IVY – INTERPRETING IN VIRTUAL REALITY

Report to accompany Deliverable 5.1

Bilingual audio and video content

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SUMMARY

The objective of WP 5 Task 5.1 was to adapt video content from the BACKBONE corpora to create content that supports interpreting practice in one- and two-way communication scenarios.

The present report accompanies the monolingual and bilingual content developed in Task 5.1 based on video-recorded interview corpora for the Interpreting mode of the IVY 3D virtual learning environment. The report provides a description and evaluation of the approach that was used to create this content. It also gives an overview of the monologues and bilingual dialogues that have been created, and describes where and how the content can be accessed by the target users.

FROM VIDEO-RECORDED INTERVIEW CORPORA TO IVY LEARNING CONTENT

The content for the IVY 3D virtual learning environment was based on corpora of spoken video-recorded interviews. The interviews used were all of the "natural narrative" type, in which speakers talked about their professional backgrounds and responsibilities, as well as cultural issues in a natural and relaxed setting.

The main source of video-recorded material was corpora from the BACKBONE project (EU Lifelong Learning Programme, KA2, Selection 2008; 2008-4465/001–001). In the IVY project, the partnership reused native-speaker interviews from four BACKBONE corpora: English, French, German and Polish (http://purl.org/backbone/searchtool).

In addition, the IVY partners University of Cyprus and Bar-Ilan University created three new BACKBONE-type interview corpora with native speakers of Greek, Hebrew and Russian (cf. Deliverable 5.2).

Finally, the partnership was able to use additional video-recorded "natural narrative" interviews from the ELISA corpus[1] (http://corpora4learning.net/elisa). At the first IVY project meeting, it was decided to use material from the ELISA corpus instead of the originally planned audio-recorded EN-FR-DE dialogues originally indicated in project proposal (cf. D 5.2). On closer evaluation, the EN-FR-DE dialogues were judged not to be sufficiently demanding for interpreter training; the ELISA material was generally deemed more suitable for IVY training purposes (cf. minutes of the first IVY project meeting, Guildford, 2-5 March 2011).

Creation of monolingual and bilingual content

Based on the available video corpora, the partnership developed monolingual and bilingual audio content for use in the Interpreting mode of the IVY 3D virtual learning environment to support a range of simulated business and public service interpreting scenarios (cf. Fig. 1).

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[1] *English Language Interview Corpus as a Second-Language Application* (developed by Dr Sabine Braun (then of University of Tübingen).

Fig. 1: Business meeting scenario in the IVY Interpreting mode

Creation of IVY monologues

For the creation of monologues, we selected interviews which covered suitable topics, were coherent, and made sense without the questions asked in the original interviews. In the case of Polish, only one BACKBONE interview could be reused for this purpose because there was too much dialogic interaction in the original interview. The Polish IVY team therefore recorded four new additional monologues.

In the process of creating monologues from the original interviews, the audio files were extracted from the videos, the original questions were removed, and the audio files were cut into sections suitable for (short) consecutive interpretation. To authenticate the monologues for interpreting purposes, they were supplemented with briefs providing more or less fictitious yet credible information about the topic(s), the speaker, and the purpose of the talk/presentation.

The following table (cf. Table 1) gives an overview of the number of monologues created in seven languages (English, French, German, Polish, Greek, Hebrew and Russian).

Languages	EN	FR	GE	PL	GR	HE	RU	Total
No. of monologues	19	4	10	5	8	2	4	55

Table 1: Number of monologues per language

Creation of IVY bilingual dialogues

The approach taken for the creation of the bilingual dialogues was more challenging than the creation of monologues. The first step was to select suitable interviews from the available interview corpora. The thematic focus was on topics relevant for interpreting purposes, including business, politics, industry, art, education, travel, community, healthcare and sports. For each dialogue, a fictitious yet credible brief was drafted, containing information about the speakers, the topics and the purpose of the talk. For the creation of the new dialogues, the audio files were extracted from the video clips, and the original questions of the interviews were removed. The next step was to script new questions and/or comments (A turns) to form coherent new dialogues which reflected the purpose of the dialogue and the aims and roles of the speakers as outlined in the briefs. All the questions were first scripted in English and served as master copies for the creation of bilingual dialogues in several language combinations (cf. Table 2).

Languages	EN	FR	GE	PL	GR	HE	RU	Total
No. of source dialogues (with English A turns)	20	12	10	10	17	10	10	89

Table 2: Number of video-/audio-based source materials

The English master questions (A turns) were then translated into other languages and they were culturally adapted whenever necessary (cf. Fig. 1).

A1
English model question

Hello, James. Thank you for meeting me here and for agreeing to talk to me about managing the campus bookshop here at the University of Surrey. I am very keen to hear some of your suggestions for the future of independent bookshops. Can you tell me a little about the University first? It's the first time I've been here.

Bonjour, Monsieur Newby. Je vous remercie d'avoir pris le temps de me recevoir aujourd'hui et de me parler de la librairie ici à l'Université de Surrey. Je voudrais vous parler de vos idées pour protéger l'avenir des librairies indépendantes. Pouvez-vous commencer par me parler de l'université ? C'est la première fois que je viens ici.

French

Ross, vielen Dank, ...e Zeit genommen ...s hier auf dem ...niversity of Surrey ...Ich würde gerne ...über erfahren, wie ...ft selbstständiger ...hläden

Aber vielleicht können Sie mir zunächst ganz kurz etwas über die Universität erzählen.

German

Dzień dobry, dziękuję, że zgodził się Pan porozmawiać ze mną o prowadzeniu księgarni uniwersyteckiej na Uniwersytecie Surrey. Ciekawa jestem Pańskiego zdania o przyszłości niezależnych księgarni. Ale może zacznijmy od samego uniwersytetu. Może Pan coś o nim powiedzieć? Jestem tu pierwszy raz.

Polish

Γεια σου James. Σ' ευχαριστώ πολύ που δέχτηκες να με συναντήσεις σήμερα και να ...τικά με τη διαχείριση του ...ώ, στο χώρο του ... Surrey. Ανυπομονώ να ...σεις σου σχετικά με το ...των βιβλιοπωλείων. Θα κινώντας να μου πεις δυο ...πιστήμιο; Είναι η πρώτη ...εδώ. η πρώτη φορά που

Greek

B1
Reply

We're sitting here in my office in Senate House at the University of Surrey in Guildford which is just outside London. The University's a campus university and it's by UK terms a medium-sized university, about 14,000 students.

Fig1: English master question with translations in different languages

Using this approach of translating master questions into different languages made it possible to create several bilingual dialogues from one source interview. Table 3 provides an overview of the numbers and language combinations of all bilingual dialogues created in IVY.

		B turns							Total
		EN	FR	GE	PL	GR	HE	RU	
A turns	**EN**		12	10	10	17	10	10	69
	FR	20			10	17			47
	GE	20			10	17			47
	PL	20	12	10				10	52
	GR	20	12	10				5	47
	HE								
	RU	4				4			8
Additional Languages	**Chinese**	9							9
	Italian	15							15
Total No. of Bilingual Dialogues		98	36	30	30	55	10	25	284

Table 3: Language combinations for bilingual dialogues

Due to the high demand of English in interpreter training, the highest number of language combinations was developed for English source dialogues. The original plan had been to combine the English source dialogues with questions in French, German, Polish, and Greek only. To cater for a new demand for Chinese and Italian interpreting courses at the University of Surrey, the master questions for some of the English dialogues were, however, also translated into Chinese and Italian. The approach of using English master questions proved to work very well and allowed efficient adaptation to other languages as necessitated by demand.

The final step of content development concerned the recording of the newly scripted questions in the various languages. This proved to be a major challenge for some of the interviews because of differences regarding

volume and background noise. Since the newly recorded questions were recorded under favorable conditions they were without any obvious background noise. The original audio-/video materials, however, had been recorded in authentic situations (e.g. offices, schools, hospitals, or in the open) and included natural background noises. Matching the sound quality of the original and new sound recordings therefore required careful sound editing.

Evaluation of the content creation process

The approach taken proved to be a very efficient way of creating monolingual and in particular bilingual content for the IVY Interpreting mode.

One obvious advantage of the approach is the possibility of reusing existing material. It is, however, a key requirement that the material is relevant and authentic for trainee interpreters. By drafting briefs and scripting new questions, the original material was turned into learning content for authentic interpreting scenarios. The natural narrative interviews from the various corpora proved to be well suited to the required adaptations.

A second advantage of the approach is the multiplication effect of creating bilingual dialogues for an open set of language pairs from the same master dialogue. Being able to use a dialogue with master questions as a model makes it possible to create content efficiently for additional language combinations when the demand arises.

ACCESS TO AND USE OF THE DEVELOPED CONTENT IN THE IVY VIRTUAL LEARNING ENVIRONMENT

The monologues and bilingual dialogues have been implemented into the IVY 3D virtual learning environment using the IVY administration panel (cf. Fig. 2). The IVY administration panel is a user interface in which the creators of the content can input the information relating to each monologue/dialogue (e.g. details of speakers, gender of participants, brief, languages, where it takes place, play list of turns). This information is then used by the system to automatically integrate the monologues and dialogues into the IVY 3D virtual environment. This ensures that users can access the content in the appropriate locations (e.g. meeting room, presentation area, medical setting etc.) and that the play lists of turns is connected to the audio files.

Fig. 2: IVY Administration Panel with IVY content

Users can access this content in the Interpreting mode (cf. Table 4). Primary users of the IVY content are trainee interpreters, who can use these monologues and bilingual dialogues for practising short consecutive interpreting in business and public service settings. The monologues and dialogues also serve as examples for (potential) users of interpreting services, who are made aware of what they need to keep in mind when working with interpreters.

Table 4: Access to the IVY monologues and dialogues and use of these materials in the IVY virtual learning environment

Step 1: Select Interpreting mode	
Step 2: Select "Dialogue" or "Monologue"	
Step 3: Select language (if monologue) or language combination (if dialogue)	
Step 4: Select a specific dialogue	
Step 5: Launch player and teleport to the corresponding scenario (e.g. a meeting room)	

Step 6:

Primary users: Interpreting trainees practise short consecutive interpreting in business and community settings.

Secondary users: Potential users of interpreting services can listen to dialogues or observe interpreting sessions and are made aware of what they need to keep in mind when working with interpreters.
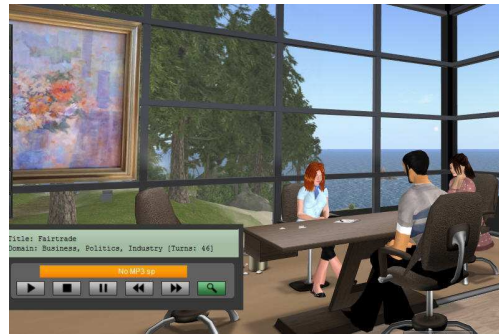
APPENDIX: EXAMPLE OF A BILINGUAL DIALOGUE

This is an example of a German-English dialogue with the A turns scripted into German from the English master transcript.

Baby unit

Scenario:
A hospital manager from your country from Germany wants to set up a special care baby unit and is therefore visiting similar units in other countries to gather information. The hospital manager comes to the Somerset Neonatal Intensive Care Unit to talk to Norma, a Senior Nurse who works at the baby unit. The hospital manager wants to talk about the everyday management and running of the Unit, the frequent complications and illnesses that the unit treats, the involvement of the parents, and working with interpreters.

Turn: 1 A1	Guten Tag, mein Name ist Katrin Zimmermann und ich bin Klinikmanagerin am Klinikum Chemnitz in Deutschland. Wir planen an unserer Klinik die Einrichtung einer Abteilung für Neonatologie, und ich besuche zurzeit verschiedene Kliniken und Fachzentren, um mich über die jeweiligen Konzepte und Erfahrungen in der Neonatologie zu informieren.
Turn: 2 A2	Könnten Sie mir etwas über die Auslastung Ihrer Abteilung hier bei Ihnen inder Somerset Neonatal Intensive Care Unit erzählen? Nehmen Sie nur Babys aus der unmittelbaren Umgebung von Taunton auf oder wie weit reicht Ihr Einzugsgebiet?
Turn: 3 B1	We have 4 intensive care cots, 4 high-dependency cots and the rest are special care. We can indeed take babies from anywhere in the South-West, so we're talking about Cornwall to, you know, Gloucestershire. Bristol is the main centre now, the big centre, and really we're their overflow, if you like.
Turn: 4 B2	We probably take about 300 babies a year into our unit, of varying degrees of wellness.
Turn: 5 A3	Und wie alt sind die Neugeborenen oder frühgeborenen Babys, die Sie in Ihrer Abteilung betreuen? Wann sprechen Sie von Neugeborenen?
Turn: 6 B3	A neonate is a baby who is less than 28 days old, regardless of the gestation. But we have babies in our unit from 26 weeks gestation up to 44 plus weeks, and so it's any baby who is unwell.
Turn: 7 A4	Sie behandeln also sowohl Frühgeborene als auch kranke Neugeborene. Was sind denn die häufigsten Probleme und Krankheitsbilder, mit denen Sie es zu tun haben?
Turn: 8 B4	You might have a term baby who is actually born with a pneumonia or swallows the meconium that they pass in, and gets into their lungs and make them quite ill. Or they may have a sepsis. Or, to the other extreme, born very early, maybe a kilo in weight or less, and who need really to have respiratory support, if you like.

Turn: 9 B5	That's the main sort of focus of our premature babies' needs, is to help them breathe cos their lungs haven't grown sufficiently. And so that's the main focus but, yes, we can take babies from the tiniest babies to the big chunky ones.
Turn: 10 B6	So it's very variable in what we have to do, which keeps us interested, I think, you know, and it gives us a different perspective on parents' needs from being <break/> having a very tiny baby to having a very big one who's ill.
Turn: 11 A5	Sie haben gerade die Bedürfnisse der Eltern angesprochen. Bei uns in Deutschland ist es so, dass einige Kliniken Elternzimmer für die Unterbringung der Eltern zur Verfügung stellen. Gibt es diese Möglichkeit in Ihrer Abteilung?
Turn: 12 B7	We certainly encourage the parents to be involved right from the start with their babies. Unfortunately we have limited parent accommodation but we would always do our utmost to - particularly for parents who've travelled from a long distance, to find them accommodation.
Turn: 13 B8	We have 3 bedrooms onsite. We have the facility of a League of Friends bungalow in Musgrove Park hospital and also the paediatric department sometimes has parents' rooms so we would do our best to support parents.
Turn: 14 A6	Wie stehen Sie zu der Einbeziehung der Eltern. Denken Sie, dass es für die Eltern gut ist, bei ihren Kindern zu sein oder ist es manchmal besser, wenn die Eltern nicht die ganze Zeit in der Klinik bei ihren Kindern sind? Welche Erfahrungen haben Sie da gemacht?
Turn: 15 B9	We would perhaps sometimes if we don't really want - once the babies are stable, if parents stay too long, they get what I call stir-crazy, you know. They're just like <break/> they can't think of anything else and it's not good for them mentally. They need sort of to go outside and see the world's still moving, you know.
Turn: 16 B10	So we would encourage them really to - after a while to go home and, you know, just live a normal life, but visit as often as they can. But yes, if parents want to stay we would do our utmost to accommodate them.
Turn: 17 A7	Ja, es ist sicher wichtig, eine Balance zu finden, die es den Eltern ermöglicht, eine Beziehung zu ihren Kindern aufzubauen und zugleich ihr Leben möglichst normal weiterzuführen. Bleiben die Neugeborenen bei Ihnen bis Sie ganz gesund sind und entlassen werden können oder werden sie zum Teil auch auf andere Abteilungen verlegt?
Turn: 18 B11	They stay with us, generally. The only reason they would move usually is because they need to go for surgery or other tests that we don't have the facilities for. So the most likely place would be to Bristol. But if Bristol's full we have gone as far as Birmingham, Cardiff, Swansea, with the babies. But yes, by and large, they stay with us.
Turn: 19 A8	Wie lang müssen Frühchen denn in der Klinik bleiben? Haben Sie eine Daumenregel, nach der Sie den Eltern ungefähre Anhaltspunkte geben?

Turn: 20 B12	We tend to say - cos parents always say "How long will the baby stay?" and we go "How long's a piece of string?" but, you know, we always say to them "By the time they were due to be born" and it does seem to work out that way. They either go home a week or two before or a week or two after the due date and so that gives them a little bit of a focus, rather than, you know, "We don't know".
Turn: 21 A9	Es ist für die Eltern natürlich sehr belastend, wenn ihre Kinder intensivmedizinisch betreut werden müssen, insbesondere für die Mütter, die gerade entbunden haben.
Turn: 22 B13	Yes. Yeah, I think that's a very true point because it's only 10% of babies born in the UK go to special care nurseries so of course most people don't have any experience of it at all. And as parents are having babies a bit later in life these days, you know, girls are in their 30s sometimes, have very little to do with knowing what's - what a baby is about, let alone a premature baby.
Turn: 23 A10	Ja, das muss für sie in der Tat sehr schwer sein, insbesondere, wenn sie, wie Sie sagen, keine Erfahrung im Umgang mit Säuglingen und erst recht nicht mit frühgeborenen oder kranken Babys haben.
Turn: 24 B14	It's a grieving process actually when they first come for the baby that you imagine as a couple that's going to be blue-eyed, blonde-haired and, you know, is it going to look like dad, is it going to look like mum? And if you've got a very premature baby, you've got a baby that looks like a skinned rabbit, basically, and doesn't look like a baby to the parents, you know.
Turn: 25 B15	So that's a grieving process and both m-, particularly mums, but both mums and dads do go through that, where they have to accept that they haven't had the baby they imagined. So we have to support them in that.
Turn: 26 A11	Und wie versuchen Sie, die Eltern zu unterstützen, abgesehen davon, dass Sie ihnen die Möglichkeit geben, in der Klink oder in der Nähe der Klinik unterzukommen. Was können Sie tun, um den Eltern zu helfen, mit dieser Situation fertig zu werden?
Turn: 27 B16	I think we support them well in - because we keep them informed, we invite them to participate in the cares as soon as possible. It might just be something simple like moistening a cotton bud in sterile water and wiping the baby's mouth because it's not getting any oral feeding.
Turn: 28 A12	Gibt es etwas, worauf man im Umgang mit den Eltern besonders achten muss, also etwas, was Eltern Ihrer Erfahrung nach brauchen, wenn ihr Baby bei Ihnen medizinisch betreut werden muss.
Turn: 29 B17	You have to be able to give them information in - not in a patronising way, but in a way that it doesn't make it too complicated and you can say things like "Yep, that's perfectly normal for your baby who's 28-weeker".
Turn: 30 B18	And that's - that is a relief to people. Yes, they will need to go on a ventilator or they need to have some respiratory support for so long. Yes, it's OK for them to vomit. You know, these sort of things.

Turn: 31 A13	Es ist sicherlich beruhigend für die Eltern, wenn sie von einer erfahrenen Fachkraft hören, dass die Entwicklung ihres frühgeborenen Babys ganz normal abläuft. Ich könnte mir denken, dass Eltern manchmal wissen wollen, wieviel Erfahrung Sie mit der Betreuung von neu- und frühgeborenen Babys haben.
Turn: 32 B19	It's interesting how many dads particularly say "How long have you been doing this job?" and course now I can say, well 20-odd - over 20 - well, I've been doing it for actually 26 years so they're quite impressed that they - you know, that you do know what you're doing but they need to know that. They do need that reassurance that you need - you know what you're about because they don't know and they're relying upon you to take care of the baby.
Turn: 33 A14	Ich habe schon viel mit Oberschwestern in anderen Häusern gesprochen und oftmals gehört, dass die Angehörigen der kleinen Patienten sehr stark auf die Körpersprache der betreuenden Schwestern achten und dies als Anhaltspunkt dafür nehmen, wie es dem Baby geht. Haben Sie ähnliche Erfahrungen gemacht?
Turn: 34 B20	I mean, they read our faces and our body language so they know if the baby isn't quite as well as it was, you know, because the nurses, big beaming smile and saying "Hi, you know, lovely to see you", you know, it's kind of, you know, "We need to just talk about things" and so they're very sensitive to body language from us so you do have to be <break/> take care that you don't frighten them, you know, when they come in for a visit
Turn: 35 B21	Cos the par- the mums particularly quite often say she waits to see does the nurse smile at me or not smile at me. And you don't do it consciously but, you know, if you've got news to say the baby isn't quite so well then obviously you have this vision of not smiling, you know.
Turn: 36 A15	Kommt es auch vor, dass Sie in Ihrer Abteilung sprachliche Probleme bei der Kommunikation mit den Eltern der Kinder haben? Also ich denke da an ausländische Mitbürger, die nicht oder nur schlecht Englisch sprechen. Ich kann mir vorstellen, dass es unter solchen Bedingungen nicht einfach ist, diese doch sehr emotional sensiblen Informationen zu vermitteln.
Turn: 37 B22	Yes, we -, Yeah. I mean initially when I came to Somerset no, there was very few people from other communities and races. But in recent years, as we know, we've had a lot of people coming over from Poland and we have had quite a number of problems with communication. One of the things we do have, we have a service where we have interpreters who will come and translate for us.
Turn: 38 A16	Ja, an meiner Klinik müssen wir auch gelegentlich Dolmetscher hinzuziehen. Wobei es oft auch Angehörige sind, die diese Funktion übernehmen.
Turn: 39 B23	And another one which has been, I found, very useful is using the internet, you know, because they have Polish to English translations and although it's not perfect and it doesn't really cover a lot of medical things, you can at least give them some basic information. They can type in their questions in their language and we can type in our, our answers and it will be translated.

Turn: 40 A17	Und was halten Sie von dieser Möglichkeit? Wir haben das auch schon mal ausprobiert, sind aber nicht sicher, wie genau und zuverlässig die Software ist und ob sie mit der medizinischen Terminologie umgehen kann?
Turn: 41 B24	I don't know how perfect it is, I don't know how well - but the parents seem to enjoy it and are happy that they can ask a question in their own language. And we have been sort of starting having, you know, information leaflets in their languages and - but yeah, we do. And we get perhaps Chinese, that sort of thing but again we can ring up and get an interpreter.
Turn: 42 A18	Und was den Dolmetschservice angeht, arbeiten Sie da mit einem Übersetzerbüro zusammen oder wie organisiert Ihre Klinik das?
Turn: 43 B25	Our switchboard has a list of people who have put their names down and will interpret certain languages and so if you've got a Chinese person who speaks Mandarin, we can usually find a doctor in the hospital who <break/> and they will come and try and do it face-to-face. We do prefer that but we have used telephone interpretations.
Turn: 44 A19	Sie bevorzugen also eine Verdolmetschung vor Ort. Denken Sie, dass es in Anbetracht der oft heiklen und sensiblen Informationen, die ein Arzt oder eine Schwester den Eltern vermitteln muss, besser ist, wenn ein Dolmetscher persönlich anwesend ist und die Kommunikation nicht über das Telefon läuft?
Turn: 45 B26	I think so. I think the interpreter will read body language more and quite often in the, in - on the phone, it's - they're anxious, it's just an anxious voice, isn't it. But they'll often interpret and maybe understand colloquial speech and what the parent - something that might be very simple to us, but is a major cultural thing to the parents.
Turn:46 B27	And often the interpreter can say to us, "In our society, you know, this is thought to be really difficult" or "We don't like that to happen" or whatever. So I think it's good to have that face-to-face if we can.
Turn: 47 A20	Ich denke auch, dass es für Eltern sehr beängstigend sein muss, wenn sie ihre Sorgen und Gefühle nicht ausdrücken können oder nicht genau herausfinden können, was mit ihrem Kind los ist.
Turn: 48 B28	There must be nothing worse than, you know, not being able to understand what's going on and what's happening. And sometimes in their own countries they don't have the facilities we have here in England and, you know, maybe their baby wouldn't have survived, but here they are, a baby with tubes in, monitors, people running around, you know. It must be very frightening to you if you don't know, can't understand it, you know.
Turn: 49 B29	And actually a lot of the time mums just want to know, has the baby taken any milk, has it not vomited, you know, has it weed? They're the important things cos they're the normal things a mum expects her baby to do.
Turn: 50 A21	Es gibt sicher nicht viele Berufe, in denen man für so viele Menschen eine so wichtige Rolle spielt. Fühlen Sie sich nicht manchmal aufgrund der intensiven Betreuung fast wie ein Teil der Familie.

Turn: 51 B30	Yeah, I just think it's a great privilege to be part of a family, albeit for a short space of time, you know, to actually support parents and be part of their child's life. It's almost a gift to me personally to be able to, you know, support them and love that little one, even though it's not mine and I'm not going to see it after a few months, but, you know, just to give it as much love and care as we can.
Turn: 52 A22	Dann gibt es aber leider auch immer wieder den Fall, dass ein Säugling bei Ihnen in der Abteilung stirbt. Ich denke, das muss auch für das Pflegepersonal emotional äußerst belastend sein.
Turn: 53 B31	Sometimes it's sad and things don't, you know, work out, but I always believe that we have given them a chance. We've kept them warm, we've loved them and we've given them, you know, the best life they possibly can have.
Turn: 54 B32	But sometimes it's a good thing that they don't survive, you know, because major things can go wrong, but it's hard for the parents. But I feel very privileged to do the job I do, you know.
Turn: 55 A23	Bleiben Sie auch manchmal mit Eltern in Kontakt oder sehen Sie Kinder wieder, die Sie betreut haben? Es ist doch sicher ein gutes Gefühl, die Kinder wiederzusehen und dann festzustellen, dass sie sich gut entwickelt haben. Aber es ist vermutlich auch nicht möglich, sich an all die vielen Eltern und Kinder zu erinnern.
Turn: 56 B33	In fact, only the other day a mum whose little one was going to be 6 in January and he was 25-weeker, you know, came in to visit. And instantly they remember you but of course at 300-and-odd people a year, it's quite difficult to remember but the parents remember you, not - I'm talking about all the nurses because, you know, each of us have an - you know, when you admit a baby, it's much more yours than if you're just looking after it, you know, but the mums remember you and the dads remember you.
Turn: 57 B34	But it was lovely to see this little one who was, you know, not very tall but he was bright as a button and that's the satisfying thing that, you know, they got to take their son home and he's having a great life.
Turn: 58 A24	Haben Sie ganz herzlichen Dank für Ihre Zeit und für dieses sehr hilfreiche und anregende Gespräch.