Spain

6.1 Pinazo-Hernandis

According to “*el Plan de Acción Internacional de Madrid sobre el Envejecimiento*”⁸, which was enacted in 2002, the prevention and reduction of elder mistreatment in nursing homes became a key goal for Spanish social workers (cf. Pinazo-Hernandis 2013:256). This so-called “*institutional mistreatment*” (e.g. Pinazo-Hernandis 2013:254) covers psychological, as well as physical abuse. Psychological maltreatment includes verbal and non-verbal misconduct, whereas physical abuse centers around violence. Elderspeak, in this case, can be found in the category of psychological mistreatment.

Pinazo-Hernandis (2013) confirms that no specific research into the phenomenon of elderspeak in Spain has been conducted so far. Nonetheless, she refers to Tabueña's investigation (2006), which defines the notion “*caregivers' silence*” (e.g. Pinazo-Hernandis 2013:262). This silence refers to the choice caregivers make not to report elder mistreatment. Many caregivers believe that the continuation of care and the minimization of resident complaints are paramount; they focus more on “*appearance*” or “*what is seen*” (e.g. Pinazo-Hernandis 2013:262). This is a typical example of the concept 'the end

⁸ The International Madrid Action Plan of Aging

justifies the means'; as long as the outer appearance of the home and the residents looks impeccable, mistreatment or neglect of (some of) the residents is not of great importance (cf. Pinazo-Hernandis 2013:262).

Chapter 2: Cross-culturality: Spain and Flanders

The investigation of this dissertation (cf. part III infra) is based on various elements of elderspeak, as well as a cross-cultural comparison between Spain and Flanders. It is therefore advisable to define the term 'culture' and to give an outline of the cultural background of both regions.

1. How to define "Culture"

1.1 UNESCO

UNESCO⁹, the world's largest governing body for peace and harmony between cultures¹⁰, defines 'culture' as follows (e.g. UNESCO 2009:3):

"[...] the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions and beliefs."

UNESCO also stresses the importance of the term 'sub-culture'¹¹, which denotes the possibility of encountering smaller groups with a proper set of rules within a larger cultural group. Their beliefs and traditions, however, still fit in with the general set of values that is expressed by the overarching culture.

1.2 Singer

Singer (1998) calls for a "*perceptual model*" (e.g. Singer 1998:97) of culture; people act the way they do because of their personal vision of the outside world (cf. Singer 1998:97). Singer defines the notion of "perception" as "*[...] the process by which an individual selects, evaluates, and organizes stimuli from the external environment*" (e.g. Singer 1998:97). An important concept with regard to this perceptual model is the way people consider different stimuli from the outside world; not all people act the same way when certain events happen (cf. Singer 1998:97). As to processing stimuli, great differences can

⁹ United Nations Educational, Scientific and Cultural Organization

¹⁰ <http://en.unesco.org/about-us/introducing-unesco>

¹¹ <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>

be observed between individual persons and groups of people. Singer also refers to a “*subjective reality*”, which is defined as “*the universe as people perceive it*” (e.g. Singer 1998:97). This specific universe is the only notion people pay attention to when assessing their human conduct; the way people behave towards one another is regulated through and by their own separate, subjective realities (cf. Singer 1998:97).

Singer also notes the importance of the human species as a social animal or the need for people to keep in touch with other human beings. Through human contact, a flow of personal subjective realities is created, which influences the visions and ideas of others (cf. Singer 1998:97). Another valid asset of culture is the importance of language. Singer defines this concept as follows (e.g. Singer 1998:98):

“I would argue that every culture has its own language or code, to be sure, but that a language is the manifestation – verbal or otherwise – of the perceptions which the group holds. Language, once established, further constrains the individual to perceive in certain ways, but I would insist that language is merely one of the ways in which groups maintain and reinforce similarity of perception.”

1.3 Hofstede

Hofstede views culture as “*collective mental programming*” (e.g. Claes & Gerritsen 2011:11). It is the mental programming of a specific group of people which distinguishes it from another group. Hofstede emphasizes furthermore that cultures cannot be seen as good, bad or better than one another. Even though many cultures are put under pressure by changing societies, they are resilient and largely maintain their core characteristics. Every culture has bad, as well as good aspects and individuals who claim to pertain to a specific culture can never fully coincide with it. According to Hofstede, there are six “*basic problems of social life*” (e.g. Hofstede 2002:34) which have found their way into every existing society and to which every culture has to find solutions (cf. Hofstede 2002:34).

1.3.1 *Hofstede's dimensions*

1.3.1.1 Identity

The first dimension can be named as a problem of identity. It is “*the relationship between the individual and the group and can be seen as a spectrum ranging from individual*

identity, or Individualism, to group identity, or Collectivism” (e.g. Hofstede 2002:35). These two extremes are related to the wealth of a certain country; poorer countries usually demonstrate a collectivistic society, whereas the opposite is true for richer countries (cf. Hofstede 2002:35).

Collectivistic and individualistic societies, however, both have their own problems; “*in collectivist societies, individuals may have to repress their own identities*” (e.g. Hofstede 2002:35), whereas “*in very individualist societies, people may feel lonely and isolated, develop antisocial behaviors, or cling to illusions of group cohesion*” (e.g. Hofstede 2002:35). Advanced societies, as well as the majority of Western countries (cf. Hofstede 1994:6) are individualistic; freedom and maintaining independence are of great importance. Less advanced and Eastern countries (cf. Hofstede 1994:6), which are collectivistic societies, are centered around “*the in-group*” (e.g. Hofstede 2002:139). This in-group can range from communities to families and other organizational relations (cf. Hofstede 2002:139).

1.3.1.2 Hierarchy

A second social problem is based on hierarchy and comprises the level of equality between the individuals of a certain cultural group. Hofstede refers to this concept as “*Power Distance*” (e.g. Hofstede 2002:36). Hierarchy also depends on the wealth of a certain country or cultural group, but it is not as strongly related to it as identity is. It is safe to state that the wealthier a country is, the smaller the power distance becomes. Poorer countries generally show an increased level of power distance because it is easier for a government to maintain its influence in such a situation (cf. Hofstede 2002:36).

In societies which demonstrate a large distance in power, such as “*Latin, Asian and African countries*” (e.g. Hofstede 1994:6), only a small percentage of the people have permission to make decisions, whereas the majority of the population have little or no voice. Power, in vertical societies, is seen as “*a personal attribute*” (e.g. Hofstede 2002:141). On the other hand, societies with small distances in power show fairness and justice; these societies are called “*horizontal societies*” (e.g. Hofstede 2002:143). Mainly Germanic cultures, such as Germany and the United Kingdom, can be found in this category (cf. Hofstede 1994:6).

1.3.1.3 Gender

“*Gender roles and the control of aggression*” (e.g. Hofstede 2002:37) constitute a third social issue which focuses on the division and level of equality between men and women. Hofstede defines societal gender roles as follows (e.g. Hofstede 2002:37):

“If men and women are more equal, the result is more “feminine” qualities within society as a whole. This is the reason why we call an equal role distribution between the genders in a culture Feminine and an unequal role distribution, Masculine.”

These gender roles are found in every existing country. Moreover, great differences between countries in the same parts of the world can be observed (cf. Hofstede 2002:37). Masculine societies are centered around “*assertiveness, masculinity, money, and material things*” (e.g. Hofstede 2002:146). Such societies are very competitive and focus on power. Feminine cultures give more attention to cooperation and solidarity (cf. Hofstede 2002:148).

Some of the most prominent feminine countries are “*Nordic countries and the Netherlands*” (e.g. Hofstede 1994:6). French, Spanish and Thai society are also considered to be leaning towards the feminine side of the spectrum. On the other hand, Germany, Austria, Switzerland and the Anglophone countries are seen as masculine (cf. Hofstede 1994:6).

1.3.1.4 Truth

This problem is named “Truth” and deals with the way people handle “*the unpredictable and the ambiguous [...], fear of the unknown*” (e.g. Hofstede 2002:38). Certain cultures fear what is different from what they know and immediately associate change with danger (cf. Hofstede 2002:38). The two extremes in this case can be named “*Uncertainty Avoidance*” and “*Uncertainty Tolerance*” (e.g. Hofstede 2002:38).

Societies that show strong uncertainty avoidance do not tolerate the unknown; they like to be informed and are very suspicious of change (cf. Hofstede 2002:151). A strong uncertainty avoidance is present in “*Latin countries, in Japan, and in German speaking*” countries (e.g. Hofstede 1994:6). The opposites of these cultures, viz. societies with weak uncertainty avoidance, are easy-going and adventurous; they embrace new experiences

and act flexible towards them (cf. Hofstede 2002:155). This category is marked by the Anglophone and Nordic societies, but also by China (cf. Hofstede 1994:6).

1.3.1.5 Virtue

The Virtue problem deals with the societal perspective on time and tradition, namely a directed vision to the 'future' or 'present'. Societies can uphold a "*Long-Term Orientation*" or a "*Short-Term Orientation*" (e.g. Hofstede 2002:39). These orientations decide a cultural group's thinking about certain activities or responsibilities; long-term oriented cultures will focus on the future and are mainly based on perseverance, whereas short-term oriented societies are focused on the importance of today and do not tend to care much for tomorrow (cf. Hofstede 2002:38).

People in long-term oriented societies strive to live their lives honoring their ancestors and taking care of their offspring. They are very responsible and tend to act with the future and well-being of generations to come in mind (cf. Hofstede 2002:156). Short-Term Oriented cultures tend to live in the moment, are result-oriented and value traditions (cf. Hofstede 2002:158). Mainly East Asian countries (China, Hong Kong, Taiwan, etc.) are long-term oriented, whereas Nordic and Anglophone countries are mostly short-term oriented (cf. Hofstede 1994:5).

1.3.1.6 Indulgence¹²

A sixth (newer) dimension can be observed; indulgence vs. restraint. This dimension stands for the possibility of leisure and is based on "*happiness research*" (e.g. Hofstede 2011:15). This criterion says something about the level of "*gratification of basic and natural human desires related to enjoying life and having fun*" (e.g. Hofstede 2011:15). Restrained societies score low on this axis, whereas indulgent societies score higher.

Restraint is typical of a society that tries to avoid the liberty to fulfill personal wishes. This societal state is mostly maintained through social regulations. Indulgence refers to the possibility of fully enjoying life (cf. Hofstede 2011:15). Some examples of restrained countries are Eastern European countries, Asian societies and most of the Muslim world.

¹² This dimension is not included in the comparison between Flemish culture and Spanish culture because so far no further quantifiable research has been carried out regarding this dimension.

South America, North America, Western Europe and the Sub-Sahara Region tend to have a more indulgent view on life. Mediterranean countries such as Spain, Italy, etc. score intermediately (cf. Hofstede 2011:16).

1.3.2 Hofstede's dimensions: extremes

Hofstede's dimensions can now be placed on a scale; each dimension shows two extremes which can be used to divide and name the different cultures or societal groups that are known today. The following extremes can be put into play (e.g. Hofstede 2002:40):

Dimension	Extreme 1	Extreme 2
<i>Identity</i>	Collectivism	Individualism
<i>Hierarchy</i>	Large Power Distance	Small Power Distance
<i>Gender</i>	Femininity	Masculinity
<i>Truth</i>	Strong Uncertainty Avoidance	Weak Uncertainty Avoidance
<i>Virtue</i>	Long-Term Orientation	Short-Term Orientation
<i>Indulgence</i>	Indulgent	Restraint

Table 1: Hofstede's dimensions with their extremes in accordance

Hofstede emphasizes that, apart from these six dimensions, “*all people are biologically of the same species*” (e.g. Hofstede 2002:39) and therefore similar to one another. However, the most important notion is the way a societal group decides to handle the six problems.

1.4 Hall

Edward T. Hall (1976) described the relationship between the context of communication and culture. He calls for two different types of cultures: “*high-context cultures*” and “*low-context cultures*” (Claes & Gerritsen 2011:125). To which category a certain culture belongs, depends on the communicative context. He stated that a word can only be understood and interpreted through its context (cf. Claes & Gerritsen 2011:125).

“*Due to the abundance of auditive, visual, etc. stimuli a human being is confronted with during a communicative act, it is impossible to pay equal attention to all of them*” (e.g. Claes & Gerritsen 2011:125). Hall hereby incorporated the notion of a “*colander*” (e.g. Claes & Gerritsen 2011:25); a culture decides which stimuli are to be considered and how to interpret them. It is seen as the benchmark for how much situational information a certain communicative situation needs; high-context cultures require a high level of

contextual information, low-context cultures do not (cf. Claes & Gerritsen 2011:125).

High-context cultures or “*implicit cultures*” (e.g. Claes & Gerritsen 2011:127) are cultures in which individuals insert a high level of contextual information when communicating with others. The intentions of the speaker are not unambiguous, which obliges the hearer to extract additional information from the context in which an utterance is made (cf. Claes & Gerritsen 2011:125). “*Non-verbal communication is an important aspect of high-context cultures*” (e.g. Claes & Gerritsen 2011:125); a multitude of stimuli are allowed to pass through the colander. The majority of high-context cultures are collectivistic (cf. 1.3.1.1 supra); “*the individuals of a group know each other very well, which makes it possible for them to communicate implicitly*” (e.g. Claes & Gerritsen 2011:127). They also tend to be polychronic and see time as a renewable concept; it cannot be lost (cf. Claes & Gerritsen 2011:130). Some examples of high-context cultures are Japan, Middle Eastern societies and South American cultures (cf. Claes & Gerritsen 2011:127).

Low-context cultures or “*explicit cultures*” (e.g. Claes & Gerritsen 2011:127), on the other hand, are cultures in which “*the meaning of an utterance is deduced from the words that are used in the communicative act*” (e.g. Claes & Gerritsen 2011:127). It is important that personal interpretations and misunderstandings are minimized. The cultural colander (cf. 1.4 supra) only allows for verbal cues to pass; other stimuli are limited (cf. Claes & Gerritsen 2011:127). Explicit and direct communication are keywords in these kinds of cultures and it is important to retrieve a high level of background information. Low-context cultures tend to be more individualistic (cf. 1.3.1.1 supra); individuals need explicit information because they do not know each other very well. A low-context culture has the tendency to be monochronic, which means that time is seen as something linear; once you lose it, there is no way to recover it (cf. Claes & Gerritsen 2011:130). Germany and the Scandinavian societies are low-context cultures (cf. Claes & Gerritsen 2011:127).

2. Cross-cultural differences: Flanders vs. Spain¹³

It is possible to compare Flemish and Spanish culture on the basis of Hofstede’s six dimensions and Hall’s context theory. Hofstede made a categorization in which each

¹³ These scores are based on generalizations and do not always account for a culture as a whole.

country is given a score from zero to one hundred on every separate dimension. Hall's low-context and high-context dichotomy works in the same way; i.e. a value scale ranging from one (very low-context culture) to sixteen (very high-context culture) is used.

2.1 Cross-cultural differences between Spain and Flanders according to Hofstede

2.1.1 *Belgium: Flanders vs. Wallonia*

Belgian culture can be divided into three language groups, viz. speakers of French (Wallonia), Dutch (Flanders) and German (East Cantons)¹⁴ (e.g. Hofstede 2010):

Dimension	Flanders	Wallonia	Belgium
<i>Power Distance</i>	61 (hierarchical)	67 (hierarchical)	65 (hierarchical)
<i>Uncertainty Avoidance</i>	97 (high uncertainty avoidance)	93 (high uncertainty avoidance)	94 (high uncertainty avoidance)
<i>Individualism</i>	78 (individualistic)	72 (individualistic)	75 (individualistic)
<i>Masculinity</i>	43 (feminine)	60 (masculine)	54 (masculine)
<i>Long-Term Orientation</i> ¹⁵	/	/	82 (long-term oriented)

Table 2: Hofstede's scores for Flanders, Wallonia and Belgium as a whole

As to the scores for Belgium, the Flemish and Walloon scores do not differ much from each other. With regard to Power Distance, Flanders scores 61, while Wallonia scores 67. They are both considered hierarchical; the power distance is slightly higher in Wallonia than it is in Flanders. Some typical aspects of large power distance are that, among others, "*inequalities among people are expected and desired*" (e.g. Hofstede 2010:72). In organizations the power distribution is unequal and centralization is favored (cf. Hofstede 2010:76).

Flanders and Wallonia both have a strong uncertainty avoidance, viz. 97 and 93

¹⁴ The German-speaking part of Belgium is not included in Hofstede's research. However, Hofstede deduces that its scores are similar to the German ones.

¹⁵ Only the overall Belgian score can be found for this category.

respectively. This means that, on the whole, Belgians view uncertainty very skeptically. It also demonstrates that Flemish and Walloon society show “*high stress and high anxiety*” levels (e.g. Hofstede 2010:203). Societies with high scores on this dimension tend to shun change because they automatically associate ‘what is distinct’ with ‘danger’ (cf. Hofstede 2010:203).

Belgian society is individualistic; Flanders scores 78, whereas Wallonia scores 72. This means that Flemish and Walloon people tend to only look after themselves and their closest relatives. Most children leave their parents’ home and go live on their own; everyone is considered to be very independent (cf. Hofstede 2010:117) .

The Masculinity Index scores are the only ones that differ from each other to a greater extent; Flanders appears to be a more feminine society (43), whereas Wallonia is masculine (60). Walloon society is said to be based on performance, competition, power, etc. (cf. 1.3.1 supra). Flanders, on the other hand, favors “*relationships and quality of life*” (e.g. Hofstede 2010:155). In a feminine society, men and women are regarded equal, whereas dominant masculine societies are more conservative (cf. Hofstede 2010:159).

As to Long-Term Orientation, Belgium as a whole scores 82, which means that it is a long-term oriented society. The main characteristics of long-term oriented societies are “*willingness to subordinate oneself for a purpose*” (e.g. Hofstede 2010:243) and “*perseverance, sustained efforts toward slow results*” (e.g. Hofstede 2010:243).

2.1.2 Spain

Dimension	Score
<i>Power Distance</i>	57 (hierarchical)
<i>Uncertainty Avoidance</i>	86 (high uncertainty avoidance)
<i>Individualism</i>	51 (intermediate)
<i>Masculinity</i>	42 (feminine)
<i>Long-Term Orientation</i>	48 (short-term oriented)

Table 3: Hofstede's scores for Spanish culture¹⁶

With regard to "Power Distance" Spain scores 57; Spanish society is mostly hierarchical. In business, "*hierarchy [...] reflects existential inequality between higher and lower levels*" (e.g. Hofstede 2010:76). Centralization is favored over decentralization and "*the benevolent autocrat*" (e.g. Hofstede 2010:76) is considered to be the best leader (cf. Hofstede 2010:76).

Spanish society scores high on the Uncertainty Avoidance dimension (86), meaning that rules and regulations are welcomed. Spanish "*family life*" may be a reason for stress (e.g. Hofstede 2010:203) and Spanish society shows "*there is a hesitancy toward new products and technologies*" (e.g. Hofstede 2010:208). Furthermore, Spanish people are said to be more worried about the general direction in which the country is going (cf. Hofstede 2010:208).

Spain scores 51 on the Individualism Index; because of this intermediate score it is somewhat on the border between individualism and collectivism. Spain shows characteristics of both sides; it is an I-centered society with a high level of care for others (cf. Hofstede 2010:113). Hofstede states that within Europe, Spain is considered to be the only collectivistic society¹⁷. When Spain is compared to other cultures, such as the Arab

¹⁶ (e.g. Hofstede 2010)

¹⁷ Except for Portugal (<http://geert-hofstede.com/spain.html>)

ones, it is perceived as a more individualistic culture¹⁸.

Spain is a feminine country (score of 42); it prioritizes that “*both men and women can be tender and focus on relationships*” (e.g. Hofstede 2010:155). Men and women are seen as equals and the stereotypical gender roles are not considered.

An intermediate 48 can be found on the Long-Term Orientation scale. This means that Spanish society is slightly short-term based and exhibits “*social pressure toward spending*” (e.g. Hofstede 2010:243). Spaniards generally worry about social status, responsibilities and the preservation of their ‘face’¹⁹ (cf. Hofstede 2010:243).

2.1.3 Comparison: Flanders²⁰ vs. Spain

After the analysis of the different extremes per country (cf. 2.1 supra), a general overview and comparison of the different dimensions can be given.

Dimension	Flanders	Spain
<i>Power Distance</i>	61 (hierarchical)	57 (hierarchical)
<i>Uncertainty Avoidance</i>	97 (high uncertainty avoidance)	86 (high uncertainty avoidance)
<i>Individualism</i>	78 (individualistic)	51 (intermediate ²¹)
<i>Masculinity</i>	43 (feminine)	42 (feminine)
<i>Long-Term Orientation</i>	82 ²² (long-term oriented)	48 (short-term oriented)

Table 4: Comparison between Hofstede's dimensions with regard to Flanders and Spain

¹⁸ <http://geert-hofstede.com/spain.html>

¹⁹ ‘Face’ is described by Goffman as “*the image that a person projects in his social contacts with others*” (e.g. Renkema 2004:24). There are two types of face; “*positive*” and “*negative*” face (e.g. Renkema 2004:25). These types of face are centered around “*the need to be appreciated [...] and to be free and not interfered with*” (e.g. Renkema 2004:25).

²⁰ Flanders is compared to Spain because the corpus consists of two Flemish residences and one Spanish nursing home. It is thus more useful to compare Flanders and Spain, not Belgium and Spain.

²¹ Compared to Flanders, Spain is considered to be a collectivistic culture (cf. 2.12 supra)

²² Belgium’s total score. The separate Flemish score cannot be found.

Flanders and Spain are both hierarchical societies that respect power distance. A major difference, however, can be observed in terms of the degree of individuality; Flanders is very individualistic, whereas Spain scores intermediately, leaning towards collectivism in a European perspective. Both regions are considered to be feminine in that consensus is a key aspect in the two cultures. They show a high uncertainty rate, although Flanders' score is notably higher. The latter can thus be seen as a more uncertain society. Flanders is long-term oriented; results and plans for the future are important. Spain, on the other hand, is more short-term oriented; immediate results are necessary and a day-to-day philosophy is maintained.

2.2 Cross-cultural differences between Spain and Belgium according to Hall

With regard to Hall's cultural dichotomy, Spain and Belgium²³ can also be seen in terms of high- or low-context cultures. These categories are differentiated from each other by means of a scale ranging from one to sixteen, one being very low-context oriented and sixteen being very high-context oriented (cf. van Everdingen 2003:226). The following Belgian and Spanish scores were found (e.g. van Everdingen 2003:226):

Country	Scale (1=low, 16=high)	Low/High-context culture
<i>Belgium</i>	6	Low-context culture
<i>Spain</i>	14	High-context culture

Table 5: Scale values for Hall's context cultures regarding Belgium and Spain

Belgium scores six on the low/high-context culture scale (e.g. van Everdingen 2003:226) and can thus be seen as a low-context culture, which is also supported by Belgium's individualistic score on Hofstede's dimension (cf. 2.1.1 supra). This means that most Belgians prefer direct and explicit verbal communication so as to limit personal interpretations and avoid misunderstandings (cf. 1.4 supra).

Spain, on the other hand, is high-context oriented; it scores fourteen on the value scale (e.g. van Everdingen 2003:226), which is reflected in Spain's intermediate score on Hofstede's individualism scale (cf. 2.1.2 supra). This means that Spaniards tend to put most information in the context of the communicative act, not in the words and sentences

²³ The division is made with respect to Belgium as a whole as no data for Flanders only can be found.

they utter. Spaniards tend to communicate indirectly and implicitly; they make use of more stimuli²⁴ than just the verbal ones. They leave the interpretation of their utterances in the hands of the listener, who is obligated to extract information from the context (cf. 1.4 supra).

2.3 Some personal observations²⁵

Some observations can be made regarding the cross-cultural differences between Spanish and Belgian society. These personal considerations mainly concern the physical proximity and emotional closeness of Spanish people.

2.3.1 *Proximity*

Cross-cultural researcher and anthropologist Edward T. Hall (1990) makes a distinction between four different forms of personal space related to proxemics between two individuals (e.g. Hall 1990:115):

1. “*Intimate distance*”: this is the distance between two or more interactional partners that maintain an intimate relationship with each other, be it positive or negative (cf. Beneke 2011:21). The intimate space has a radius of approximately six to eighteen inches²⁶. For example, this is the space in which you allow your lover (cf. Claes & Gerritsen 2011:74).
2. “*Personal distance*”: the personal space can be entered by people you know very well, such as friends, family, etc. It ranges up to four feet²⁷.
3. “*Social distance*”: this is the space in which you allow acquaintances and people you do not know very well. This social space has a radius of maximum twelve feet²⁸.
4. “*Public distance*”: this is the distance to which strangers are restricted. It has a radius of twelve feet or more²⁹.

²⁴ Such as hand gestures, physical contact, etc.

²⁵ Most of the information here can be traced back to sources; not all the data can be labelled as personal. These sources do, however, confirm the personal observations and vice versa.

²⁶ Approximately 15-45 cm

²⁷ Approximately 120 cm

²⁸ Approximately 3.5 m

²⁹ 3.5 m or more

The acceptability of violating these personal distances is related to the various cultural perceptions regarding proxemics. The differences between these distances are important to people's degree of "comfort or uneasiness" (e.g. Beneke 2001:21). According to Beneke (2001), Spanish people are used to maintaining closer proxemics (more or less 60 cm), whereas Central and Northern Europeans (including Belgians) tend to prefer a greater distance between each other (more or less 80 cm)³⁰ (cf. Beneke 2001:21).

According to Claes & Gerritsen (2011), personal distance cannot only be seen in terms of physical distance, but also in terms of physical contact. In cultures with small "*private space, it is more appropriate to touch people*" (e.g. Claes & Gerritsen 2011:74) in the course of a conversation. They confirm that in the Southern European cultures, which include Spanish culture, it is much more common to have physical contact during conversations. They also state that Northern European and North American cultures need at least an arm's length of distance to feel good during a conversation (cf. Claes & Gerritsen 2011:74). Spaniards are, therefore, thought to be more expressive and prefer close contact, even when they are communicating with people they barely know. Spaniards tend to embrace each other or give two kisses on the cheek when meeting new people. Belgians overall keep more physical distance when communicating with other people; they shake hands or give three kisses on the cheek when meeting acquaintances and they also tend to minimize physical contact during conversations.

Another example of this 'Spanish closeness' is the way in which people talk to strangers and passers-by on the street; terms of endearment such as 'guapa'³¹ and 'cariño'³² are considered to be normal and even necessary in Spanish informal communication. In Belgian society, these forms of emotional proximity to strangers are very rare or virtually non-existent in conversations with strangers. Another element that fits this list is the excessive use of diminutives. According to Alonso (1951), diminutives in Spanish do not necessarily perform the function of denoting a (smaller) size. He states that a "*diminutive, more than anything else, is a sign of affection*" (e.g. Callebaut 2011:22) and that showing

³⁰ Hall calls these distances viz. "*personal distance – close phase*" and "*personal distance – far phase*" respectively (e.g. Hall 1990:119). This means that Belgians tend to maintain a distance that reaches into the far personal phase, whereas Spaniards tend to have conversations in the close personal phase.

³¹ Beautiful

³² Honey, dear

this affection is the core function of Spanish diminutives (cf. Callebaut 2011:22). Callebaut (2011) mentions the colloquial nature of diminutives; it is typical of informal conversations (cf. Callebaut 2011:65).

2.3.2 Other elements of non-verbal communication

A second important aspect of Spanish culture is the use of body language, which is different from the use of body language in Belgian society. According to The Telegraph's section on 'National Cultural Profiles'³³, Spanish people tend to pay a great deal of attention to their body language; they gesticulate frequently and the movements they make are very elaborate. It is stated that maintaining eye contact among Spanish conversational partners is an essential factor in conversation; Spaniards' "*eye contact is [...] the strongest in Europe*"³⁴.

2.3.3 Prosodic elements of speech

Prosody is a part of the non-verbal vocal communication between individuals; it is defined as "*vocal communication connected to the verbal layer*" (e.g. Claes & Gerritsen 2011:109) of the utterance without using actual words. It consists of elements such as "*intonation, rhythm, pitch, etc.*" (e.g. Claes & Gerritsen 2011:109). According to the Centro Virtual Cervantes³⁵, the three most important prosodic elements in the Spanish language are accentuation, intonation and to a lesser extent also rhythm³⁶.

Spanish speaking rhythm is said to be "*syllable-timed*" (e.g. Whitley 2002:72). In syllable-timed languages the "*stressed syllables [...] seem to zip past as quickly as the unstressed ones*" (e.g. Whitley 2002:72). This is why Spanish speakers seem to talk faster. Furthermore, Spanish "*is a language with a narrow variation in intonation*" (e.g. Valenzuela Farías 2013:1064). Spanish has two kinds of stress, viz. weak and strong, and three different pitch levels; low, mid and high (cf. Valenzuela Farías 2013:1065). In other words, the intonation variety in Spanish is smaller than in certain other languages³⁷, which have four pitch levels (cf. Valenzuela Farías 2013:1066).

³³ <http://www.telegraph.co.uk/news/uknews/4205552/National-Cultural-Profiles.html>

³⁴ <http://www.telegraph.co.uk/news/uknews/4205565/National-Cultural-Profiles-Spain.html>

³⁵ Cervantes Virtual Center

³⁶ http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/prosodia.htm

³⁷ Such as English

2.4 Putting cultural statements into perspective

Though many cultural facets of a society can be put into models and theories, it is important to note that these models are based on generalizations. A national culture can be described as “*a group of people who belong together because they live in the same nation or country*” (e.g. Claes & Gerritsen 2011:22). According to this definition, all Belgians have the same culture because they belong to the same nation. Hofstede’s model proves, however, that this is not the case and that some observations regarding easy stereotyping and generalizations have to be made; the Flemish and Walloon societies show different scores for some dimensions, even though they share the same national borders (cf. 2.1.1 supra). Claes & Gerritsen (2011) emphasize that “*cultural borders do not always coincide with national borders*” (e.g. Claes & Gerritsen 2011:22); some cultures reach further than the borders of their nationality, whereas other cultures cover a much smaller area than the national surface (cf. Claes & Gerritsen 2011:22).

Claes & Gerritsen (2011) suggest four nuances that need to be taken into account when talking about cross-culturality³⁸ (e.g. Claes & Gerritsen 2011:96):

1. “*Not all categorizations of culture have been the subject of empirical research and many of them have only been subjected to observation*”.
2. Although cultures tend to change very slowly, some cultural investigations can be said to be old, leaning towards outdated.
3. “*One’s culture is not only determined by the norms and values of nationality, but also by personal characteristics, such as education, sociodemographic factors, experiences, political views, etc.*”. Stereotyping and generalizations are related to this nuance.
4. “*The different values are depicted in a sequential way.*” This, however, does not mean that an individual cannot possess all the different dimensions. The only question that needs to be asked is which dimension is dominant in which time frame.

The subject of stereotyping and making generalizations with regard to cultures or nations as a whole is also addressed by Holliday, Hyde & Kullman (2010). They warn about the dangers of “*essentialist views*” (e.g. Holliday et al. 2010:2) on culture. An essentialist view includes describing cultures as homogenous phenomena, in which “*traits are spread*

³⁸ Translated from Dutch into English

evenly, giving the sense of a simple society" (e.g. Holliday et al. 2010:3). Essentialists view a culture as a national concept which has a language and national borders. Moreover, the essentialist view states that people can only "*belong to one national culture and one language*" (e.g. Holliday et al. 2010:3).

According to Holliday, Hyde and Kullman, essentialism gives rise to culturism, racism and sexism (cf. Holliday et al. 2010:2) and to the dichotomy of "*'us' and 'them' thinking*" (e.g. Holliday et al. 2010:2). 'Others' are excluded from the 'us'-group and are seen as uncivilized people, who do not belong in 'our' civilized society (cf. Holliday et al. 2010:2).

It is thus important to note that individual people cannot be defined in terms of the culture or nationality they supposedly belong to; also the individual's personal traits, background and points of view should always be taken into consideration.

Chapter 3: Nursing homes in Belgium and Spain

1. The Spanish perspective on elderly care

According to IMSERSO, short for “El Instituto de Mayores y Servicios Sociales de España”³⁹, the term “nursing home” or “care institution” can be described as follows⁴⁰ (e.g. Blanca-Gutiérrez 2013:43):

“[...] establishments that are destined to provide temporal or permanent accommodation, offering adequate services and programs of intervention with regard to the necessities of the dependent senior, which aim to improve the life quality and personal autonomy of the resident.”

IMSERSO is the social branch of the Spanish government which forms part of the Ministry of Health, Social Services and Equality, and its primary task is organizing senior life and elderly care⁴¹. It is in charge of the distribution of pensions, social security, financially supporting and monitoring the various nursing homes, etc.⁴² IMSERSO's aim is to encourage elderly people to take part in daily social activities and to create a social space for healthy and active aging⁴³.

Spanish adults are required to meet some criteria before they can decide to move into an elderly home which is subsidized by the government and listed by IMSERSO. Only Spanish citizens can apply for such accommodation. Apart from citizenship, seniors must also fulfill the following requirements⁴⁴⁴⁵:

1. *“The senior must be at least sixty years of age.”*
2. *“The senior may not have any infectious diseases, chronic terminal diseases or clinical diseases that require hospital care.”*

³⁹ The Spanish Institute for Elderly and Social Services

⁴⁰ Translated from Spanish into English

⁴¹ http://www.imserso.es/imserso_06/el_imserso/organigrama/index.htm

⁴² http://www.imserso.es/imserso_06/el_imserso/quienes_somos/index.htm

⁴³ http://www.imserso.es/imserso_06/per_mayores/index.htm

⁴⁴ http://www.imserso.es/imserso_01/el_imserso/procedimientos_administrativos/centros/residencias_personas_mayores/index.htm

⁴⁵ Translated from Spanish into English

3. *“The senior may not suffer from any mental disorders that could potentially disrupt the normal ways of communal living.”*
4. *“The senior must be participating in the social security system with regard to pensions. Spaniards that resided in foreign countries and do not meet this requirement can still apply through other governmental bodies.”*
5. *“Spouses of the senior resident can obtain a place in the same nursing home as their wife/husband, even when they have not reached the age of sixty.”*

1.1 Elderly care in the Valencian Community⁴⁶

The Valencian Community, with Valencia as its capital, is one of the seventeen Spanish autonomous regions. The Community is divided into three provinces: viz. Alicante, Valencia and Castellón. The inhabitants of the Valencian provinces make up an estimated eleven percent of the total Spanish population⁴⁷. The community has two official languages; ‘castellano’ (or Castilian Spanish) and ‘valencià’ (or Valencian, occidental Catalan).

According to a survey⁴⁸ (2011), the average age of elderly people in Valencian nursing homes is 84 (cf. Pinazo-Hernandis 2013:262). The Valencian Community offers several facilities to its elderly people, ranging from social advantage cards⁴⁹ to home services and senior travels. Next to these benefits, the Community also provides nursing homes. Three types can be distinguished:

1. “Residencias para personas mayores dependientes^{50,51}: these types of homes

⁴⁶ This region is chosen because of linguistic reasons; the Spanish dialect that is spoken in the Valencian Community is very similar to the standard Spanish ‘castellano’ language that is taught in schools and universities. It is easy for non-native Spanish speakers to understand the Spanish used in the Valencian Community exactly because of the standard linguistic and vocabulary features that are maintained during (in)formal conversations by the local population of this Spanish community. Hence, it is easier to understand elderly people coming from the Valencian Community during the investigation.

⁴⁷ <https://ec.europa.eu/growth/tools-databases/regional-innovation-monitor/base-profile/valencian-community>

⁴⁸ Evaluación de costes y financiación de las residencias mayores. El sector no lucrativo en la Comunidad Valenciana. This study presents the financial part of the public nursing homes in the Valencian Community.

⁴⁹ Cards that offer price reductions on public services, such as buses, subways, etc.

⁵⁰ Nursing homes for dependent seniors

guarantee stability to elderly people who have lost their independence and who can no longer take care of themselves. This kind of accommodation offers health care, social support, geriatric care, etc. The main focus in this case is the geriatric attention; seniors residing in one of these homes have generally lost the ability to take care of themselves and require constant assistance in fulfilling daily chores.

2. “CEAMS” (Centros especializados de atención a los mayores⁵²) and “CIMS” (Centros integrales de mayores⁵³)⁵⁴: these two types of centers are not focused on dependent seniors, but have to be seen as guardians. The main focus is on postponing physical and emotional deterioration so that elderly people maintain a positive image of themselves. At the same time, social life and family life are very important. These centers try to avert hospitalization or possible admission to other nursing homes. To be permitted to live in one of the CEAMS or CIMS, seniors must meet the requirements stated by the Spanish government (cf. 1 supra). The difference between these two centers is that CEAMS are operated by the Valencian Community, whereas CIMS are monitored by local entities.

⁵¹http://www.bsocial.gva.es/web/mayores/asset_publisher;jsessionid=941B5F25902CD748F1586C14C22C8D26.node1?p_p_auth=DJHec7kR&p_p_id=101_INSTANCE_19sFcm4EdhWt&p_p_lifecycle=0&p_p_col_id=column-2&p_p_col_pos=1&p_p_col_count=3&_101_INSTANCE_19sFcm4EdhWt_struts_action=%2Fasset_publisher%2Fview_content&_101_INSTANCE_19sFcm4EdhWt_assetEntryId=697595&_101_INSTANCE_19sFcm4EdhWt_type=content&_101_INSTANCE_19sFcm4EdhWt_groupId=610693&_101_INSTANCE_19sFcm4EdhWt_urlTitle=residencias-para-personas-mayores-dependient-1&redirect=%2Fweb%2Fmayores

⁵² Specialized centers for elderly assistance

⁵³ Comprehensive centers for seniors

⁵⁴http://www.bsocial.gva.es/web/mayores/asset_publisher;jsessionid=941B5F25902CD748F1586C14C22C8D26.node1?p_p_auth=DJHec7kR&p_p_id=101_INSTANCE_19sFcm4EdhWt&p_p_lifecycle=0&p_p_col_id=column-2&p_p_col_pos=1&p_p_col_count=3&_101_INSTANCE_19sFcm4EdhWt_struts_action=%2Fasset_publisher%2Fview_content&_101_INSTANCE_19sFcm4EdhWt_assetEntryId=697577&_101_INSTANCE_19sFcm4EdhWt_type=content&_101_INSTANCE_19sFcm4EdhWt_groupId=610693&_101_INSTANCE_19sFcm4EdhWt_urlTitle=centros-de-atencion-preventiva-para-las-personas-mayores-ceams-y-cims&redirect=%2Fweb%2Fmayores

2. The Belgian perspective on elderly care

2.1 The Belgian system⁵⁵

According to the “Agentschap Zorg en Gezondheid”⁵⁶, a nursing home in Belgium provides “*permanent care and guidance*”⁵⁷ to senior residents. There are three different types of care centers that have slightly different ways of operating compared to basic nursing homes. The quality of care that is provided, however, is the same in all centers⁵⁸:

1. “Dagverzorgingscentrum”⁵⁹: seniors are admitted for one day only. They are taken care of during the day and service is thus temporary. The elderly people can decide for themselves when they go to these centers and in what way they want to be assisted.
2. “Centrum voor kortverblijf”⁶⁰: this center offers care for temporary stays only. Residents can stay up to sixty days or up to ninety days spread over one year. This type of arrangement is considered to be an intermediate step between permanent assisted living accommodation and living at home.
3. So-called “Serviceflats”⁶¹: in this case elderly people are assigned an apartment in which they can live independently while enjoying the benefits of assisted living accommodation, such as hot meals, cleaning services, etc.

As to the basic nursing homes, every senior is given access to a separate, personal room and to a communal room, where activities are organized. Apart from permanent housing, nursing homes also offer personal care and support systems, such as cleaning services, hygienic assistance, etc.

Like the Spanish system, Belgian residents need to meet some requirements before they

⁵⁵<https://www.zorg-en-gezondheid.be/Zorgaanbod/Residentiele-ouderenzorg/Woonzorgcentra-en-rust--en-verzorgingstehuizen/>

⁵⁶ Agency for Care and Health

⁵⁷<https://www.zorg-en-gezondheid.be/Zorgaanbod/Residentiele-ouderenzorg/Woonzorgcentra-en-rust--en-verzorgingstehuizen/>

⁵⁸<https://www.zorg-en-gezondheid.be/Zorgaanbod/Residentiele-ouderenzorg/Woonzorgcentra-en-rust--en-verzorgingstehuizen/>

⁵⁹ Center for day care

⁶⁰ Center for short stay

⁶¹ Assisted living accommodation

can be considered eligible to stay in a nursing home. They have to be at least 65 years of age and they have to be incapable of living independently.

2.2 Elderspeak in Belgian nursing homes: Laura Pans' research (2015)

2.2.1 Methodology and findings of Pans' study

Laura Pans (2015) conducted research into the use of elderspeak in a Belgian nursing home in the Louvain area, Flemish Brabant (cf. 1.1 infra). Pans investigated the frequency and linguistic aspects of elderspeak used by caregivers during a 22-day period in February and March 2015. Her findings are based on nine different observations carried out during varying periods in time, namely during lunch time and/or afternoon tea. The observations span a total of circa six hours. Furthermore, five interviews were carried out to obtain a perspective on how elderly people interpret the elderspeak (cf. Pans 2015:13).

Pans' findings show that elderspeak was frequently used in the interactions between staff and residents. Caregivers mainly used the following aspects of elderspeak to address the senior residents (e.g. Pans 2015:14):

1. "*Diminutives*": names, nouns and terms of endearment are three cases in which diminutives were frequently used. The use of the male diminutive "*Jeanke*" instead of "*Jean*" or "*little pudding*" (e.g. Pans 2015:14) instead of 'pudding'⁶² are some of the examples found in Pans' study.
2. "*Directive talk*": although some residents need more guidance to fulfill certain orders, the use of directive speech in requests from the caregivers was observed regularly. Directives such as "*Marcel, bend your legs please!*" or "*Drink again!*" (e.g. Pans 2015:14) were used at the nursing home in the Louvain area.
3. "*Repetition*": both paraphrasing and word-for-word repetition are present in this nursing home. An example of paraphrasing is "*Did your daughter call last night?*" and somewhat later "*Did Ann call last night to tell you?*" (e.g. Pans 2015:15). In this case, the word 'daughter' was replaced by 'Ann', the actual name of the person. Although some repetitions were made because of hearing loss on the part of the resident, there were also cases in which it was used without granting the resident enough time to respond to the questions or statements made.

⁶² The Dutch word for 'custard'

4. “*Messages that imply a lack of competence*”: some non-verbal aspects of elderspeak can be filed in this category. Examples are “*cutting vegetables or meat for the older adult, putting a spoon in the resident’s soup or holding one’s cup while drinking*” (e.g. Pans 2015:16). These non-verbal elements suggest a lack of competence on the part of the resident.

Next to these examples of elderspeak, Pans also found ample evidence of constructive communication between caregivers and elderly residents. Caregivers at the nursing home in the Louvain area were said to “*ask many questions and include the residents in almost every decision*” (e.g. Pans 2015:17). They were also considered to be very friendly vis-à-vis the senior residents and traces of ‘love for the job’ were found (cf. Pans 2015:17).

2.2.2 *Conclusions and limitations of Pans’ study*

Pans’ study confirms that elderspeak is present at the Louvain nursing home and that it mostly manifests itself through diminutives, repetition and non-verbal forms of communication. It is important to note, however, that the findings also depend on the moments of observation, namely lunch time and afternoon tea (cf. Pans 2015:18).

Research during other time frames, such as “*bathing or giving medical care*” (e.g. Pans 2015:18) could possibly bring about different communicative aspects between caregivers and senior residents. Furthermore, the gender differences related to the use of elderspeak are barely taken into account; it is possible that men and women have different perceptions on elderspeak (cf. Pans 2015:18). Pans also puts emphasis on the “*limited number of observations and interviews*” (e.g. Pans 2015:18) that were carried out.

After the interviews, Pans concluded that “*whether elderspeak is perceived negatively by the older adult or not is very personal*” (e.g. Pans 2015:18). It seems that residents were aware of the use of elderspeak, but that not everyone sees it as a negative habit. Not all senior residents perceived the frequent use of diminutives, repetitions or non-verbal forms of lending a hand as patronizing, or childlike (cf. Pans 2015:18).

2.3 Elderspeak in Belgian nursing homes: Evelien Verstraeten's research (2014)⁶³

2.3.1 *Methodology and findings of Verstraeten's study*

Evelien Verstraeten (2014) conducted research into the use of elderspeak at a nursing home in Grimbergen, Flemish Brabant (cf. 1.2 *infra*). Her study is based on an audio corpus which she compiled on three different days, viz. December 10th, 11th and 16th, and which consists of the audio recordings of five different caretakers (cf. Verstraeten 2014:39). These audio fragments comprise various work shifts depending on the caretakers' schedule.

Verstraeten based her findings on eight different linguistic categories and formulated conclusions for each of them (e.g. Verstraeten 2014:42):

1. "*Lexical variation in the corpus*": Verstraeten calculated the lexical variation and its difficulty through TTR (type-token ratio)⁶⁴. The TTR of the 3-day observation gave an outcome of 0.1449, which means that "*the discourse caretakers use is rather simple*" (e.g. Verstraeten 2014:44).
2. "*Average sentence length of the utterance*": The average sentence length within the corpus is 3,48 words per sentence; the average word length contains 3,05 tokens per word. This means that caretakers used short sentences and short words.
3. "*Simple or compound sentence structures*": Verstraeten analyzed a total of 737 sentences for this part of the study. According to her findings, almost 99% of the analyzed sentences had a simple structure; the remaining 1% were compound sentences.
4. "*Closed or open questions*": Out of a total of 366 questions, closed yes or no questions were used most frequently.
5. "*Repetition and paraphrasing*": The obtained 94 "*starter sentences*"⁶⁵ (e.g. Verstraeten 2014:49) were repeated 45 times and paraphrased 107 times.
6. "*Pronouns*": Verstraeten observed that the first and second person singular and first

⁶³ Research translated from Dutch into English

⁶⁴ TTR is a method to analyze the difficulty and lexical richness of a text; a text with many different word types is labeled as more difficult (cf. Verstraeten 2014:42).

⁶⁵ Starter sentences are sentences that are seen as a benchmark for paraphrasing. For example, the sentence "*Sit down*" can be a starter sentence for "*You can go sit down now*" or "*Sit*" (e.g. Verstraeten 2014:49).

person plural pronouns, viz. 'ik', 'jij' and 'wij'⁶⁶ respectively, were most frequently used in her corpus. With regard to the object function, the second person singular, viz. 'jouw', 'uw' or 'uwe'⁶⁷, was used more regularly than the others.

7. "*Form of address*": In most occasions, the senior residents were addressed by their first name (88%). To a much lesser extent, they were also addressed by their last name, diminutives of their first name, or by terms of endearment.
8. "*Diminutives and interjections*": Out of the 425 nouns that were retrieved from the corpus, 26% were used as diminutives. Also the quantity markers 'little' and 'a little' were found, they make up 15% of the total number of nouns. Interjections account for 16% of the corpus.

2.3.2 *Conclusions and limitations of Verstraeten's study*

Verstraeten confirmed the four hypotheses that she set up prior to the study at the nursing home. She concluded that the discourse of the caregivers at the institution is "*simplified to great extent*" (e.g. Verstraeten 2014:72). Moreover, caretakers at the nursing home used more closed yes or no questions than open ones. Next to the polite you-form in Dutch, viz. 'u', the paternalistic we-form was also observed (cf. Verstraeten 2014:72).

It can be concluded from this study that the linguistic phenomenon of elderspeak is used at the nursing home in Grimbergen. It manifests itself in the use of simple sentence and word structure, the use of we-forms, diminutives and interjections, etc.

⁶⁶ The Dutch-English translation is 'I', 'you' and 'we' respectively.

⁶⁷ The Dutch-English translation for all three forms is 'your'.

Part II: Methodology

Chapter 4: Corpus compilation

1. Nursing homes

For this investigation, three nursing homes were compared; the two Belgian nursing homes are both located in the province of Flemish Brabant (viz. Grimbergen and the Louvain area). The third nursing home is located in the Spanish province of Castellón (i.e. Castellón de la Plana). All three of them offer, next to assisted living facilities, a wide variety of services and activities for their senior residents.

1.1 Nursing home in the Louvain area⁶⁸

This nursing home is located in the Louvain area in the Belgian province of Flemish Brabant. The residence can accommodate 90 residents. The nursing home allows friends and family members to visit their relatives at all times and relies on a volunteering program.

The nursing home is divided into three separate care units:

1. The “woonzorgcentrum”⁶⁹: this residence has three floors, each of which includes thirty single rooms equipped with a toilet and a sink. This center also offers a communal dining room, as well as a communal lounge on each floor. Senior residents also have the opportunity to go to the center’s hairdresser’s salon, to have a walk in the adjacent park or to have a drink in the cafeteria.
2. The so-called “serviceflats”⁷⁰: this building consists of twenty-five apartments. They are reserved for residents older than 65 years of age who only need minimal assistance. This system provides additional assistance to the senior residents and immediate help can be offered in case of emergency.

⁶⁸ <http://www.ocmw-leuven.be/ouderen/woonzorgcentra/woonzorgcentrum-ter-vlierbeke/>

⁶⁹ Nursing home

⁷⁰ Assisted living accommodation

3. The “dienstencentrum”⁷¹: this center organizes all different kinds of activities to provide support and assistance to elderly people still living at home. This program tries to support the participants’ independence and encourages elderly people to maintain an active lifestyle. The service center offers a variety of activities such as courses (language courses, computer courses, etc.), social services (lunch, pedicure, etc.) and recreational opportunities (dance workshops, excursions, etc.).

1.2 Nursing home in Grimbergen⁷²

The second nursing home is located in Grimbergen, Flemish Brabant and provides short-term or long-term care to 175 senior residents. The residence offers various facilities such as palliative care, physical therapy, psychological care, etc. This nursing home is specialized in taking care of severely disabled elderly people.

Elderly people can apply for a permanent stay at the nursing home. The home consists of various wards divided according to the level of mental or physical assistance that the resident needs. The majority of the rooms are single-occupancy; only a limited number of them are double rooms⁷³.

1.3 Nursing home in Castellón de la Plana⁷⁴

This residence is located in the city center of Castellón de la Plana. It is operated by the Generalitat Valenciana and is one of the few fully public residences for elderly people supported by the Department of Social Services of the Valencian Community. The nursing home offers rooms to elderly people who are forced to rely on others and who are no longer able to take care of themselves.

The nursing home provides living accommodation to 45 people. Most of the residents have Alzheimer’s disease or dementia. The average age in this nursing home is 88. It is equipped with amenities such as elevators, technical support staff, a gym, etc. The

⁷¹ Service center

⁷² <http://www.hhg.be/>

⁷³ <http://www.hhg.be/images/HHGfolder.pdf>

⁷⁴ http://castello.es/web30/pages/generico_web10.php?cod1=25&cod2=152

institution offers activities such as excursions, conferences, etc. for its residents. Medical assistance is also part of the service provided. The elderly residents can rely on psychologists, physiotherapists or doctors and special attention is paid to individual diets or food allergies.⁷⁵

Elderly people who want to apply for living accommodation in this Spanish nursing home must meet the requirements stated by the Valencian Community (cf. 3.1 supra). When these criteria are met, they are put on a waiting list before they are admitted.

⁷⁵http://www.infoelder.com/residencias-de-ancianos/residencia-asistida-de-3%C2%AA-edad-lledo_av135018.html

Chapter 5: Pilot study

1. Objective of the pilot study

The aim of this pilot study was to be able to predict the research questions, to facilitate their formulation (cf. 2 infra) and to form an idea of what the research in Spain might show. This pilot study is focused on the observations in Castellón de la Plana only and includes neither Pans' study, nor Verstraeten's investigation in Flanders.

The sample unit was chosen randomly and includes the elderspeak utterances observed on day three (i.e. February 18th, 2016). They are divided into two groups; food-related activities and group activities. This way it is easier to predict if there is a difference in the use of elderspeak between the different activities provided. The pilot study accounts for three hours of the general investigation; the food-related activity (lunch) had a duration of two hours, whereas the group activity (bingo) lasted for one hour.

2. Pilot study

Linguistic element	Food-related activity	Group activity	Total
Clarification (repetition)	11	2	13
Clarification (paraphrase)	3	2	5
Slow speaking rhythm	0	0	0
Louder voice	1	1	2
Accentuation of keywords	2	1	3
High intonation	2	1	3
Use of imperatives	25	4	29
Arrogant communication	8	1	9
Diminutives (terms of endearment)	8	0	8
Diminutives (other)	9	1	10
Diminutives (names)	2	10	12
Rhetorical question	2	0	2
Collective pronouns	4	4	8
Non-verbal communication (exaggerated intonation)	0	0	0
Non-verbal communication (gaze)	0	0	0
Non-verbal communication (facial expressions)	0	0	0
Non-verbal communication (distance)	3 (+ voice low)	0	3
Non-verbal communication (exaggerated gestures)	1	1	2
Change in emotional tone	10	1	11
Total	91 (75.8%)	29 (24.2%)	120 (100%)

Table 6: Elderspeak used during lunch and bingo on day three (February 18th, 2016)

The pilot study shows that during the two-hour lunch break on day three, 91 instances of elderspeak were used, whereas during the one-hour bingo session only 29 of such utterances were attested. This means that during the food-related activity roughly three quarters of the total number of elderspeak utterances were observed. Furthermore, the frequency of clarifications and use of imperatives was lower during the group activity than during lunch. On the other hand, the use of diminutives of person names was five times higher during bingo than during lunch.

This pilot study illustrates a possible difference in the occurrence frequency of elderspeak use between food-related and group activities. Furthermore, it also shows the distinctness in elderspeak aspects and linguistic elements used by the caretakers during the two different kinds of activities. This difference is most prominent in three of the linguistic aspects, viz. directive language, the use of clarification strategies and the use of diminutives in general. All of these aspects, except for the use of diminutives of names, were used more frequently during food-related activities. The pilot study thus suggests that the use of elderspeak in the nursing home in Castellón de la Plana is context-bound.

Chapter 6: Research questions

1. Aim of the present investigation

The aim of this project is two-fold; in a first instance, this study tries to discover if elderspeak is used in the nursing home in Castellón de la Plana and to what extent the typical linguistic features of elderspeak (cf. 1.2.3 supra) are present in this institution. In a second instance, this study aims to compare the present investigation with Pans' research at the Louvain residence (cf. 2.2 supra) and Verstraeten's research at the nursing home in Grimbergen (cf. 2.3 supra).

2. Research questions

The second part of this study aims to compare the results of the Flemish studies with those of the investigation conducted in Spain. Hence, the first research question and its subquestions are similar to Pans' and Verstraeten's main objectives.

Research question 1: Which linguistic aspects of elderspeak do caregivers at the residence in Castellón de la Plana use?

This research question provides more insight into the presence or absence of elderspeak in the Spanish nursing home, and to what extent these aspects of elderspeak are used in the residence. This question and its two subquestions are based on the first chapter of the theoretical overview (cf. 1.2 supra).

Subquestion 1.1: Which linguistic aspects of elderspeak are most prominent at the residence in Castellón de la Plana?

This subquestion focuses on the linguistic part of the investigation; its objective is to find out which linguistic characteristics are used most frequently. These linguistic characteristics range from the use of diminutives to over-simplifications, emotional tone adaptations, and other elderspeak characteristics (cf. 2.3 supra). This way, the linguistic features can be put on a scale according to their frequency rates.

Subquestion 1.2⁷⁶: Is the use of elderspeak context-bound?

This subquestion is centered around the possible contextual difference in the use of elderspeak between group activities, such as bingo, painting, sewing, etc. and food-related activities, such as lunch and merienda⁷⁷. It is possible that caretakers speak in a different way to the elderly people depending on the activity and the context surrounding them.

Research question 2: To what extent do the Spanish and Belgian nursing homes differ in their use of elderspeak?

This research question is answered through subquestions 2.1 and 2.2 (cf. infra); it analyzes the differences in elderspeak used in Flanders and the results of the study in Spain.

Subquestion 2.1: What are the differences in elderspeak use between the nursing home in Castellón de la Plana and the residence in Louvain?

This part of the research addresses the possible differences and similarities in the use of elderspeak between the nursing home in Louvain and the residence in Castellón de la Plana. At this stage, the investigation carried out by Pans becomes a key element. The results of the research in Spain are compared with those of Pans' study.

Subquestion 2.2: What are the differences in elderspeak use between the nursing home in Castellón de la Plana and the residence in Grimbergen?

The second subquestion addresses the possible differences and similarities in the use of elderspeak between the Grimbergen residence and the nursing home in Castellón de la Plana. The findings of the research conducted by Verstraeten are compared to the results of the study in the Spanish residence.

⁷⁶ This subquestion is based on the pilot study performed on the food-related and group activities (cf. 2 supra).

⁷⁷ Afternoon tea

Chapter 7: Observations in Castellón de la Plana

1. Practical information about the observations

The research in Castellón de la Plana at the end of February 2016 covered a period of seven days. The timetable varied from day to day, depending on the activities that were offered by the nursing staff. The study proper consists of a series of observations⁷⁸ carried out in the nursing home in Castellón de la Plana.

1.1 Observations

The observations of this investigation were based on Pans' template⁷⁹, which includes characteristics that form the linguistic basis for research into elderspeak. The template composes a total of seventeen features commented upon in a quantitative way. These comments were made based on the characteristics of elderspeak mentioned earlier (cf. 2.3 supra).

Next to these seventeen characteristics, the study was also based on two other parameters; viz. frequency and context. For every linguistic feature that was found, both the context and the occurrence frequency were noted down.

⁷⁸ To facilitate the comparison of elderspeak use between the Spanish and Belgian nursing homes, the same type of observations was used as that of Pans' study.

⁷⁹ Cf. appendix

1.1.1 Time schedule of observations

Day	Schedule	Activity	Hours (total) per day⁸⁰	Number of caretakers⁸¹
<i>Tuesday 16th of February</i>	12:30pm – 2:30pm	Lunch	3h	5-7
	4:30pm – 5:30pm	Merienda ⁸²		2
<i>Wednesday 17th of February</i>	11am – 12pm	Group activity ⁸³	3h	1
	12:30pm – 2:30pm	Lunch		5-7
<i>Thursday 18th of February</i>	12:30pm – 2:30pm	Lunch	3h	7
	5pm – 6pm	Group activity		2
<i>Friday 19th of February</i>	12:30pm – 2:30pm	Lunch	3h	6
	5pm – 6pm	Group activity		1
<i>Monday 22nd of February</i>	11am – 12am	Group activity	4h	1
	12:30pm – 2:30pm	Lunch		6
	5pm – 6pm	Group activity		1
<i>Tuesday 23rd of February</i>	11am – 12am	Group activity	4h	2
	12:30pm – 2:30pm	Lunch		6
	5:00pm – 6:00pm	Group activity		1
<i>Wednesday 24th of February</i>	11am – 12am	Group activity	3h	1
	12:30pm – 1:30pm	Lunch		6
	1:30pm – 2:30pm	Group activity		1

Table 7: Time schedule regarding the observations at the residence in Castellón

⁸⁰ This gives a total of 23 hours of observations

⁸¹ The caretaker who was in charge of the group activities did not participate in conversations during lunch or merienda and vice versa.

⁸² Afternoon tea

⁸³ Group activities include folding laundry, painting, bingo, sewing, etc. Cooking is not included in the group activities.

1.2 Cross-cultural approach

The obtained results were subjected to cross-cultural research as well. This means that the outcomes of the three studies were compared by means of Hofstede's dimensions (cf. 1.1.3 supra) and Hall's cultural dichotomy (cf. 2.2 supra). These theories are used to investigate the (culturally) communicative differences between Flanders and Spain; they represent the preferred manner of interaction between speakers of both cultures.

Therefore, this study can help draw conclusions on whether or not differences in elderspeak are culturally bound and which aspects of elderspeak should be considered for which culture. However, these conclusions need to be seen as tentative explanations based on theoretical foreknowledge and can in no circumstances be extrapolated to Spanish culture or Flemish culture as a whole.

Part III: Results and conclusions

Chapter 8: Results

1. Research in Spain⁸⁴

1.1 Research question 1

This section focuses on the first research question, viz. the results of the observed use of elderspeak in the nursing home in Castellón de la Plana. It aims to find out what aspects of elderspeak the caregivers in Castellón de la Plana use (cf. 2 supra). The following observations were made:

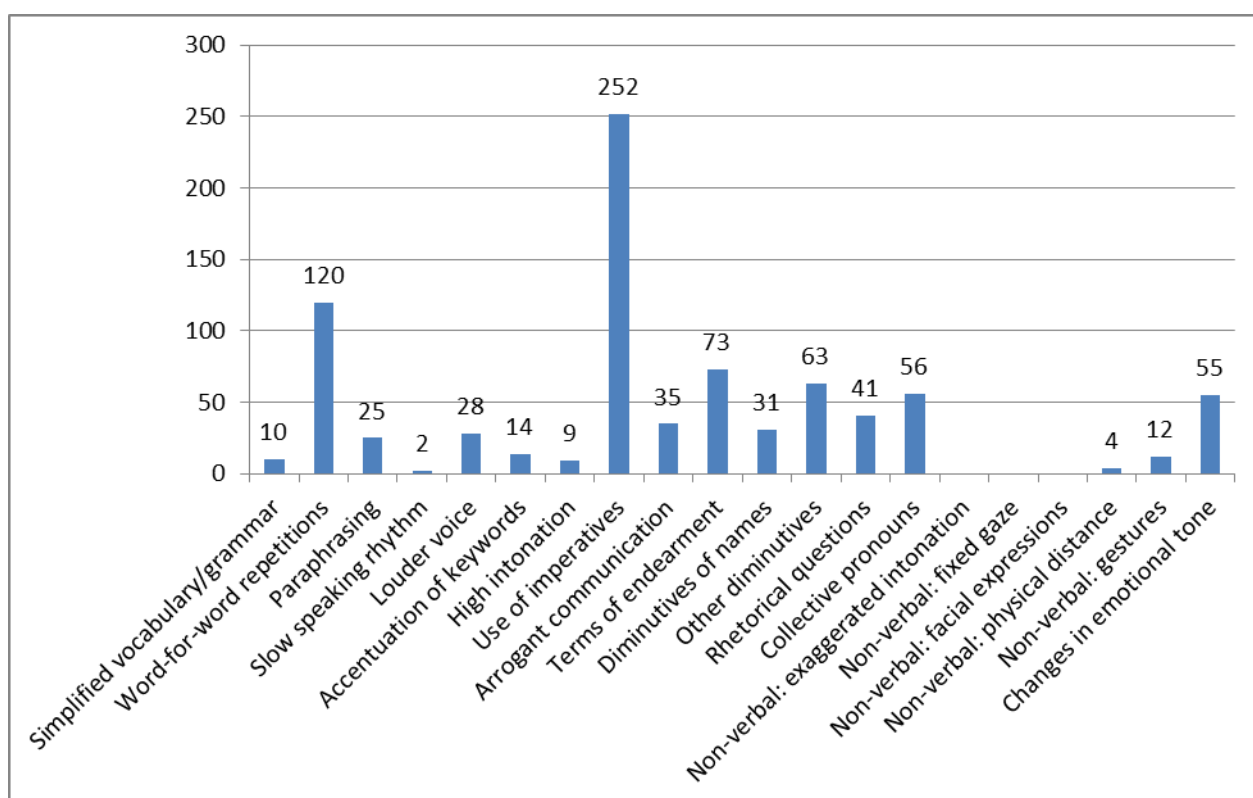


Figure 1: Results of the observations at the nursing home in Castellón de la Plana⁸⁵

Over a time span of 23 hours, a total of 830 instances of elderspeak were recorded at the Spanish residence, which accounts for 0.60 utterances/minute. The results show that the use of imperatives was most frequently present in this residence; it makes up 252

⁸⁴ The significance of the aspects of elderspeak can be found in section 2.4 supra.

⁸⁵ Examples and a full list of the observations can be found in the appendix.

instances of the total (30.4%). The use of imperatives is followed by word-for-word repetitions, which were observed 120 times (14.5%). Next to these linguistic features, the use of terms of endearment (73 times or 8.8%), other diminutives (63 times or 7.6%), collective pronouns (56 times or 6.7%) and changes in emotional tone (55 times or 6.6%) were also omnipresent. A total number of 41 situations (4.9%) were found in which the caretakers opted for a rhetorical question. The elements paraphrasing, raising their voice, accentuation of keywords and non-verbal aspects (gesture) made up a lower number of observations. The occurrence frequency of these elements fluctuates between 10 and 35 instances (1.2% to 4.2%). The rest of the linguistic elements, such as slow speaking rhythm, high intonation, simplified vocabulary and the majority of non-verbal aspects⁸⁶ all lean towards an occurrence rate of zero to ten instances.

1.1.1 Subquestion 1.1

Regarding this first research question, two subquestions were formulated (cf. 2 supra). The first subquestion focuses on the most frequently occurring elements of elderspeak used in the residence of Castellón de la Plana. The following results were found⁸⁷:

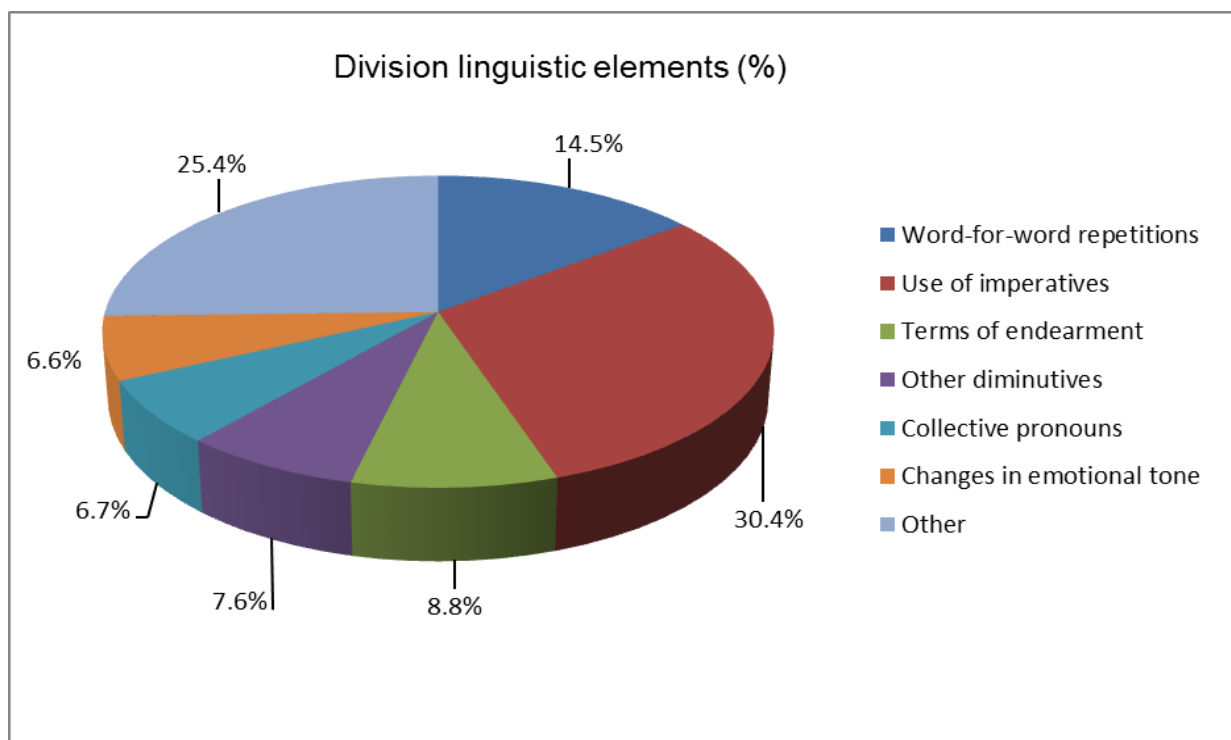


Figure 2: Division of the most frequently used linguistic elements

⁸⁶ Exaggerated intonation, fixed gaze, facial expressions and physical distance.

⁸⁷ Examples of the elderspeak used in the nursing home can be found in the appendix.

The six linguistic elements that were used most frequently at the Spanish residence are the use of imperatives, word-for-word repetitions, terms of endearment, other diminutives, collective pronouns and changes in emotional tone. The use of imperatives takes up approximately 30.4% of the total use of elderspeak, followed by word-for-word repetitions, which account for 14.5%. This means that the use of orders takes up almost one third of the total of infantilized utterances. The elements terms of endearment, other diminutives, collective pronouns and changes in emotional tone fluctuate between 6% and 9%. Other, less frequently used elements of elderspeak account for 25.4%. This shows that the six most frequently used elements of elderspeak make up approximately 75% of the total number of elderspeak utterances in Castellón de la Plana.

1.1.2 Subquestion 1.2⁸⁸

The second subquestion centers around the difference in elderspeak between food-related activities, such as merienda and lunch, and group activities, such as bingo, sewing, etc. The following table shows these differences⁸⁹:

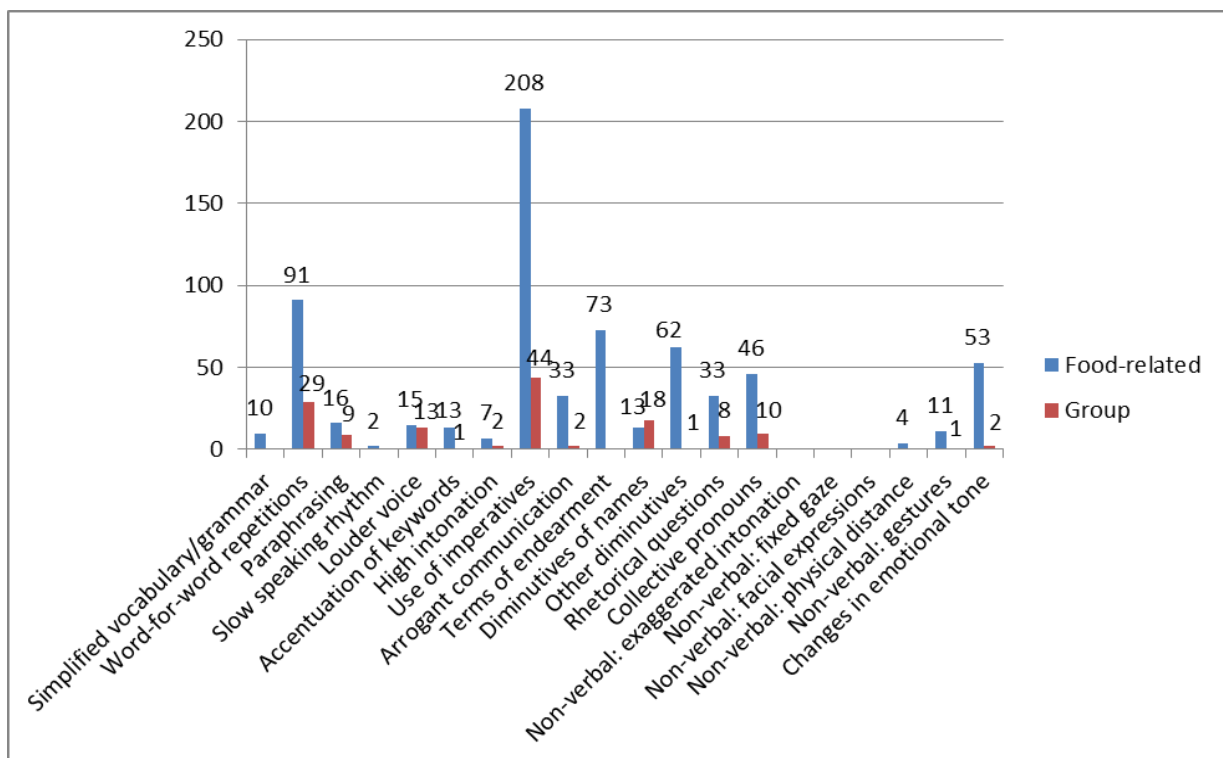


Figure 3: Differences in elderspeak use between food-related activities and group sessions

⁸⁸ It has to be noted, though, that only a number of two to six residents participated in the group activities. These residents were cognitively stronger than the rest of the elderly people in the nursing home.

⁸⁹ The group sessions comprise 9 hours, whereas the food-related activities account for 14 hours of the total 23 hours of observations.

As the pilot study (cf. 2 supra) already suggested, the use of elderspeak varies depending on the activities, viz. food-related activities and group sessions. 690 instances of elderspeak were observed during food-related activities, as opposed to 140 utterances during group sessions. This means that 0.82 instances of elderspeak per minute were uttered during 14 hours of food-related activity. On the other hand, 0.26 instances of elderspeak per minute were uttered during 9 hours of group sessions. This constitutes a ratio of approximately three to one; for every three instances of elderspeak found during food-related activities, one instance of elderspeak was used during group sessions.

Figure 3 shows that in both cases the most frequently used aspect of elderspeak is the use of imperatives. However, the number of imperatives used during food-related activities was notably higher than during group sessions; 208 imperatives used during lunch and merienda, compared to 44 during group activities. Another major difference can be perceived regarding word-for-word repetitions. During food-related activities, the caretakers used word-for-word repetitions 75% more often than during group sessions (91 to 29). The use of terms of endearment was absent during the group activities, whereas 74 endearing terms were found during food-related sessions. The same goes for the element 'other diminutives'⁹⁰; 73 instances of this aspect were observed during lunch and merienda. The caretakers did not use this form of diminutives during group-related activities. Also the change in emotional tone constitutes a big difference between the two activities; it was observed 53 times during food-related activities, whereas it was only found twice during the group sessions.

However, the use of diminutives of person names seemed to be more present during group sessions, where a total of 18 instances were found, than during food-related activities (13 diminutives of person names). The only aspect of elderspeak that more or less has a similar occurrence frequency is 'louder voice'⁹¹; 15 instances during food-related activities to 13 during group sessions.

⁹⁰ This aspect mainly constitutes diminutives of nouns and adjectives.

⁹¹ It has to be noted, though, that many people in the nursing home in Castellón de la Plana were hard of hearing.

2. Comparison: Spain vs. Flanders

2.1 Research question 2

Pans (2015) and Verstraeten (2014) both concluded that the use of elderspeak was omnipresent in their respective nursing homes. Pans found that the most prominent aspects of elderspeak at the Louvain residence are diminutives of names, the use of imperatives, other diminutives, word-for-word repetition, etc. (cf. 2.1.1 infra). Verstraeten's study, though implemented differently than Pans', conducted research into five specific aspects of elderspeak language⁹². She was able to deduce to what extent elderspeak was used in the nursing home in Grimbergen (cf. 2.1.2 infra).

The results of research question one already suggested that the majority of the aspects of elderspeak are present in the nursing home in Castellón de la Plana, more precisely the use of imperatives, terms of endearment, other diminutives, etc. (cf. 1.1.2 supra). The following subquestions take a closer look at the differences in elderspeak use between both countries (cf. 2.1.1 & 2.1.2 infra).

2.1.1 Subquestion 2.1

This section focuses on the differences in elderspeak use between the study in Spain and Pans' research in Louvain. She conducted more or less six hours of research spread over nine observations. The most frequently recurring aspects of elderspeak found during Pans' study are displayed in figure 4 below (e.g. Pans 2015:13):

⁹² Viz. "simplified language, pronouns, way of addressing the elderly people, diminutives and interjections" (e.g. Verstraeten 2014:71)

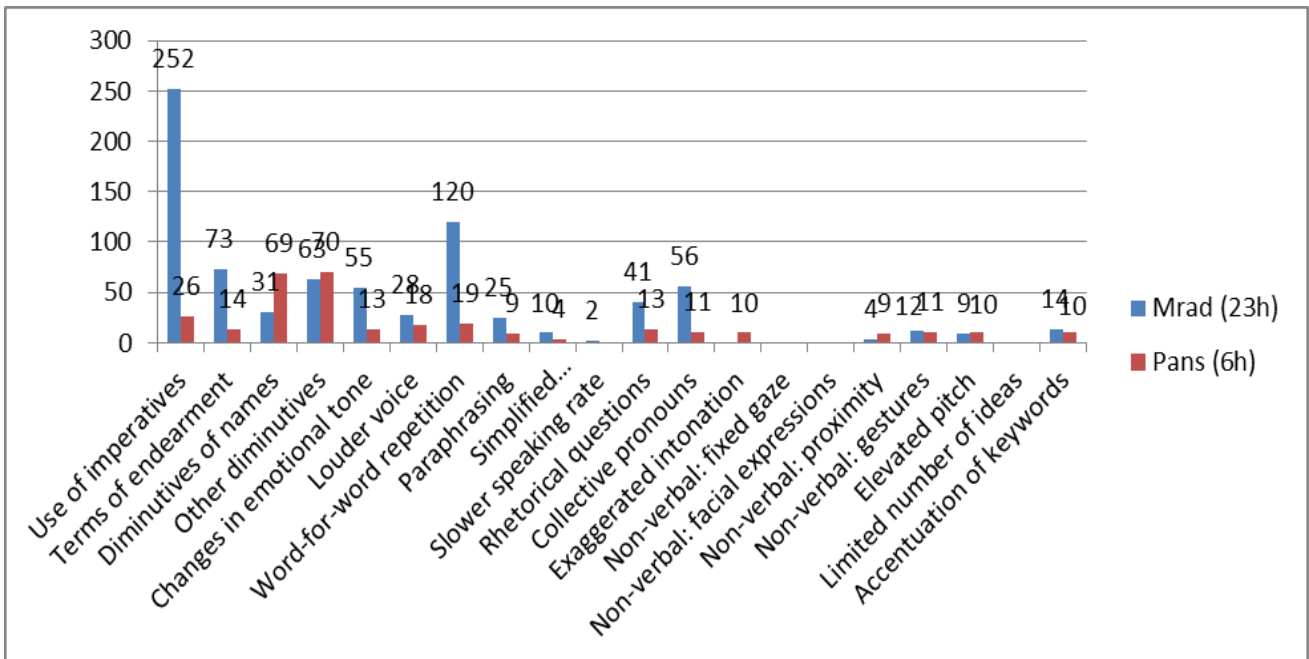


Figure 4: Comparison of the most frequently occurring aspects of elderspeak of Pans' and Mrad's research

Pans (2015) collected a total number of 316 utterances that included some form of elderspeak. Temporally speaking, this means that 0.88 instances of elderspeak were uttered every minute.

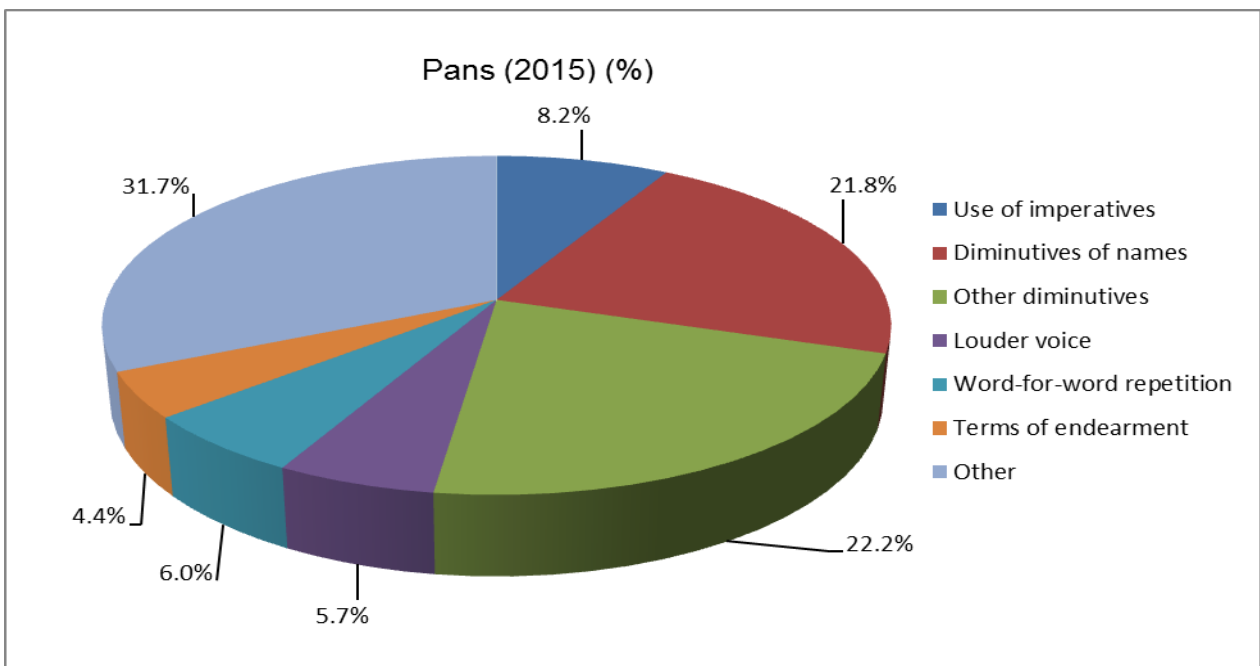


Figure 5: The six most frequently recurring elderspeak aspects of Pans' research

According to Pans' investigation, the caretakers in Louvain used diminutives, viz. diminutives of names and other diminutives⁹³, most frequently; they make up 21.8% and 22.2% respectively of the total. Directive speech, or the use of imperatives, accounts for 8.2% of the elderspeak used. The three other elements, viz. word-for-word repetitions, louder voice and terms of endearment, have an occurrence frequency of 4% to 6%.

The most frequently occurring aspects of elderspeak can be compared as follows (e.g. Pans 2015):

Mrad (2016)	Pans (2015)
Use of imperatives (30.4%)	Other diminutives (22.2%)
Word-for-word repetitions (14.5%)	<i>Diminutives of names</i> (21.8%)
Terms of endearment (8.8%)	Use of imperatives (8.2%)
Other diminutives (7.6%)	Word-for-word repetitions (6.0%)
<i>Collective pronouns</i> (6.7%)	<i>Louder voice</i> (5.7%)
<i>Changes in emotional tone</i> (6.6%)	Terms of endearment (4.4%)

Table 8: The six most frequently occurring aspects of elderspeak in Mrad's and Pans' study

Four out of six most frequently occurring aspects of elderspeak, viz. use of imperatives, word-for-word repetitions, other diminutives and terms of endearment, are found in both studies. There are, however, two inconsistencies regarding both studies; the research in Spain suggests a more frequent use of collective pronouns and changes in emotional tone, whereas Pans' study in Flanders shows a higher percentage for louder voice and diminutives of names.

The Spanish study shows a higher rate of imperatives and word-for-word repetitions, while the Belgian investigation in the residence in Louvain suggests a more frequent use of diminutives. It has to be noted that the category 'other'⁹⁴ encompasses a higher percentage of elderspeak use in Pans' investigation than in the study in Castellón de la Plana; viz. 31.7% and 25.4% respectively.

⁹³ Pans described these as diminutives of nouns.

⁹⁴ This category includes the remaining aspects of elderspeak that were used less frequently.

2.1.2 Subquestion 2.2⁹⁵

This subquestion focuses on Verstraeten's study (2014) on elderspeak in Grimbergen. Verstraeten made use of audio recordings to analyze the corpus material; just like Pans, she collected more or less six hours of data.

Verstraeten concluded that 7% of the 366 questions that were found in her corpus are tag questions (cf. Verstraeten 2014:47). She also noted that the caretakers made more use of paraphrasing than word-for-word repetitions; viz. 2.02% and 4.25% respectively of the total number of sentences (cf. Verstraeten 2014:48). According to her research, the caretakers addressed 5% of the elderly residents by means of terms of endearment⁹⁶ and in 6% of the cases a diminutive of the elderly person's first name was used (cf. Verstraeten 2014:60). Lastly, the use of diminutives is discussed. Verstraeten found that 26% of the nouns in her corpus are diminutives; 11% account for the nouns themselves, whereas 15% of the total account for the addition of 'a little' to the noun (cf. Verstraeten 2014:64). She also concluded that some caretakers frequently used the paternalistic we-form⁹⁷ (cf. Verstraeten 2014:72). She states that the caretakers of the nursing home in Grimbergen made use of elderspeak and that they addressed the residents in an infantilized and simplified way (cf. Verstraeten 2014:72).

It is possible to state that, although the methodology of these two studies is different, the elements of elderspeak found in Verstraeten's research are also present in the nursing home in Castellón de la Plana. The use of collective pronouns, terms of endearment, word-for-word repetition, etc. were frequently found in the Spanish residence as well. Word-for-word repetitions were, however, more frequently used than paraphrasing (cf. 2.1.1 supra) rather than the other way around in Verstraeten's study. Another difference is that in Castellón de la Plana the aspect 'other diminutives', including diminutives of nouns, was found more often than diminutives of person names (cf. 2.1.1 supra) in Grimbergen.

⁹⁵ The corpus that Verstraeten (2014) used to draw conclusions is not comparable with the corpus for this study. Therefore the two studies cannot be compared on a quantitative level.

⁹⁶ Such as "*schatteke*", "*kapoentje*", etc. (e.g. Verstraeten 2014:60)

⁹⁷ Collective pronoun

3. Additional elements⁹⁸

These additional elements were also collected during the observations, but were harder to categorize. Nonetheless, they form an important part of this research as they represent alternative ways to guarantee the residents' independence, well-being, etc.

3.1 Physical contact

A total number of 20 situations could be distinguished in which the caretakers and residents maintained physical contact. 19 instances were found during the food-related activities, compared to only one instance during group sessions. The physical contact was maintained mostly whenever the caretaker was speaking to the resident; they caressed the resident's hair or back, allowed for the elderly resident to give them a kiss on the cheek, etc.

3.2 Personalized care

The caretakers had a set of personalized ways of addressing the elderly people. One of the residents suffered from a severe case of Alzheimer's disease, to the point where she thought her husband was the owner of a restaurant⁹⁹. The caretakers all showed a personalized way of speaking to her; they addressed her with the 'usted' form¹⁰⁰ as to preserve her status, they played along with the story so as to not upset her, etc. This personalized care was offered to all the elderly residents; some preferred being addressed with 'usted', whereas others preferred the informal 'tú' form.

A second form of the personalized care offered was the time spent right after lunch. Once lunch was finished, the caretakers urged the residents to go to the sitting room. While they were returning, the caretakers encouraged the residents to sing Spanish songs from their youth. The caretakers themselves also participated in the singing activity.

3.3 Other elements

Another element that was brought to the attention was the way in which the caretakers

⁹⁸ Cf. appendix

⁹⁹ The nursing home's dining room

¹⁰⁰ The formal you-form

tended to ask the residents if they needed help before actually helping them. This way, the independence of the resident was, in most occasions, maintained. When the residents asked for help, they were only assisted to the point that they could continue to eat on their own¹⁰¹.

Lastly, there was more room for jokes, and conversation in general, during the group sessions than during lunch or merienda. It was also clear that the conversational topics were of a more relaxed nature during these kinds of activities; the ideas that were voiced were more elaborate and personal. There was more room for the resident and the caretaker to talk about their personal lives and the residents were notably more independent during the group activities as well.

¹⁰¹ Except for the elderly people that were not able to eat independently anymore.

Chapter 9: Conclusions

1. General conclusions: research in Spain

The results of the study in Castellón de la Plana show that a total of 0.60 utterances per minute could be labeled as elements of elderspeak (cf. 1.1 supra). According to the study, the six most frequently used aspects of elderspeak, viz. the use of imperatives, terms of endearment, word-for-word repetitions, other diminutives, collective pronouns and changes in emotional tone, make up 74.6% of the total number of utterances that contained elderspeak (cf. 1.1.1 supra). These results confirm that the caretakers at this nursing home in Spain use infantilizing language while talking to elderly people.

The results can also be divided into two contextual groups; food-related activities and group activities. The use and frequency of elderspeak deviated depending on the kind of activity. During the food-related activities, a total of 0.82 instances per minute were found, whereas that number only reached 0.26 instances per minute during group sessions. The use of elderspeak is thus three times higher during food-related activities than during group sessions. The most frequently used aspect of elderspeak is in both cases the application of directive language (cf. 1.1.2 supra). One of the possible explanations for this phenomenon is the degree of importance given to the separate activities. The majority of the food-related observations were made during lunch¹⁰², which was considered to be one of the most important hours of the day. Due to the cognitive weak position of the elderly people¹⁰³, the caretakers were forced to continuously remind them to eat their meals. If they had not encouraged them to keep on eating, it is probable that the residents would not have cared for food, let alone eaten their lunch. This could be the reason for the high number of imperatives used during these sessions. The necessity to stimulate the elderly people to participate in group activities is lower; such activities are not fundamental to the physical well-being of the resident.

¹⁰² Only one hour of observations was done during merienda.

¹⁰³ The majority of elderly residents in the nursing home had some degree of Alzheimer's disease or dementia.

The use of diminutives was generally higher during food-related activities than during group sessions¹⁰⁴ (cf. 1.1.2 supra). This, too, can be an indicator of the pressing need for the residents to eat expressed by the caretakers. It is possible that the use of diminutives and other forms of elderspeak increases the emotional investment of the elderly people, which stimulates them to finish their plate.

It thus seems that the use of elderspeak in this nursing home is related to the consequences that are encountered when the elderly people choose not to participate in said activities. Lunch and merienda are indispensable for the physical health of the elderly people; a higher number of infantilized utterances can be found during these activities to guarantee the physical well-being of the residents. Participation in group activities is not obligated; not joining in does not imply any physical deterioration of the elderly person. Therefore, less elderspeak is needed; the caretaker-resident relationship is less stringent and more easy-going.

Regarding the cognitive capacity of the elderly people¹⁰⁵ living in the nursing home in Castellón de la Plana, it should be mentioned that many social scientists are in favor of the use of elderspeak in dementia care (cf. 2.5 supra). Davis & Smith (2011) favor paraphrasing and repetition, other researchers advocate a more prominent use of collective pronouns, simplified grammar, etc (cf. 2.5.2 supra). These linguistic aspects are most frequently used in the nursing home in Castellón de la Plana. Therefore the suggestion can be made that the use of elderspeak in such cases is justified; it is possible that communication between caretakers and elderly residents is facilitated by the use of (some aspects of) elderspeak.

2. Conclusions: Spain vs. Flanders

The comparison between the three studies, viz. the study in Spain and research conducted by Pans (2015) and Verstraeten (2014), showed some differences and similarities between the use of elderspeak in Flanders and Spain. Verstraeten's study showed that the language used by caretakers in Grimbergen was infantilized (cf. 2.1.2 supra). The linguistic

¹⁰⁴ Except for the use of diminutives of names, which had a higher frequency during group sessions.

¹⁰⁵ The majority of elderly people living in this nursing home suffer from some form of dementia or Alzheimer's disease.

aspects found by Verstraeten were also found during the study in Spain. Pans' study concluded that a total of 0.88 instances of elderspeak per minute were uttered by the caretakers in Louvain (cf. 2.1.1 supra), compared to 0.60 instances/minute in Castellón de la Plana. It can be concluded that elderspeak is used more frequently in Flanders than in Spain.

The six most frequently occurring aspects of elderspeak found by Pans, viz. other diminutives, diminutives of names, use of imperatives, word-for-word repetitions, louder voice and terms of endearment, make up 68.3% of the total instances of elderspeak obtained during her research (cf. 2.1.1 supra). The six most frequently occurring aspects in Spain account for a total of 74.6%; these six aspects are thus used more frequently than the most prominent aspects of elderspeak in Flanders.

Pans' study shows that diminutives of names and louder voice were used more frequently in Flanders than in Spain. On the other hand, the use of collective pronouns and changes in emotional tone were more prominent in Castellón de la Plana. A possible (intercultural) explanation for this phenomenon could be that, compared to Flanders, Spain has a lower score on Hofstede's dimension of individuality¹⁰⁶ (cf. 2.1.3 supra). Since Spain is labeled as a collectivistic culture compared to other western European cultures (cf. 2.1.2 supra), it can be assumed that the caretakers in Castellón show a higher use of collective pronouns.

It has to be noted that Pans' study was conducted in a cognitively stronger environment than the Spanish study; few elderly people at the nursing home in the Louvain area have Alzheimer's disease or another form of dementia, whereas the majority of elderly residents in Castellón de la Plana did suffer from some degree of dementia. Various social scientists are in favor of the use of elderspeak in dementia care (cf. 2.4 supra). It could therefore be argued that the elderspeak used in Castellón de la Plana might be considered to be acceptable to a certain extent¹⁰⁷. On the other hand, Backhaus (2011) states that the use of elderspeak has negative effects on cognitively strong people (cf. 4.1 supra). It is possible that the high level of elderspeak found in the Louvain residence negatively affects the elderly residents, whereas the (lower) number of utterances containing elderspeak in

¹⁰⁶ Belgium scores 78 (individualistic), whereas Spain scores 51 (intermediate, leaning towards collectivistic).

¹⁰⁷ This depends on the elderly person the caretaker talks to, their personality, their cognitive state, etc.

Castellón de la Plana might have a positive effect on the elderly people.

3. Cultural explanations

3.1 Terms of endearment

The third most frequently used aspect of elderspeak is the element ‘terms of endearment’. It makes up almost 9% of the total number of utterances. The use of terms such as ‘cariño’, ‘guapo/a’ or ‘campeón’ are not rare in Spanish society. As a matter of fact, it is considered to be normal to address people with these kinds of endearing terms; it is not a phenomenon inherently used in nursing homes, it is also used while talking to strangers, acquaintances, etc. (cf. 2.3.1 supra). It is thus important to note that in this case terms of endearment should not necessarily be seen as an aspect of elderspeak, but rather an interactional habit inherent to Spanish culture and speech as a whole.

This cultural phenomenon can be explained through Hofstede’s dimensions of ‘individualism’ and ‘masculinity’. Spain scores low¹⁰⁸ on both levels; this combination brings about a certain degree of tenderness and in-group preference towards the community (cf. 1.3.1.1 & 2.1.2 supra). The tenderness that is talked about is verbalized by means of the use of endearing terms.

3.2 Other diminutives

A second aspect that needs to be put into perspective is the element ‘other diminutives’. It accounts for circa 7.5% of the total. This element, although linguistically not seen as such, has an affective connotation in Spanish. Diminutives in English or Dutch are used to denote the (smaller) size of objects, whereas in Spain the use of diminutives is so abundant, that the dimension of size loses its meaning (cf. 2.3.1 supra). Once again, it can be assumed that the use of ‘other diminutives’ is not considered to be elderspeak by the elderly residents in Castellón de la Plana, since they are likely accustomed to this kind of speech and use it themselves as well.

¹⁰⁸ Spain scores 42 on the masculinity index (feminine) and 51 on the individualism index (intermediate, leaning towards collectivistic)

3.3 Proximity

The additional elements (cf. 3 supra) show that the (physical) distance between caretakers and residents is quite small; caretakers make physical contact while talking to the elderly people, the elderly residents give the caretakers kisses on the cheek, etc. This proximity can again be explained through the Spanish national culture; Spaniards tend to make much more physical contact with their conversational partners than Belgians (cf. 2.3.1 supra). They are also said to be more expressive than other cultures (cf. 2.3.1 & 2.3.2 supra). The non-verbal instances of 'physical distance' and 'gestures' are hard to pinpoint as expressions of elderspeak due to the Spanish tendency to make abundant physical contact during conversations.

4. Limitations of the study

There are some important limitations to the present study that should be taken into account. They regard the observations, as well as the cross-cultural approach adopted. Also the scope and practical side of the study need to be put into perspective.

First of all, since the use of elderspeak in Castellón de la Plana is examined by a non-native speaker of Spanish, it is possible that the observations contain (small) misconceptions regarding language nuances, such as euphemisms, the use of diminutives, repetition, etc.

Some limitations must be considered regarding the cross-cultural approach. The cross-culturality of this study is based on Hofstede's dimensions and Hall's dichotomy only, and does not take into account other theories on culture. The view that is offered is thus one-sided and does not incorporate other (possibly) plausible cross-cultural points of view.

Third, the scope of the study is limited to one Spanish nursing home and two Belgian nursing homes. Hence, the findings of this investigation cannot be extrapolated to all Belgian and Spanish nursing homes in general. Furthermore, the Spanish residence is of a small size; only 45 people live there. This means that the Spanish research is focused on a smaller number of elderly residents. Another aspect which could alter the findings is the cognitive function of the residents; the Spanish nursing home is mainly populated by dementia sufferers, whereas this is not the case at the nursing home in the Louvain area.

Also the practical side of the investigation might bring about limitations to the conclusions. The research was conducted in February 2016 following a tight time schedule. At one point in time caretakers could have used elderspeak more or less frequently than at other points in time.

Due to privacy concerns, the study could not be based on voice recordings of the Spanish caretakers. All the data that are shown were obtained through personal observations and hand-written notes¹⁰⁹. It is therefore possible that some information regarding elderspeak was lost during the manual observations.

It is necessary to note that further research is needed. A more in-depth analysis of the use of elderspeak in Spain, as well as in Flanders is preferred.

¹⁰⁹ The hand-written notes include the utterances, non-verbal communication, etc.

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Appendix

Overview observations

Legend:

Utterances in Catalan

Additional simplified grammatical structures

Physical contact between conversational partners

Elements of elderspeak

Grammatically incorrect structures

Day 1 – Lunch

Element	Español	English translation
Word-for-word repetition	Las <u>manitas</u> , estas <u>manitas</u> , cariño.	Your [small] hands, those [small] hands, dear.
	<u>Agua agua agua</u> .	Water water water.
	<u>Mira, mira, cuchara cuchara</u> .	Look, look, spoon, spoon, spoon.
	<u>Ahora te ayudo</u> , cariño, <u>ahora te ayudo</u> .	I will help you right away, dear, I will help you right away.
	Sí, <u>un poquito más, un poquito más. Un poquito, un poquito</u> . Va cariño, <u>un poquito</u> .	Yes, just a little bit more, a little bit. A little bit, a little bit. Come on, dear, a little bit.
	<u>Abre la boca, abre la boca</u> , muy bien.	Open your mouth, open your mouth, very good.
	<u>Tú solo, [...], tú solo</u> .	Do you want to do it on

	<p><u>Espera</u> x6</p> <p>Agua, <u>un poquito más, un poquito más</u>. La última.</p> <p><u>¿Agua quieres? ¿Agua?</u> <u>¿Quieres agua?</u></p> <p><u>¿Quieres más? ¿No? ¿Un plátano quieres, quieres un plátano?</u> Mira, cógelo. Coge el plátano, verás qué bien.</p> <p>[Nombre], <u>¿nos vamos?</u> <u>¿Nos vamos ya?</u> Vale, <u>vámonos</u> x3</p> <p><u>Siéntate</u>, cariño, <u>siéntate</u>. No, pasa tú.</p> <p><u>Abre, abre</u>.</p> <p>[Nombre], <u>venga</u>. <u>Venga</u>, [nombre]. [Nombre], por favor.</p>	<p>your own, [...], on your own.</p> <p>Wait x6</p> <p>Water, a little bit more, a little bit more. The last one.</p> <p>Do you want water? Water? Do you want water?</p> <p>Do you want more? No? Do you want a banana, do you want a banana? Look, take it. Take the banana, you'll see how good it is.</p> <p>[Name], are we leaving? Are we leaving yet? Good, let's go x3</p> <p>Sit down, dear, sit down. No, you have to pass.</p> <p>Open up, open up.</p> <p>[Name], come on. Come on, [name]. [Name], please.</p>
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	Que lo cojas, que puedes. [Nombre], <u>bébetelo</u> , cariño, <u>bebe bebe</u> .	You have to take it, you can do it. [Name], drink it, dear, drink it, drink it.
Paraphrasing	<u>Otro trago de agua</u> , eh [nombre]. <u>Más agua</u> . Agua, <u>un poquito más</u> , un poquito más. <u>La última</u> . ¿Ya no quieres <u>más</u> , [nombre]? ¿ <u>Un poquito más</u> ?	Another sip of water, eh [nombre]. More water. Water, just a little bit more, a little bit more. The last one. You don't want anything else, [name]? Just a little bit more?
Slow speaking rhythm	<u>Las pastillas</u> . <u>Las pastillas</u> .	The pills The pills
Loud voice while speaking	<u>Las pastillas</u> . <u>Las pastillas</u> . <u>¡[Nombre]!</u> ¿Quieres más? ¿No? ¿ <u>Un plátano</u> quieres, quieres un <u>plátano</u> ? Mira, cógelo. Coge el plátano, verás qué bien.	The pills The pills [Name]! Do you want more? No? Do you want a banana, do you want a banana? Look, take it. Take the banana, you will see how good it is.
Accentuation of keywords	La <u>pastilla</u> , ¿vale? Vale.	The pill, okay? Okay
High intonation	[Nombre], <u>cómete un chocolatino</u> . ¿Quieres agua, <u>[nombre]</u> ?	[Name], eat some chocolate. Do you want water,

		[name]?
Use of imperatives	[...] y <u>coge</u> la cuchara.	[...] and pick up the spoon.
	<u>Toma</u> .	Pick it up.
	<u>Abre</u> la boca.	Open your mouth.
	<u>Come</u> , cariño.	Eat, dear.
	A <u>comértelo</u> todo.	Eat it all.
	<u>Toma</u> .	Pick it up.
	<u>Toma</u> [...] la pastilla.	Take [...] the pill.
	<u>Abre</u> la boca, <u>abre</u> la boca, muy bien.	Open your mouth, open your mouth, very good.
	<u>Mira</u> , [nombre], <u>toma</u> , <u>pruébalo</u> .	Look, [name], take it, try it out.
	No te <u>duermas</u> , va. Muy bien.	Don't fall asleep, come on. Very good.
	¿Quieres limpiarte, guapa? ¡ <u>Toma</u> !	Do you want to clean yourself up, beautiful? Take this!
	<u>Espera</u> x6	Wait x6
	[Nombre], <u>cómete</u> un chocolatino.	[Name], eat some chocolate.

	<p><u>Ve</u>, vamos.</p> <p>¿Quieres más? ¿No? ¿Un plátano quieres, quieres un plátano? <u>Mira, cógelo</u>. <u>Coge</u> el plátano, verás qué bien.</p> <p><u>Mira, espera, suelta</u>.</p> <p><u>Siéntate</u>, cariño, <u>siéntate</u>. No, <u>pasa</u> tú.</p> <p><u>Pasa</u>, guapetona.</p> <p>No te <u>tires</u>, <u>ponte</u> recta.</p> <p><u>Come</u>, cariño.</p> <p>Por favor, <u>quítate</u> la mano de la boca.</p> <p>Ahora <u>a comer</u> arrozito.</p> <p>Va, venga, <u>abre</u>.</p> <p><u>Bebe</u> agua, ¿vale?</p> <p>Uy, por favor, <u>suelta</u> eso.</p>	<p>Go, let's go.</p> <p>Do you want more? No? Do you want a banana, do you want a banana? Look, take it. Take the banana, you'll see how good it is.</p> <p>Look, wait, let go.</p> <p>Sit down, dear, sit down. You have to pass first.</p> <p>Pass, [most] beautiful.</p> <p>Don't let yourself fall down, stand up straight.</p> <p>Eat, dear.</p> <p>Take your hand out of your mouth, please.</p> <p>Eat your rice now.</p> <p>Come on, open up.</p> <p>Drink water, okay?</p> <p>Uy, let that go, please.</p>
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	<p>No faces guarrades, por favor.</p> <p><u>Abre, abre.</u></p> <p><u>Abre</u> la boca.</p> <p>[Nombre], <u>venga</u>. <u>Venga</u>, [nombre]. [Nombre], por favor.</p> <p>Shht, <u>a callar</u>.</p> <p>Que lo <u>cojas</u>, que puedes. [Nombre], <u>bébetelo</u>, cariño, <u>bebe bebe</u>.</p>	<p>Don't make a mess, please.</p> <p>Open up, open up.</p> <p>Open your mouth</p> <p>[Name], come on. Come on, [name]. [Name], please.</p> <p>Shht, be quiet.</p> <p>I want you to take it, you can do it. [Name], drink it, dear, drink it drink it.</p>
Arrogant communication	<p>¿Está bueno? ¿Sí? ¡<u>Claro!</u></p> <p><u>Sí que quieres más</u>, porque si no te quedas sin fuerzas para el fisio.</p> <p>¿Quieres más? ¿No? ¿Un plátano quieres, quieres un plátano? Mira, cógelo. <u>Coge el plátano, verás que bien.</u></p>	<p>Is it good? Yes? Of course it is!</p> <p>Of course you want more, because if not, you won't have any strength to go to the physical therapist.</p> <p>Do you want more? No? Do you want a banana, do you want a banana? Take the banana, you'll see how good it is.</p>
Terms of endearment	Muy bien, cariñet .	Very good, dear.

	<p>A ti te pasa lo mismo eh, <u>cariño</u>.</p> <p>Las manitas, estas manitas, <u>cariño</u>.</p> <p>Come, <u>cariño</u>.</p> <p>Hola <u>cariño</u>, ¿te ayudo? Va, te ayudo.</p> <p>Ahora te ayudo, <u>cariño</u>, ahora te ayudo.</p> <p>Sí, un poquito más, un poquito más. Un poquito, un poquito. Va <u>cariño</u>, un poquito.</p> <p>Abre la boca, <u>cariño</u>. Perfecto.</p> <p>¿Quieres limpiarte, <u>guapa</u>? ¡Toma!</p> <p>[Nombre], arrocito, ¿vale? Arrocito, no <u>cariño</u>, no es pollo.</p>	<p>The same happens to you eh, dear.</p> <p>Those [small] hands, your [small] hands, dear.</p> <p>Eat, dear.</p> <p>Hello dear, do you want me to help you? Come on, I'll help you.</p> <p>I'll help you right away, dear, I'll help you right away.</p> <p>Yes, a little bit more, a little bit more. A little bit, a little bit. Come on, dear, a little bit.</p> <p>Open your mouth, dear. Perfect.</p> <p>Do you want to clean yourself up, beautiful? Take this!</p> <p>[Name], a little bit of rice, okay. A little bit of rice, no dear, that's not chicken.</p>
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	<p>Siéntate, <u>cariño</u>, siéntate. No, pasa tú.</p> <p>Pasa, <u>guapetona</u>.</p> <p>Come, <u>cariño</u>.</p> <p>Que quema mucho, <u>cariño</u>.</p> <p>[Nombre], <u>cariñet</u>, ahora te doy agua, ¿vale?</p> <p>Muy bien, <u>cariño</u>, muy bien.</p> <p>Que lo cojas, que puedes. [Nombre], bébetelo, <u>cariño</u>, bebe bebe.</p> <p>Ya has terminado, <u>campeona</u>.</p>	<p>Sit down, dear, sit down. No, you have to pass first.</p> <p>Pass, [most] beautiful.</p> <p>Eat, dear.</p> <p>It's very hot, dear.</p> <p>[Nombre], dear, I'll give you water now, okay?</p> <p>Very good, dear, very good.</p> <p>I want you to take it, you can do it, [name], drink it, dear, drink it drink it.</p> <p>You've already finished, champion.</p>
Other diminutives	<p>Anda, te pongo un <u>poquito</u> de agua.</p> <p>Las <u>manitas</u>, estas <u>manitas</u>, cariño.</p> <p>No me [...] la <u>manita</u>.</p> <p>Un <u>poquito</u> de agua para</p>	<p>Come on, I'll give you some water.</p> <p>Those [small] hands, your [small] hands, dear.</p> <p>Don't you [...] your [small] hand.</p> <p>Some water to change</p>

	<p>cambiar el sabor.</p> <p>Sí, un <u>poquito</u> más, un <u>poquito</u> más. Un <u>poquito</u>, un <u>poquito</u>. Va, cariño, un <u>poquito</u>.</p> <p>[Nombre], <u>arrocito</u>, ¿v<u>ale</u>? <u>Arrocito</u>, no cariño, no es pollo.</p> <p>Ahora a comer <u>arrocito</u>.</p> <p>Vamos a beber un <u>poquito</u> de agua, ¿v<u>ale</u>?</p> <p><u>Manitas</u> de cerdo.</p> <p>¿Te han gustado las <u>manitas</u> de cerdo? Son de casa Paco.</p>	<p>the taste.</p> <p>Yes, a little bit more, a little bit more. A little bit, a little bit. Come on, dear, a little bit.</p> <p>[Name], a little bit of rice, okay? Angelita, no dear, that's not chicken.</p> <p>You have to eat a little bit of rice now.</p> <p>We're going to drink a little bit of water, okay?</p> <p>Pig's hands</p> <p>Did you like the pig's hands? They are from casa Paco.</p>
Diminutives of names	<p>[Nombre], <u>arrocito</u>, ¿v<u>ale</u>? <u>Arrocito</u>, no cariño, no es pollo.</p>	<p>[Name], a little bit of rice, okay? A little bit of rice, no dear, that's not chicken.</p>
Rhetorical question	<p>Esto lo ha hecho el cocinero para ti, ¿v<u>ale</u>?</p> <p>Te doy la pastilla, ¿v<u>ale</u>? Qué bien, ¿e<u>h</u>?</p> <p>[Nombre], <u>arrocito</u>, ¿v<u>ale</u>?</p>	<p>The cook has made this for you, okay?</p> <p>I'll give you the pill, okay? That's good, isn't it?</p> <p>[Name], a little bit of</p>

	<p>Arrocito, no cariño, no es pollo.</p> <p>La pastilla, ¿<u>vale</u>? Vale.</p> <p>Vamos a beber un poquito de agua, ¿<u>vale</u>?</p> <p>Bebe agua, ¿<u>vale</u>?</p> <p>[Nombre], cariñet, ahora te doy agua, ¿<u>vale</u>?</p>	<p>rice, okay? A little bit of rice, no dear, that's not chicken.</p> <p>The pill, okay? Okay.</p> <p>We're going to drink a little bit of water, okay?</p> <p>Drink some water, okay?</p> <p>[Name], dear, I'll give you some water right away, okay?</p>
Collective pronouns	<p>Ve, <u>vamos</u>.</p> <p>[Nombre], ¿<u>nos vamos</u>? ¿<u>Nos vamos</u> ya? Vale, <u>vámonos</u> x3</p> <p>¿<u>Nos vamos</u>? ¿Ya estás?</p> <p><u>Vamos</u></p> <p><u>Vamos</u> a beber un poquito de agua, ¿vale?</p> <p><u>Vamos</u> a tomar unas pastillas eh.</p> <p>Te vas a quedar solo.</p>	<p>Go, let's go.</p> <p>[Name], are we leaving? Are we leaving yet? Good, let's go x3</p> <p>Are we leaving? Are you ready?</p> <p>Let's go.</p> <p>We're going to drink a little bit of water, okay?</p> <p>We're going to take some pills eh.</p> <p>You're going to be</p>

	<p><u>¿Vamos?</u></p> <p><u>Vámonos.</u></p>	<p>alone. Let's go?</p> <p>Let's go.</p>
Non-verbal adaptations	<p>[Nombre], arrocito, ¿vale?</p> <p>Arrocito, no cariño, no es pollo. (<u>acercándose</u>)</p> <p>Que no puede pasar! (<u>gesto exagerado</u>)</p>	<p>[Name], a little bit of rice, okay. A little bit of rice, no dear, that's not chicken. (coming closer)</p> <p>I'm telling you she can't pass! (exaggerated gesture)</p>
Change in emotional tone: incapacity of the listener	<p><u>Muy bien, cariñet.</u></p> <p>Hola cariño, <u>¿te ayudo?</u> <u>Va, te ayudo.</u></p> <p><u>Muy bien, así se está muy bien.</u></p> <p>Abre la boca, abre la boca, <u>muy bien.</u></p> <p>Abre la boca, cariño. <u>Perfecto.</u></p> <p>No te duermas, va. <u>Muy bien.</u></p> <p><u>¡Que no puede pasar!</u> (<u>gesto exagerado</u>)</p>	<p>Very good, dear.</p> <p>Hello dear, do you want me to help you? Come on, I'll help you.</p> <p>Very good, you're very well this way.</p> <p>Open your mouth, open your mouth. Very good.</p> <p>Open your mouth, dear. Perfect.</p> <p>Don't fall asleep, come on. Very good.</p> <p>I'm telling you she can't pass! (exaggerated gesture)</p>

	<p><u>¿Te lo corto en trozos o lo comes así?</u></p> <p>Pero vamos, <u>que no has comido nada.</u></p> <p><u>Muy bien</u>, cariño, <u>muy bien.</u></p> <p>Que lo cojas, <u>que puedes.</u> [Nombre], bébetelo, cariño, bebe bebe.</p>	<p>Do you want me to cut it in pieces or are you going to eat it like that?</p> <p>Come on, you haven't eaten anything.</p> <p>Very good, dear, very good.</p> <p>I want you to take it, you can do it. [Name], drink it, dear, drink it drink it.</p>
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Additional elements

- **Caressing resident's hair while speaking to him.**
- **Caressing resident's back while speaking to him.**
- Adapted speech to resident with Alzheimer's: she thinks the residence is a restaurant and that her husband is the owner. The caretakers speak to her in the polite 'usted' form and play along to make her feel better. For example, 'dígame' instead of 'dime', 'que vaya comiendo usted', 'no hace falta que pague', etc.
- Most of the caretakers first ask the residents if they need assistance before giving it to them. For example, handing them the pill so they can take it themselves.
- **Kiss on the cheek.**
- Cut food for the residents.

Day 1 – Merienda

Element	Español	English translation
Word-for-word repetition	<p>Cariño, ahora te voy a dar una <u>Magdalena</u>. Toma cariño, una <u>Magdalena</u>, está buenísima.</p> <p><u>Gracias, gracias</u>, muchas <u>gracias</u>.</p> <p>¿Estás bien? <u>Cuánto me alegro</u> x4</p> <p><u>Ya está</u>, cariño, <u>ya está</u>.</p> <p><u>Ahora te doy</u> x3. Venga.</p> <p><u>A mí [...] no me hagas</u>. <u>A mí [...] no me hagas</u>.</p> <p><u>Abre la boca</u> x4</p> <p><u>Un poquito más, venga</u>, <u>un poquito más, venga</u>. No pasa nada. Muy bien.</p>	<p>Dear, I'll give you a Magdalena now. Take it, dear, a Magdalena, it's very good.</p> <p>Thanks, thanks, thanks a lot.</p> <p>Are you feeling good? I'm so happy for you x4</p> <p>That's all, dear, that's all.</p> <p>I'll give it to you right away x3. Come on.</p> <p>Don't you do [that] to me. Don't you do [that] to me.</p> <p>Open your mouth x4</p> <p>A little bit more, come on, a little bit more. It's alright. Very good.</p>
Paraphrasing		
Slow speaking rhythm		
Loud voice while speaking	<p>[Nombre], las [...] no se tiran al suelo.</p> <p>A mí [...] no me hagas. A mí [...] no me hagas.</p>	<p>[Name], the [...] do not exist to be thrown on the ground.</p> <p>Don't you do [that] to me. Don't you do [that] to me.</p>

Accentuation of keywords		
High intonation	[Nombre], las [...] no se tiran al suelo.	[Name], the [...] do not exist to be thrown on the ground.
Use of imperatives	<p>Cariño, ahora te voy a dar una Magdalena. <u>Toma</u> cariño, una magdalena, está buenísima.</p> <p><u>Toma</u>, [nombre], flan he traído. ¡Qué bueno! Muy bien.</p> <p><u>Ábreme</u> bien la boca, y ya está.</p> <p>A mí [...] <u>no me hagas</u>. A mí [...] <u>no me hagas</u>.</p>	<p>Dear, I'll give you a Magdalena now. Take it, dear, a Magdalena, it's very good.</p> <p>Take this, [name], I've brought you a shake. It tastes so good! Very good.</p> <p>Open your mouth for me, and that's it.</p> <p>Don't you do [that] to me. Don't you do [that] to me.</p>
Arrogant communication	<p>[Nombre], <u>las [...] no se tiran al suelo</u>.</p> <p><u>Si me abres la boca, haremos menos guarradas</u>, eh corazón.</p> <p>Ábreme la boquita, <u>y así no se cae</u>. Si abres bien [...], <u>resulta que no se cae</u>.</p>	<p>[Name], the [...] do not exist to be thrown on the ground.</p> <p>If you open up your mouth, we won't make such a mess, eh love.</p> <p>Open up your little mouth so it doesn't fall on the ground. If you open up [...] well, turns out it doesn't fall on the ground.</p>
Terms of endearment	Ya está, <u>cariño</u> , ya está. <u>Cariño</u> , ahora te voy a dar	That's it, dear, that's it. Dear, I'll give you a

	<p>una Magdalena. Toma <u>cariño</u>, una magdalena, está buenísima.</p> <p>Si me abres la boca, haremos menos guarradas, eh <u>corazón</u>.</p>	<p>Magdalena now. Take it, dear, a Magdalena, it's very good.</p> <p>If you open up your mouth, we won't make such a mess, eh love.</p>
Other diminutives	<p>Ábreme la <u>boquita</u>, y así no se cae. Si abres bien [...], resulta que no se cae.</p> <p>Quieres un <u>poquito</u> de agua, eh?</p> <p>Abre bien la <u>boquita</u> [...].</p>	<p>Open up your little mouth so it doesn't fall on the ground. If you open up [...] well, turns out it doesn't fall on the ground.</p> <p>Do you want some water, now?</p> <p>Open up your little mouth [...].</p>
Diminutives of names		
Rhetorical question		
Collective pronouns	<p>Si me abres la boca, <u>haremos</u> menos guarradas, eh corazón.</p>	<p>If you open up your mouth, we won't make such a mess, eh love.</p>
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener	<p>Toma, [nombre], flan he traído. ¡Qué bueno! <u>Muy bien</u>.</p> <p>Cariño, ahora te voy a dar una Magdalena. Toma cariño, una magdalena, <u>está buenísima</u>.</p> <p>Esas son vitaminas, <u>están</u></p>	<p>Take this, [name], I've brought a shake. It tastes so good! Very good.</p> <p>Dear, I'll give you a Magdalena now. Take it, dear, a Magdalena, it's very good.</p> <p>Those are vitamins, they</p>

	<u>bien.</u> Un poquito más, venga, un poquito más, venga. <u>No pasa nada. Muy bien.</u>	are good for you. A little bit more, come on, a little bit more. It's alright. Very good.
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Additional elements

- Kiss on the resident's cheek.
- Caressing resident's hands while talking to her.

Day 2 – Group activity (folding laundry)

Element	Español	English translation
Word-for-word repetition	[Nombre], [nombre]. <u>Chica</u> , <u>chica</u> , dígamelo. <u>Bébet</u> e eso. Que <u>bebas</u> , que <u>bebas</u> . Venga, <u>a beber</u> .	[Name], [name]. Woman, woman, tell me. Drink that. I want you to drink that, I want you to drink that. Come on, start drinking.
Paraphrasing	¿Cumpleaños? ¿ <u>Cuántos</u> <u>cumples</u> ? ¿ <u>Cuántos</u> <u>años</u> ?	Your birthday? How many? How many years?
Slow speaking rhythm		
Loud voice while speaking	¡Mira la guapa que estás!	Look at you, you're gorgeous!
Accentuation of keywords		
High intonation		
Use of imperatives	¡ <u>Mira</u> la guapa que estás! Chica, chica, <u>dígamelo</u> . <u>Bébet</u> e eso. Que <u>bebas</u> , que <u>bebas</u> . Venga, <u>a beber</u> .	Look at you, you're gorgeous! Woman, woman, tell me. Drink that. I want you to drink that, I want you to drink that. Come on, start drinking.
Arrogant communication		
Terms of endearment	¿Adónde vas, <u>cariño</u> ?	Where are you going, dear?
Other diminutives	Un <u>poquito</u> más para abajo.	Just a little bit more to the side.

	Está recién <u>sacadito</u> del horno.	It has been taken out of the oven recently.
Diminutives of names	[<u>Nombre</u>], [<u>nombre</u>].	[Name], [name].
Rhetorical question		
Collective pronouns	<u>Vámonos</u> <u>Vamos</u> , va. Que ya <u>nos hemos enterado</u> de que está caliente.	Let's go. Let's go, come on. We've already noticed that it's hot.
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener	¡Mira <u>la guapa que estás!</u>	Look at you, you're gorgeous!

Day 2 – Lunch

Element	Español	English translation
Word-for-word repetition	<p>Cariñet x5</p> <p>Muy bien x3</p> <p>Acompáñame, ¿vale? <u>Ven, ven</u>, vamos por aquí. Pasa por delante, muy bien.</p> <p>Tú ves poquito a poco, <u>muy bien, molt bé.</u></p> <p><u>Toma</u>, anda, <u>toma</u> el vaso.</p> <p><u>Ves comiendo, ves comiendo.</u> Cariño, saca la mano de ahí.</p> <p><u>Te lo daré</u>, cariño, tranquila, <u>que te lo daré</u>, <u>te lo daré.</u></p>	<p>Dear x5</p> <p>Very good x3</p> <p>Accompany me, okay? Come over here, come over here, let's go this way. Go behind, very good.</p> <p>Go one step at a time, very good, very good.</p> <p>Take it, come on, take the glass.</p> <p>Eat, eat. Dear, take your hand out of there.</p> <p>I'll give it to you, dear, easy, I'll give it to you, I'll give it to you.</p>
Paraphrasing		
Slow speaking rhythm		
Loud voice while speaking		
Accentuation of keywords	<p>Venga, [nombre], que nos <u>vamos.</u></p> <p>Te'l porta a la nit.</p>	<p>Come on, [name], we're leaving.</p> <p>She'll bring it to you tonight.</p>
High intonation		

<p>Use of imperatives</p>	<p><u>Mira</u>, quedan dos cucharas.</p> <p>Está calentito eh. <u>Cuidado</u>.</p> <p><u>Toma</u>, anda, <u>toma</u> el vaso.</p> <p>¿No tienes ganas? Pues <u>come</u> un poco.</p> <p><u>Ves comiendo</u>, <u>ves comiendo</u>. Cariño, <u>saca</u> la mano de ahí.</p> <p>Te lo daré, cariño, <u>tranquila</u>, que te lo daré, te lo daré.</p> <p><u>Toma</u>, cariño.</p> <p>Se enfriará, cariño, <u>ves comiendo</u> la sopita.</p> <p>Venga, <u>a comer</u>, con las dos manitas lo coges y lo bebes.</p> <p><u>Límpiate</u> la boca.</p> <p>Estás chillando eh, <u>no chilles</u>, que yo no te chillo.</p>	<p>Look, there are only two spoons left.</p> <p>It's a bit hot eh. Be careful.</p> <p>Take it, come on, take the glass.</p> <p>You don't want to eat? Come on, eat a little bit.</p> <p>Eat, eat. Dear, take your hand out of there.</p> <p>I'll give it to you, dear, easy, I'll give it to you, I'll give it to you.</p> <p>Take it, dear.</p> <p>It will get cold, dear, eat the soup.</p> <p>Come on, eat, with your two [small] hands you take it and you drink it.</p> <p>Clean up your mouth.</p> <p>You're shouting eh, don't shout, I'm not shouting at you either.</p>
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	<p><u>Acompáñame</u>, ¿vale?</p> <p><u>Ven</u>, <u>ven</u>, vamos por aquí.</p> <p><u>Pasa</u> por delante, muy bien.</p> <p><u>Mira</u>, [el chordate], <u>mira</u> qué bueno.</p> <p>Tú <u>ves</u> poquito a poco, muy bien, molt bé.</p> <p><u>Coge</u> la cuchara y <u>ves comiendo</u>.</p> <p><u>Coge</u> la cuchara.</p> <p>Va, [nombre], <u>empieza</u>.</p> <p><u>Mira</u>, <u>escúchame</u>, mojas la salsita por el pan.</p> <p>La pastilla, que te la <u>tienes que tomar</u>.</p> <p>¿Quieres pescado? <u>Pruébalo</u>, <u>mójalo</u> un poquito el pan.</p> <p><u>Limpia</u>, que tienes la boca sucia.</p> <p><u>Suelta</u>, [nombre], <u>no</u></p>	<p>Accompany me, okay?</p> <p>Come over here, come over here, let's go this way. Go behind, very good.</p> <p>Look, [...], look how good it is.</p> <p>Go one step at a time, very good, very good.</p> <p>Take the spoon and start eating.</p> <p>Take the spoon.</p> <p>Come on, [name], start.</p> <p>Look, listen to me, you can drench the bread in the sauce.</p> <p>The pill, you need to take it.</p> <p>Do you want fish? Try it, drench the bread a bit.</p> <p>Clean your mouth, it's dirty.</p> <p>Let go, [name], don't be</p>
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	<p><u>tengas miedo</u>, <u>ponte</u> el pie para dentro un poquito.</p> <p><u>Siéntate</u>, <u>no cuchilles</u>.</p> <p><u>No juegues</u> con la comida, que eso no se hace.</p> <p>Te lo comes tú sola, <u>pruébalo</u>.</p> <p><u>Ves</u> con ellos.</p> <p>[Nombre], que no rompa, <u>suelta</u>.</p> <p><u>Bébetelo</u> todo, que te lo ha mandado el médico.</p> <p><u>Termínate</u> eso.</p>	<p>scared, move your food a bit more to the other side.</p> <p>Sit down, don't shout.</p> <p>Don't play with your food, that's not something we do.</p> <p>You're going to eat it on your own, try it.</p> <p>Go with them.</p> <p>[Name], I don't want it to break, let it go.</p> <p>Drink it all, doctor's orders.</p> <p>Finish that.</p>
Arrogant communication	<p>¿No tienes ganas? <u>Pues come un poco</u>.</p> <p>Venga, a comer, <u>con las dos manitas lo coges y lo bebes</u>.</p> <p>¿<u>Seguro que no puedes más?</u></p> <p>Estás chillando eh, no chilles, <u>que yo no te chillo</u>.</p>	<p>You don't want to eat? Come on, eat a little bit.</p> <p>Come on, eat, with your two [small] hands you take it and drink it.</p> <p>Are you sure you don't want more.</p> <p>You're shouting eh, don't shout, I'm not shouting at</p>

	<p><u>Pero hay que beber,</u> [nombre].</p> <p><u>No juegues con la comida, que eso no se hace.</u></p>	<p>you either.</p> <p>But you have to drink, [name].</p> <p>Don't play with your food, that's not something we do.</p>
Terms of endearment	<p>Ves comiendo, ves comiendo. <u>Cariño</u>, saca la mano de ahí.</p> <p>Ahora te la doy, <u>cariñet</u>.</p> <p>Te lo daré, <u>cariño</u>, tranquila, que te lo daré, te lo daré.</p> <p><u>Cariñet</u> x5</p> <p>Se enfriará, <u>cariño</u>, ves comiendo la sopita.</p> <p>Muy bien, <u>campeona</u>.</p> <p>¿Qué quieres, <u>cariño</u>?</p> <p>Ahora te traigo el otro, <u>cariño</u>.</p> <p>Vámonos, <u>campeón</u>.</p>	<p>Eat, eat. Dear, take your hand out of there.</p> <p>I'll give it to you right away, dear.</p> <p>I'll give it to you, dear, easy, I'll give it to you, I'll give it to you.</p> <p>Dear x5</p> <p>It will get cold, dear, eat the soup.</p> <p>Very good, champion.</p> <p>What do you want, dear.</p> <p>I'll bring it to you right away, dear.</p> <p>Let's go, champion.</p>
Other diminutives	<p>Está <u>calentito</u> eh. Cuidado.</p>	<p>It's hot eh. Be careful.</p>

	<p>Mira, una <u>sopita</u>.</p> <p>Se enfriará, cariño, ves comiendo la <u>sopita</u>.</p> <p>Venga, a comer, con las dos <u>manitas</u> lo coges y lo bebes.</p> <p>[Nombre], va, dame la <u>manita</u>.</p> <p>Mira, escúchame, mojas la <u>salsita</u> por el pan.</p> <p>¿Quieres pescado? Pruébalo, mójalo un <u>poquito</u> el pan.</p> <p>Suelta, [nombre], no tengas miedo, ponte el pie para dentro un <u>poquito</u>.</p>	<p>Look, a [little] soup.</p> <p>It will get cold, dear, eat the soup.</p> <p>Come on, eat, with your two [small] hands you take it and you drink it.</p> <p>[Name], come on, give me your [small] hand.</p> <p>Look, listen to me, you can drench the bread in the sauce</p> <p>Do you want fish? Try it, drench the bread a bit.</p> <p>Let go, [name], don't be scared, move your food a bit more to the other side.</p>
Diminutives of names	[Nombre]	[Name]
Rhetorical question	<p>Acompáñame, ¿<u>vale</u>?</p> <p>Ven, ven, vamos por aquí.</p> <p>Pasa por delante, muy bien.</p> <p>[Nombre], la pastilla también te la tomas, ¿<u>eh</u>?</p>	<p>Accompany me, okay?</p> <p>Come over here, come over here, let's go this way. Go behind, very good.</p> <p>[Name], you also have to take the pill, eh?</p>
Collective pronouns	¿ <u>Vamos</u> , [nombre]?	Let's go, [name]?

	Ya <u>acabamos</u> , venga. <u>Vámonos</u> , campeón.	We've finished already, come on. Let's go, champion.
Non-verbal adaptations	<u>Te'l porta a la nit.</u> (gestos de las manos)	She'll bring it to you tonight (hand gestures).
Change in emotional tone: incapacity of the listener	<u>Muy bien</u> , campeona. <u>Muy bien</u> x3 Acompáñame, ¿vale? Ven, ven, vamos por aquí. Pasa por delante, <u>muy bien</u> . Mira, [el chordate], <u>mira qué bueno</u> . Tú ves poquito a <u>poco</u> , <u>muy bien</u> , <u>molt bé</u> .	Very good, champion. Very good x3 Accompany me, okay? Come over here, come over here, let's go this way. Go behind, very good. Look, [...], look how good it is. Go one step at a time, very good, very good.

Additional elements

- Touching and taking the resident's hands while talking to her.
- Touching resident's chest while talking to him.
- Caressing resident's hair while asking what he wants.
- Talk to certain residents in the polite 'usted' form instead of informally.
- While leaving the dining room: caressing resident's back while singing songs from the resident's childhood.

Day 3 – Group activity (bingo)

Element	Español	English translation
Word-for-word repetition	<p><u>Tú tienes línea</u>, [nombre].</p> <p><u>Que tienes línea</u>. Dime los números, si puedes.</p> <p>[Nombre], <u>di número</u>.</p> <p><u>Dímelos x2</u></p>	<p>You have a line, [name].</p> <p>That you have a line. Tell me the numbers, if you can.</p> <p>[Name], tell me the number. Tell me the numbers x2</p>
Paraphrasing	<p><u>Vamos a trabajar</u>, [nombre]. <u>Trabajaremos un ratito</u>.</p> <p><u>¿Dónde están los caramelos?</u> <u>¿Qué has hecho con ellos?</u></p>	<p>Let's go work, [name].</p> <p>We'll work for a little while.</p> <p>Where is the candy?</p> <p>What have you done with the candy?</p>
Slow speaking rhythm		
Loud voice while speaking	<p>Tú tienes línea, [nombre].</p> <p>Que tienes línea. Dime los números, si puedes.</p>	<p>You have a line, [name].</p> <p>That you have a line. Tell me the numbers, if you can.</p>
Accentuation of keywords	El <u>once</u> , [nombre].	Eleven, [name].
High intonation	<u>Diecisiete</u>	Seventeen
Use of imperatives	<p><u>No chilles</u>, chica.</p> <p>Venga, <u>ponlo</u>.</p> <p>[Nombre], <u>cógete</u> el pañuelo.</p> <p>[Nombre], <u>di</u> número.</p>	<p>Don't shout, girl.</p> <p>Come on, put it over there.</p> <p>[Name], take the handkerchief.</p> <p>[Name], tell me the</p>

	<u>Dímelos</u> x2	number. Tell me the numbers x2
Arrogant communication	Tú tienes línea, [nombre]. Que tienes línea. <u>Dime los números, si puedes.</u>	You have a line, [name]. That you have a line. Tell me the numbers, if you can.
Terms of endearment		
Other diminutives	Vamos a trabajar, [nombre]. Trabajaremos un <u>ratito</u> .	Let's go work, [name]. We'll work for a little while.
Diminutives of names	El cincuenta y uno, <u>[nombre]</u> . El once, <u>[nombre]</u> . <u>[Nombre]</u> , ¿dónde estás tú de normal? Tú tienes línea, <u>[nombre]</u> . Que tienes línea. Dime los números, si puedes. Dieciocho, <u>[nombre]</u> . El diez, <u>[nombre]</u> . <u>[Nombre]</u> , qué buena. <u>[Nombre]</u> , cógete el pañuelo. Adiós, <u>[nombre]</u> .	Fifty one, [name]. Eleven, [name]. [Name], where are you normally? You have a line, [name]. That you have a line. Tell me the numbers, if you can. Eighteen, [name]. Ten, [name]. [Name], you're so good. [Name], take the handkerchief. See you, [name].

	<u>[Nombre]</u> , di número. Dímelos x2	[Name], tell me the number. Tell me the numbers x2
Rhetorical question		
Collective pronouns	<u>Vamos</u> a trabajar, [nombre]. <u>Trabajaremos</u> un ratito. Muy bien, está bien. <u>Vamos</u> para Bingo. Está bien, <u>vamos</u> para Bingo.	Let's go work, [name]. We'll work for a little while. Very good, it's correct. Let's go for Bingo. It's correct, let's go for Bingo.
Non-verbal adaptations	<u>Gestos</u> : movimiento del dedo para indicar que no haga eso.	Gesture to indicate that elderly resident should not do that.
Change in emotional tone: incapacity of the listener	<u>Muy bien</u> , está bien. Vamos para Bingo.	Very good, it's correct. Let's go for Bingo.

Additional elements

- Conversations are more elaborate and the subjects are more personal.
- Resident gives the caretaker a kiss on the cheek.
- There is a lot of singing and joking going on.
- The residents are barely guided during the activity.

Day 3 – Lunch

Element	Español	English translation
Word-for-word repetition	<p>¿Qué? ¿Qué hora es? <u>Las doce y media, las doce y media.</u></p> <p>Sí cariño, <u>te lo haré, te lo haré.</u> Yo te lo haré todo.</p> <p><u>Yo te lo hago, yo te lo hago.</u> No te preocupes, cariñet.</p> <p><u>Ves comiendo, cariño, ves comiendo.</u> Un poquito, la mitad.</p> <p>Cógelolo con la mano, <u>pruébalo pruébalo,</u> dos cucharas.</p> <p><u>¿Mal, mal, mal?</u> Ay, pobrecito.</p> <p>Sentat, [nombre], sentat. Molt bé.</p> <p><u>¿Tú quieres pan?</u> x2</p> <p>Molt bé, [nombre], molt bé.</p> <p>¿No quieres <u>nada, nada,</u></p>	<p>What? What time it is? It's half past twelve, it's half past twelve.</p> <p>Yes dear, I'll do it for you, I'll fo it for you. I'll do everything for you.</p> <p>I'll do it for you, I'll do it for you. Don't worry, dear.</p> <p>Eat, dear, eat. Just a little bit, half of it.</p> <p>Take it with your hand, try it out try it out, just two spoons.</p> <p>Bad, bad, bad. Ay, poor thing.</p> <p>Sit down, [name], sit down. Very good.</p> <p>Do you want bread? x2</p> <p>Very good, [name], very good.</p> <p>You want nothing,</p>

	<u>nada?</u> Sentat, sentat x2	nothing, nothing? Sit down, sit down x2
Paraphrasing	<u>A comer eh. ¿No tienes hambre? Pero quiero que comas un poquito.</u> Toma, bebe. Ves comiendo, cariño, ves comiendo. <u>Un poquito, la mitad.</u> <u>Una aguita. Tienes que beber agua.</u>	You have to eat eh. Aren't you hungry? But I want you to eat a little bit. Take this, drink. Eat, dear, eat. Just a little bit, half of it. A little bit of water. You have to drink water.
Slow speaking rhythm		
Loud voice while speaking	Menja [...] poquet a poquet (acercándose + voz <u>baja</u>).	Eat [...] bit by bit (coming closer + low voice).
Accentuation of keywords	¿Cómo que no quieres comer? <u>Sí</u> que quieres comer. ¿Por qué? Madre, qué <u>buena</u> el <u>agua!</u>	Why don't you want to eat? Of course you want to eat. Why not? Oh my, that water is so good!
High intonation	¿Una manzana quieres? ¿Eh? ¿Ya has terminado?	Do you want an apple? Eh? Have you finished yet?
Use of imperatives	[Nombre], venga, <u>a beber</u> más. Yo te lo hago, yo te lo hago. <u>No te preocupes, cariñet.</u>	[Name], come on, drink some more. I'll do it for you, I'll do it for you. Don't worry, dear.

	<p><u>Ves</u> comiendo, cariño, <u>ves</u> comiendo. Un poquito, la mitad.</p> <p><u>Cógelo</u> con la mano, <u>pruébalo</u> <u>pruébalo</u>, dos cucharas.</p> <p><u>A comer eh.</u> ¿No tienes hambre? Pero quiero que comas un poquito. <u>Toma</u>, <u>bebe</u>.</p> <p><u>Sentat</u>, [nombre], <u>sentat</u>. <u>Molt bé.</u></p> <p>Sí guapísima. <u>Molt</u> guapa estás. Ala, <u>a caminar</u>.</p> <p><u>Toma</u>, a ver cómo te tomas las pastillas.</p> <p><u>Abre</u> la boca.</p> <p><u>Coge</u> el tenedor, chiquitina, muy bien.</p> <p><u>Mira</u> [nombre]. (acercándose)</p> <p>Venga, dos cucharas más. <u>Come</u>.</p>	<p>Eat, dear, eat. Just a little bit, half of it.</p> <p>Take it with your hand, try it out try it out, two spoons.</p> <p>You have to eat eh. Aren't you hungry? But I want you to eat a little bit. Take this, drink</p> <p>Sit down, [name], sit down. Very good.</p> <p>Yes, [most] beautiful. You're very beautiful. Ala, let's walk.</p> <p>Take this, let's see how you take your pills.</p> <p>Open your mouth.</p> <p>Take the fork, little one, very good.</p> <p>Look, [name]. (coming closer)</p> <p>Come on, two spoons more. Eat.</p>
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	<p><u>Deja</u> el pan aquí.</p> <p>Una aguita. <u>Tienes que beber</u> agua.</p> <p><u>No tires</u> res.</p> <p><u>No hagas</u> [...], que no estoy sorda.</p> <p><u>Espera</u>, [nombre]. Estás muy guapa eh.</p> <p><u>Cómase</u> el plátano. ¿Le apetece una natilla?</p> <p><u>Cómete</u> lo tuyo.</p> <p><u>Sal</u> por aquí.</p> <p><u>Sentat, sentat</u> x2</p> <p><u>Cómetelo</u> tú.</p>	<p>Leave the bread over here.</p> <p>Some water. You have to drink water.</p> <p>Don't throw anything on the ground.</p> <p>Don't [shout], I'm not deaf.</p> <p>Wait, [name]. you're very beautiful eh.</p> <p>Eat the banana. Would you like some custard?</p> <p>Eat what is yours.</p> <p>Leave over here.</p> <p>Sit down, sit down x2</p> <p>Eat it.</p>
Arrogant communication	<p>¿Cómo que no quieres comer? <u>Sí que quieres comer.</u> ¿Por qué?</p> <p>¿Cómo está? ¿Salado? ¿<u>Pero si no le hemos puesto sal?</u></p> <p><u>Lo comes mejor con</u></p>	<p>Why don't you want to eat? Of course you want to eat. Why not?</p> <p>How is it? Too salty? But we haven't put any salt in it.</p> <p>It's better if you eat it with</p>

	<p><u>cuchara.</u></p> <p>Que sí que pots, tots els dies pots.</p> <p>Que sí que pots, poquet a poquet, que no tenim pressa.</p> <p>Toma, <u>a ver cómo te tomas las pastillas.</u></p> <p>No hagas [...], <u>que no estoy sorda.</u></p> <p>¿Tú me entens?</p>	<p>a spoon.</p> <p>Of course you can, you have been doing it every day.</p> <p>Of course you can, bit by bit, there is no hurry.</p> <p>Take this, let's see how you take your pills.</p> <p>Don't [shout], I'm not deaf.</p> <p>Do you understand me?</p>
Terms of endearment	<p>Sí <u>cariño</u>, te lo haré, te lo haré. Yo te lo haré todo.</p> <p>Yo te lo hago, yo te lo hago. No te preocupes, cariñet.</p> <p>Ves comiendo, <u>cariño</u>, ves comiendo. Un poquito, la mitad.</p> <p>¿Cómo está, <u>cariño</u>? No has comido nada. ¿Te parto el tomate? Te parto el tomate.</p>	<p>Yes dear, I'll do it for you, I'll do it for you. I'll do everything for you.</p> <p>I'll do it for you, I'll do it for you. Don't worry, dear.</p> <p>Eat, dear, eat. Just a little bit, half of it.</p> <p>How is it, dear. You haven't eaten anything. Do you want me to cut the tomato? I'll cut the tomato.</p>

	<p>Buenas, <u>guapo</u>.</p> <p>Sí <u>guapísima</u>. Molt guapa estás. Ala, a caminar.</p> <p>Coge el tenedor, <u>chiquitina</u>, muy bien.</p> <p>Va, <u>cariño</u>, va.</p>	<p>Hi there, handsome.</p> <p>Yes [most] beautiful. You're very beautiful. Ala, let's walk.</p> <p>Take the fork, little one, very good.</p> <p>Come on, dear, come on.</p>
Other diminutives	<p>¿Quieres un <u>poquito</u> de aceite?</p> <p>Cuánto cariño, las <u>manitas</u>.</p> <p>[...], con las dos <u>manitas</u>. ¿Con la cuchara o con las manos? Pues toma, bebe.</p> <p>Ves comiendo, cariño, ves comiendo. Un <u>poquito</u>, la mitad.</p> <p>¿Mal, mal, mal? Ay, <u>pobrecito</u>.</p> <p>[Nombre], una <u>ensaladita</u>. Madre, ¡qué rico! ¿Te pongo aceite al pan, [nombre]?</p>	<p>Do you want a little bit of oil?</p> <p>So much love, those little hands.</p> <p>[...], with two [small] hands. Are you going to eat it with a spoon or with your hands? Well, take this, drink.</p> <p>Eat, dear, eat. Just a little bit, half of it.</p> <p>Bad, bad, bad? Ay, poor thing.</p> <p>[Name], a little salad. Oh my, it's so good! Do you want me to put some oil on the bread, [name]?</p>

	<p>Venga, <u>poquito</u> a <u>poquito</u>.</p> <p>Una <u>aguita</u>. Tienes que beber agua.</p> <p>Ay, mi chica, un <u>abracito</u>. ¿No vols?</p>	<p>Come on, bit by bit.</p> <p>A little bit of water. You have to drink water.</p> <p>Ay, my girl, a [small] hug. You don't want one?</p>
Diminutives of names	<p>[Nombre], una ensaladita.</p> <p>Madre, ¡qué rico! ¿Te pongo aceite al pan, <u>[nombre]</u>?</p> <p>¿Quieres fideuá, <u>[nombre]</u>?</p>	<p>[Name], a little salad. Oh my, it's so good! Do you want me to put some oil on the bread, [name]?</p> <p>Do you want fideuá, [name].</p>
Rhetorical question	<p>Chicas, aquí tenéis aceite, ¿<u>vale</u>?</p> <p>Oye, <u>tú has cumplido</u>, ¡eh!</p>	<p>Girls, here you have some water, okay?</p> <p>Hey, you have reached your goal today, eh!</p>
Collective pronouns	<p>¿Què fem para que mengis un poquet?</p> <p>Anem</p> <p>[Nombre], ¿ya estás? <u>Vamos</u>.</p> <p><u>Nos vamos</u>.</p>	<p>What are we going to do so that you eat a little bit?</p> <p>Let's go.</p> <p>[Name], are you ready yet? Let's go.</p> <p>Let's leave.</p>
Non-verbal adaptations	<p>¿Què vols? (<u>acercándose</u>)</p> <p>Mira [nombre]. (<u>acercándose</u>)</p>	<p>What do you want? (coming closer)</p> <p>Look [name] (coming closer)</p>

	<p>Menja [...] poquet a poquet (<u>acercándose + voz baja</u>).</p> <p><u>Gesto de beber</u></p>	<p>Eat [...] bit by bit (coming closer + voice lower)</p> <p>Hand gesture to indicate that person needs to drink.</p>
Change in emotional tone: incapacity of the listener	<p>A comer eh. ¿No tienes hambre? <u>Pero quiero que comas un poquito</u>. Toma, bebe.</p> <p><u>Cógelo con la mano</u>, pruébalo pruébalo, dos cucharas.</p> <p>[Nombre], una ensaladita. Madre, ¡qué rico! ¿<u>Te pongo aceite al pan</u>, [nombre]?</p> <p>¿Cómo está, cariño? No has comido nada. ¿Te parto el tomate? <u>Te parto el tomate</u>.</p> <p><u>Que sí que pots, poquet a poquet, que no tenim pressa.</u></p> <p><u>Sentat, [nombre], sentat. Molt bé.</u></p>	<p>You have to eat eh. Aren't you hungry? But I want you to eat a little bit. Take this, drink.</p> <p>Take it with your hand, try it out try it out, two spoons.</p> <p>[Name], a little salad. Oh my, it's so good! Do you want me to put some oil on the bread, [name]?</p> <p>How is it, dear. You haven't eaten anything. Do you want me to cut the tomato? I'll cut the tomato.</p> <p>Of course you can, bit by bit, there is no hurry.</p> <p>Sit down, [name], sit down. Very good.</p>

	<p><u>Molt</u> <u>bé</u>, [nombre], <u>molt</u> <u>bé</u>.</p> <p>Coge el tenedor, chiquitina, <u>muy bien</u>.</p> <p>Este para ti, <u>muy bien</u>.</p> <p>Oye, <u>tú has cumplido</u>, ¡eh!</p>	<p>Very good, [name], very good.</p> <p>Take the fork, little one, very good.</p> <p>This one is for you, very good.</p> <p>Hey, you have reached your goal today, eh!</p>
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Additional elements

- Caretaker takes the resident's hands in hers.
- Resident gives caretaker a kiss on the cheek while they are singing a song and leaving the dining room.

Day 4 – Lunch

Element	Español	English translation
Word-for-word repetition	<p><u>Ahora te lo doy</u> x2</p> <p><u>¿Tens fred? ¿Tens fred?</u></p> <p><u>Ala qué bueno</u> x2</p> <p><u>No, no, así va, así.</u></p> <p>¿Qué quiere de postre? ¿<u>Uva?</u> ¿<u>Uva?</u></p> <p><u>¿Te l'has acabat tot?</u> x2</p> <p><u>Espera</u> x3</p> <p>¿Ya estás, campeón? <u>Ala, vamos, vámonos.</u></p> <p>¿<u>Vamos?</u> <u>Vamos</u>, cariño.</p>	<p>I'll give it to you right away x2</p> <p>Are you cold? Are you cold?</p> <p>It's really good x2</p> <p>No, no, like this, like this.</p> <p>What dessert do you want? Grapes? Grapes?</p> <p>Did you finish it? x2</p> <p>Wait x3</p> <p>Are your ready yet, champion? Ala, let's go, let's go.</p> <p>Let's go? Let's go, dear.</p>
Paraphrasing	<p>¿Quieres un poco más?</p> <p>¿<u>Quieres uva?</u> ¿<u>Te gusta uva?</u></p> <p>Luego vamos <u>ahí, ahí fuera</u>. Que no te puedes quedar.</p>	<p>Do you want some more?</p> <p>Do you want grapes? Do you like grapes?</p> <p>Later we'll be going over there, outside. You can't stay here.</p>
Slow speaking rhythm		
Loud voice while speaking		
Accentuation of keywords	[Nombre], ¿ <u>qué</u> te pasa,	[Name], what's wrong,

	<p>cariño? Ya lo sé, te pasa como todos los días. Pero un poquito. [...] ¿vale, [nombre]?</p> <p>¡Molt bé! (gesto: aplaudiendo)</p> <p>¿Per què? ¿Pero si son lentejites?</p> <p>¿Qué quiere de postre? ¿Uva? ¿Uva?</p> <p>¿Vamos? Vamos, cariño.</p> <p>¿Ya está? ¿Quieres agua?</p>	<p>dear? I know, , this happens to you every day. But just a little bit. [...] okay, [name]?</p> <p>Very good! (gesture: applauding)</p> <p>Why? But they are lentils.</p> <p>What dessert do you want? Grapes? Grapes?</p> <p>Let's go? Let's go, dear.</p> <p>Ready? Do you want water?</p>
High intonation	¿Què has fet?	What have you done?
Use of imperatives	<p>A ver, <u>pruébalo</u>. ¿Te quema? <u>No lo tires</u>.</p> <p><u>Abre</u> los ojos, [nombre]. No, no los tienes abiertos, a medias.</p> <p><u>Come</u>. Muy bien.</p> <p>¿Ya? <u>Toma</u> la fruta.</p> <p>[Nombre], si no llevamos la mitad, <u>cómete</u> un poquito más. Sólo</p>	<p>Let's see, try it out. Is it too hot? Don't throw it on the ground.</p> <p>Open your eyes, [name]. No, they aren't open, only half-open.</p> <p>Eat. Very good.</p> <p>Already? Take the fruit.</p> <p>[Name], we haven't eaten half of it, eat a little bit more. We have only eaten</p>

	<p>llevamos dos cucharas.</p> <p><u>Prueba</u>, cariño, <u>prueba</u>. ¿Ves que no quema?</p> <p><u>Prueba</u>, <u>prueba</u>, <u>cuidado</u>.</p> <p>Va, cariño, <u>come</u>.</p> <p>De Segorbe, <u>pruébalo</u> y verás.</p> <p><u>Ve cogiéndolos</u>.</p> <p>Ahora <u>te vas</u> al baño y te <u>vas a lavar</u> las manos.</p>	<p>two spoons.</p> <p>Try it out, dear, try it out. See, it isn't hot.</p> <p>Try it out, try it out, watch out.</p> <p>Come on, dear, eat.</p> <p>From Segorbe, try it out and you'll see.</p> <p>Grab them.</p> <p>Right now you're going to go to the bathroom and you're going to wash your hands.</p>
Arrogant communication	<p>Abre los ojos, [nombre]. <u>No, no los tienes abiertos, a medias</u>.</p> <p>Que yo no tengo prisa, ¿<u>me oyes</u>? Otra cucharadita, muy bien.</p> <p>¿Te ayudo yo? <u>Te ayudo yo poco a poco</u>.</p> <p>Prueba, cariño, prueba. ¿<u>Ves que no quema</u>?</p>	<p>Open your eyes, [name]. No, they aren't open, only half-open.</p> <p>I'm not in a hurry, do you hear me? Another spoon, very good.</p> <p>Do you want me to help you? I'll help you bit by bit.</p> <p>Try it out, dear, try it out. See, it isn't hot.</p>

	<p>Jolín, [nombre], <u>cómo te estás portando eh.</u></p> <p>¿Te gusta? ¿Por qué no? <u>Si está tan bueno.</u></p>	<p>God, [name], how are you behaving eh.</p> <p>Do you like it? Why not? But it's so good.</p>
Terms of endearment	<p>[Nombre], ¿qué te pasa, <u>cariño</u>? Ya lo sé, te pasa como todos los días. Pero un poquito. [...] ¿vale, [nombre]?</p> <p>Prueba, <u>cariño</u>, prueba. ¿Ves que no quema?</p> <p>Va, <u>cariño</u>, come.</p> <p>Venga, <u>cariño</u>, que te lo corto.</p> <p>¿Has terminado, <u>bonito</u>?</p> <p>¿Ya, <u>guapa</u>?</p> <p>¿Ya estás, <u>campeón</u>? Ala, vamos, vámonos.</p> <p>Ya se acabó, <u>cariñet</u>.</p>	<p>[Name], what's wrong, dear? I know, this happens to you every day. But just a little bit. [...] okay, [name]?</p> <p>Try it out, dear, try it out. See, it isn't hot.</p> <p>Come on, dear, eat.</p> <p>Come on, dear, I'll cut it for you.</p> <p>Have you finished already, handsome?</p> <p>Ready, beautiful?</p> <p>Ready, champion? Ala, let's go, let's go.</p> <p>It's all finished, dear.</p>
Other diminutives	<p>[Nombre], ¿qué te pasa, cariño? Ya lo sé, te pasa como todos los días. Pero un <u>poquito</u>. [...] ¿vale, [nombre]?</p>	<p>[Name], what's wrong, dear? I know, this happens to you every day. But just a little bit. [...] okay, [name]?</p>

	<p>¿Está <u>calentito</u>?</p> <p>[Nombre], si no llevamos la mitad, cómete un <u>poquito</u> más. Sólo llevamos dos cucharas.</p> <p>Un <u>poquito</u> de agua.</p> <p>Que yo no tengo prisa, ¿me oyes? Otra <u>cucharadita</u>, muy bien.</p> <p>Ahora estás <u>calentita</u>, ¿eh?</p> <p>Tiene las manos <u>calentitas</u>.</p> <p>¿Quieres un <u>poquito</u> más? ¿Nos vamos?</p> <p>[Nombre], te has comido mucho y ahora tienes que andar un <u>poquito</u>.</p> <p>¿Quieres sentarte un <u>ratito</u> para descansar?</p>	<p>Is it hot?</p> <p>[Name], we haven't eaten half of it, eat a little bit more. We have only eaten two spoons.</p> <p>A little bit of water.</p> <p>I'm not in a hurry, do you hear me? Another spoon, very good.</p> <p>You're warm now, aren't you?</p> <p>She has warm hands.</p> <p>Do you want a little bit more? Are we leaving?</p> <p>[Name], you have eaten a lot and now you have to walk a little bit.</p> <p>Do you want to sit down for a while to rest?</p>
Diminutives of names		
Rhetorical question	<p>[Nombre], ¿qué te pasa, cariño? Ya lo sé, te pasa como todos los días. Pero un poquito. [...] ¿<u>vale</u>, [nombre]?</p>	<p>[Name], what's wrong, dear? I know, , this happens to you every day. But just a little bit. [...] okay, [name]?</p>

	<p>Ahora me pongo a tu lado, ¿<u>vale</u>?</p> <p>Acabo con [nombre] y empiezo contigo, ¿<u>vale</u>?</p> <p>[Nombre], vamos a tomarnos la pastilla, ¿<u>vale</u>? (acercándose)</p> <p>Mi mano no te la vas a querer comer, ¿<u>no</u>?</p> <p>Ahora estás calentita, ¿<u>eh</u>?</p> <p>Mañana te ponemos uva, ¿<u>vale</u>?</p>	<p>I'll come sit beside you now, okay?</p> <p>When I'm ready with [name], I'll start with you, okay?</p> <p>[Name], let's take the pill, okay? (coming closer)</p> <p>You're not going to want to eat my hand, right?</p> <p>You're warm now, aren't you?</p> <p>Tomorrow we'll get you some grapes, okay?</p>
Collective pronouns	<p>[Nombre], <u>vamos a tomarnos</u> la pastilla, ¿v<u>ale</u>? (acercándose)</p> <p>Què bo <u>ens</u> l'han fet.</p> <p>¿Quieres un poquito más? ¿<u>Nos vamos</u>?</p> <p>Mañana te <u>ponemos</u> uva, ¿v<u>ale</u>?</p> <p>Así no <u>nos constipamos</u>.</p>	<p>[Name], let's take the pill, okay? (coming closer)</p> <p>They have made it so well for us.</p> <p>Do you want a little bit more? Are we leaving?</p> <p>Tomorrow we'll get you some grapes, okay?</p> <p>That way we won't get constipated.</p>

	<p>¿Ya estás, campeón? <u>Ala, vamos, vámonos.</u></p> <p>Luego <u>vamos</u> ahí, ahí fuera. Que no te puedes quedar.</p>	<p>Are you ready yet, champion? Ala, let's go, let's go</p> <p>Later we'll be going over there, outside. You can't stay here.</p>
Non-verbal adaptations	<p>[Nombre], vamos a tomarnos la pastilla, ¿vale? (<u>acercándose</u>)</p> <p>¡Molt bé! (gesto: aplaudiendo)</p> <p><u>Gestos</u>: soplar la nariz + pulgar</p>	<p>[Name], let's take the pill, okay? (coming closer)</p> <p>Very good! (gesture: applauding)</p> <p>Gesture: blow your nose + point thumb upwards</p>
Change in emotional tone: incapacity of the listener	<p>Come. <u>Muy bien.</u></p> <p>¡Molt bé! (gesto: aplaudiendo)</p> <p>Que yo no tengo prisa, ¿me oyes? Otra cucharadita, <u>muy bien.</u></p> <p><u>Muy bien</u>, [nombre], <u>muy bien.</u></p> <p><u>Muy bien</u>, estoy muy contenta hoy.</p> <p>Venga, cariño, <u>que te lo corto.</u></p>	<p>Eat. Very good.</p> <p>Very good! (gesture: applauding)</p> <p>I'm not in a hurry, do you hear me? Another spoon, very good.</p> <p>Very good, [name], very good.</p> <p>Very good, you've made me very happy today.</p> <p>Come on, dear, I'll cut it for you.</p>

Additional elements

- Visitors speak in more or less the same way to the residents as the caretakers do.
- Caregivers help the residents to the point that they can do it themselves.
- Caretaker caresses resident's back while talking to him.
- Caretaker caresses resident's back and maintains contact throughout the interaction.

Day 4 – Group activity (manicure)

Element	Español	English translation
Word-for-word repetition	<u>Te llama</u> [nombre]. <u>Te llama</u> . <u>Esa rota</u> , a ver cuánto tiempo te queda <u>esa rota</u> . <u>Que se mueve</u> , a <u>que te mueves</u> mucho.	[Name] is calling for you. She's calling for you. That broken nail, let's see how long that broken one is going to last. She moves around, you move around a lot.
Paraphrasing	<u>Déjalas</u> así, las <u>manos</u> .	Let them be, your hands.
Slow speaking rhythm		
Loud voice while speaking	Te llama [nombre]. Te llama.	[Name] is calling for you. She's calling for you.
Accentuation of keywords		
High intonation		
Use of imperatives	<u>Déjalas</u> así, las manos	Let them be, your hands.
Arrogant communication		
Terms of endearment		
Other diminutives		
Diminutives of names	Te llama Pepita. Te llama.	Pepita is calling for you. She's calling for you.
Rhetorical question		
Collective pronouns		
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

- The ideas in these conversations are more elaborate and personal.
- There is more room for loose conversation.

Day 5 – Group activity (folding laundry)

Element	Español	English translation
Word-for-word repetition	Un <u>pescadito</u> , <u>bueno</u> . Eso sí que está muy <u>bueno</u> , un <u>pescadito</u> . Que son tuyas, lo que te está diciendo. Que son tuyas.	A [little] fish, good. That would be really good, a [little] fish. They are hers, that's what she's been telling you. That they are hers.
Paraphrasing		
Slow speaking rhythm		
Loud voice while speaking	<u>Un pescadito, bueno</u> . Eso sí que está muy bueno, un pescadito. Que son tuyas, lo que te está diciendo. Que son tuyas.	A [little] fish, good. That would be really good, a [little] fish. They are hers, that's what she's been telling you. That they are hers.
Accentuation of keywords		
High intonation		
Use of imperatives	Ahí estás bien y <u>no llores</u> . <u>No le digáis</u> nada. <u>Siéntate</u> ahí, [nombre], cariño. <u>Siéntate</u> , que te caigas.	You're good over there, don't cry. Don't say anything to her. Sit down over there, [name], dear. Sit down, otherwise you'll fall.
Arrogant communication		
Terms of endearment		
Other diminutives	Un <u>pescadito</u> , bueno. Eso	A [little] fish, good. That

	sí que está muy bueno, un <u>pescadito</u> .	would be really good, a [little] fish.
Diminutives of names		
Rhetorical question	Creo que era eso ya [...], <u>¿eh?</u> <u>¿Vale?</u>	I think that was it [...] eh? Okay?
Collective pronouns		
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

- Caretaker lowers her voice while talking to a resident as to preserve the resident's privacy.

Day 5 – Lunch

Element	Español	English translation
Word-for-word repetition	<p><u>Ahora te doy</u>, cariño, <u>ahora te doy</u>.</p> <p><u>¿Vols ara? ¿Vols?</u></p> <p><u>Come</u>, [nombre], cariño. Tú <u>ves comiendo</u> algo. (gesto de comer)</p> <p><u>Menja, poquet a poquet.</u> <u>Menja poquet a poquet.</u></p> <p><u>Traga</u>, [nombre], <u>traga</u>. Muy bien.</p> <p><u>Ahí</u>, <u>ahí més</u>.</p> <p><u>Traga</u>, no lo has <u>tragao</u>. <u>Traga</u>.</p> <p><u>Ahora un poquito de</u> <u>agua, ¿eh? Un poquito de</u> <u>agua. Agua x3, un</u> <u>poquito</u>.</p> <p><u>Te l'has acabat tot, molt</u> <u>bé</u>. Te has <u>portao molt bé</u>. Has sido una campeona.</p>	<p>I'll give it to you right away, dear, I'll give it to you right away.</p> <p>Do you want it now? Do you want it?</p> <p>Eat, [name], dear. Eat something. (gesture to start eating)</p> <p>Eat, little by little. Eat, little by little.</p> <p>Swallow it, [nombre], swallow it. Very good.</p> <p>Over there there's more, over there.</p> <p>Swallow it, you haven't swallowed it. Swallow it.</p> <p>A little bit of water now, eh? A little bit of water. Water x3, a little bit.</p> <p>You've finished it all, very good. You've behaved yourself very well. You're a champion.</p>

	<p><u>Siéntate</u> aquí, [nombre], <u>a mi lado</u>. <u>Siéntate a mi lado</u>, así me ayudas con [...].</p> <p>Abre los ojos, va <u>mírame</u>. <u>Mírame</u>.</p> <p>Cómelo de <u>ahí</u>, <u>ahí</u> llevas de todo.</p> <p><u>Ya está ya</u>, <u>ya está</u>.</p>	<p>Sit down here, [name], by my side. Sit down by my side, so you can help me with [...].</p> <p>Open your eyes, come on, look at me. Look at me.</p> <p>Eat from your own plate, your own plate has everything on it.</p> <p>That's it already, that's it.</p>
Paraphrasing	<p>[Nombre], <u>abre un poco la boca</u>, un poco más. <u>No te cabe la cuchara</u>.</p> <p><u>No tenemos prisa</u> eh, [nombre]. Tú <u>tranquila</u>. Sólo quiero que comas.</p> <p>[Nombre], <u>¿ya no tienes hambre?</u> <u>Come un poco</u>, [nombre].</p> <p>Te l'has acabat tot, molt bé. <u>Te has portao molt bé.</u> <u>Has sido una campeona</u>.</p> <p><u>Abre los ojos</u>, va mírame. <u>Mírame</u>.</p>	<p>[Name], open your mouth a little but, a bit more. The spoon doesn't fit.</p> <p>We aren't in a hurry eh, [name]. Take your time. I only want you to eat.</p> <p>[Name], aren't you hungry anymore? Eat a little bit, [name].</p> <p>You've finished it all, very good. You've behaved yourself very well. You're a champion.</p> <p>Open your eyes, come on, look at me. Look at me.</p>

	<u>Ves comiendo tú también.</u> <u>Tienes que comer.</u>	Eat [as well]. You have to eat too.
Slow speaking rhythm		
Loud voice while speaking	Muy bien. Hoy te lo comes todo, ¿eh? Traga la comida. [Nombre], ¿ya no tienes hambre? Come un poco, [nombre]. Uy, sí, te lo mereces, [nombre]. (acercándose)	Very good. You have eaten everything today, eh? Swallow the food. [Name], aren't you hungry anymore? Eat a little bit, [name]. Uy, yes, you've earned it, [name]. (coming closer).
Accentuation of keywords		
High intonation		
Use of imperatives	<u>Ves</u> bebiendo poquet a poquet. <u>Póbrt</u> , a vore si t'agrada. <u>Toma</u> la cuchara, cariño, va. <u>No pongas</u> la mano dentro, que te vas a quemar. <u>Come</u> , [nombre], cariño. Tú <u>ves comiendo</u> algo. (gesto de comer) <u>Menja</u> , poquet a poquet. <u>Menja</u> poquet a poquet.	Drink it bit by bit. Taste it, to see if you like it. Take the spoon, dear, come on. Don't put your hand inside, you'll burn yourself. Eat, [name], dear. Eat something. (gesture to start eating) Eat, little by little. Eat, little by little

	<p><u>Traga</u>, [nombre], <u>traga</u>. Muy bien.</p> <p>¿Qué pasa que no comes? Va, <u>come</u>.</p> <p>[Nombre], <u>abre</u> un poco la boca, un poco más. No te cabe la cuchara.</p> <p>Muy bien, [nombre]. <u>Abre</u> la boca, muy bien.</p> <p><u>Traga</u>, no lo has <i>tragao</i>. <u>Traga</u>.</p> <p><u>Traga</u> la comida.</p> <p>No tenemos prisa eh, [nombre]. Tú <u>tranquila</u>. Sólo quiero que comas.</p> <p><u>Come</u> un poquito de fruta, ¿vale? Que comas un poco.</p> <p>[Nombre], ¿ya no tienes hambre? <u>Come</u> un poco, [nombre].</p> <p><u>Come</u> un poquito más.</p> <p>[Nombre], <u>acompañame</u> a llevarla.</p>	<p>Swallow it, [nombre], swallow it. Very good.</p> <p>Why aren't you eating? Come on, eat.</p> <p>[Name], open your mouth a little but, a bit more. The spoon doesn't fit.</p> <p>Very good, [name]. open your mouth, very good.</p> <p>Swallow it, you haven't swallowed it. Swallow it.</p> <p>Swallow the food.</p> <p>We aren't in a hurry eh, [name]. Take your time. I only want you to eat.</p> <p>Eat a little bit of fruit, okay? I want you to eat a bit.</p> <p>[Name], aren't you hungry anymore? Eat a little bit, [name].</p> <p>Eat a little bit more.</p> <p>[Name], accompany me while bringing her away.</p>
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	<p>Comemos por lo menos la fruta? <u>Cómete</u> eso, va.</p> <p><u>Mira</u>, [nombre], sopa.</p> <p><u>Bebe</u> agua.</p> <p>Venga, [nombre], <u>ponte</u> recta.</p> <p><u>Espérate</u> que pase el hombre.</p> <p>A tu silla, <u>a comer</u>. Que tienes hambre. (gesto de comer)</p> <p><u>Siéntate</u> aquí, [nombre], a mi lado. <u>Siéntate</u> a mi lado, así me ayudas con [...].</p> <p><u>Abre</u> los ojos, va <u>mírame</u>. <u>Mírame</u>.</p> <p><u>Toma</u> las pastillas eh.</p> <p><u>Hay que comer</u> un poco, va.</p> <p><u>Ves comiendo</u> tú también. <u>Tienes que comer</u>.</p>	<p>Are we at least eating the fruit? Eat that, come on.</p> <p>Look, [name], soup.</p> <p>Drink some water.</p> <p>Come on, [name], sit up straight.</p> <p>Wait until he has passed.</p> <p>Go to your seat to eat. Because you're hungry. (gesture of eating)</p> <p>Sit down here, [name], by my side. Sit down by my side, so you can help me with [...].</p> <p>Open your eyes, come on, look at me. Look at me.</p> <p>Take your pills eh.</p> <p>You have to eat a little bit, come on.</p> <p>Eat [as well]. You have to eat too.</p>
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	<p><u>Tome</u> estas pastillas, ¿vale?</p> <p>[Nombre], <u>coma</u>, por favor. Un poquito.</p> <p><u>Cómelo</u> de ahí, ahí llevas de todo.</p> <p>¿Quieres más? <u>No le pongas</u> la mano, cariño.</p> <p><u>Ves comiendo</u> tu sopa, va.</p> <p>A mí <u>no chilles</u>. (gesto de mano)</p> <p><u>Termina</u> de comer un poco más. Si no, es una falta de respeto.</p> <p><u>Bebe</u> un poquito de agua.</p> <p><u>Come</u> más, venga.</p> <p>[Nombre], <u>acábatela</u>.</p> <p><u>Cógela</u> y <u>bébetela</u>. Si no, no te doy la Magdalena mañana.</p>	<p>Take these pills, okay?</p> <p>[Name], eat, please. A little bit.</p> <p>Eat from your own plate, your own plate has everything on it.</p> <p>Do you want more? Don't put your hand in there, dear.</p> <p>Eat your soup, come on.</p> <p>Don't shout at me. (hand gesture)</p> <p>Eat a little bit more. If you don't, you don't have enough respect.</p> <p>Drink a little bit of water.</p> <p>Eat some more, come on.</p> <p>[Name], finish it.</p> <p>Take it and drink it. If not, I won't give you a Magdalena tomorrow.</p>
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	[Nombre], tú sola no, <u>siéntate</u> .	[Name], you can't go by yourself, sit down.
Arrogant communication	<p>Muy bien, <u>así no te manchas</u>.</p> <p>A tu silla, a comer. <u>Que tienes hambre</u>. (gesto de comer)</p> <p>Termina de comer un poco más. <u>Si no, es una falta de respeto</u>.</p> <p>Cógela y bébetela. <u>Si no, no te doy la Magdalena mañana</u>.</p>	<p>Very good, this way you won't spill anything.</p> <p>Go to your seat to eat. Because you're hungry. (gesture of eating)</p> <p>Eat a little bit more. If you don't, you don't have enough respect.</p> <p>Take it and drink it. If not, I won't give you a Magdalena tomorrow.</p>
Terms of endearment	<p>Ahora te doy, cariño, ahora te doy.</p> <p>¿Qué, <u>cariño</u>? Sí, eso es tuyo, ahora te doy un platito de comida. Una sopita.</p> <p>Toma la cuchara, <u>cariño</u>, va. No pongas la mano dentro, que te vas a quemar.</p> <p>Come, [nombre], <u>cariño</u>. Tú ves comiendo algo. (gesto de comer)</p>	<p>I'll give it to you right away, dear, I'll give it to you right away.</p> <p>What, dear? Yes, this is yours, I'll give you a plate with food now. A little bit of soup.</p> <p>Take the spoon, dear, come on. Don't put your hand inside, you'll burn yourself.</p> <p>Eat, [name], dear. Eat something. (gesture to start eating)</p>

	<p>Venga, <u>cariño</u>, muy bien.</p> <p>Venga, [nombre], <u>mena</u>.</p> <p>Venga, [abuelo], <u>cariño</u>.</p> <p>¿Ves, <u>cariño</u>?</p> <p>¿Quieres más? No le pongas la mano, <u>cariño</u>.</p> <p>[Nombre], <u>cariño</u>, [...]</p>	<p>Come on, dear, very good.</p> <p>Come on, [name], love.</p> <p>Come on, [grandpa], dear.</p> <p>You see, dear?</p> <p>Do you want more? Don't put your hand in there, dear.</p> <p>[Name], dear, [...].</p>
Other diminutives	<p>Señora [nombre], te paso un <u>poquito</u> de zumo.</p> <p>¿Qué, cariño? Sí eso es tuyo, ahora te doy un <u>platito</u> de comida. Una <u>sopita</u>.</p> <p>¿Quieres un <u>poquito</u> de agua?</p> <p>Come un <u>poquito</u> de fruta, ¿vale? Que comas un <u>poco</u>.</p> <p>Come un <u>poquito</u> más.</p> <p>Muy bien, ya te queda <u>poquito</u>.</p>	<p>Misses [name], I'll give you a little bit of juice.</p> <p>What, dear? Yes, this is yours, I'll give you a plate with food now. A little bit of soup.</p> <p>Do you want some water?</p> <p>Eat a little bit of fruit, okay? I want you to eat a bit.</p> <p>Eat a bit more.</p> <p>Very good, there's only little left.</p>

	<p>Las <u>pastillitas</u>. [Nombre], coma, por favor. Un <u>poquito</u>.</p> <p>¿Un <u>poquito</u> más de agua?</p> <p>Bebe un <u>poquito</u> de agua.</p>	<p>The [little] pills. [Name], eat, please. A little bit.</p> <p>A little bit of water?</p> <p>Drink a little bit of water.</p>
Diminutives of names	<p>[Nombre], ¿cómo estás? Voy a darte un puré, ¿vale? ¿Está bueno?</p> <p>Uy, sí, te lo mereces, [nombre]. (acercándose)</p> <p>Mira, [nombre], sopa.</p> <p>Venga, [nombre], ponte recta.</p> <p>¿Está bueno, [nombre]?</p> <p>¿Ya estás, [nombre]?</p>	<p>[Name], how are you? I'm going to give you purée, okay? Is it good?</p> <p>Uy, yes, you've earned it, [name]. (coming closer)</p> <p>Look, [name], soup.</p> <p>Come on, [name], sit up straight.</p> <p>Is it good, [name]?</p> <p>Are you ready, [name]?</p>
Rhetorical question	<p>[Nombre], ahora la pastilla, ¿<u>vale</u>?</p> <p>Muy bien. Hoy te lo comes todo, ¿<u>eh</u>?</p> <p>Tenías sed, ¿<u>eh</u>? Muy bien.</p> <p>[Nombre], ¿cómo estás?</p>	<p>[Name], the pill now, okay?</p> <p>Very good. You have eaten everything today, eh?</p> <p>You were thirsty, weren't you? Very good.</p> <p>[Name], how are you? I'm</p>

	<p>Voy a darte un puré, ¿<u>vale</u>? ¿Está bueno?</p> <p>Ahora un poquito de agua, ¿<u>eh</u>? Un poquito de agua. Agua x3, un poquito.</p> <p>Tome estas pastillas, ¿<u>vale</u>?</p> <p>Qué bueno, ¿<u>eh</u>?</p> <p>Come un poquito de fruta, ¿<u>vale</u>? Que comas un poco.</p>	<p>going to give you purée, okay? Is it good?</p> <p>A little bit of water now, eh? A little bit of water. Water x3, a little bit.</p> <p>Take these pills, okay?</p> <p>It's good, isn't it?</p> <p>Eat a little bit of fruit, okay? I want you to eat a bit.</p>
Collective pronouns	<p>¿Cómo estem?</p> <p>Anem</p> <p>¿<u>Comemos</u> por lo menos la fruta? Cómete eso, va.</p> <p><u>Vamos</u> a tomar un poco de sopa. ¿No? ¿No tienes hambre?</p> <p>Anem</p>	<p>How are we doing?</p> <p>Let's go.</p> <p>Are we at least eating the fruit? Eat that, come on.</p> <p>We're going to drink a little bit of soup. No? Aren't you hungry?</p> <p>Let's go.</p>
Non-verbal adaptations	<p>Ves bebiendo poquet a poquet. (<u>gesto de beber</u>)</p> <p>Come, [nombre], cariño. Tú ves comiendo algo. (<u>gesto de comer</u>)</p>	<p>Drink it bit by bit. (drinking gesture)</p> <p>Eat, [name], dear. Eat something. (gesture to start eating)</p>

	<p>Uy, sí, te lo mereces, [nombre]. (<u>acercándose</u>)</p> <p>A tu silla, a comer. Que tienes hambre. (<u>gesto de comer</u>)</p> <p>A mí no chilles. (<u>gesto de mano</u>)</p>	<p>Uy, yes, you've earned it, [name]. (coming closer)</p> <p>Go to your seat to eat. Because you're hungry. (gesture of eating)</p> <p>Don't shout at me. (hand gesture)</p>
Change in emotional tone: incapacity of the listener	<p>Traga, [nombre], traga. <u>Muy bien</u>.</p> <p><u>Muy bien</u>. Hoy te lo comes todo, ¿eh?</p> <p><u>Muy bien</u>, [nombre]. Abre la boca, <u>muy bien</u>.</p> <p>Venga, cariño, <u>muy bien</u>.</p> <p>Tenías sed, ¿eh? <u>Muy bien</u>.</p> <p>Uy, sí, <u>te lo mereces</u>, [nombre]. (<u>acercándose</u>)</p> <p><u>Te l'has acabat tot, molt be. Te has portao molt be.</u> Has sido una campeona.</p> <p><u>Muy bien</u>, así no te manchas.</p>	<p>Swallow it, [nombre], swallow it. Very good.</p> <p>Very good. You have eaten everything today, eh?</p> <p>Very good, [name]. open your mouth, very good.</p> <p>Come on, dear, very good.</p> <p>You were thirsty, weren't you? Very good.</p> <p>Uy, yes, you've earned it, [name]. (coming closer)</p> <p>You've finished it all, very good. You've behaved yourself very well. You're a champion.</p> <p>Very good, this way you won't spill anything.</p>

	<u>Muy bien</u> , ya te queda poquito.	Very good, there's only little left.
	Venga, otro. <u>Muy bien</u> .	Come on, another one. Very good.
	<u>Te vas a hacer muy mayor, ya que te lo comes todo</u> .	You're going to get very, since you eat your whole plate.

Additional elements

- Caretaker caresses the resident's hair and gives him a kiss on the cheek.
- Caretaker caresses the resident's arm while they are leaving the dining room.
- Caretaker and resident sing together while they are leaving the dining room.
- Caretaker touches the resident's back and gives her a kiss on the cheek while asking why he does not want to eat.
- Caretaker caresses the resident's back.

Day 5 – Group activity (sewing)

Element	Español	English translation
Word-for-word repetition	¿No puedes parar un poquito? ¿ <u>Quieres descansar</u> ? Es que no paras. <u>Tienes que descansar</u> .	Don't you want to stop for a little while? Do you want to rest? It's just that you don't stop. You have to rest.
Paraphrasing		
Slow speaking rhythm		
Loud voice while speaking	Que se va por ahí dice, [nombre].	He's saying that he's going over there, [name].
Accentuation of keywords		
High intonation		
Use of imperatives	<p><u>Mira</u>, como se queda así.</p> <p><u>Toma</u></p> <p>[Nombre], ¿vamos al váter? <u>Espera</u>, que te ayudo.</p> <p>¿No puedes parar un poquito? ¿Quieres descansar? Es que no paras. <u>Tienes que descansar</u>.</p>	<p>Look, how it stays this way.</p> <p>Take it.</p> <p>[Name], are we going to the loo? Wait, I'll help you.</p> <p>Don't you want to stop for a little while? Do you want to rest? It's just that you don't stop. You have to rest.</p>
Arrogant communication		
Terms of endearment		
Other diminutives	¿No puedes parar un <u>poquito</u> ? ¿Quieres descansar? Es que no paras. Tienes que	Don't you want to stop for a little while? Do you want to rest? It's just that you don't stop. You have to

	descansar.	rest.
Diminutives of names	¿Qué pasa, <u>[nombre]</u> ? Que se va por ahí dice, <u>[nombre]</u> .	What's wrong, [name]? He's saying that he's going over there, [name].
Rhetorical question	Eso me falta, ¿ <u>no</u> ? Casarme.	That's what I'm missing, isn't it? Getting married.
Collective pronouns	[Nombre], ¿ <u>vamos</u> al váter? Espera, que te ayudo.	[Name], are we going to the loo? Wait, I'll help you.
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

- The residents are much more independent during this activity.

Day 6 – Group activity (folding laundry)

Element	Español	English translation
Word-for-word repetition	<p><u>Vamos</u>, [nombre], <u>vamos</u>.</p> <p>[Nombre], <u>ya</u>. <u>Ya</u>, [nombre].</p> <p><u>Espera</u>, <u>espera</u>, que [...] está. Ya está.</p> <p><u>Ahora lo mirará</u> x2</p>	<p>Let's go, [name], let's go.</p> <p>[Name], that's it. That's it, [name].</p> <p>Wait, wait, [...] is already there. That's it.</p> <p>She'll look into it right away x2</p>
Paraphrasing	<u>¿Ya?</u> <u>¿Habéis acabado?</u>	Finished? Have you finished already?
Slow speaking rhythm		
Loud voice while speaking	<p>[Nombre]</p> <p>¿Ya estás enfadada hoy?</p>	<p>[Name]</p> <p>Are you angry already?</p>
Accentuation of keywords		
High intonation	[Nombre]	[Name]
Use of imperatives	<p><u>Sal</u></p> <p><u>Espera</u>, <u>espera</u>, que [...] está. Ya está.</p>	<p>Leave</p> <p>Wait, wait, [...] is already there. That's it.</p>
Arrogant communication		
Terms of endearment		
Other diminutives		
Diminutives of names	<p>Vamos, [nombre], vamos.</p> <p>[Nombre]</p> <p>[Nombre], ya. Ya, [nombre].</p>	<p>Let's go, [name], let's go.</p> <p>[Name]</p> <p>[Name], that's it. That's it, [name].</p>

Rhetorical question	Madre mía, habéis <i>trabajao</i> , ¿ <u>eh</u> ?	Good God, you have worked hard, haven't you?
Collective pronouns	<u>Vamos</u> , [nombre], <u>vamos</u> .	Let's go, [name], let's go.
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

- Much more conversation between the residents.

Day 6 – Lunch

Element	Español	English translation
Word-for-word repetition	<p><u>Ja estem, ja estem, ja estem</u> arriba.</p> <p><u>Espera</u> un poquito, <u>espera</u>.</p> <p><u>¿Cómo estamos? ¿Cómo estamos?</u></p> <p>Ahora vamos, [nombre], <u>espérate, espérate</u>.</p> <p><u>¿No quieres comer tú sola?</u> x2</p> <p><u>Vamos</u>, [nombre], <u>vamos</u> a sentarnos en el sillón.</p> <p><u>Ves</u> comiendo, <u>ves</u>. Ahora te pongo yo el agua.</p> <p>Sí, señora [nombre], ahí <u>muy bien, muy bien</u>.</p> <p>Ésta es para chuparla, ¿vale? <u>Ambas con un poquito de agua</u> x2. Muy bien.</p> <p>[Nombre], <u>no se chilla</u> x2</p>	<p>We're here already, we're here already, we're already [upstairs].</p> <p>Wait for a bit, wait.</p> <p>How are we doing? How are we doing?</p> <p>We're leaving right away, [name], wait, wait.</p> <p>Don't you want to eat by yourself? x2</p> <p>Let's go, [name], let's go sit in the couch.</p> <p>Eat, come on. I'll give you some water right away.</p> <p>Yes, mrs. [name], over there. Very good, very good.</p> <p>This one is to suck on, okay? Take both of them with a bit of water x2. Very good.</p> <p>[Name], you shouldn't</p>

	<p>Vine x3 (gesto de las manos)</p> <p><u>No chilles, que no se chilla.</u></p> <p><u>A comer</u>, que está muy bueno. <u>Come</u>, <u>come</u> arrozito.</p> <p><u>Con la mano, no. No se come con la mano.</u> El arroz se come con la cuchara.</p> <p>[Nombre], <u>come</u>. <u>Come</u> el arroz. Prueba.</p> <p>Ves comiendo. <u>Muy bien</u> x2</p> <p><u>Cógetela tú, coge la cuchara.</u></p> <p><u>Dame</u> x2</p> <p>Ahora lo buscamos, cariño. <u>Tranquilo</u> x2</p> <p>Va, cariño, <u>siéntate</u> x2</p> <p><u>¿Vienes conmigo?</u> Va,</p>	<p>shout.</p> <p>Come here x3 (hand gesture)</p> <p>Don't shout, you shouldn't shout.</p> <p>Eat, it's very good. Eat, eat a little bit of rice.</p> <p>Not with your hands, no. you shouldn't eat with your hands. Rice should be eaten with a spoon.</p> <p>[Name], eat. Eat the rice. Try it out.</p> <p>Eat. Very good x2</p> <p>You take it, take the spoon.</p> <p>Give it to me x2</p> <p>We'll go looking for it right away. Don't worry x2</p> <p>Come on, dear, sit down x2</p> <p>Are you coming with me?</p>
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	<p>vamos. <u>Vente conmigo</u>.</p> <p>[Nombre], <u>vamos</u>.</p> <p><u>Vámonos</u> fuera, porque va a limpiar la chica.</p> <p>Molestamos, <u>vamos</u>.</p>	<p>Come on, let's go. Come with me.</p> <p>[Name], let's go. Let's go outside, because the girl is going to clean up here.</p> <p>We're in her way, let's go.</p>
Paraphrasing	<p>¿Ya no quieres más? <u>Un poquito</u>, [abuelo], va.</p> <p>Venga, <u>esta cuchara más</u>.</p>	<p>Don't you want some more? A little bit, [grandpa], come on.</p> <p>Come on, just this spoonful more.</p>
Slow speaking rhythm		
Loud voice while speaking	<p>[Nombre], cómo estamos.</p> <p>¿No quieres más arroz?</p>	<p>[Name], how are we doing?</p> <p>Don't you want more rice?</p>
Accentuation of keywords	<p>¿No quieres más <u>arroz</u>?</p>	<p>Don't you want more rice?</p>
High intonation	<p>[Nombre], ¿nos <u>vamos</u>?</p>	<p>[Name], are we leaving?</p>
Use of imperatives	<p><u>Siéntate</u>, <u>siéntate</u>, cariño.</p> <p><u>Espera</u> un poquito, <u>espera</u>.</p> <p>Ahora vamos, [nombre], <u>espérate</u>, <u>espérate</u>.</p> <p><u>Bébetelo</u>, que está bé.</p> <p><u>Toma</u>, [nombre], qué bueno.</p> <p>[Nombre], <u>toma</u>, cariño.</p>	<p>Sit down, sit down, dear.</p> <p>Wait a second, wait.</p> <p>We're leaving right away, [name], wait, wait.</p> <p>Drink it, it's good.</p> <p>Take this, [name], it's so good.</p> <p>[Name], take this, dear.</p>

	<u>Abre</u> un poquito más la boca.	Open your mouth a little bit more.
	<u>Traga</u> , [nombre], <u>traga</u> . Muy bien.	Swallow it, [name], swallow it. Very good.
	<u>Tose</u> un poquito, tose.	Cough a little bit, cough.
	<u>Pon</u> este pie, perfecto.	Put that foot over there, perfect.
	<u>Ves comiendo</u> , <u>ves</u> . Ahora te pongo yo el agua.	Eat, come on. I'll give you some water right away.
	<u>No chilles</u> , que no se chilla.	Don't shout, you shouldn't shout.
	[Nombre], <u>sentat</u> .	[Name], sit down.
	<u>A comer</u> , que está muy bueno. <u>Come</u> , <u>come</u> arrozito.	Eat, it's very good. Eat, eat a little bit of rice.
	[Nombre], <u>come</u> . <u>Come</u> el arroz. <u>Prueba</u> .	[Name], eat. Eat the rice. Try it out.
	[Nombre], <u>come</u> un poquito eh.	[Name], eat a bit eh.
	[Nombre], <u>come</u> , cariño. <u>Pruébalo</u> , el arroz de Valencia.	[Name], eat, dear. Try it out, Valencian rice.
	<u>Ves comiendo</u> . Muy bien	Eat. Very good x2

	<p>x2</p> <p><u>Cógetela</u> tú, <u>coge</u> la cuchara.</p> <p><u>Dime</u>, cariño, ¿<u>què vols</u>?</p> <p><u>Toma</u>, cariño.</p> <p>Va, [nombre], <u>menja</u>, cariño.</p> <p><u>Dame</u> x2</p> <p>Ahora lo buscamos, cariño. <u>Tranquilo</u> x2</p> <p>Cariño, <u>come</u>.</p> <p><u>Come</u>, <u>toma</u>. <u>Deja</u> a ella.</p> <p><u>No tires</u>, <u>bebe</u> agua.</p> <p>Va, cariño, <u>come</u> un poquito más.</p> <p>¿Adónde vas? <u>Sienta</u>. (gesto de las manos)</p> <p>Va, cariño, <u>siéntate</u> x2</p>	<p>You take it, take the spoon.</p> <p>Tell me, dear, what do you want?</p> <p>Take this, dear.</p> <p>Come on, [name], eat, dear.</p> <p>Give it to me x2</p> <p>We'll go looking for it right away. Don't worry x2</p> <p>Dear, eat.</p> <p>Eat, take it. Let her be.</p> <p>Don't throw it away, drink some water.</p> <p>Come on, dear, eat a little bit more</p> <p>Where are you going? Sit down. (hand gesture)</p> <p>Come on, dear, sit down x2</p>
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	<p>¿Vienes conmigo? Va, vamos. <u>Vente</u> conmigo.</p> <p>[Nombre], <u>levántese</u>.</p>	<p>Are you coming with me? Come on, let's go. Come with me.</p> <p>[Name], stand up.</p>
Arrogant communication	<p>Con la mano, no. No se come con la mano. <u>El arroz se come con la cuchara</u>.</p>	<p>Not with your hands, no. you shouldn't eat with your hands. Rice should be eaten with a spoon.</p>
Terms of endearment	<p>Siéntate, siéntate, <u>cariño</u>.</p> <p>[Nombre], toma, <u>cariño</u>.</p> <p><u>Cariño</u>, [...].</p> <p>La bufanda casi que no eh <u>cariño</u>.</p> <p>[Nombre], come <u>cariño</u>. Pruébalo, el arroz de Valencia.</p> <p>Ya se ha acabado, <u>cariño</u>.</p> <p>Dime <u>cariño</u>, ¿<u>què vols</u>?</p> <p>¿Una manzanita, <u>cariño</u>?</p> <p>Toma, <u>cariño</u>.</p> <p>Va, [nombre], <u>menja</u>, <u>cariño</u>.</p>	<p>Sit down, sit down, dear.</p> <p>[Name], take this, dear.</p> <p>Dear, [...].</p> <p>I'd take the scarf off, eh dear.</p> <p>[Name], eat, dear. Try it out, Valencian rice.</p> <p>You've already finished it, dear.</p> <p>Tell me, dear, what do you want?</p> <p>A [small] apple, dear?</p> <p>Take this, dear.</p> <p>Come on, [name], eat, dear.</p>

	<p>Ahora lo buscamos, <u>cariño</u>. Tranquilo x2</p> <p><u>Cariño</u>, come.</p> <p>Va, <u>cariño</u>, come un poquito más.</p> <p>Va, <u>cariño</u>, siéntate x2</p>	<p>We'll go looking for it right away. Don't worry x2</p> <p>Dear, eat.</p> <p>Come on, dear, eat a little bit more.</p> <p>Come on, dear, sit down x2</p>
Other diminutives	<p>Espera un <u>poquito</u>, espera.</p> <p>Abre un <u>poquito</u> más la boca.</p> <p>Un <u>poquito</u>, [nombre].</p> <p>Tose un <u>poquito</u>, tose.</p> <p>Un <u>poquito</u> más.</p> <p>¿Cómo tienes la <u>tripita</u>?</p> <p>A comer, que está muy bueno. Come, come <u>arrocito</u>.</p> <p>[Nombre], come un <u>poquito</u> eh.</p> <p>¿Una <u>manzanita</u>, cariño?</p>	<p>Wait a second, wait.</p> <p>Open your mouth a little bit more.</p> <p>A little bit, [name].</p> <p>Cough a little bit, cough.</p> <p>A little bit more.</p> <p>How is your [little] stomach doing?</p> <p>Eat, it's very good. Eat, eat a little bit of rice.</p> <p>[Name], eat a little bit eh.</p> <p>A [small] apple, dear?</p>

	<p>¿Ya no quieres más? Un <u>poquito</u>, [abuelo], va. Venga, esta cuchara más.</p>	<p>Don't you want some more? A little bit, [grandpa], come on. Come on, just this spoonful more.</p>
Diminutives of names	<p>[Nombre], ¿cómo está usted?</p> <p>[Nombre], ¿cómo estás?</p> <p>[Nombre], nos vamos de paseo.</p>	<p>[Name], how are you doing?</p> <p>[Name], how are you?</p> <p>[Name], let's go for a walk.</p>
Rhetorical question	<p>Està bo, ¿eh? Bonísim, ¿no?</p> <p>La última y ya acabamos, [nombre], ¿<u>vale</u>?</p> <p>Ésta es para chuparla, ¿<u>vale</u>? Ambas con un poquito de agua x2. Muy bien.</p> <p>Joder, cómo estamos, ¿<u>eh</u>?</p>	<p>It's good, isn't it? Very good, no?</p> <p>The last one and we're already finished, [name], okay?</p> <p>This one is to suck on, okay? Take both of them with a bit of water x2. Very good.</p> <p>Oh dear, how are we acting today, eh?</p>
Collective pronouns	<p>Ja <u>estem</u>, ja <u>estem</u>, ja <u>estem</u> arriba.</p> <p>¿Cómo <u>estamos</u>? ¿Cómo <u>estamos</u>?</p> <p>Ahora <u>vamos</u>, [nombre],</p>	<p>We're here already, we're here already, we're already [upstairs].</p> <p>How are we doing? How are we doing?</p> <p>We're leaving right away,</p>

	<p>espérate, espérate.</p> <p>[Nombre], ¿cómo <u>estamos</u>?</p> <p>La última y ya <u>acabamos</u>, [nombre], ¿vale?</p> <p><u>Vamos</u>, [nombre], <u>vamos</u> a <u>sentarnos</u> en el sillón.</p> <p>Ahora lo <u>buscamos</u>, cariño. Tranquilo x2</p> <p>[Nombre], ¿nos <u>vamos</u>?</p> <p><u>Vamos</u> a ver la tele.</p> <p>¿Vienes conmigo? Va, <u>vamos</u>. Vente conmigo.</p> <p>Joder, ¿cómo <u>estamos</u> eh?</p> <p>[Nombre], nos <u>vamos</u> de paseo.</p> <p>[Nombre], <u>vamos</u>. <u>Vámonos</u> fuera, porque va a limpiar la chica. <u>Molestamos</u>, <u>vamos</u>.</p>	<p>[name], wait, wait.</p> <p>[Name], how are we doing?</p> <p>The last one and we're already finished, [name], okay?</p> <p>Let's go, [name], let's go sit in the couch.</p> <p>We'll go looking for it right away. Don't worry x2</p> <p>[Name], are we leaving?</p> <p>Let's go watch the tv.</p> <p>Are you coming with me? Come on, let's go. Come with me.</p> <p>Oh dear, how are we acting today eh?</p> <p>[Name], let's go for a walk.</p> <p>[Name], let's go. Let's go outside, because the girl is going to clean up here. We're in her way, let's go.</p>
Non-verbal adaptations	Vine x3 (<u>gesto de las</u>	Come here x3 (hand

	<p><u>manos</u>)</p> <p>¿Adónde vas? Sienta. (<u>gesto de las manos</u>)</p>	<p>gesture)</p> <p>Where are you going? Sit down. (hand gesture)</p>
<p>Change in emotional tone: incapacity of the listener</p>	<p>Traga, [nombre], traga. <u>Muy bien.</u></p> <p>Pon este pie, <u>perfecto.</u></p> <p>Ves comiendo, ves. <u>Ahora te pongo yo el agua.</u></p> <p>Sí, señora [nombre], ahí <u>muy bien, muy bien.</u></p> <p>Ésta es para chuparla, ¿vale? Ambas con un poquito de agua x2. <u>Muy bien.</u></p> <p>Ves comiendo. <u>Muy bien</u> x2</p>	<p>Swallow it, [name], swallow it. Very good.</p> <p>Put that foot over there, perfect.</p> <p>Eat, come on. I'll give you some water right away.</p> <p>Yes, mrs. [name], over there, very good, very good.</p> <p>This one is to suck on, okay? Take both of them with a bit of water x2. Very good.</p> <p>Eat. Very good x2</p>

Additional elements

- Caretaker takes the hands of the resident in hers.

Day 6 – Group activity (sewing)

Element	Español	English translation
Word-for-word repetition	<p>Sólo los que están <u>para</u> <u>vosotras</u>. <u>Para vosotras</u> y punto.</p> <p><u>Toma</u>, tienes que coser este, va. <u>Toma</u> x2</p> <p><u>Mira</u>, <u>para el otro</u> <u>lao</u> x2</p> <p>¿<u>Te tumbo</u> un poquito más? ¿<u>Te tumbo</u> más?</p> <p>Un <u>trozo</u> más, un <u>trozo</u>.</p> <p><u>No le des más</u> x2</p> <p>Toma, <u>dame</u> éste. <u>Dame</u>.</p>	<p>Only the ones that are for you. The ones that are for you and that's it.</p> <p>Take this, you have to sew this, come on. Take it x2</p> <p>Look, on the other side x2</p> <p>Do you want me to tilt you over a bit more? Do I tilt you over more.</p> <p>One more piece, one piece.</p> <p>Don't give her more x2</p> <p>Take this, give me that one. Give it to me.</p>
Paraphrasing	<p>¿Adónde quieres ir? <u>Te veo bien</u>. Estás sentada en tu silla, <u>mejor no puedes estar</u>.</p> <p><u>Porque no se da cuenta</u>, <u>no sabe qué estás diciendo</u>.</p> <p>Toma, <u>no lo cierres todo</u>.</p>	<p>Where do you want to go? I can see you're sitting well over here. You're sitting in your chair, it can't be better than that.</p> <p>It's because she doesn't notice it, she doesn't know what you're saying.</p> <p>Take this, don't close it all</p>

	<u>Deja un trozo abierto,</u> ¿vale?	the way. Leave a piece open, okay?
Slow speaking rhythm		
Loud voice while speaking	Porque no se da cuenta, no sabe qué estás diciendo. ¿Te tumbo un poquito más? ¿Te tumbo más? Toma, no lo cierres todo. Deja un trozo abierto, ¿vale?	It's because she doesn't notice it, she doesn't know what you're saying. Do you want me to tilt you over a bit more? Do I tilt you over more. Take this, don't close it all the way. Leave a piece open, okay?
Accentuation of keywords		
High intonation		
Use of imperatives	<u>Toma,</u> <u>tienes que coser</u> este, va. <u>Toma</u> x2 <u>Mira,</u> para el otro <i>lao</i> x2 <u>Toma,</u> <u>sigue</u> con otro trozo. <u>Toma,</u> <u>no lo cierres</u> todo. <u>Deja</u> un trozo abierto, ¿vale? Oye, <u>déjala</u> . <u>No le des</u> más x2 <u>Toma,</u> <u>dame</u> éste. <u>Dame</u> .	Take this, you have to sew this, come on. Take it x2 Look, on the other side x2 Take this, go on with another piece. Take this, don't close it all the way. Leave a piece open, okay? Listen, let her be. Don't give her more x2 Take this, give me that

		one. Give it to me.
Arrogant communication	¿Adónde quieres ir? <u>Te veo bien. Estás sentada en tu silla, mejor no puedes estar.</u>	Where do you want to go? I can see you're sitting well over here. You're sitting in your chair, it can't be better than that.
Terms of endearment		
Other diminutives	Un <u>trocito</u> más. ¿Te tumbo un <u>poquito</u> más? ¿Te tumbo más?	A little piece more. Do you want me to tilt you over a bit more? Do I tilt you over more.
Diminutives of names	<u>[Nombre]</u> , a ver [...].	[Name], let's see [...].
Rhetorical question	Cuando lleves tu trozo, me lo pasas, ¿ <u>eh</u> ? Toma, no lo cierres todo. Deja un trozo abierto, ¿ <u>vale</u> ?	When you have your piece, pass it on to me, okay? Take this, don't close it all the way. Leave a piece open, okay?
Collective pronouns		
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

Day 7 – Group activity (folding laundry + sewing)

Element	Español	English translation
Word-for-word repetition	<p><u>Espera, espera. Te he dicho que esperes.</u></p> <p>[Nombre], ¿<u>estás enfadada</u>? Buenos días. ¿<u>Estás enfadada</u>?</p> <p><u>No lo cortes.</u> Primero haces así [...] y luego lo cortas. Pero no lo cortes a primer plazo.</p> <p>Mira, <u>cógete</u> [...]. <u>Coge</u> uno de estos y haces esto. Y luego <u>coge</u> otro.</p> <p>[Nombre], ¿<u>adónde vas</u> tú solo? ¿<u>Adónde vas</u>?</p>	<p>Wait, wait. I told you to wait.</p> <p>[Name], are you mad? Good morning. Are you mad?</p> <p>Don't cut it off. First you do it like this [...] and later on you can cut it off. But don't cut it off at first hand.</p> <p>Look, take this [...]. Take one of these and do it like this. And later on with another one.</p> <p>[Name], where are you going on your own? Where are you going?</p>
Paraphrasing	<p>No, <u>esto es lo que hay.</u> <u>Nada más.</u></p>	<p>No, this is it. Nothing more.</p>
Slow speaking rhythm		
Loud voice while speaking	<p>Ahí no te cabe una pierna, vamos.</p> <p>[Nombre], ¿estás enfadada? Buenos días. ¿Estás enfadada?</p>	<p>There doesn't even fit one leg of you in that one.</p> <p>[Name], are you mad? Good morning. Are you mad?</p>
Accentuation of keywords		
High intonation		

Use of imperatives	<p>Ah, <u>mira</u>, aquí ya está.</p> <p>Ahora <u>lo haces otra vez</u>, así.</p> <p><u>Espera, espera. Te he dicho que esperes.</u></p> <p><u>No digas</u> eso.</p> <p><u>No lo cortes</u>. Primero haces así [...] y luego lo cortas. Pero <u>no lo cortes</u> a primer plazo.</p> <p><u>Toma</u></p> <p><u>Toma</u></p> <p><u>Mira, cógete</u> [...]. <u>Coge</u> uno de estos y haces esto. Y luego <u>coge</u> otro.</p> <p>Ahí, <u>mira</u>.</p> <p><u>Espera</u></p> <p>A ver qué trozo llevas. <u>No lo cierres</u> del todo, eh.</p>	<p>Ah, look, that's it already.</p> <p>Now you'll do it again but like this.</p> <p>Wait, wait. I told you to wait.</p> <p>Don't say that.</p> <p>Don't cut it off. First you do it like this [...] and later on you can cut it off. But don't cut it off at first hand.</p> <p>Take this</p> <p>Take this</p> <p>Look, take this [...]. Take one of these and do it like this. And later on with another one.</p> <p>Over there, look.</p> <p>Wait</p> <p>Let's see which piece you have. Don't shut it completely, eh.</p>
Arrogant communication		
Terms of endearment		
Other diminutives		

Diminutives of names		
Rhetorical question	<p>Vamos a acabar [...] porque no nos da tiempo a más, ¿<u>sabes</u>?</p> <p>Esto no sólo es dar la puntada, ¿<u>sabes</u>?</p> <p>A ver qué trozo llevas. No lo cierres del todo, ¿<u>eh</u>?</p>	<p>We're going to finish this [...] because we don't have any time left to do more, you know?</p> <p>This is not just stitching, you know?</p> <p>Let's see which piece you have. Don't shut it completely, eh?</p>
Collective pronouns	<p><u>Vamos</u> a acabar [...] porque no <u>nos</u> da tiempo a más, ¿sabes?</p>	<p>We're going to finish this [...] because we don't have any time left to do more, you know?</p>
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

Day 7 – Lunch

Element	Español	English translation
Word-for-word repetition	<p><u>¿Per què estàs enfadada?</u></p> <p>¿<u>Qué te pasa?</u> x3</p> <p><u>Come, come.</u> Luego hablamos.</p> <p><u>Espera</u>, [nombre], <u>espera</u> un poquito.</p> <p><u>No te levantes.</u> <u>No te levantes</u> ahora.</p> <p><u>Acércate a la mesa.</u></p> <p>¿Cómo vas a comer así?</p> <p><u>Que te acerques a la mesa.</u></p>	<p>Why are you mad? What's going on? x3</p> <p>Eat, eat. We'll talk later.</p> <p>Wait, [name], wait a little while more.</p> <p>Don't get up. Don't get up right now.</p> <p>Come closer to the table.</p> <p>How are you going to eat like that? You have to sit closer to the table.</p>
Paraphrasing	<p><u>¿Per què estàs enfadada?</u></p> <p><u>Qué te pasa?</u> x3</p>	<p>Why are you mad? What's going on? x3</p>
Slow speaking rhythm		
Loud voice while speaking	Termina lo que puedas.	Eat as much as you can.
Accentuation of keywords	<u>Termina</u> lo que puedas.	Eat as much as you can.
High intonation		
Use of imperatives	<p><u>Cógete</u> [...].</p> <p>Señora [nombre], <u>mira</u>. Qué bueno.</p> <p><u>Come, come.</u> Luego hablamos.</p> <p><u>Espera</u>, [nombre], <u>espera</u></p>	<p>Take [...].</p> <p>Misses [name], look. It's so good.</p> <p>Eat, eat. We'll talk later.</p> <p>Wait, [name], wait a little</p>

	<p>un poquito.</p> <p><u>No te levantes</u>. <u>No te levantes</u> ahora.</p> <p><u>Siéntate</u> tú, que te caigas.</p> <p><u>Termina</u> lo que puedas.</p> <p>Pero <u>ves comiendo</u> tú.</p> <p><u>He dicho que comas</u>.</p> <p><u>Escucha</u> una cosa, ¿de postre qué quieres?</p> <p><u>Acércate</u> a la mesa. ¿Cómo vas a comer así? <u>Que te acerques</u> a la mesa.</p> <p><u>No lo tires</u> al suelo.</p>	<p>while more.</p> <p>Don't get up. Don't get up right now.</p> <p>Sit down, you'll fall down.</p> <p>Eat as much as you can.</p> <p>Eat.</p> <p>I told you to eat.</p> <p>Listen to me, what do you want for dessert?</p> <p>Come closer to the table. How are you going to eat like that? You have to sit closer to the table.</p> <p>Don't throw it on the ground.</p>
Arrogant communication	<p><u>Eso no se dice</u>, [nombre], a nadie.</p> <p>Acércate a la mesa. ¿Cómo vas a comer así? Que te acerques a la mesa.</p>	<p>That's not something you say, [name], to nobody.</p> <p>Come closer to the table. How are you going to eat like that? You have to sit closer to the table.</p>
Terms of endearment	<p>¿Quieres [un pendot], <u>cariño</u>?</p> <p>Como has sido un</p>	<p>Do you want [...], dear?</p> <p>Since you've been a</p>

	<u>campeón</u> hoy [...].	champion today [...].
Other diminutives	Espera, [nombre], espera un <u>poquito</u> .	Wait, [name], wait a little while more.
Diminutives of names		
Rhetorical question	Pues pasable, ¿ <u>no</u> ?	Eatable, no?
Collective pronouns	Señora [nombre], ¿ <u>comemos</u> algo o qué? <u>Vamos</u> Ahora <u>nos vamos</u> .	Misses [name], are we going to eat something or what? Let's go Let's go right away.
Non-verbal adaptations		
Change in emotional tone: incapacity of the listener		

Additional elements

- **Physical contact is maintained.**
- Caretaker and resident sing together while they are leaving the room.

Overview results

Linguistic aspect	Food-related activity (14 hours)	Group activity (9 hours)	Total (23 hours)
Simplified vocabulary/grammar	10	0	10
Word-for-word repetitions	91	29	120
Paraphrasing	16	9	25
Slow speaking rhythm	2	0	2
Louder voice	15	13	28
Accentuation of keywords	13	1	14
High intonation	7	2	9
Use of imperatives	208	44	252
Arrogant communication	33	2	35
Terms of endearment	73	0	73
Diminutives of names	13	18	31
Other diminutives	62	1	63
Rhetorical questions	33	8	41
Collective pronouns	46	10	56
Non-verbal: exaggerated intonation	0	0	0
Non-verbal: fixed gaze	0	0	0
Non-verbal: facial expressions	0	0	0
Non-verbal: physical distance	4	0	4
Non-verbal: gestures	11	1	12
Changes in emotional tone	53	2	55
Total	690	140	830

Table 9: General results of the observations in Castellón de la Plana

LUNCH	Frequency							
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Total
Linguistic aspect								
Word-for-word repetitions	16	7	11	9	13	22	5	83
Paraphrasing	3	0	3	2	6	1	1	16
Slow speaking rhythm	2	0	0	0	0	0	0	2
Louder voice	4	1	1	0	4	2	1	13
Accentuation of keywords	1	2	2	6	0	1	1	13
High intonation	2	0	2	1	0	1	0	6
Use of imperatives	39	37	25	13	42	37	11	204
Arrogant communication	3	6	8	6	4	1	2	30
Diminutives (terms of endearment)	18	9	8	8	10	14	2	69
Diminutives (others)	10	8	9	10	11	10	1	59
Diminutives (names)	1	1	2	0	6	3	0	13
Rhetorical question	9	2	2	7	8	4	1	33
Collective pronouns	10	3	4	7	5	13	3	45
Non-verbal communication (exaggerated intonation)	0	0	0	0	0	0	0	0
Non-verbal communication (fixed gaze)	0	0	0	0	0	0	0	0
Non-verbal communication (facial expressions)	0	0	0	0	0	0	0	0
Non-verbal communication (distance)	1	0 3 (+ voice low)		1	1	0	0	4
Non-verbal communication (exaggerated gestures)	1	1	1	2	4	2	0	11
Change in emotional tone (incompetence of listener)	11	5	10	6	11	6	0	49

Table 10: Results of the observations during lunch

MERIENDA

Linguistic aspect

Day 1/total

Word-for-word repetitions	8
Paraphrasing	0
Slow speaking rhythm	0
Louder voice	2
Accentuation of keywords	0
High intonation	1
Use of imperatives	4
Arrogant communication	3
Diminutives (terms of endearment)	4
Diminutives (others)	3
Diminutives (names)	0
Rhetorical question	0
Collective pronouns	1
Few ideas in the conversation	0
Non-verbal communication (exaggerated intonation)	0
Non-verbal communication (fixed gaze)	0
Non-verbal communication (facial expressions)	0
Non-verbal communication (distance)	0
Non-verbal communication (exaggerated gestures)	0
Change in emotional tone (incompetence of listener)	4

Table 11: Results of the observations during merienda

GROUP ACTIVITY

Linguistic aspect	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Total
Clarification (repetition)	/	5	2	3	3	11	5	29
Clarification (paraphrase)		1	2	1	0	4	1	9
Slow speaking rhythm		0	0	0	0	0	0	0
Louder voice		1	1	1	3	5	2	13
Accentuation of keywords		0	1	0	0	0	0	1
High intonation		0	1	0	0	1	0	2
Use of imperatives		5	4	1	8	14	12	44
Arrogant communication		0	1	0	0	1	0	2
Short sentences		0	0	0	0	0	0	0
Diminutives (terms of endearment)		1	0	0	0	0	0	1
Diminutives (others)		2	1	0	2	2	0	7
Diminutives (names)		1	10	1	2	4	0	18
Rhetorical question		0	0	0	2	3	3	8
Collective pronouns		3	4	0	1	1	1	10
Few ideas in the conversation		0	0	0	0	0	0	0
Non-verbal communication (exaggerated intonation)		0	0	0	0	0	0	0
Non-verbal communication (fixed gaze)		0	0	0	0	0	0	0
Non-verbal communication (facial expressions)		0	0	0	0	0	0	0
Non-verbal communication (distance)		0	0	0	0	0	0	0
Non-verbal communication (exaggerated gestures)		0	1	0	0	0	0	1
Change in emotional tone (incompetence of listener)		1	1	0	0	0	0	2

Table 12: Results of the observations during the group activities

Observations – Template (Spanish)

	#	CONTEXTO	EJEMPLOS
Vocabulario simplificado			
Gramática simplificada			
Clarificaciones			
Repetición (por palabras)			
Parfrasear			
Ritmo de hablar lento			

	#	CONTEXTO	EJEMPLO
Hablar en voz alta			
Acentuación de palabras clave			
Entonación alta			
Uso de órdenes			
Comunicación arrogante			
Frases cortas			

	#	CONTEXTO	VOORBEELDEN/EJEMPLOS
Diminutivos			
Términos afectivos: cariño, corazón, (guapa),...			
Otros diminutivos			
Diminutivo de nombres			
Pregunta retórica (verdad?, no?,...)			
Pronombres colectivos: nosotros/as			

	#	CONTEXTO	VOORBEELDEN/EJEMPLOS
Disponibilidad de pocas ideas en el discurso			
Adaptaciones en la comunicación no verbal			
Entonación exagerada			
Mirar fijamente			
Expresiones de la cara			
Distancia (acercarse)			
Gestos (exagerados)			
Cambio en tono emocional			
Mostrar la incapacidad del oyente.			

Official research approval by the Generalitat Valenciana



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Ref. Servicio de Coordinación de los Servicios Sociales,
Autonomía Personal y Personas con Diversidad Funcional
Secc. Personas Mayores PB/EG

Vista la solicitud para la realización de prácticas, presentada ante esta Dirección Territorial resulta,

ANTECEDENTES DE HECHO

Dº Marc Delborge, como profesor titular de la Universidad Católica de Lovaina, Campus de Amberes, presenta solicitud para la realización de prácticas no laborales para la alumna de I Master en Comunicación Multilingüe inglés-español en la Residencia de Personas Mayores Dependientes "Lledó" de Castellón, recurso dependiente de esta Dirección Territorial.

FUNDAMENTOS DE DERECHO

De conformidad con el artículo 18.2 del Decreto 9/2014 de 10 de enero, del Consell, por el que se aprueba el Reglamento Orgánico y Funcional de la Conselleria de Benestar Social, la competencia para resolver corresponde a la persona titular de esta Dirección Territorial,

RESUELVO

AUTORIZAR la realización de PRACTICAS NO LABORALES del curso referido, de la alumna que a continuación se detalla, en el periodo señalado:

Periodo: 15/02/2016 al 26/02/2016:

NOMBRE: Mabelle Mrad

DNI: 591-9848543-41

El horario de realización de las practicas se establecerá de común acuerdo entre el centro de formación y el centro residencial.

Asimismo NOMBRA como Tutor a Dº Marc Delborge con DNI 591-6546239-05, teléfono de contacto +32 477 616 904 y correo electrónico marc.delborge@kuleuven.be

En ningún caso la Generalitat Valenciana contrae obligación laboral y retributiva alguna.

El Centro Docente se compromete a tener suscrito y en vigor un seguro que de cobertura a posibles accidentes que puedan sufrir los alumnos y a la responsabilidad civil por daños causados a terceros.

El/la interesado/a deberá respetar las reglas y observaciones que se planteen por los responsables de los Centros Residenciales, en relación con el desarrollo de las prácticas y estancia en los mismos, actuando siempre bajo control y supervisión de las Direcciones de los Centros y de los profesionales designados por aquellas.

Deberá comunicarse por escrito a esta Dirección Territorial de Castellón cualquier incidencia que pudiera producirse durante la realización de dichas prácticas.