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A Qualitative View on Elders Interacting with a Health Care Robot with Bodily Movements

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Declaration of scientific integrity

The author hereby declares that she has read and fully adhered the Code for Good Practice in Research of the University of Basel.

Abstract

The concept of robots in health care has spread rapidly in the past few years and first robots are being deployed long-term. The objective of this study was to investigate the perception of a robot called P-Rob, a flexible robotic arm that was originally developed for collaborative industrial applications, after completing two cooperative tasks. The effect of non-verbal communication in form of bodily movements on anthropomorphism rating was additionally evaluated. Seventeen (*N*=17) adults aged from 70 to 96 years (mean 85) and recruited from local assisted living residences participated in a controlled experiment with a between-subject design, taking place in their natural environment. Participants saw many benefits and applications for health care robots, but had concerns around such topics as the loss of personal care. Individual attitudes and emotions regarding robots in general are likely to influence future acceptance of their introduction into health care processes. The qualitative data of this study implies that bodily movements may have the potential to impact anthropomorphism rating.

Keywords

HRI • anthropomorphism • elder • robot • health care

1 Introduction

With people living longer and mortality rates decreasing, the number of elders is rapidly growing (World Health Organization, 2015). Science is more and more engaged in developing a new aged-care paradigm to reduce spiralling health care costs.

One option to address the challenge of this demographic shift is to build robots that reduce the strain on health care professionals. Motivated by this trend of population ageing, a large range of robotics projects spread across the world have emerged. Robots such as Paro (Japan), MOVAID (Italy), Ri-man (Japan), AILISA (France), Care-O-bot (Germany), and Guido (Ireland) have been designed with the aim of assisting in health care. Teams of engineers are racing to design highly technical machines and manufacture sophisticated robots to assist elders in their homes or institutions. Even though different robots already have been deployed in the natural environment of assisted living residences, the responses were very mixed (Broadbent et al., 2016).

The main two limitations why robots have not been successfully established in this field were identified to be the costs of robots and the acceptance by users (Andrade et al., 2014). The costs are expected to decrease with the higher competition and the use of technology that will become more widely used. While the utility and a high usability of robot functions are crucial, user acceptance is critical to achieve a sustainable success of a health care robot (Fischinger et al., 2013, 2016). Therefore, as robots advance further into the everyday environment, they reach places such as assisted living communities where the users are people with hardly any experience with technology. Developing factors that increase the acceptance of robots therefore become an even more crucial issue. The field of HRI has expanded rapidly in the past few years and psychologists researching human-robot interactions are only beginning to become involved (Broadbent, 2017). Possibly the initial attitude of an elder can predict their acceptance and use of a robot (Stafford, MacDonald, Jayawardena, Wegner, & Broadbent, 2014), which can then enhance well-being of the elders and decrease the workload for nurses (Kachouie, Sedighadeli, Khosla, & Chu, 2014).

1.1 Specifics of the Target Group

The field of human-robot interaction (HRI) is still dominated by engineers and computer scientists, creating robots with the newest technologies. But focusing on the newest technologies is not enough. Elders are a target group with specific needs and demands. Scopelliti, Giuliani, and Fornara (2005) recognised that the acceptability of robotic devices in home settings, especially by elders, does not depend only on the practical benefits they can provide, but on complex relationships between the cognitive, affective and emotional components of people's notion of robots. Their aim was to improve the understanding of HRI through comparing attitudes of elders towards technology in general. They found that elders have a higher level of mistrust of technology and find it more complicated to use. Elders are also more likely to give up when faced with difficulties (Giuliani, Scopelliti, & Fornara, 2005).

Stafford et al. (2014) found that residents who had less physical ability to do things were more likely to use the robot. Other studies have also shown that older people are particularly willing to accept technology when it addresses a specific need and they see that it can offer increased independence (Tinker & Lansley, 2005; Pain et al., 2007).

The elders inquired by Vincze et al. (2016) preferred a robot to have functions such as picking up objects from the floor, transporting things, detecting emergencies, coaching exercises and giving reminders. A review by Robinson, MacDonald, and Broadbent (2014) identified the areas of need that older people have, and the available solutions by identifying factors that influence admission to nursing homes. They state that physical decline and reduced mobility is associated with an increased risk of falls and that indeed falling or fear of falling is a large predictor of nursing home admission (Tinetti & Williams, 1997; Cumming, Salkeld, Thomas, & Szonyi, 2000). In a study of hospital discharges, 20% of the acute condition diagnoses were falls and injuries (Mitzner, Chen, Kemp, & Rogers, 2014). Fischinger et al. (2016) came to a similar conclusion in their requirement studies. Their tasks for the workshops with potential end users consisted of the robot learning and recognising an object before it could be brought. This was done with 3D shape descriptors that were calculated from views of the object, coming in the form of RGB-D data from the Kinect camera in the „head“ of the robot. This offered the advantage of close cooperation between robot and human which is desirable not only for the care robot to make the user still feel in charge and needed but also to create a database of objects that could be expanded.

1.2 Successful Robots

The International Organization for Standardization (ISO 8373) defines a „service robot“ as a robot „that performs useful tasks for humans or equipment excluding industrial automation applications“. It also requires „a degree of autonomy“, which is the „ability to perform intended tasks based on current state and sensing, without human intervention“. For service robots this ranges from partial autonomy – including HRI – to full autonomy – without active human robot intervention.

Until recently, only very few service robots have been deployed and are currently in use. Most of them are restricted to non-physical tasks like providing information (Pollack et al., 2002), telepresence (Michaud et al., 2010; Beer & Takayama, 2011), or emotional stimulation (Wada & Shibata, 2007). Studies of socially assistive robots with actual elders as subjects often involve robots with animal-appearances like Sony’s dog Aibo or iCat with a cat-like appearance (Broekens, Heerink, Rosendal, et al., 2009). Especially Paro, an interactive robot developed by AIST in the appearance of a baby seal is well accepted (Wada, Shibata, Musha, & Kimura, 2005).

The long-term vision for robots is to assist physically, helping with everyday chores that have become difficult or impossible to accomplish or assist health care personnel. Providing assistance with physical tasks requires robots with manipulation capabilities. Mast et al. (2012) list the following examples of domestic service robots with manipulation capabilities: the butler robot PR2 that can serve drinks (Bohren

et al., 2011), the physically supporting Twendy-One (Iwata & Sugano, 2009), and Care-O-bot 3, designed to support the personnel in their daily tasks (Graf, Reiser, Hägele, Mauz, & Klein, 2009). Also the reminding and guiding robot Pearl (Pollack et al., 2002) and the object learning robot Hobbit (Fischinger et al., 2013) are targeted heavily on functional assistance. Kachouie et al. (2014) showed that Socially Assistive Robots could potentially enhance well-being of elders and decrease the workload for nurses.

Developing such complex machinery is today much more a collaboration of an interdisciplinary team (Fischinger et al., 2016; Pollack et al., 2002). Robots that have actually made it into people's homes for trials were developed by not only technicians and designers but also health care professionals, psychologists and / or users from the target group.

1.3 Attitude

Stafford et al. (2014) hypothesised that retirement village residents' initial attitudes towards robots could predict their use of the robot. They invited elders to use a prototype robot with health care functions over a two week period. As predicted, people who chose to use the robot reported more positive attitudes towards robots. Broadbent et al. (2016) also gave elders the opportunity to interact with robots over a longer time period. They tested six robots in a non-randomised controlled trial over 12 weeks. They reported very mixed responses with positive, neutral and negative comments. Both pre-interaction emotions and attitudes towards robots, as well as the experience with the robot itself, are important areas to monitor and address in order to influence the acceptance of health care robots in retirement village residents (R. Q. Stafford et al., 2010).

1.3.1 Influences on attitude

The look and behaviour of robots can influence the attitude towards a robot. Gavrila (1999) worked towards developing animate or „lifelike" behaviour for humanoid robots based on animate-inanimate distinctions. They believe that lifelike behaviour with a human-like body is the basis of communication stated that human-like behaviour enables people to intuitively understand. In their experiments they used different behaviours such as idling motions, keeping eye-contact, and maintaining distance. The results verified the effectiveness of a robot developed to satisfy animate features in making humans feel that a robot is „lifelike". Scassellati (2000) developed a robot with a joint attention mechanism that follows the gaze of others to share attention. Kanda, Ishiguro, Imai, and Ono (2003) found that cooperative body movements, such as synchronized eye contact and body movements, cause entrainment in HRI. Bodily movements in HRI have only been evaluated regarding small movements such as a tilt of the head, a nod of the head or gaze direction (Miyauchi, Sakurai, Nakamura, & Kuno, 2004; Heerink, Krose, Evers, & Wielinga, 2006; Mara & Appel, 2015). There exists no research on cultural differences regarding bodily movements in HRI.

Our tendency to see human-like characteristics, emotions, and motivations in non-human entities such as animals, gods, and objects (Epley, Waytz, & Cacioppo, 2007) is called anthropomorphism. But does a

robot have to have a human-like body to be accepted? In one study participants were reluctant toward some humanoid robots, but showed a very positive attitude toward some creative small robot with human traits (Wu, Fassert, & Rigaud, 2012). In another study, anthropomorphic robots were less socially acceptable, compared to machine-like robots. The final prototype was anthropomorphised but „also still looked like a machine“ (Dario, Guglielmelli, Laschi, & Teti, 1999).

Even more important than a robot's appearance is its functionality (Broadbent et al., 2012). Nass, Moon, and Green (1997) compared female and male robot voices and came to the conclusion that female voices lead people to rate computers as friendlier than those with male voices. Eyssel, Kuchenbrandt, Bobinger, de Ruiter, and Hegel (2012) also examined effects of robot voices. They manipulated the robot's voice in two ways: First, they varied gender; second, they equipped the robot with a human-like or a robot-like synthesized voice. They reported that when participants formed an impression of a same-gender robot, the robot was perceived more positively. Participants also anthropomorphised the same-gender robot more strongly, but only when it spoke with a human-like voice. A robot with more social abilities has a higher score on „Social Presence“ also resulting in a higher score on „Perceived Enjoyment“, which again lead to a higher „Intention to Use“ the system (Heerink, Kröse, Evers, Wielinga, et al., 2008).

1.4 HRI Research with Elders

Most research so far has focused on the technical side of robotics and did not include the actual user. The research focusing on human reactions have mostly been observational and under artificial conditions, using photos and videos of robots rather than being experimental and in real settings. Data was gathered through questionnaires (Scopelliti et al., 2005), interviews (Birks, Bodak, Barlas, Harwood, & Pether, 2016; Giuliani et al., 2005), or focus groups (Broadbent et al., 2012; Wu et al., 2012) instead of from interactions with robots in homes.

There is a risk in relying on methods that do not involve the interaction of humans with a real robot: namely that only data about the way the participants interpret the human–robot relationship are gathered, as opposed to describing their actual experience (Edmonds & Kennedy, 2016). From the first few studies that worked with real robots however, Broadbent, Stafford, and MacDonald (2009) extracted that the robot must meet the person's needs like being slow, safe and reliable, small, easy to use and have an appearance that is serious, not too human-like, not patronizing or stigmatizing, and must have a serious personality (Broadbent et al., 2009). More research is needed on the ways humans respond to and work with robots (Broadbent, 2017).

As mentioned above, the long-term vision for autonomous robots is to be able to be able to assist physically with everyday activities and improve user independence by minimizing caregiver involvement. Bilyea, Seth, Nesathurai, and Abdullah (2017) present an overview of the technological advances in this field over the last 12 years. They state that due to rapid technological acceleration the majority of advances have occurred in that time frame. Nine different robotic personal care systems were examined and their

interfacing methods and purposes as well as their degrees of freedom were reported. The authors divide the examined systems into two broad categories: autonomous system, which require navigation and obstacle avoidance capabilities, and mounted systems on either a wheelchair or desktop. Only three, the MOVAID, Care-O-Bot and Hobbit fall into the first category. These autonomous robots tend to perform object fetching and manipulation tasks as well as detection and prevention of emergencies.

The MOVAID project promoted by the European Commission within the TIDE programme and co-ordinated by the Scuola Superiore Sant'Anna (Pisa, Italy), represents one of the first attempts to propose robotic assistance in a personal sphere of activities in everyday life at home (Dario et al., 1999). The basic philosophy of the project relied on the concepts of „design for all" and „user oriented approach" as key factors for the introduction of technology in everyday activities. Such concepts were realised in the functional and physical distribution of the system within the home, including docking facilities for the mobile robotic unit.

The Care-O-bot series is developed by the Fraunhofer Institute for Manufacturing Engineering and Automation IPA in Stuttgart, Germany (Graf et al., 2009). The third iteration became available in 2009. The purpose of this system was to assist in tasks such as object fetching and has navigation, object learning and object detection capabilities. This way it is able to navigate among humans, detect and grasp objects and pass them safely to human users using its tray (Reiser et al., 2009, 2013). A more recent iteration of the Care-O-Bot was presented in 2015, as the Care-O-Bot 4. It is commercially available for a more general purpose and, opposed to specifically aiming to help with elders, now offers support in manufacturing and logistics. No trials on this iteration have been presented in literature.

One of the still very few long-term studies with a complex and autonomous robot was carried out in an EU-funded project called HOBBIT. The study was conducted by Frennert, Eftring, and Östlund (2017) and the methods used were participatory observations, participant diaries, semi-structured interviews and questionnaires to explore the day-to-day experiences of 18 elders with an assistive service robot in their homes. Ultimately, the participants wanted the robot to be more social, intelligent and spontaneous. They reported that during the home trials the participants' first impressions lasted, or the participants became more negative during the trial period. This might have been due to errors in the robot's behaviour based on software problems which affected for example the ability to learn and recognise objects.

Since these are technologies meant for everyday in-home use, it is important that individuals feel at ease using the device independently. Qualitative feedback from participants regarding their experience using the systems are vital for further development leading to successful integration of health care robots.

1.5 Research Questions

To date, few studies have focused on the human side of the human-technology interaction, putting the human beings at the center of the analysis. Furthermore, no study has yet investigated the influence of a robot's bodily movements on human-robot acceptance and psychological anthropomorphism of the robot.

Many factors, such as the cultural background of the participants, prior experiences with robots, and personality may influence the participants rating of the robot. Taking all the possible biases into account would require a complex and therefore impracticable experiment. And while an opinion about an assistive robot could have been gathered merely through questionnaires and structured interviews after a video clip, the actual usage and interaction would have gone unnoticed. To address this research gap, 12 minute long interactions between 17 elders and a robot were conducted in two geographically close assisted living communities. Before and after the interaction, semi-structured interviews were led. The study design sought to answer the following research questions:

- How do personal factors and pre-existing mind sets impact the reaction to a robot?
- How do elders treat a robot and what are their challenges when interacting with it?
- How do bodily movements change the way an elder interacts with the robot?

Well aware of the fact that with the increasing deployment of robotic technology ethical issues should be addressed as well, this study focuses only on reporting the results of a qualitative study with a small number of elders interacting with the robot called P-Rob, a flexible robotic arm that was originally developed for collaborative industrial applications. The aim of the study in hand was to contribute to the design process and the development of an assistive robot. This was done by collecting a first round of feedback from the end users regarding generally the interaction with a robot and, more specifically, its humanness despite its industrial design, thereby interpreting motivations, needs and wants regarding assistive robots in a local setting in an attempt to understand how elders treat and interact with a robot.

2 Method

2.1 Setting

Because robots come in many shapes and sizes and have many applications, the field has a wide scope and researchers are still exploring its boundaries. An extensive qualitative study can be expensive and time consuming to run, but it can better investigate behaviour of the target group in a natural test setting. The empirical user studies therefore were carried out in two different residential care homes for elders, which is the robots intended „natural“ environment. The home trials took place partially in the residence’s private room and partially in one of the care home’s common rooms.

2.2 Participants

For recruiting three residential care homes were contacted, of which two agreed to participate. The directors of the facilities were given a rough schedule of the procedure and basic information about the

robot. This information was then relayed to the residents. The directors chose and asked the participants to take part in the study according to their own estimation. Participants with dementia were excluded due to ethical reasons. The research design was planned with a minimum of 12 users plus two to anticipate short-term cancellations. However the elders were eager to participate and hence four additional trials were conducted. In total 18 trials were scheduled.

One participant cancelled on short notice. A total of 17 participants (12 women, 5 men), who were older adults from the age of 70 to 96 (mean 85) years took part in the study. In 15 cases the users were with age related mobility impairments (seven with a walking frame, eight with a wheel chair). Two participants were physically fully independent. Two participants wished to end the trial after the interaction with the robot. Therefore post-questionnaire data is available for 15 participants.

2.3 The Robot

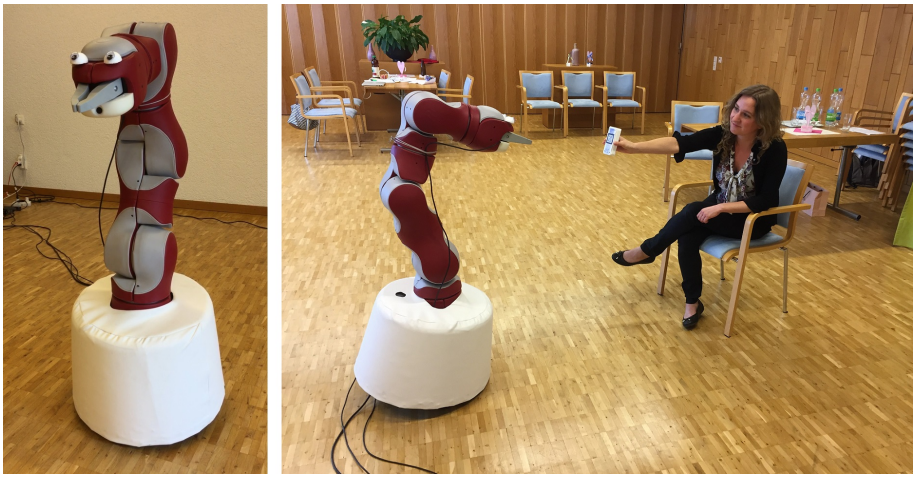

Figure 1: The robot from the front (left) and the supervisor demonstrating trial setting (right)

The robot used in this study is called P-Rob and is a flexible robotic arm with two grippers at the end. It was originally developed for collaborative industrial applications. Stretched out, the arm reaches a length of 1.3 meters. It is a prototype and has a soft shell combined with a synthetic leather skin. It is being developed in Switzerland and is ultimately supposed to autonomously assist health care personnel in old people's homes. The most recent iteration goes by the name of LIO.

The design process was adapted to follow a user-centred design approach, meaning that the system design supports the needs and expectations of the potential user group as suggested by Vincze et al. (2016). For the trials a script consisting of speech and bodily movements was predefined in close collaboration of engineers and psychologists. The script was executed as a so-called Wizard-of-Oz study design (Dahlbäck, Jönsson, & Ahrenberg, 1993). The robot was controlled remotely to ensure correct position in front of the participant. It was steered from a laptop by a technician sitting behind the participant. This had the advantages of enabling a high degree of control over study manipulations, being quicker, and allowing the robot to behave in a more human-like way concerning the reaction time compared to what it

would normally be able to. Furthermore this design made it possible to provide comparable situations for all participants due to the remote-controlled parts.

2.3.1 Technical specifications

The description of the technicalities used for the robot are limited to features that were specifically chosen for the interaction of the robot with the elders. The programs such as the one the robot uses to detect and pick up items, speak or react to voice input is not described as they are extensive and reporting them would go beyond the scope of this study.

Speech was chosen as input and output modality Fischinger et al. (2016) let their participants choose freely, which input modality they wanted to use while interacting with a robot. They reported that while participants often began the interaction with the robot with speech as input modality, they then often switched to the touch screen. After completing six cooperative tasks the participants ranked which mode of operation they preferred. Results showed the following order: voice commands (49%), touch screen (42.9%), gestures (6.1%).
Subsequently the input modality during the interaction with the robot in this study was speech. To keep it simple and to use only one modality, the output was also configured to speech.

A female voice in the local dialect was used According to the findings of Nass et al. (1997), and Eyssel et al. (2012) that the robot was perceived more positively when an impression of a same-gender robot was formed by the participants (described in section 1.3.1 „Influences on attitude“), and knowing that the percentage of females in the target group would be higher, a female voice was chosen for the robot. The voice used for the trial was recorded natural speech spoken by a young woman with no professional training, but spoken in the dialect of the region the trials were conducted in. The speakers name Angela was used as the robot's name.

Bodily movements were programmed Bodily movements were defined as movements that were not required to complete a task for example bending down and moving the grippers around the object was required to pick up an object and is thus not referred to as a bodily movement. The bodily movements were used to make the robot appear more life-like: for instance, by bowing while greeting or taking leave, moving its upper body to look at an item from different directions, dancing to music or pivoting its top most joint after asking a question to signal interest.

2.3.2 Tasks

According to the findings of Vincze et al. (2016), Robinson et al. (2014), Tinetti and Williams (1997), Cumming et al. (2000), and Fischinger et al. (2016) as described in section 1.1 „Specifics of the Target

Group“, the tasks during the interaction were teaching the robot an object, choosing if to listen to a song in return for helping the robot learn a new object and commanding the robot to pick up the object after placing it on the ground.

2.4 Measurements

Measures used were semi-structured interviews, questionnaires, observation protocols, and voice and video recordings of the trials. The recordings were transcribed for a Thematic Analysis as recommended by Terry, Hayfield, Clarke, and Braun (2017).

To assess how strongly a robot without a human form is seen with human-like characteristics, emotions and motivations a scale for anthropomorphism was used. Anthropomorphism can be conceptualized and measured in different ways — from a simple rating of human-likeness on a single-dimension scale to broader and less concrete conceptualizations including mind, emotionality, intention, consciousness, and free will (Waytz, Cacioppo, & Epley, 2010). Due to the fact that elders above 80 years of age tire more easily and that the questionnaires inevitably are placed at the very end of a trial it was concluded that the Godspeed Anthropomorphism Scale (Bartneck, Kulić, Croft, & Zoghbi, 2009) was chosen. It was the most appropriate measure with only five items using a 5-point Likert scale compared to other questionnaires with 30 and more items.

2.5 Procedure

The trials consisted of three parts: (A) the warm-up phase of 20 minutes including a semi-structured interview with questions about the elder’s previous experience with robots and their knowledge of current events related to robotics in the media (eg. Dubai’s robot police officer patrolling the city’s malls and tourist attractions or „Pepper“, a humanoid robot that assists customers in a nearby shopping mall by helping them find a certain retail store) (B) the interaction part starting with an introduction of the robot continuing on to the script (see appendix) and the cooperative tasks (C) the debriefing phase where participants reported on their experience and rated the robot on the Godspeed Anthropomorphism Scale.

2.5.1 Pilot study

A pretest was conducted with three elders to test technicalities. The main findings were that the sound output had to be loud and as clear as possible so that the elders with hearing difficulties had a better chance of understanding what the robot said and that voice recognition wasn’t good enough yet to use it for the local dialect.

It was very surprising to see how communicative the elders were with the robot. This behaviour made answers very unpredictable and working with voice recognition almost impossible. The wording of the script

was slightly changed to make instructions more clear. The script was also slightly adapted to give users more room to talk by letting the robot say: „Tell me something about you.“ The phrase was built into the dialogue twice, hypothesising that if they liked the robot, they would tell it more personal things when asked the second time.

2.5.2 Main study

In part A, with their consent, the participants (described in 2.2 „Participants“) were visited in their rooms where the first part of the interview took place. They were then escorted to the residents' common room where they got to interact with the robot in part B after a short introduction phase. The interviewer, an assistant and the technician were always present. In a few cases health care personnel watched from a distance. The technician was seated behind the participant and let the robot go through the predefined phrases.
After making sure the participants felt comfortable, the script was started. Half of the participants were lead through the script with the bodily movements, half without. The conditions of the study were randomized and counterbalanced.
The robot's first move was to approach, greet the participant and introduce itself as Angela. The tasks during the interaction were teaching the robot a predefined object, choosing if to listen to a song in return for helping the robot learn a new object and commanding the robot to pick up the object after placing it on the ground. After these cooperative tasks the robot took its leave and drove away.

Participants reported on their experience in part C and went through the items of the Godspeed Anthropomorphism Scale with the interviewer. In the end participants were given confectionery as a thank you for their participation and were asked if they would like to have their picture taken together with the robot as a souvenir.

3 Results

A „Thematic Analysis“ of qualitative data as Terry et al. (2017) suggest was performed. The six-phase approach by Braun and Clarke (2006) to coding and theme development was used. Below the findings are listed which were developed through those six phases, which are: Familiarisation, Coding, „Searching“ for themes, Reviewing themes, Defining and naming themes, and Writing the report. In the first phase the data was gone through multiple times to acquire an in-depth knowledge to move the analysis beyond a focus on the most obvious findings. In the next phase relevant features were coded to identify patterns. Key patterns were then clustered and mapped, then reviewed. The most important data segments were clustered a second time to reach an even more plausible set of themes. In the last two phases the themes were summarized and named and served as the organising framework for reporting the results in this section.

They helped answer the research questions of how personal factors and pre-existing mind sets impact the acceptance of a robot and what the challenges are when interacting with one.

3.1 Experience

None of the participants reported any experience with robots. It was a new concept to them. The most experienced with technology seemed to be the participant who was more severely physically impaired than the others. She was not able to use her hands and arms. She reported to not have any experience with robots either, but to often use Siri (a personal assistant which is part of Apple Inc.'s iOS operating system). She was the only one that had knowledge of recently deployed robots in shopping malls. When asked, if she would ask such a robot to give her directions to a certain store she answered: *„Yes, sure, why not?* [...] *If it's necessary and nobody else is around. (Ja, wieso nöd?* [...] *Wenns nötig isch und suscht niemer ume isch.)“* Elders with no experience tended to answer something like P3: *„Yes, if I were a bit familiar with it and would have been able to reduce my fears of operating it. (Ja, wenn ich ächli vertraut wär mitm und Bedienigsängscht abbaut hetti.)“*

Two choices Since the participants did not have a mental model of how robots operate, they would often give different answers when given two choices by the robot. So when the robot asked if the participant would like to hear a song by Mozart or the robots own favourite song, many of the participants suggested a type of music or wished for a specific song instead.

„Just anything traditional. (Eifach öbbis Urchigs.)“ - P13

„A [traditional German-language] pop song. I don't know how to say it. (E Schlagerlied. Weiss nöd wieni das söll sege.)“ - P14

Specific Command Not having a mental model also influenced the situation where the participant is given a command by the robot saying: „Put the remote control onto the floor and when you are ready, say: Angela, pick up the remote control. (Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.)“ The participant would put the remote on the ground and then mostly did not use the command the robot gave them but said it more politely. Eg. *„Angela, please pick up the remote control. (Angela, Fernbedienig bitte uflese.)“ - P9, P11, P16*. Again some of the participants said something completely different than the command suggested:

„Now you can fetch it. (Jetzt törfsch es hole.)“ - P1

„Angela, would you... how do you say? Not TV. Pick up... the remote control? (Angela, tüends mir no... wie wie sait mr? Nöd Fernseh. TFernbedienig... uflese?)“ - P9

„Angela, for now, pick up this here, the remote control. Is that possible? (Angela, nimm emal da, diä Fernbedienig uf. Gaht da?).“ - P12

„So. Could you pick this up, please. Would it be possible to pick this up for me? (So. chönnted sie mir das uflese, bitte. Wer das möglich mier das ufzlese?).“ - P17

Competence rating The rating of the robot immediately after the trial was almost always one of wonder and fascination with today's technology. Because they did not know what to expect, they described the robot as very competent, although it took the robot from not quite one to up to almost three minutes to pick up the object. There was only one case in which the elder remarked on the slowness of the robot.

3.2 Pre-Existing Mindset

Curiosity predominates The elders all participated in the study voluntarily and were not expecting any compensation for their time. And albeit being told that the study was about a robot and seeing pictures of the robot in a demonstration of a trial setting (similar to the photo on the right in fig. 1) beforehand, there were elders who agreed to participate and then came into the room and proclaimed that they were against robots. When asked if the participant would request a robot stationed in a mall to assist them by giving directions to a certain retail store an answer was: *„Not at all, no. Either I get informed personally, or else I'll leave again. (Gar nöd, nei. Entweder chumi ä persönlichi Uskunft über, oder suscht gangi wieder.)“ - P14*

Rejection of the unknown There were participants with a pre-existing mindset against robots. *„For me this is just something privat, I have an aversion towards this [robotics]. I'd say: tell you what, this is really a human-contact-destroyer. (Für mich isch jetzt da eifach privat, han ich än Abneigig gäge, gäge da. Ich säge du, das isch ja würklich än Mensche-Kontakt-Zerstörer.)“ - P14*. When asked, the elders with such a mindset named reasons for participating, for instance, because a fellow room mate was taking part or simply because they are curious despite their aversion. None of them had seen a robot before. *„I can't imagine at all how it's* [the interaction] *gonna be with the robot. (Da hani gar kei Vorstellig mit en Roboter.)“ - P2*

Polite despite the aversion As opposed to the statement of rejecting robots, the participating elders were very polite towards the robot. They said „thank you“ and „please“ to the robot up to 14 times during the interaction. Some participants watched the robot sceptically but were nevertheless impressed by its technology. Even if they could not imagine using it themselves, they could imagine it being useful for other individuals in health care.

Similarly, some voiced the opinion that the robot could indeed be helpful, but that they themselves were still too healthy or active to need such a device now. Two elders did not wish to have a picture taken together with the robot.

Per-existing mindsets were not solely negative. One participant in particular seemed very comfortable with the robot and wanted it to come much closer in different stages of the interaction *„Yes, you may come to*

me. A bit closer. [...] Won't you come a bit closer to me? (Jo, tärfsch zu mir cho. No chli nöcher. [...] Chunnsch no chli nöcher zu mir?)" - P1) This is also reflected in the results of the anthropomorphism scale, where she gave the robot the most positive rating in almost all items except the elegance of movements.

3.3 Talkative

The elders in the study were very curious and open towards the robot. The participants said 52 to 1016 words (mean 173) to the robot during the interaction which took around 5 to 13 minutes (mean 6.5 minutes, median 5.9 minutes). Some held lengthy monologues while facing the robot but also addressed the robot with questions.

Intimacy of answers As mentioned above, the participants were generally very open towards the robot. After greeting the elder person and introducing itself, the robot would say: „Tell me something about you." When the robot asked this question for the first time, participants usually told the robot how long they had been living in the residence or why they were there and how old they were.

„Yes I will soon have been here in the residence for two years because I had a stroke. But I'm fine. I'm in a room on the second floor. (Ja ich bin jetzt bald 2 Jahr da im Heim will ich en Schlagafall gha han. Aber es gaht mer guet. Ich bin im zweite Stock im Zimmer.)" - P11

After the two cooperative tasks, the robot asked again and this second time often got told about living and / or already deceased family members.

„My husband died. It's been thirty-seven years. I have five children. [...] And one son died - so now five are still alive. (Min Maa isch gstorbe. Jetzt scho siebenedriisg Johr. Ha füüf Chind. [...] Und ein Sohn isch gstorbe - so jetzt lebed no fünf.)" - P11

At this question in the end of the interaction, two participants opened up completely and told the robot personal things they were very emotional about. One told the robot about an accident she had and started crying.

„Oh I don't know what. I was a hairdresser, had my own shop and had to stop because of a bicycle accident. Which I had eight years ago and had to give up everything. My appartment. My furniture. Everything (cries). (Oh ich weiss nöd was. Ich bin Coiffeuse gsi, han es eiges Gschäft gha und ha müese ufhöre wegeme Velounfall. Woni vor acht Johr gha ha. Und ha alles müese ufgeh. Mini Wohnig. Mini Möbel. Alles(weint.))" - P7

The other started to tell the robot all about of her life talking without pause for over six minutes, always facing the robot. It ended with her telling about how her husband died one day while one of her two kids were home and how she called the doctor.

„[...] Then I called her and then it did not work and then I went down again and went to him and the children and then I just said: The heavenly father forgives everything (cries). (Denn hani sie grüeft und denn isch

mir ebe isch es nöd gange und denn bini wieder abe und bini zuenem ane und tChind hends denn und denn hani nu gsait: De Vater im Himmel verzeiht alles (weint).)“ - P8

She too started crying, telling the interviewer while sobbing: *„Now I’ve never had to cry and now everything comes back to me. (Jetzt hani nie müese briegge und jetzt chunnt alles uf.)“ - P8*

The robots favourite song The robot would ask if the participant would like to hear a song by Mozart or its own favourite song. None of the participating elders chose the song by Mozart. Half of the participants wanted to hear the favourite song of the robot. The other half suggested a type of music or wished for a specific song instead.

„No I’d rather have a song by... what’s his name? My way. Do you know that? My way. By, uhm, Sinatra. Wait no, or yes, by Sinatra. My way. (Nei ich hett lieber gern es Lied vom... wie heisst er? My way - kenned Sie das - My Way. Vom ähm Sinatra... nei, mol vom Sinatra - My Way.)“ - P17

3.4 A Toy, a Pet, or a Child?

The elders treated the robot politely, saying it presented a welcome change. They expected it to react any time, saying it had a conscience and patting it on the head or stroking the grippers as if it was a pet. Some thought the robot looked as if it would pinch them, but were not afraid to go close or did not mind it coming very close. They interpreted its movements during the song as dancing and the bowing in the end as taking leave, which was mimicked. Despite knowing that the robot was not as intelligent as a human they treated it like a learning entity, almost like a child, repeating object’s names or explaining the object to the robot.

When the robot asked the participant, what the item was which they had just showed it, the participant sometimes answered, as if talking to a child. They would not just say the name of the object, but also explain something about it, or repeat the object’s name more explicitly. P17 explained the item as *„This is a mobile phone. Do you know this? Mobile phone. (Das isch e Art es Natel. Kenned Sie das? Natel.)“*

The robot was not only taught, but was also joked around with as if it were a child or a pet. In one instance during the pick-up phase, the remote control had been dropped close to the participants shoe, which was technically more challenging for the robot. *„Whoops. Ah that’s how it works. Can it reach further down? (Hoppla. Ah da gaht eso. Gahts no wiiter abe?)* [robot grips the item, but drops it again] *Almost. Yes, you can look crookedly, you. You funny thing. Do you want the shoe (laughs)? (Fascht hä. Ja du chasch schräg luege du. Du lätze Cheib. Wetsch de Schueh (lacht)?)“ - P12*

Once in a while a participant would ask the robot questions that would naturally come up if the conversation were with a human. It was asked questions like: *„So, do you want to know more? (So, wetsch no meh wüsse?)“ - P11 „Well what is your favourite song? (Jo was isch denn sLieblingslied?)“ - P5*

Generally the elders were very polite to the robot, even though they were aware that it was a machine. They would say „yes, please“ when offered the song and „thank you very much, Angela“ when being given

the picked-up item. When the robot said farewell, half of the participants wished the robot a good day as well or said it had been a pleasure to meet it. The other half simply said good-bye. One of the participants, while being polite during the interaction, bade farewell to the robot by saying: *„Thank you very much. Yes. See you again. Hopefully not very soon (Danke vielmals. Ja. Auf Wiedersehen. Hoffed mir nöd so gschwind wieder.)“ - P8*, addressing the interviewer with the last sentence as the robot turns to leave.

3.5 Comparison to Current Health Care Personnel

Knowing that the robot was supposed to be an assitive tool for health care, the elders from the trials immediately compared it with the current health care personnel. *„Because he can talk, and do things, kind of like a human (Will er cha rede und Sache cha mache, ufene Art wie Mensche.)“ - P3*. It was also remarked that the robot was very natural for a mechanical being.

Elders could think of possibilities that they did not have now but would have, if they had a robot to help them. For example, bringing them a drink in the morning when the health personnel is most busy. They expressed the wish for introduction to and guidance with the robot and its use.

Elders who did not rely on any assistive equipment for walking (eg. wheelchair or walking frame) judged the robot much less useful for themselves. They neither wanted or needed any help from a robot nor from a health care professional. *„I don’t need it [robotics] in business matters, I don’t need it in my professional career, why should I concern myself with it. (Ich bruches gschäflich nöd, ich bruch es brueflich nöd, für wa söll ich do mich dämit befasse.)“ - P14*.

3.6 Anthropomorphism Scale

Anthropomorphism refers to the attribution of human form, human characteristics, or human behaviour to non-human things such as robots, computers, and animals. In the post-experimental interviews, a total of 15 participants rated the robot on the anthropomorphism scale by Bartneck et al. (2009) consisting of five items (see table 1). In table 2 the overall values over the five items are shown. Of the fifteen participants eight had gone through the interaction with the bodily movements and seven without.

Elders interacting with P-Rob in the bodily movement condition generally rated anthropomorphism higher than in the control condition. The resulting values of these measurements should be interpreted not as absolute values, but rather as a tool for comparison between a robot using bodily movements such as bowing, tilting its head to one side when listening or inspecting an object and a robot performing functional movements only. The number of times a participant mentioned the robots usefulness during the interaction

or interviews was positively associated with physical impairment. If the elders were in a wheel chair or had other physical impairments, they were more appreciative of the assistive functions. In contrast, a male participant of 90 years mentioned that he did not want to use a robot as long as he did not absolutely have to.

Table 1. Descriptive statistics of the five items of the Anthropomorphism scale

	natural - fake		humanlike - machinelike		conscious - unconscious		lifelike - artificial		moving elegantly - moving rigidly	
bm*	without	with	without	with	without	with	without	with	without	with
M	1.88	2.86	1.50	2.57	1.50	2.29	1.63	2.86	2.38	2.00
median	1	3	1	2	1	1	1	3	1	1
SD	1.36	1.55	1.32	1.40	0.87	1.75	1.32	1.36	1.65	1.20

*bm: without bodily movements N=7, with bodily movements N=8

Table 2. Anthropomorphism scale

	overall	
bodily movements	without	with
M	1.88	2.86
median	1	3
SD	1.36	1.55

The movement of the robot to the song it played, albeit slow and not in the rhythm of the beat, was immediately interpreted as dancing. *„What? Angela can dance. (Was? T'Angela cha tanze.)" - P8*. The bowing as the robot introduced itself was recognised as such and commented on by a participant mentioning the robot's elegant movements, especially in the way it introduced itself.

4 Discussion

The aim of the study in hand was to identify, explore, and describe the impact of the interaction with the robot P-Rob in an aged care facility in a regional Swiss city. A qualitative, descriptive, exploratory design was employed. Data were transcribed and thematically analysed. This section will cover implications of the results and answers to the research questions. Personal factors such as physical impairment, pre-existing mind sets with an aversion towards robotics, the treatment of the robot, challenges when interacting with it, and the possible impact of bodily movements on interactions with the robot are discussed.

Personal factors and pre-existing mind sets First and foremost the elders were very curious. That a larger number of elders wished to participate than were originally scheduled, indicates how interested the elders were. Personal factors such as physical impairment had an impact on how useful the robot was perceived.

The robot should be useful also to elders with no or very little impairment. Many robots already have entertainment systems or telecommunication technologies embedded. Participants mentioned that a robot could be seen as the personification of their inability. *„Thank you very much. Yes, see you. Hopefully not soon. (Danke viel Mal. Ja, uf Wiederluege. Hoffentlich nöd so gschwind wieder.)" - P16.* A pre-existing mind set of robots being „human-contact-destroyers" was overcome by curiosity. This may mean that elders who are generally against the deployment of robots in health care facilities would adapt a more positive view towards robotics by introducing them to and giving them guidance with the robot and its use.

This is in line to findings by Fischinger et al. (2016), where some participants voiced the opinion that the robot could indeed be helpful, but that they themselves were still too healthy or active to need such a device now. Perhaps this was the reason two participants did not want their picture taken with the robot. It would have been like taking a picture of someone in a wheel chair who did not actually need one. Their independence is very important to them and they want to demonstrate this.
Seeing the robot as a toy and something fun to use even without needing it could help de-stigmatise using a robot only if one has deficiencies. It does not matter then that the robot is perceived as being more as a toy than a device that increases independent living.

Not having had any previous experience with robots influenced the elders' behaviour when given two different choices by the robot, it influenced their reactions when given a specific command to use as well as their rating on how competent the robot was. The elders who have no experience of communicating with robots are not used to giving exact and short commands. They lack the knowledge that a machine is mostly designed to react to cues that consist of predefined words or sentences. Consequently, some of the elders in this study were very talkative and chatted surprisingly openly with the robot as if it were a human being although its design suggested otherwise. Therefore, a robot needs to be able to react to a very wide range of possible inputs. For voice recognition this means reacting not only to single word cues but to the content of whole sentences. Ideally, the robot can decide if the content is of positive or negative emotion and compare it to the facial expression of the user to increase the correct identification rate.
Indeed precisely this lack of experience knowledge enables them to be much more open to what the robot can accomplish. If the elders did not have any prior experience, they did not know anything about the scope of possibilities. This is also shown by the fact that the participants found the robot competent, even though it took it two, or in one case even three tries, to pick up an object. They did not find it slow either, when it took the robot almost three minutes in one case (median 75 seconds) to pick up the item. If they had the experience, they would expect the robot to be more quickly or have functionalities other robots have (like voice recognition as Siri has it). Further research is needed on how the design of a robot affects people's perceptions and expectations of a robot.

How elders treat a robot The elders in this study were all very polite to the robot, saying „thank you" and „please". A few elders used the pronoun „Sie[1]" when addressing the robot. This supports experimental evidence by Nass (2004) which showed that people perceive human qualities in computers which they do not actually have by displaying polite behaviour toward computers.
Comparing our findings with related work, we have found that older people attribute human traits such as politeness and humour to robots and expect them to behave as intelligently as humans, even though they know that robots are machines. The behaviour of robots will most likely affect how lifelike the robot is perceived. In our study the participants enjoyed interacting with the robot and were impressed by its technology which confirms findings from other home trials such as the ones by Fischinger et al. (2013). For the elders to be able to interact with the robot the sound output had to be as loud and as clear as possible

[1] „Sie", when capitalized, is a formal means of addressing one person. It expresses distance in the relation between two persons.

so that the elders with hearing difficulties had a better chance of understanding what the robot said. But even when they understood everything the robot said, it wasn't always clear what the robot meant. They would then turn to the interviewer. This was sometimes the case, when the robot told them to hold an object infront of the robot's „face".

Important tasks like fetching and picking up items are tied to the specifics of an object like size and form, which the robot has to either already have in its data base or be taught. To improve the performance of these actions, such as fetching a certain book or someone's spectacles requires the robot to know an object and the name by which the user calls it. If this data could be collected, the next robot that is deployed could already start with a larger „object's list" as Frennert et al. (2017) call it. Because the elders were very open with the robot, it is imaginable that they would teach the robot very personal items, which would then be automatically stored in their database. This subject might raise ethical questions concerning the collection of data on personal items or even items that are forbidden by law. Ethical issues are not discussed in this paper since it would go beyond the scope of this thesis.

Personality Supporting findings from other home trials (Syrdal, Dautenhahn, Walters, & Koay, 2008; Walters, Syrdal, Dautenhahn, Te Boekhorst, & Koay, 2008; Broadbent et al., 2009), the participants expected the robot to have a certain personality. They wanted to be surprised by finding out what the robot's favourite song was or wanted to be able to help the robot learn and develop. It was expected to be spontaneous, intelligent and social. The anthropomorphism rating gives an indication that bodily movements support the interpretation of the robot being lifelike. For example, the robot's bow when saying farewell was mimicked by a participant or when the robot danced, the participant would mimick its sideway movements in their chair or tap their foot to the beat. The results of the research in human-human interaction by Ramseyer and Tschacher (2011) suggest that non-verbal synchrony embodies the patients' self-reported quality of the relationship. Such movements, even though not necessary for the ability of a robot to complete tasks, can make it seem to have a unique character and facilitate social interaction.

Adaptability Finally, in accordance with Forlizzi, DiSalvo, and Gemperle (2004) the findings of this study suggest that a health care robot needs to be highly adaptive to adjust to elders with various different impairments in different stages. An independent 90-year-old should not rely on the robot to fetch items. The life quality of an elder with physical impairments would greatly increase, however, if the robot could for example hand pieces of finger food. Not only do we all physically age differently, but also each individual experiences ageing differently depending on mental and physical strength and fitness on the day. As Frennert et al. (2017) note, there are different points of view that must be considered when defining the robot's tasks for an individual: not only what is most comfortable for the individual, but what improves quality of life and standard of living. On the one hand a robot should assist in daily activities and on the other hand should not deprive the elder of the possibility of moving around and restrict his or her autonomy in the long-term. This would mean that a robot should closely monitor a person to be able to decide how much exercise had already been done and from that discern what kind of behaviour was appropriate for the

robot. For example, if the elder person has recently completed an exercise program the robot would respond to the request for a book by getting it instead of encouraging the user to accompany the robot while it fetches the object. The robot could also monitor the amount an elder drinks. It is vital that the body receives sufficient hydration especially during hot days. Elders are especially prone to forgetting to drink enough. The robot could offer a glass of water from time to time. A lot of data would have to be gathered with the assistance of health care personnel to closely monitor elders intake of water, food or how often they exercise. More research is needed on the ways robots can and should monitor humans.

4.1 Limitations

Studies similar to the present one have been criticised for involving a very small number of participants. However, this residential care home trial was conducted as a part of a design process to collect and interpret potential participants' reactions to a prototype assistive robot to support independent living.

Any single study conducted in a real home is likely to have methodological limitations. Therefore, several different studies using different robots and methods are needed before the results can be converged in order to reach conclusions that are convincingly supported.

The investigated group of participants was almost homogeneous in their inexperience with technology. It is expected that a replication of the study with a more experienced group will change the outcome of the results.

Futhermore, not only elders but also health care professionals, family members, and other stakeholders related to aged care should have a voice in the construction of an assitive robot. This is also proposed by Vandemeulebroucke, de Casterlé, and Gastmans (2017). The study in hand is limited in its scope and therefore focuses only on the perspective of the elders.

4.2 Conclusion

In the larger context of developing robots for an ageing population, this study implies that elders should be introduced to new technologies such as health care robots and given guidance as how to use them. The elders' curiosity and openness can overcome a possibly existing initial aversion towards robots. In the construction of a robot the end user needs to be focused and involved as early as possible to be able to adapt to the target group's specific needs. And last but not least, if the robot has a certain personality it may facilitate social interaction.

The author believes that the results presented in this article constitute valuable knowledge for fellow researchers in the field of service robotics and serve as an addition towards developing affordable care robots for the growing ageing population.

The field of HRI needs researchers who study robots in the natural environment (people's real lives) for which they are intended. Psychology can help engineers understand and model humans better, perform

experiments with appropriate methods, and develop therapeutic robots. This can be a win-win situation, with the study of human behavior informing the constructors of robots and tests with robots teaching us about human cognition, emotion, and behaviour. As Broadbent (2017) also already stated: psychologists have a role to play in helping shape our future and that of our robot companions.

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Appendix

Script in Swiss German

- Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
  Good day, I am Angela. And what is your name?
- Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
  I am pleased to meet you. Thank you for agreeing to meet me. Why don't you tell me something about yourself.
- Sehr guet, viele Dank.
  Very good, thank you.
- Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
  I am curious and would like to learn a new object. Please hold an object as still as possible in front of my face.
- Was isch denn das für en Gegestand?
  What kind of object is this?
- Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
  Aha! Now I know what a remote control is. Thanks a lot.
- Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
  I am pleased that I was allowed to learn a new object. Would you like to hear a song as a thank-you?
- Lieber es Lied vom Mozart, oder mis Lieblingslied?
  Rather a song by Mozart, or my favorite song?
- Wunderbar. Do isch sLied für Sie.
  Wonderful. Here is the song for you.
- Ich cha Ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
  I can help you pick up items that have fallen to the ground. I would very much like to practice that. Is that okay with you?
- Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
  Please place the remote control on the ground and when you are ready, say: Angela, pick up the remote control.
- Super. Denn start ich jetzt mit de Suechi.
  Great. Then I'll start searching now.
- Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
  Ah, there it is. I found the remote. I'll bring it to you in a moment.
- Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
  Please hold your hands under the remote control. Then I'll let go.
- Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
  It was a lot of fun to learn a new object with you. Unfortunately our time is nearly over. Please tell me something about yourself again.
- Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
  Great, thank you very much for your time. I have to leave now, unfortunately. Have a nice day. Good-bye.

Godspeed Anthropomorphism Scale

Unecht (Fake)	1	2	3	4	5	Natürlich (Natural)
Mechanisch (Machinelike)	1	2	3	4	5	Menschlich (Humanlike)
Hat kein Bewusstsein (Unconsicous)	1	2	3	4	5	Hat ein Bewusstsein (Conscious)
Künstlich (Artificial)	1	2	3	4	5	Lebensnah (Lifelike)
Steife Bewegungen (Moving rigidly)	1	2	3	4	5	Elegante Bewegungen (Moving elegantly)

Transcriptions of the Interaction

T	=	Test person / Participant
I	=	Interviewer
R	=	Robot
(...)	=	emotions
[...]	=	not (clearly) comprehensible / omitted name of participant
// in a sentence	=	someone else starts to talk at the same time
// at the beginning of a sentence	=	what is said while the first person/the robot is still talking

Paticipant 1

P : Guete Morge!
I : So. Er isch e chli langsam.
P : Uh-hu!
P : (winkt)
P : Uh-hu!
P : Ich bin do.
I : Aha.
P : Jo, tärfsch zu mir cho.
P : No chli nöcher.
R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
P : Ich bin t[Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
P : Ich bin... Ich bin sit äh sletscht Johr am 17. Februar do.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne.
P : Jo.
R : Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
P : So isch guet.
R : Was isch denn das für en Gegestand?
P : Äääääh... Herr P. het mir gsait gha, dass das ääh en...
P : Roboter chäm.
R : Was isch denn das für en Gegestand?
P : Ah das! Das isch e Fernbedienig!
P : Wo me dich, äh, wo me dich...
R : Aha!
P : Jo.
R : Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
P : Bitte.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne.
P : Jo.
R : Möchted Sie als Dankeschön es Lied ghöre?
P : Vo mir es Lied?
P : Oder... Oder du?
P : Du chasch scho eis singe, jo.

R : Lieber es Lied vom Mozart oder mis Lieblingslied?
P : Es Lied.
R : Wunderbar. Do isch sLied für Sie.
P : Dankeschön. Chunnsch no chli nöcher zu mir?
R : Ich cha Ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
P : Äh... Jo. Ich mues luege bim bucke, gell.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
P : Jetzt törfsch es hole.
R : Super. Denn start ich jetzt mit de Suechi.
P : Eis...
P : Zwei...
P : Drü!
P : Isch es zwiit unde?
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider // isch üsi Zit scho fast verbii.
P : // Hey.
P : Also danke // viel Mol.
R : // Verzelled Sie mir doch bitte nomol öpis über sich.
P : Öpis Neus?
P : Äh...
P : Und // jetze?
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
P : Ja isch scho fertig?
P : Hä? (streichelt Roboter am Kopf)
P : Chunnsch wiedermol?
P : Hä?

Paticipant 2

T : Aha.
T : (lacht)
R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. // Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : (lacht)
T : Ja... Ich bi 1934 gebore und zwar wiit weg vo do. Und ha denn it Schwiz ghürote, oder bin it Schwiz cho und ha ghürote. Und sit denn bin ich do. Sit 55 Johr bin ich jetzt ghürate.
R : Sehr guet, viele Dank.
T : (lacht)
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne.
R : Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : (lacht)
R : Was isch denn das für en Gegestand?
T : Jahaha. Wie e Fernseh-Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Oder Handy Ding chönnts au no sii.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Jo, wüsst jetzt nöd was.
R : Lieber es Lied vom Mozart // oder mis Lieblingslied?

T : Nei! Jo nöd! Joo nöd!
T : Wenn, denn öpis Volkstümlichs. Aber chunnt mir jetzt nüt in Sinn.
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha Ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. // Ich würd das wahnsinnig gern üebe. Isch guet?
T : Jo do liit jo nüt ume! (lacht)
T : Scho guet.
T : Isch nüt ume.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, heb mir da uf.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : (lacht)
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. // Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : // (lacht) Jo, Gott sei Dank.
T : Jo was sölli gross sägä. Dass ich do bin, will ich e Streifig gha han. Und do muen i mi au abfinde. Das isch hald sLebe.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. // Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : // Guet.
T : Adie. (lacht)

Paticipant 3

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Ich bin de [Abkürzung Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ich bi achtesiebezgi. Früener Buechhaltigschef gsi ufere schwiizer Bank. Bi do... drizeh Mönet. Und vorher bini siebezäh Johr im Appezell gsi i drei verschiedene Pflegheim.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Ahso.
R : Was isch denn das für en Gegestand?
T : Fernbedienig.
T : Für Fernseh, // Radio, Video...
R : // Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Gern, jo.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Nimme gad emol sis Lieblingslied.
T : Angela heisst sie? Angela's // Lieblingslied.
R : // Wunderbar. Do isch sLied für Sie.
R : Ich cha Ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Isch guet, jo.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, lisisch mir tFernbedienig uf?
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.

T : Gern.
T : Danke viel Mol Angela.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Ich bin im Rollstuel gsi vier Johr. Dank viel Mal Physio, wo mir gholfe het, chan ich jetzt wieder laufe mit em Rollator. Und ich bin Pflegfallstufe zäh gsi vor vier Jahr. Denn 8, denn 6 und 7 amene Johr Stufe zwei.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Danke. Het mich gfreut dich kennezlerne. Tschüss Angela.

Paticipant 4

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Ich heisse [Nachname, Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Jo... was söll ich jetzt säge. I bi scho sit zwei Johr do im Pflegheim. Und vorher hani zWifelde gwohnt im alte Dorfteil...
T : und ha immer en Hund gha. Da isch na wichtig. Und jetzt han ich Enkel und Urenkel.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
R : Was isch denn das für en Gegestand?
T : Muen ich...
T : Äh das isch es Aparätli. En chline Aparat. Gseht us wiene Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Jo gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Ihres Lieblingslied.
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha Ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Jo, das isch guet.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, Fernbedienig uflese.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Danke viel Mal!
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Super!
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Hm. Eifach so.
T : Jo... Ich ha // viel zBsuech [unverständlich]
R : // Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Adie.

Paticipant 5

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?

T : (lacht)
T : Wer was mues ich mache?
I : Hend Sie's verstande, waner gsait het?
T : Nei.
I : Hm. Probiered Sie's nomol, probiered Sie nomol zluege, ob Sie's verstönd, wenn ers nomol sait.
R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Nei.
I : Hend Sie's nöd verstande.
T : Ich verstands nöd.
I : Jojo. Ich säg Ihnes. Also er het gsait er seg tAngela, und wie Sie heissed.
T : Aha. Ja... ja ich ha nur "Ah", // hani, hani verstande.
I : // Joo.
I : Aaah.
T : Äh // jetzt mues ich säge, wie ich heisse?
I : // Also...
I : Genau. Jetzt möcht er wüsse, wie // Sie heissed.
T : [Vorname Nachname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. // Säged Sie mir doch bitte öpis über sich.
T : // Danke.
T : Wie?
I : Sie sölled ihre öpis verzelle, em Roboter. Über sich.
T : Jo mir gfallts do.
I : Ghöred Sie uf eim Ohr besser als ufem andere?
T : Ich ha nur festgstellt, i de letschte Zit, dass ich chli Müe ha mit lose.
I : Jo. Aber nöd eis Ohr besser wie sander?
T : Jo das weiss i ebe nöd.
I : Hm. Also ja. (lacht)
I : Ich sägenes susch eifach amel. Mich verstönd Sie, verstönd Sie mich?
T : Jo ich // verstoh Sie.
I : // Isch guet.
I : Denn rüef ich Ihne susch is Ohr, wenn Sie's wieder also wenns // es Problem git.
T : // Jo.
I : Also, probiered mir's so. (lacht)
I : Genau.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
I : Genau. Also. jetzt het er gsait, er möcht gern en neue Gegestand kennelerne. Öb Sie ihm en Gegestand chönted zeige.
I : Also jetzt hend Sie do de Gegestand jetzt chönd Sie ihm de vor tNase herehebe.
T : En neue Gegestand? Jo...
I : Genau.
I : Also das isch scho de Gegestand. Das isch tFernbedienig.
I : Genau.
I : Sehr guet.
I : Denn cha de das aluege.
R : Was isch denn das für en Gegestand?
I : Er fröget, was das für en Gegestand isch.
T : Äh dado?
I : Genau.
T : Da isch en äh... jo. Wie sait me dem?
I : Fernbedienig.
T : Fernbedienig.
I : Genau. e Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
I : So, er het sich bedankt, // weiss jetzt, wane Fernbedienig isch.

T : // Jo.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
I : Jetzt het er gfroget, öb Sie als Dankeschön es Lied möchted ghöre. Will er jetzt, will Sie ihm jetzt es Li äh // Fernbedienig bibrocht // hend.
T : // Aha!
T : // Jo sie chönd scho eis singe.
I : (lacht)
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Joo.
I : Also tWahl isch Mozart, oder am Roboter sis Lieblingslied.
T : Joojoo, sis Lieblingslied.
I : Sis Lieblingslied. Also.
R : Wunderbar. Do isch sLied für Sie.
I : So. Wunderschöns Lied.
T : Jo das ghört me no viel.
I : Jo? Känned Sie's?
T : Jo wänns amel Klavie spieled.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Gegeständ an Bode gheit?
I : Genau. Und er möcht das gern üebe mit Ihne. Dass er öpis chan uflese. Öb das guet segi?
T : (lacht) Joo.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela. (lacht)
I : Genau. Sehr guet.
T : Und jetzt? Muesis // uflese?
R : // Super. Denn // start ich jetzt mit de Suechi.
I : // Nei, das mues er uflese.
I : Jetzt started er mit de Suechi het er jetzt gad gsait, de Roboter.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Und was muesi mache?
I : Nüt.
T : Jetz isch guet.
I : Het ers gschafft?
T : Guet.
T : Muesis abneh?
R : Hebed Sie bitte Ihri Händ // under tFernbedienig.
I : Genau. THänd // beidi am beschte drunder.
R : // Denn lohn ich denn los.
I : Denn loht er denn los.
I : So. Sehr guet. (lacht)
T : [unverständlich]
I : Genau, chönd Sie mir // [unverständlich]
R : // Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. // Verzelled Sie mir doch bitte nomol öpis // über sich.
T : // Jo aber do gseht me [unverständlich]
I : // Mhm.
I : Also jetzt het er gern nomol öpis gwüsst über Sie.
I : Verzelled Sie ihm nomol öpis über sich.
T : Jo. Ja ich mues öpis...?
I : Mhm.
R : Eifach was Ihne gad in Sinn chunnt.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. // Adie.
T : Jo danke.

T : Adie.

Paticipant 6

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Äh. Ich heisse [Vorname Nachname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ich hans nöd recht verstande.
I : Mhm. Also er het gsait, er freut sich, Sie kennezlerne und öb Sie ihm öpis chönd verzelle über sich.
T : Ou.
T : Jo. I bin ä alti Frau miteme wunderbare ganze Lebe. Ohni viel Sorge. Und es isch alles mei allermeischtens wunderbar gange i mim ganze Lebe. Vo Chind a, bis jetzt.
T : Da guet?
I : Mhm.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Jetzt // han ichs wieder nöd verstande.
I : // Mhm.
I : Also jetzt möcht er gern en neue Gegestand kennelerne, öb sie em öpis chönd here hebe. Und jetzt hend mir das do.
T : Sölli da?
I : Genau. Denn chönd Sie eifach das dem echli here hebe, so dass ers e chli gseht. Genau. So isch sehr guet.
I : Jo. Tip top.
I : So...
R : Was isch denn das für en Gegestand?
I : Jetzt het er gfroget, was denn das für en Gegestand segi.
T : Was isch jetzt das für en Gegestand?
I : Das isch jetzt die Fernbedienig. (lacht)
T : Ich het gern...
R : Aha! // Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : // än Antwort.
I : Also jetzt het er //
T : Das isch direkt gspenstig. (lacht)
I : Oh nei. (lacht)
I : Also jetzt het er erkennt, dass das e Fernbedienig isch.
T : Jo.
I : Genau. Das isch glaub scho alles gsi.
I : Und denn, chunnt de nächsti Teil.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
I : Also jetzt het er döt...
T : Ich has nöd verstande. Ich has nöd verstande.
I : Joo.
T : Willis...
I : Mhm. Jojo. Keis Problem.
T : Willis... Erstens isch es schnell gret, // und zweitens höori nöd guet.
I : // Mhm.
I : Mhm. Also jetzt het er de Gegestand glernt und het sich bedankt und het gsait // es isch mega läss, dass er jetzt de glernt het.
T : // Aha.
I : Will Sie hends ihm jo aneghebet. Und jetzt möcht er Ihne als Dank es Lied vorspiele.
I : Tärf, möchted Sie gern es Lied ghöre?
T : Jo.

I : Mhm.
T : Äh.
I : Mhm.
T : Äh.
I : Denn // mol luege.
R : // Lieber es Lied vom Mozart oder mis Lieblingslied?
I : Jetzt...
T : Wo Berge sich erheben.
I : Genau. Jetzt // het er...
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
I : So jetzt möcht er, der Roboter gern das üebe mit em Uflese.
T : Aha.
I : Genau.
T : Jo.
I : Jetzt wird er Ihne denn gad säge...
T : Und denn mues en do...
I : Mhm.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
I : Genau. Und jetzt isch de Befehl: Angela, Fernbedienig uflese.
T : Aha. Angela... Das isch tAngela?
I : Das isch // tAngela. (lacht)
T : // Angela, Fernbedienig uflese.
T : Bitte.
T : Jetzt chunnt // sie...
I : Genau.
R : Super. Denn start ich jetzt mit de Suechi.
I : Jetzt het er gsait super, jetzt startet sie demfall mit de Suechi. Aso jetzt tuet sie tFernbedienig sueche. // So.
T : Je.
T : Isch guet.
T : Äh, nimmt ers nöd uf?
T : Sötts?
R : Ah, // do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
I : // Sötts.
I : Also jetzt het er gsait: Ah, ich ha tFernbedienig gfunde, ich bring sie Ihne gad.
T : Also guet.
T : Da cha...
T : Ha gad wölle säge er het e chli e langi Leitig.
I : (lacht) Jo. (lacht)
I : So.
I : Genau. Jetzt schwätzt er denn wieder öpis.
I : Jetzt chönd Sie beidi Händ drunder hebe...
I : Genau.
R : Hebed Sie bitte Ihri Händ under // tFernbedienig. Denn lohn ich denn los.
I : // Genau.
I : So, jetzt loht er los.
T : Danke.
I : Guet, tip top.
T : Danke schön!
I : (lacht) Guet.
T : Unglaublich.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit aber scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
I : Also de Roboter het gsait es macht ihm wahnsinnig Spass so Sache zlerne und viele Dank und jetzt segi

scho fast Endi vo de Zit // ...
T : Ich danke viel Mol, es isch spannend gsi, dich kennezlerne.
I : Und // er froget, ob Sie ihm nomol öpis über sich verzelled.
T : // Danke.
T : Über mich?
I : Mhm.
I : [unverständlich] // ...
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. // Ich wünsch Ihne en ganz en schöne Tag. // Adie.
I : // Oh. jetzt mue er scho go. (lacht)
T : // Gang nur.
T : Tärfsch scho wieder go.
T : Jo.
I : So. Goht wieder.
T : Meine Güte.
I : (lacht)

Paticipant 7

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Phu. Ich bin do im Altersheim und bin garnöd garn do. Das isch alles.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
I : Mhm, das langet scho.
T : Langets?
I : Mhm.
R : Was isch denn das für en Gegestand?
T : E Fernbedienig.
I : Isch guet.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : (lacht)
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. // Möchted Sie als Dankeschön es Lied ghöre?
T : // Jo bitte.
T : Jo gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Ihres Lieblingslied.
T : Dis Lieblingslied.
R : Wunderbar. Do isch sLied für Sie.
T : Bravo.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Mhm.
T : Muesis nöch ane? // Oder
R : // Leged Sie // bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
I : // Egal. Irgendwo. Sie chönds au eifach gheie... Genau.
I : Sie chönds ruhig schmeisse.
I : Genau.
T : Angela, Fernbedienig uflese.
T : Hallo.
R : Super. Denn start ich jetzt mit de Suechi.

T : Aha. (lacht)
T : (lacht) Das gseht lustig us.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Jetzt...
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke. (lacht)
T : Guet.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Oh ich weiss nöd was. Ich bin Coiffeuse gsi, han es eiges Gschäft gha und ha müese ufhöre wegeme Velounfall. Woni vor acht Johr gha ha.
T : Und ha alles müese ufgeh. Mini Wohnig. Mini Möbel. Alles. (weint)
I : Mmh.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. // Ich wünsch Ihne en ganz en schöne Tag. // Adie.
T : // Ich au.
T : // Danke.

Paticipant 8

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Grüezi Angela. Ich bin tFrau [Nachname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Über mich?
T : Jo was wötsch du gern wüsse?
T : Geburtsdatum? Ich bin gebore am achtezwanzigschte November nünzähhundertdrissg und ich bi e Verdingchind und mit vierehalb Johr, mit zweiehalb Johr bin ich vo de Eltere weg cho, hends eifach eweg gno, will tMamme chrank gsi isch, und denn mit vierehalb Johr bin ich is Toggeburg cho.
T : Mini Pflegmueter isch Hebamme gsi und die hend au e Tochter gha und de Vater het puuret. [unverständlich] ganz chlii, aber i ha Freud gha a de Chüe und han amel tärfe go hüete.
T : S// ...
R : // Sehr guet, viele Dank.
T : Bitte.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Muenen an Bode werfe?
R : Was isch denn das // für en Gegestand?
I : Das isch jetzt gad guet. Chönd Sie absitze.
I : Jetzt het er gfroget, was das für en Gegestand segi.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Das isch es Grät.
T : Zum tAngela zbediene.
I : (lacht)
R : Aha! // Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Aha! (lacht)
T : Bitte.
T : Danke au.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Jo, ich ghör gern Lieder.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Es Lieblingslied. Jo wa cha denn // da ...
R : Wunderbar. Do isch sLied für Sie.
T : Wie?
T : Was? TAngela cha tanze.

I : Ja. (lacht)
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. // Isch guet?
T : // Jo.
T : Jo.
I : Mhm.
R : Leged Sie bitte tFernbedienig uf de Bode // und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
I : // Mhm.
T : Angela, tüends mir no... tBedi... wie wie sait mr? Wie sait mr...
I : TFernbedienig
T : TFernbedienig. Nöd Fernseh.
I : (lacht)
T : TFernbedienig... uflese?
R : Super. Denn start ich jetzt mit de Suechi.
T : Chan ers nöd uflese?
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Chan ers nöd?
T : isch, isch znöch zue?
T : De cha jo, sie cha jo zrugg.
T : Ah jetzte.
T : Tip top. Danke viel Mal Angela.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. // Denn lohn ich denn los.
I : Jo genau. So gohts au. (lacht)
T : Ich mue tHänd undere hebe.
I : Jetzt isch scho guet. Es wär nu gsi, wenn Sies // jetzt nöd weg brocht hetted.
R : // Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Über mich?
T : Also, denn bin ich... mit sechsehalb Jahr bini it Schuel, acht Johr, und wär gern it Sekundarschuel und tMueter het gsait wenn ich, wenn ich well it Sekundarschuel, denn chöng sie mi nöd bruche, denn müesi wieder go.
T : Denn hani ebe nöd tärfe go. Und nachher bini [nach me] halbe Johr dihai bliebe und denn het sie gsait jetzt, es rendieri nöd, ich müesi furt und denn bini [en Tipp übercho] zum Metzger Müllers und denn hani det di... di erst, wie mues ichs jetzt säge, Chrankepfleg gha.
T : Min Maa het, isch [öppe] vieresiebezgi gsi, er isch ebe Metzger gsi, und het nöd selber chönne esse und denn het mr ihm müese sEsse igeh.
T : Und nachher bini hei und denn bini anderthalb Jahr it Chleiderfabrik uf Ganterschwil go Hose naie und nachher bini..
T : Bini uf Arbon cho, zu [cho] Metzgerei und ich ha müese de Hushalt mache und hend zwei Chind gha.
T : Und nachher bini wieder hei und denn bini go schaffe und ha gwobe. Mängs Johr. Und denn hani ämel no de Samariterkurs gmacht und Theater hani müese spiele.
T : Und nachher bini zu... uf Winterthur zu Doktor Blanks cho. Ich ha do e Bekanntschaft gha woni eigentlich nöd ha wölle und die het all gmüedet und gmüedet.
T : Und denn bini ebe bi Doktor Blank gsi. Und denn het en Brief sölle cho und de Brief isch nöd cho und denn tFrau Doktor Blank isch bös gsi, fascht über mich und denn het sie gsait: Denked Sie mol, [Vorname], mir würed Ihne en Brief hindschlo.
T : Jänu die Bekanntschaft isch denn usgange. Und denn nachher bin ich uf Sargans it Hushaltigsschuel.
T : Und denn isch tFrau Nüesch cho. Ebe die het eifach e Tochter gsuecht. Denn het tChefin, het sie mich gholt.
T : Denn bini ebe zu de Frau Gertrud Nüesch... Fisch cho. Das isch e Wiihandlig in Nüesch-Baldach gsi.
T : Und denn isch sie... ei, eifach so hässig gsi. Hani denkt wieso isch die Frau so hässig. Mol isch sie ebe cho und denn het sie gsait sie mües sich trenne.
T : Und denn nochher isch sie ebe hei, und het gsait ich müesi tTäsche mitneh und denn mösi bschlüsse und denn hani müese uf Au abe.
T : Und denn hani müese [unverständlich] mit em Wil uf Heerbrugg und denn uf Au und denn vo He, ich bin so nöd gern uf das Au abe.

T : Und denn hani brüelät. Denn bini ines gro, riese grosses Renaissance-Hus ie cho, und hine dra isch ebe die Bettwösch und Stickereigschäft gsi.
T : Denn hani müese da gross Hus, ha de Fraue gholfe, hani müese butze. Und denn i dere Zit hend mir müese zu tVilla Nüesch ue, äh Villa Fisch ue.
T : Und denn nachher hani wölle uf Beligie... hani gschriebe en, en riese grosse Brief öb ich agstellt, sie het mich so gern aber ebe ich ha kei Französischkenntnis gha.
T : Und nachher, mueni gad studiere...
T : Nochher bini...
T : Bini wieder hei, und denn hani gwobe und denn het mich ebe en Maa gseh, also er isch gschickt worde.
T : Und denn hani no zu minere Pflegschwöschter gsait: Du, da isch en alte, nichts für uns. Und denn het de mir gschriebe.
T : Und denn han ich müese uf Wil abe und denn säg ich zu dem: Sie, ihri Auge han ich auscho gseh. Denn isch er verschrocke.
T : Denn het er gsait, jo er heg ebe do i de Nöchi e Schwöschter. Und die hend en ebe gschickt.
T : Und denn bini ebe uf Werdbüel cho, en Buur, also de, de Zuestand vo dem Huus und Schür isch nöd schön gsi.
T : Denn hani ebe füf Chind gha, die chli isch zweiehalb jöhrig gsi und di gross isch zwölfi worde.
T : Und denn am 29. Juni... äh... siebezg, bini abglege am Mittag, denn isch de Maa isch so [unverständlich] und denn isch er ufgstande denn hani gsait jo i go au, sait er ah, lieg doch no chli.
T : Denn goht er use, nimmt tTür zue, ufs Mol hani en riesige Schrei ghört. Jetzt mueni fascht brüele, [Stimme bricht] würklich.
T : Und denn won ich use cho bi, het tLutzia, het es schneewiises Gsichtli gha. Und alli sind ganz bleich gsi. Und die, und tBernadette, di Ältischt, isch i de Arbetsschuel gsi und denn isch gad de Pfarrer Brändli mit em VW obenabe cho.
T : Und denn isch de Maa doglege und denn het me de Pfarrer Brändli [unverständlich]. Und dä het sone Chraft gha.
T : Hani gsait Herr (Pfarrer), mi müend si, mi müend sie nöd hebe, ech, ich ha Chraft gnueg. Und den bin, bin ich ebe, denn isch me zäme ghenkt gsi, (tTelefon und de Mesmer).
T : Und ich ha doch de tTelefonnummer vom Doktor Eugster uswendig gwüsst. Denn hani sie grüeft und denn isch mir ebe isch es nöd gange und denn bini wieder abe und bini zuenem ane und tChind hends denn [unverständlich] und denn hani nu gsait: De Vater im Himmel verzeiht alles. (weint)
I : Mmmh.
I : Mmmh.
R : Super, danke viel Mol für Ihri Zit. // Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. // Adie.
T : // (weint)
T : // Jetzt hani nie müese briegge und jetzt chunnt alles uf. (weint)

Paticipant 9

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Jo, was mues ich säge. Bin hald züm so zwäg und bin hald do jetzt im Heim.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : I han en nöd richtig verstande.
I : Er het gsait Sie sölled Ihne de, de Gegestand so chli vors Gsicht hebe. Denn tuet er, denn chönd Sie dem echli entgege strecke, genau, denn tuet er das aluege.
T : (lacht)
I : Jetzt bewegt er sich do chli.
T : Ah, ich mues öpis säge?
I : Jo. Jetzt isch guet, // jetzt het er's aglueget.
T : // Ich chum nämli nöd so drus, das het immer min Maa // gmacht.

R : // Was isch denn das für en Gegestand?
T : Hm?
I : Was denn das für en Gegestand segi.
T : Hm. Wie sait me jetzt // zu dem?
I : Fernbedienig säged // mir amel.
T : Jo, jo, Fernbedienig. Fernbedienig. Isch mir gad verschwunde hald.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Bitte.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Ich verstohs // ebe nöd recht.
I : // Mhm.
I : Er het gfroget, ob Sie gern als Dankeschön, will Sie ihm en Gegestand bibrocht hend, es Lied wänd ghöre.
T : Jo gern.
I : Jo?
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Was mueni säge?
I : Lieber es Lied vom Mozart, oder am roboter sis Lieblinglied?
T : Jo, jo, sLieblingslied.
R : Wunderbar. Do isch sLied für Sie.
T : Schön.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Jo.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
I : Mhm, genau.
T : Angela, Fernbedienig bitte uflese.
R : Super. Denn start ich jetzt mit de Suechi.
I : Mhm.
T : (lacht)
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Jo, gern.
T : Ohje.
I : Oops. (lacht)
I : So, probiert nomol.
T : [unverständlich] uflese.
T : Isch chli wit eweg.
I : (lacht)
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke viel Mal Angela.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Was muesi verzelle?
I : Irgendöpis. Was Ihne gad in Sinn chunnt.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Ebefalls. Wünsch ich dir au Angela. Au en schöne Tag.

Paticipant 10

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.

T : Vo Bruef Statischt. Guet Danke. Und eh.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
R : Was isch denn das für en Gegestand?
T : Das isch e Fernbedienig für de... für de Computer.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Ja gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Jo was isch denn sLieblingslied?
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Jo.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
I : Genau, chönd Sie eifach werfe.
I : Ich tues do no chli füre, denn gsehnd Sie's au ob ers uflist oder nöd.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
R : (Fernbedienung fällt wieder auf den Boden - Roboter braucht 2 Anläufe um diese aufzuheben)
T : Ischer kaputt jetzt?
I : Nei. Er brucht eifach es Wili.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Also ich bin achtzig. Ende. Ja und ich han nunie jetzt öbis ghört vo sonere Fernbedienig. Drum bin ich... wiiterhin gspanne was jetzt do no alles usechunnt. Danke.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Ja ich au.

Paticipant 11

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ja ich bin jetzt bald 2 Jahr da im Heim will ich en Schlagafall gha han. Aber es gaht mer guet. Ich bin im zweite Stock im Zimmer.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Äääh.
R : Was isch denn das für en Gegestand?
T : Ich weiss gar nöd. Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Was het sie xeit? Ja gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Ja singed sie... [...]
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern

üebe. Isch guet?
T : Jo wa. ja. ja.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, chasch du da uflese.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Jetzt het sie... [...]
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke vielmal, Angela.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : I bi vo Wiifelde. Min Maa isch gstorbe.Jetzt scho siebenedriisg Johr. Ha füüf Chind. Eini isch z'Aarau, drüü sind z'Wiifelde und eini isch z Züri - aso z Opfikä in Züri.
T : Und ein Sohn isch gstorbe - so jetzt lebed no fünf. Die chömmed abwechsligswiis mich go bsueche. So, wetsch no meh wüsse?
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Ich dier au.

Paticipant 12

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Aha ich bin de [Vorname Nachname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Nöd so guet. Über mich? Ich bin imne chliine Dörfli uf d Welt cho.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
R : Was isch denn das für en Gegestand?
T : Jetzt mueni da drugge? Es Plastikdings. (lacht). E Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : (lacht) Und jetzt?
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Aha.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Lieber volkstümlich // nöd. Ja denn isch glich was. Jaja. Hä?
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Jaja.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela. Die heisst Angela? Mier hend au eini da, e Schwöster (lacht)
T : Angela, nimm emal da, da Fernbedienig uf. Gaht da?
R : Super. Denn start ich jetzt mit de Suechi.
T : Hoppla. Ah da gaht eso. Gahts no wiiterabe?
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : (lacht) Isch echli langsam. // fascht hä. Ja du chasch schräg luege du. Du lätze Cheib. Wetsch de Schueh? Ah lueg emal. Danke vielmal. Oder chunnsch no nööcher ane? Ja jetzt chasch luege.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.

T : Lueg emal da linggs // lueg emal da linggs.
T : Aha- Wasi vo Bruef xi bin? Das chani der grad sege. Kubusenmasseur, Geburtshelfer, Pytiloftmatros und Berufspombär.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Glichfalls. Adieu.

Paticipant 13

T : Lueg da.
R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ich weiss au nid was. Wanner da chönd? Chönnder mier behilflich si?
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Ah ja. Vor mis Xicht? Vor dem siis?
R : Was isch denn das für en Gegestand?
T : Was? Es Handy mit Druckchnöpf dra.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Ja.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Ja gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Dis Lieblingslied. Eifach öbbis Urchigs.
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Ahja. Lueg da.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, Fernbedienig uflese bitte.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Jä so. [unverständlich] weh. Owwww. Das giired denn schön.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke vielmal. Und jetzt. Dankevielmal mol.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Ja was sölli denn da jetzt verzelle? Dasi nüme so geischt bin und dassi hilf bruch.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Ok. Denn wünschi en schöne Tag. Adieu. Lebe wohl.

Paticipant 14

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : [Vorname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ja alte Maa. 90 bini. Han Schriiner glernt gha. Han e Schriinerei gha dehei. Altersmässig gaht das nümme und drum bini da.

R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Mueni deda neh? // Eifach anehebe?
R : Was isch denn das für en Gegestand?
T : E Chistli. Es Drückli oder irgendöbbis. E Fernbedienig? Het aber kei Chnöpf dra.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Bitte.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Channer scho singe, wenner wett.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Ä Schlager fändi. E Schlagerlied. Weiss nöd wieni das söll sege. Mozart ja Mozart. I han eh Mozart ja Wienerwalzer und das Züüg. Aber e Lied selber chönnti jetzt eich nöd grad
R : Wunderbar. Do isch sLied für Sie.
T : Danke.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, Fernbedienig uflese.
R : Super. Denn start ich jetzt mit de Suechi.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : Danke.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Git nüme viel zverzelle irgendwie. Muen sege ich han eich alles scho erlebt. Nüt neus, mer muen alles so neh wies chunnt und mer sett kei Ziel meh setzte woni vor vor gha, oder...
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Ich au. // Ade. Danke. Tschüss.

Paticipant 15

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Jetzt hani zerst müesse luege vo wo das de Ton herchunnt.
T : Aso ich bin d'Angela, oder?
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ja wessi. // Joo wie alt dasi bin sölli ihm verzelle? Am driisigste Dezember wirdi achtzgi. Und guet, ja.
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : Jetzt mueni de an Bode anelegge?
R : Was isch denn das für en Gegestand?
T : Ja so en Computer, oder wie seit mer dem? Ah e Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Ah jo. Mich freuts au dassi sie hen dörfe kennelerne. // Ja ich wür gern als Dank bedient werde.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Wenn mier öbbis an Bode abegheit, chönnd sie mir das uflese? // (lacht) ja das isch glich, eifach es schöns Lied.
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern

üebe. Isch guet?
T : Ja. // Ja.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : So es liit am Bode.
R : Super. Denn start ich jetzt mit de Suechi.
T : Ja de Bode. Jetzt isch besser.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Danke. Danke vielmal.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : (lacht)
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Jo wa mueni da verzelle? Dassi jetzt da in Busnang bin. Und dasses mier da guet gfallt und ich bliibe da solang ich chan. Chan eifach nöd guetl laufe, aber ich gib mer müeh (lacht).
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Jo. Danke. Danke glichfalls.
T : Für öbber wo nüt xeht denn isches ja scho.

Paticipant 16

T : Stopp! Stopp! Halt!
R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : Wie heissisch? Ich bin d Angela. Ja. Aha wie heiss ich. [Nachname]. [Abkürzung Vorname Nachname].
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Über mich? Jesses. Das ich scho füüf Jahr da bi, da im Pflegeheim. Bin nünzgi und bin no einigermasse z'friede. Fertig. (lacht)
R : Sehr guet, viele Dank.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : (lacht)
R : Was isch denn das für en Gegestand?
T : Weiss nöd wiemer dem seit. Fernbedienig. Ja Fernbedienig.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : (lacht)
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Was woti ghöre? Ja gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Was sie wennd. Düend sie ihres Lieblingslied.
R : Wunderbar. Do isch sLied für Sie.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Danke.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Ja, söll ich... uf de Bode? // Eifach gheie lah? (lacht)
T : Also Angela, Fernbedienig uflese.
R : Super. Denn start ich jetzt mit de Suechi.
T : Ja.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : (lacht)
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.
T : (lacht) Guet (lacht).

R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Über mich? Was söll ich sege. Sali Sara oder Alina. Dass ich zimmli ä grossi Familiä han: D Alina isch es Grosschind vo mier.
T : De no d Nora, Deta, Nina, Alina. Huufe Chind - Grosschind. Acht Grosschind. Und denn nu es paar Urgrosschind. Ja das isch alles (lacht).
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Danke viel Mal. Ja, uf Wiederluege. Hoffentlich nöd so gschwind wieder.

Paticipant 17

R : Jo guete Tag, ich bin tAngela. Und wie heissed Sie?
T : I bin d [Vorname Nachname]
R : Es freut mich, Sie kennezlerne. Danke, dass Sie bereit gsi sind, mich ztreffe. Säged Sie mir doch bitte öpis über sich.
T : Ja aso ich bin e foifedachtzgjährigi Frau und bin wege Rückebeschwerde binich i das Heim cho. Und eh ich bin da sehr guet ufghobe.
T : Au innere schöne Umgebig - de Park, de wunderschöni Park. Und jetzt duen ich da min Lebensabig verbringe.
T : Hoffe ich heg no lang lebe und jetzt äh hani eich s gröbste xeit vo mier.
R : Sehr guet, viele Dank.
T : Bitte, bitte.
R : Ich bin neugierig und möcht gern en neue Gegestand kennelerne. Bitte hebed Sie mir en Gegestand möglichst ruhig vors Gsicht.
T : En Gegestand vors Gsicht? Langed das eso oder näächer?
R : Was isch denn das für en Gegestand?
T : Das isch e Art es Natel. Kenned sie das? Natel.
R : Aha! Ich weiss jetzt, was e Fernbedienig isch. Danke viel Mol.
T : Bitte, bitte, isch gerngscheh.
R : Ich freue mich, dass ich es neus Objekt han tärfe kennelerne. Möchted Sie als Dankeschön es Lied ghöre?
T : Glichfalls danke. Ja gern. E schöns Lied no. Ja gern.
R : Lieber es Lied vom Mozart oder mis Lieblingslied?
T : Nei ich hett lieber gern es Lied vom... wie heisst er? My way - kenned Sie das - My Way. Vom ähm Sinatra... nei, mol vom Sinatra - My Way.
T : Das Lied, das Lied - My Way vom Frank, Frank Sinatra.
R : Wunderbar. Do isch sLied für Sie.
T : Isch Mozart, hä?! Mozart.
T : Das isch nemmli nöd mis Lieblingslied, Mozart - min Lieblingsding, Komponänt.
R : Ich cha ihne helfe Gegeständ ufzlese, wo Ihne uf de Bode gheit sind. Ich würd das wahnsinnig gern üebe. Isch guet?
T : Ja was. // Ja // ich duen emal min Schueh anerüere // ich rüere emal de Schueh.
R : Leged Sie bitte tFernbedienig uf de Bode und wenn Sie parat sind, säged Sie: Angela, Fernbedienig uflese.
T : Angela, han e Fründin wo Angela heisst - Isch no en schöne Name hä, schöne Name. Channi das eso an Bode rüehre?
T : So - chönnted sie mir das uflese - bitte. Wer das möglich mier das ufzlese? (lacht)
R : Super. Denn start ich jetzt mit de Suechi.
T : De Bode isch nöd guet.
R : Ah, do isch sie jo. Ich han tFernbedienig gfunde. Ich bring sie Ihne gad.
T : Chan natürli. Chan natürli. No nööcher, ja. Wiiterbucke channer glaub nöd hä, bis an Bode. Channer nöd hä // Mol de chan das. Hei äääh luged das a.
T : Heiii (lacht) Ja super. Nei so öbbis. Super. Es butzt mer keis wennis nimm? // Sicher? Ganz sicher?
T : Danke vielmal.
R : Hebed Sie bitte Ihri Händ under tFernbedienig. Denn lohn ich denn los.

T : Scho weggrisse - Angela, // danke Angela.
R : Es het mir wahnsinnig Spass gmacht, en neue Gegestand mit Ihne zlerne. Leider isch üsi Zit scho fast verbii. Verzelled Sie mir doch bitte nomol öpis über sich.
T : Hmmm was söll ich sege. Ich bin eigentlich eini wo sehr gern chli öbbis macht. Immer chli öbbis anders. Drum bini au da cho mit dier echli z unterhalte. Will ich gern immer wieder öbbis neus han.
T : Ich bin nemmli geborene Zwillling und die sind immer chli um... sind immer chli öbbis am laufe. Müend immer chli öbbis Neus erläbe oder öbbis Neus mache, go wandere.
T : Aber wenni behinderet bin aber ich lahn mich nöd underekriege. Und ich han. Ich .Was sölli sege? Ich han froid dasses so Roboter git.
T : Es het mi gfroit dassi xeh han dasses gaht - würkli - s'isch no würkli glatt. (lacht) De chan doch vilicht schono einiges helfe i somne Heim.
R : Super, danke viel Mol für Ihri Zit. Ich mues jetzt leider go. Ich wünsch Ihne en ganz en schöne Tag. Adie.
T : Bitte - scho. Danke, danke glichfalls - danke Angela.