

Analysis of Morphological, Syntactic and Other Errors in Simultaneous Interpretation from English into Croatian

Živković, Aleksandra

Master's thesis / Diplomski rad

2012

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:142:066411>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2024-09-26**



FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Repository / Repozitorij:

[FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek](#)



Sveučilište J.J. Strossmayera u Osijeku

Filozofski fakultet

Diplomski studij engleskog i njemačkog jezika i književnosti prevoditeljskog
usmjerenja

Aleksandra Živković

**Analysis of Morphological, Syntactic and Other Errors in
Simultaneous Interpretation from English into Croatian**

Diplomski rad

Mentor:

izv. prof. dr. sc. Marija Omazić

Osijek, 2012.

ABSTRACT

The paper focuses on the morphological, syntactic and other errors (such as omissions, additions and substitutions) occurring in the simultaneous interpretations of English Language and Literature students majoring in Translation and Interpretation and searches for and analyses these types of errors in the context of their interpretations from English into Croatian. Students participating in the study, i.e. the subjects, are graduates of The Faculty of Philosophy in Osijek and their interpretations make the corpus of the research. The interpretations were recorded in class and the errors found during listening were transcribed and categorized, allowing for the observation of the frequency of each error. The recorded material includes every student's first and final interpretation attempts from English into Croatian - their first language. The source speeches were the ones played to students from the Directorate General for Interpretation (Speech Repository) website and they include speeches on various topics, such as advertising, wildlife, globalization, unemployment, politics etc. The schematics and observations presented here concern above all the application of error analysis in the field of research, even though it is clear that any progress made in this field can and will also influence interpretation teaching. The study contains the quantitative and qualitative analysis of the data obtained, as well as discussions on their likely causes and the appropriate conclusions. The paper also tries to make implications for further interpretation teaching, i.e. suggest teaching methods and how the study might help teaching in practice.

KEY WORDS: analysis, errors, interpretation, morphological, syntactic

TABLE OF CONTENTS

1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3. Scope and Limitation.....	3
1.4. Aim of the Study.....	3
1.5. Relevance of the Study.....	4
2. ERROR ANALYSIS – THEORETICAL PRELIMINARIES.....	5
2.1. The Concept of Errors: What Constitutes an Error?.....	5
2.2. The Procedure and Materials.....	6
2.3. Error Classification.....	9
2.3.1. Morphological Errors.....	11
2.3.2. Syntactic Errors.....	11
2.3.3. Other Errors.....	14
3. METHODOLOGY.....	25
3.1. The Goal of the Analysis.....	25
3.2. Source of Data and Participants.....	25
3.3. Data Collection Procedure.....	26
3.4. Data Analysis.....	26
4. EVALUATION AND INTERPRETATION.....	27
4.1. Morphological Errors.....	28
4.2. Syntactic Errors.....	29
4.3. Other Errors.....	32
4.4. Findings and Discussion.....	37
5. CONCLUSION.....	38
REFERENCES.....	40
APPENDIX (Corpus [Transcript]).....	41

1. INTRODUCTION

As the translation methodologies change the way of approaching the practice of interpretation, they also innovate the research methods. Translation and interpretation research is always based on the need to solve problems, which brings up the question of the research necessary to respond to the difficulties encountered in interpretation. All efforts of defining the course of research thinking stem from the need of the actual situation the interpreter is facing.

Simultaneous interpretation and teaching simultaneous interpretation are fields that will always welcome new research. This is why a study of the most frequent types of error in interpretation might make it possible to predict the errors by student interpreters, which, in turn, might contribute to improving the teaching methods.

Even though many studies have been carried out in regard to error analysis in second language learning and teaching, not too much research has been done in the context of the Croatian language with Croatian college students as informants. This study aims to shed some light on the most common types of errors produced by Croatian English language students and to make implications for translation teaching methodology. At this point, it needs to be stressed that this study's results are to serve the interpretation teaching as well as interpretation and translation per se. The study is, of course, limited in scope, seeing as how it is based on the analysis of one researcher and on limited data, i.e. limited number of students. Hopefully, the study will help suggest a method by which a more exhaustive study could be undertaken.

1.1. Background of the Study

Errors and mistakes always appear in the speaking and in the writing process of language learning. They are part of a conversation or an essay that deviate from a norm of mature language performance.¹ For example, the sentence: “She *visit* him every day” deviates from the subject-verb agreement of the English language by omitting the morpheme {-s/-es}. The correction of this sentence (“She *visits* him every day”) is based on the consideration that the English language demands agreement between subject and verb, meaning that if the sentence is in Present Simple and the subject in singular, the morpheme {-s/-es} should be added to the infinitive of the verb. In the case of this study's research data, the correct sentence “She *visits*

¹ Dulay H., Burt M. and Krashen, S. 1982. *Language Two*, p. 138. New York: Oxford University Press.

him every day” would be misinterpreted into Croatian as “Ona ga je posjećivala svaki dan”, where the interpreter used a tense different from the original, i.e. the Past Tense.

In simultaneous interpretation, the interpreter’s version may depart from the original in three general ways: the interpreter may omit some material, s/he may add some or s/he may substitute some. In order to define errors, the term it is necessary to differentiate it from mistakes. As written by James², errors refer to competence errors, resulting from a lack of knowledge of the rules of the language. On the other hand, mistakes refer to performance errors, which are, in fact, a failure of utilizing a known system correctly. However, seeing as how the term error has more negative connotations than the term mistake and how most of the errors, i.e. mistakes in the corpus are no less than grave, the term *error* will be used in this study. In the case of the Croatian interpretation students interpreting from English into Croatian and with Croatian being their first language, the errors are not the result of a deficiency in competence, but the result of some sort of breakdown in the process of speech production. Therefore, based on the explanation above, the term *error* shall be used in this study when referring to any deviation from a selected norm of language performance.

This study has been conducted in order to investigate the types of errors that occur in interpreting speeches from English into Croatian by Croatian English language students in class. It focuses on revealing only morphological, syntactic and other errors, such as omissions, additions and substitutions. The students participating in the study are graduates of The Faculty of Philosophy in Osijek English Language and Literature who major in Translation and Interpretation and their interpretations have been chosen as the corpus of the research. Hopefully, this study will contribute to teaching interpretation and also, to some extent, to the research of and interpretation per se.

1.2. Statement of the Problem

The study looks to find the types of morphological, syntactic and other errors that occur in the English Language and Literature graduate students interpreting the speeches found on the Directorate General for Interpretation (Speech Repository)³ website from English into Croatian.

The study aims to answer are the following research questions:

² James, C. 1998. “Errors in Language Learning and Use: Exploring Error Analysis“. Addison Longman Limited

³ <http://www.multilingualspeeches.tv/scic/portal/index.html>

1. What types of morphological errors are produced by the English Language and Literature graduate students (majoring in Translation and Interpretation) of the Faculty of Philosophy in Osijek?
2. What types of syntactic errors are produced by the English Language and Literature graduate students (majoring in Translation and Interpretation) of the Faculty of Philosophy in Osijek?
3. What types of other errors, such as omissions, additions and substitutions, are produced by the English Language and Literature graduate students (majoring in Translation and Interpretation) of the Faculty of Philosophy in Osijek?
4. Which types of errors are most commonly produced by the English Language and Literature graduate students (majoring in Translation and Interpretation) of the Faculty of Philosophy in Osijek?
5. What are the implications of the study for teaching and the practice of interpreting?

1.3. Scope and Limitation

This study focuses on the quantitative and qualitative analysis of the morphological, syntactic and other mistakes (such as omissions, additions and substitutions) found in the Faculty of Philosophy in Osijek English Language and Literature graduate students' (majoring in Translation and Interpretation) interpretations of speeches found on the Directorate General for Interpretation (Speech Repository) website. The 38 interpretations were recorded in class and they include their first interpretation attempts and the final ones, i.e. two per every student.

1.4. Aim of the Study

In the field of research, the aim of an error analysis is to achieve an objective and quantifiable description of how an interpretation of a speech differs from the corresponding original. Having looked at different papers on this subject, it is easy to conclude how frequently the error analysis is mentioned and used. In most cases, it is carried out indirectly.

First, the differences between the interpretation of a speech and the original are identified and categorized. Any lack of correspondence between the language used in the interpretation and the rules of the target language and between the development of the ideas in the interpretation of a

speech and the rules of interpretation coherence is then highlighted as this can (to a greater or lesser degree) worsen the overall performance.⁴

The aim of this study is to reveal the types and the frequency of morphological, syntactic and other errors (omissions, additions and substitutions) that are produced in the Faculty of Philosophy in Osijek English Language and Literature graduate students' interpretations of speeches found on the Directorate General for Interpretation (Speech Repository) website in order to make implications for further teaching and the practice of interpreting.

1.5. Relevance of the Study

This study is expected to give some implications for teaching interpretation and to contribute to further research of the field both theoretically and practically.

1. Theoretical relevance

The theoretical relevance of this study lies in the presentation of a sort of a *grid* for error analysis in interpreting as an analysis tool for interpretation, with a view to obtaining objective and quantifiable data.

2. Practical relevance

The results of the analysis are expected to show what types of errors in interpretation from English to Croatian are most common and what further research in the field should focus on.

2. ERROR ANALYSIS – THEORETICAL PRELIMINARIES

Error analysis is used both in teaching and in research. It can be used as a tool for assessment in teaching or as an interpretation analysis tool with the purpose of collecting data that should reveal the nature of the interpretation(s). When it comes to assessment in teaching, error analysis is used to express the judgments on the quality of an interpretation and on the performance of a (student) interpreter. The quantity and quality of errors encountered make the judgment of the interpretation – by reflecting on and actually analyzing a corpus (i.e. a transcript), the examiner may find that it is possible to use more objective criteria.

⁴ Falbo, C. 2002. "Error Analysis: A Research Tool". *Perspectives on Interpreting*: 111–127.

In the field of research, the aim of error analysis is to achieve an objective and quantifiable description of how an interpretation differs from the original speech. How it works is that, first, the researcher defines and describes the differences between the interpretation and the original speech. Then, every lack of correspondence between the language used in the interpretation and the rules of the target language and between the ideas in the original speech and the interpretation is highlighted, leading to the analysis of the found errors as well as the discussion thereof.

In order to be able to analyze the findings, it is necessary to have an objective *tool*. The applicability and objectivity of the analysis tool guarantees the reliability of the data obtained.⁵

The schematics and observations presented here concern above all the application of error analysis in the field of research, even though it is clear that any progress made in this field can and will also influence interpretation teaching. The schematics presented here is the result of an approach that is based on the observation and analysis of various interpretations and on the subsequent classification of the results with the goal of forming a theoretical framework able to explain what was being observed, but also of foreseeing what may or will happen. This is a circular approach that goes from observation to theory and then back to observation to test the theoretical validity.⁶

Error analysis is a research tool for just one aspect of interpreting, i.e. everything in the interpretation that does not conform to what is considered a good performance or is simply unavoidable in interpreting.⁷

2.1. The Concept of Errors: What Constitutes an Error?

It is not easy to apply error analysis to simultaneous interpretation and this can be attributed to a number of factors, but let us begin by defining what, in fact, constitutes an error. As it has already been mentioned, a distinction between errors and mistakes must be made. Corder⁸ (1981) makes a distinction between mistakes, i.e. errors of *performance* and errors per se, i.e. errors of *competence*. This study shall focus mainly on errors of performance, seeing as how the student interpreters were interpreting into their first language and any deviations in the

⁵ see footnote 4.

⁶ see footnote 4.

⁷ Schlesinger, M. 1995. "Shifts in Cohesion in Simultaneous Interpreting". *The Translator* 1(2): 193–214.

⁸ Altman, J. 1994. "Error Analysis in the Teaching of Simultaneous Interpreting: A Pilot Study". Lambert and Moser Mercer 1994: 25–38.

interpretations are the result of some sort of a break-down in the process of interpretation, i.e. performance.

Even though the study does not follow his definitions, it is necessary to mention Barik⁹ in this context, seeing as how some of his work reflects on this study. He reserves the word *error* for substitutions of material by the interpreter which are *at a considerable variance with the original version*, a definition which (for the author) includes semantic inaccuracies and phrasing changes but not omissions and additions. In the same light, it is also necessary to mention Kopczynski's¹⁰ definition which, on the other hand, embraces both deviations from the linguistic norm of the target language and utterances which hamper the communication function of the speech act.

Having said that and the fact being that it is the interpreter's main task is to communicate a message between the speaker and the listener(s), Kopczynski appears to have the definition that is most corresponding to this error analysis. All inaccuracies found in the corpus are therefore evaluated in terms of the extent to which they present a communication obstacle.

2.2. The Procedure and Materials

Having outlined the field of application and goals of error analysis, the various components of error analysis can now be examined. There are three stages to an error analysis:

1. recording and classification of errors;
2. evaluation of the occurrence of the error on the unit analyzed (i.e. the text as a whole);
3. search for possible causes.¹¹

The interpreter's task is to produce a cohesive and a coherent text, i.e. a text that is *correct* at a formal level (cohesion) and logical at the level of the ideas being transferred from the original to the interpretation (coherence). There is also the degree of correspondence to the contents of the original (speech), which is necessary for the production of the interpretation. This third degree (the comparison between the contents of the original speech and the interpretation) concerns only the relationship between the original speech and the interpretation.

The interpretation is the product of an entire interpreting process, of everything that makes an interpretation: the speaker, the interpreter's preparation, the audience, the equipment etc. The

⁹ Barik, H. 1971. "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation". META 16:4. 199–210

¹⁰ Kopczynski, A. 1983. "Deviance in Conference Interpreting". A. Kopczynski, ed. *The Mission of the Translator Today and Tomorrow*. Polska Agencja Interpress. 401.

¹¹ see footnote 4

comparison between the original (speech) and the interpretation is at the level of the information contained in the two texts and not at the level of the *linguistic* equivalence. In interpreting, there are various processes of reformulation, which includes the overlapping of different levels (syntax, semantics etc.) To compare the original (speech) and the interpretation would mean to not give enough importance to, for example, paraphrasing. It is therefore possible to say that the interpretation has two basic dimensions¹²: it is an autonomous text intended for specific listeners, but it is also a text that depends on the corresponding original (speech). Error analysis must, like any other analytical approach to interpretation, take into consideration the two aspects of the interpretation. Therefore, there are two complementary, but theoretically and methodologically different levels of error analysis:

1) The analysis of cohesion and coherence of the interpretation (the first level)

Identifying errors of cohesion and coherence

The analyst listens to the interpretation without access to the original (speech) and assesses the cohesion and coherence:

- a) morphosyntactic errors (violation of morphological agreement, verbal agreement, anaphora, cataphora, connectors);
- b) lexical errors (non-existent words, violation of fixed collocations);
- c) inappropriate formulations (shifts¹³ in register, ill-formulated utterances).

The first two categories do not need any explanation, but the third category needs to be elaborated on: it includes errors that do not concern grammar or the interpretability of the formulation, but its acceptability. Such expressions, i.e. interpretations are comprehensible, but their linguistic formulation is complicated or not easily understood by the listener.

It is important to note and to do so in a general way, that the same segment of an interpretation may contain errors that can be classified in the categories of both cohesion and coherence. It can sometimes be very hard to determine without uncertainty whether there is a lack of cohesion or coherence, i.e. whether it is the lack of cohesion that causes a lack of coherence, or the incoherence that causes the lack of cohesion. However, one thing is always certain: sometimes the violation of the cohesion and the lack of coherence can happen simultaneously. In such cases, it is necessary to classify the same segment in both categories.

A clear categorization of the errors at the two levels of analysis makes it possible to assess

¹² see footnote 4

¹³ “The term *shift* is used whenever a cohesive device appearing in the source text is omitted or replaced by one from a different category“ (Schlesinger 199: 196). Also known as reformulation.

the overlapping and/or the intertwining of the various categories and to count how many times, e.g. the lack of coherence is accompanied by other types of errors.

- 2) The comparison between the original (speech) and the interpretation (the second level)

Identifying errors of content

This second level of error analysis is based on the comparison between the information or contents in the interpretation and that in the original (speech) and it is more complex because it is difficult to identify the units of information and there is also the need to obtain a *measure* for the comparison. Any given comparison must have a point of reference, a point of view from which to observe the situation, meaning that, in the case of the comparison of the original (speech) and the interpretation, the original (speech) must provide the basis for the interpretation. This comes from the fact that the interpretation is always produced *from* the original (speech), which needs to be made *accessible* to listeners by the interpreter. If the original (speech) can be called a basis, then any difference between the original (speech) and the interpretation can be considered a loss or addition to the content. By following this, some simple mathematics can be applied: if the original (speech) contains 100% of the message and ideas being sent to the speaker and if we include the two things that may happen in the course of interpreting (the additions or loss of information), addition can be expressed as the $I^{14} > 100\%$ and the loss as $I < 100\%$ when compared to the original (speech).

Having applied the theory, the next step is to put it to use and to read the data. Once the analysis of the first and the second levels is finished, the analyst may move on to the reading of the data obtained. This means that the analyst is able to see how many errors occurred and at what frequency and make respective conclusions.

The material for the study was recorded at the Faculty of Philosophy in Osijek. Nineteen English Language Translation and Interpretation students were recorded while interpreting in Simultaneous Interpretation Basics class. The recorded material includes every student's first and final interpretation attempts from English into Croatian - their first language. The source speeches were the ones played to students from the Directorate General for Interpretation (Speech Repository) website and they include speeches of various topics, such as advertising, wildlife, globalization, unemployment, politics etc. The subject will be more thoroughly discussed in the third chapter.

¹⁴ short for interpretation

2.3. Error Classification

Error classification is used, as the term itself states, to *classify errors*, which, in this case, refers to errors occurring during interpreting. It is not easy to classify errors precisely and a simple and standardized error classification does not yet exist. This is so simply because every analyst or researcher seems to have his or her own approach, which means that even if two analysts were to be given the same data, they would come to different conclusions and findings. In order to overcome these obstacles, this study is partly based on Barik's coding scheme (1971; Other Errors) and partly on the study's own error classification (morphological and syntactic errors) seeing as how there are not many studies in this field relating to the Croatian language. The following sections are aimed at defining and classifying errors as such and provide the basis for understanding Chapter Three and Four.

This study suggests the following model of error classification, which is based on the context of interpretation teaching in Croatia, where interpretation is taught as a vocational skill at universities, rather than as a tool for language teaching or an independent discipline by itself.

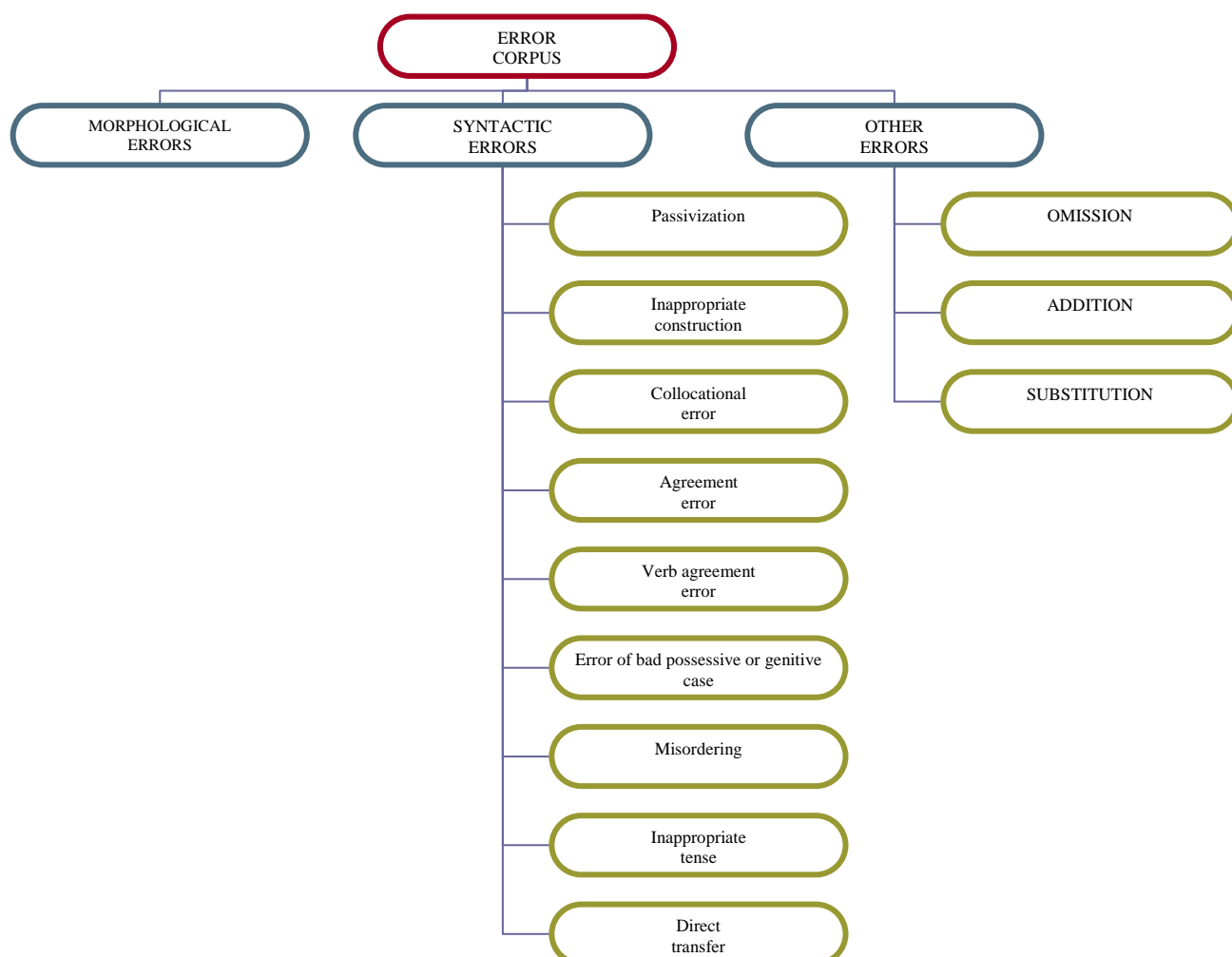


Diagram 1 Error categorization

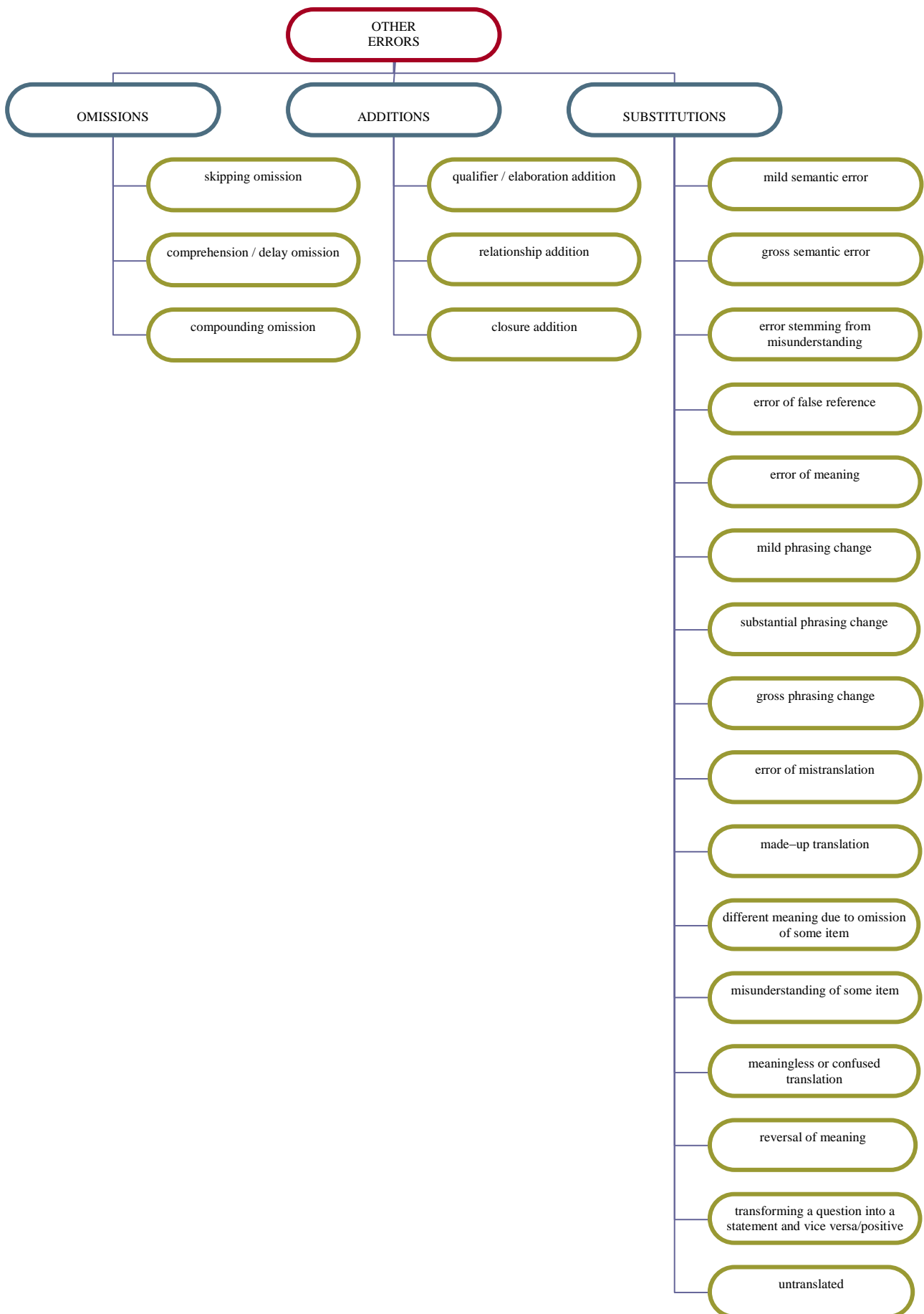


Diagram 2 Other errors categorization

2.3.1. Morphological Errors

Morphological errors in the context of this study are errors which involve a failure to comply with the norm in supplying any part of any unit of a word class. On numerous occasions, it is evident that the probable cause of the error is merely phonological, since the interpreter's thinking happened faster than speaking, resulting in the lexical item, for example, to sound as a speech distortion, seeing as how the interpreters were interpreting into their first language. For this reason as well, there were hardly any such errors and those therefore were not further categorized. This will be further elaborated in the following chapters. The following are a few examples of morphological errors:

- (i) in order to be able to manufacture such ships / *da biste mogli tako nešto ... takve brodove*
- (ii) the Australian Aborigines / *australijski Aboridžini*
- (iii) terra nullius / *nerra tullius*.

2.3.2. Syntactic Errors

Syntactic errors are the ones made when interpreters have to handle any items larger than a word, i.e. phrase, clause or sentence. Errors in this category include sentence fragments, inappropriate use of the relative clause, inappropriate sentence construction, improper modification, lack of parallelism and misordering (*unnatural* word order). The definition of the nature of the error type was narrowed to the use of the following terms: passivization, inappropriate construction, collocational error, agreement error, verb government error, error of bad possessive or genitive case, misordering, inappropriate tense, direct transfer, where:

PASSIVIZATION marks an error in the sense of the use of the passive voice in the interpretation that is not usual in Croatian. This is regarded as an error simply because the grammar rarely allows for this type of sentence or phrase forming. Examples:

- (i) and had to be interpreted consecutively / *i morali su biti prevedeni konsektivno*
- (ii) they are right to say that the most visible forms of discrimination disappeared in the meantime. It's true that, at least in the public sphere, untouchables are less

obviously discriminated / *neki kažu da su najznačajniji izvori diskriminacije nestali, ali u javnoj sferi oni su ipak **diskriminirani***

(iii) not alerted / *nije mu **privučena pažnja***;

INAPPROPRIATE CONSTRUCTION is used to mark an error in the construction of a sentence. This relates to errors such as an unfinished sentence, to sentences missing an operating word class (subject, verb, object), to nonsense sentences that in fact are not sentences, but a mere collection of words that cannot be understood as a whole, i.e. a sentence *per se*, sentences with repeated word classes, etc. Examples:

(i) there's a couple of reasons why this has happened / *postoji nekoliko razloga **zbog toga***

(ii) after a period of work or exertion / *nakon nekog perioda **kad se radi***

(iii) as a way of waking up refreshed in the morning after a good night's sleep, ready for a new day of activity / ***znači** nakon što bi to konzumirali, oni bi se **probudili svježi***;

COLLOCATIONAL ERROR implies errors committed in the idiomatic usage of the target language. The errors in grammatical collocation (wrong use of preposition, etc.) are treated as grammatical errors, not as collocational errors. Examples:

(i) this is reflected by the packaging of the product, which shows a young lady in an aerobics suit, looking very dynamic and full of energy / *na ambalaži proizvoda prikazana je jedna dama u sportskoj opremi **koja izgleda puna energije***

(ii) errors committed mostly / *greške se najčešće **radaju***

(iii) are indeed in great need / *uistinu **potrebiti***;

AGREEMENT ERRORS are errors in the sense of the non-existing agreement between lexical items, i.e. word classes in a more general sense. These are far more elaborate and complicated in the Croatian language seeing as how there are many more agreements that need to exist in a sentence in Croatian than in English. It is necessary to have an agreement across all of the word classes and this is harder to do in Croatian because most of the word classes used change their form according to the case, gender, number, preposition, adverb, tense etc. Examples:

(i) and almost no technology to speak of / *i skoro nikakve tehnologije o kojima bi se nešto moglo reći*

(ii) fourteen people were killed by/ *usmrtili četrnaest ljudi*

(iii) this is called generalization – using a superordinate, a more general term / *to se zove generalizacija, jer koristimo se superordinatom odnosno više općenitijim terminom;*

VERB GOVERNMENT ERROR is similar to the aforementioned error category, but this category is marked by the non-existent agreement between a verb and (usually) a preposition, but also by the use of an awkward verb form (on a morphological level). These are not too common, especially in the corpus serving this paper, but still deserve a separate category because they are in their right a grave error. Examples:

(i) regarded as a rather unfortunate biological necessity / *se smatra kao jedna neugodna potreba*

(ii) depending on whether we interpret / *ovisno --- prevodimo li*

(iii) less tolerant to errors / *manje tolerantni za greške;*

ERROR OF BAD POSSESSIVE OR GENITIVE CASE is not too common in the corpus of the paper, but it still needs to be mentioned since it is a grave error as well. This type of error usually relates to the agreement between a verb and an object, but also in the context of the agreement between a noun and a determiner in the sense that not every word order and/or case used is grammatically acceptable. Examples:

(i) the complex system of tenses in English / *kompleksni jezični vremenski sustav*

(ii) the church roof / *crkvenog krova*

(iii) take out the bag that collects rubbish / *odstranjive vrećice;*

MISORDERING is the error of incorrect placement of a word, a phrase or the complete lack of order in a sentence. The errors belonging to this category are usually manifested as inappropriate inversions and such. Examples:

(i) and secondly, because the local civilian population knows that there are dangers in the mountains / *druga stvar je...da su lokalni mje...mjestni stanovnici znaju da postoje ondje opasnosti*

(ii) will be able to catch it and either lock it up permanently or simply destroy the animal / *vlasti će biti u mogućnosti njih pronaći i ubiti ih*

(iii) that the Christian Church has been too concerned with material wealth / *da Crkva se previše brine materijalnim stvarima;*

INAPPROPRIATE TENSE is an error that occurs when the interpreter uses a different tense than the one used in the original. These types of errors are common, but occur as a result of overhearing because the interpreter is concentrated on other parts of his or her interpretation and are simply an oversight. Examples:

(i) if they attack too many people, they might get arrested and put in jail / *ako leopardi napadaju jako puno ljudi, njih se mora zatvoriti*

(ii) we may expect errors at the level of communication plus code / *očekujemo pogreške i kod koda i kod različitih komunikacijskih načina*

(iii) were interpreted / *prevest ćemo;*

DIRECT TRANSFER implies an error where the interpreter stays faithful to the sentence construction common for the English language rather than the Croatian. These errors are fairly common and usually also mean an oversight on the interpreter's part. Examples:

(i) they invented a legal concept / *oni su izmislili jedan zakonski termin*

(ii) of communication conventions / *o konvencijama u komunikaciji*

(iii) over the centuries / *preko stoljeća;*

2.3.3. Other Errors

The errors belonging to this category are divided in three major subcategories: omission, addition and substitution, each of which has further subcategories. These errors do not imply grammatical errors, but rather ones made because of other factors such as, e.g.

oversight. The categorization follows the one by Barik¹⁵ in his paper on the stated categories and other errors of translation. The categorization is as follows:

OMISSIONS, which refer to items that exist in the original version, but which the interpreter has (un)intentionally left out. They are clear omissions that are not the result of substitution. Omissions are determined on the basis of the actual content of the message that was originally being conveyed, meaning that if the interpreter omits a lexically irrelevant part of the message from the speaker, it will not be considered an omission in this context. There are four main subcategories:

a) skipping omission – the interpreter is omitting a single word or a short phrase (usually an adjective, preposition, conjunction or similar). The omission itself does not change the grammatical structure and there is barely any loss of meaning. Examples:

(i) which is a Latin term for no man's land / *što _____ znači ničija zemlja*

(ii) but this is just because they had no need for dwellings and clothes / ali to ___ zato što ... zato što nisu imali ni potrebu za _____ odjećama

(iii) a more limited repertoire of styles and registers / *ograničeniji repertoar stilova* __ _____;

b) comprehension omission – the interpreter does not understand or cannot interpret a part of the speech. Usually has a pause in the interpretation as a result. Ordinarily, this type of error includes larger units of material being omitted, which results in a loss of meaning and to the listener it sounds as only bits and pieces are being interpreted, which they, in fact, are.

b¹) delay omission – the interpreter has a delay in his or her interpretation, which is the result of the interpreter not being late with the interpretation more than it is actually necessary.

It is not easy to explain the distinction between the last category and this one and it needed to be subjectively decided upon, so for the purpose of this paper, the two categories were joined into one – comprehension/delay omission. Examples:

¹⁵ Barik, H. 1971. "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation".

(i) In fact, the Aborigines, if you think about it, were just as adapted / *Aboridžini*
_____ *bili su naviknuti na*

(ii) there was a lot of bangs and explosions and danger for them/ *jako puno*
pucnjave _____ *i opasnosti*

(iii) as a consequence, the number of attacks by leopards on humans has also
increased / *i* _____ *posljedica toga porastao je i velik broj napada* _____ *na ljude;*

c) compounding omission – the interpreter is recombining or compounding elements from different groupings or phrases by omitting some material, with the sentence having a slightly different meaning, even if the gist of the message was conveyed. In other words, the interpretation carries the gist of the message but, because of some omitted parts, several units are compounded which results in the sentence having a new meaning. This category is different from the previous ones because the interpretation is smooth, resulting from the fact that, in lay terms, the interpreter has translated the parts he or she can and created a new meaning for the same. Such omissions may result from a delay on the interpreter's part, which is not audible to the audience: as the interpreter is translating a part of a speech, the speaker moves on with the speech and it may appear that parts of what he or she is saying fails to register with the interpreter, who usually combines various parts from one or different sentences. Examples:

(i) one of the problems of the Aborigines was that they could not really
communicate with each other / *jedan od problema* _____ *bio* ___ *da*
nisu _____ *mogli međusobno komunicirati*

(ii) leopards responsible were caught by local authorities and they were
locked up / *ti leopardi su uhvaćeni* _____ *i zaključani su*

(iii) the sort of design that in Europe you would probably find on a dietary
supplement's package or a package of vitamins / *u Europi bi takvo* _____
~~nešto~~ *našli na proizvodima za nadomjestak prehrane* _____;

ADDITIONS, which refer to the material added directly to the interpretation by the interpreter. The material introduced by the interpreter on account of an error translation, even though it may represent something that is not found in the original, is

not categorized as an addition but rather a substitution, which forms the following and the last category of errors. Repetitions and false starts by the interpreter are not to be considered additions to the interpretation. Four types of addition subcategories may be specified and these are as follows:

a) qualifier addition – the interpreter is adding a qualifier or a qualifying phrase not found in the original version. These types of errors are relatively common since interpreters sometimes want to stress something, e.g. a noun by using an adjective not existent in the original, possibly because they could not find a noun conveying the message contained in the original. These may sometimes be more than welcome, but are still regarded as errors since they deviate from the original.

a¹) elaboration addition – the interpreter is adding an elaboration or some other addition to the original. These errors usually probably occur because the interpreter thinks he has not fully conveyed the message with his or her interpretation and needs to further elaborate. This usually takes the form of a synonym.

Seeing as how the two subcategories are very similar, they have been put into a single subcategory – qualifier/elaboration addition, mainly because the differences between the two are minor. Examples:

(i) is colder and rainier / ***puno** hladnija i kišovitija*

(ii) released on parole / *pušteni su na **takozvanu** uvjetnu slobodu*

(iii) to make these clothes more complex and resplendent / *da naprave ovu odjeću složenijom i sjajnijom **blještavijom**;*

b) relationship addition – the interpreter is adding a connective or other material, resulting in a relationship of parts or sentences not present in the original. This type of error may, for example, take the form of a causal relationship not (explicitly) stated in the original. This type of error is graver than the previous since it implies a new meaning or a relationship to what is being said, even if the gist of the message is still conveyed, as opposed to the previous error, where the interpreter further elaborates what is being said without changing the meaning.

Examples:

- (i) there are people who can shoot them out there / *oni pretpostavljaju da ih netko ondje može upucati*
- (ii) the Japanese didn't like to discuss their sleeping problems with doctors / *Japanci nisu također htjeli pričati o svojim problemima sa spavanjem s liječnicima*
- (iii) Ø / *engleski postao standardnim govorom;*

c) closure addition – the interpreter adding a “closure” element on top of any rephrasing, omission or misinterpretation. The mentioned element usually serves as a closure to a sentence unit, but with no additional substance. This type of error usually occurs when the interpreter misinterprets a part or a whole sentence, resulting in him or her missing the point of what the speaker is saying and therefore attempts to give closure to a sentence by adding a different part which may or may not make sense to the interpreter him- or herself. Examples:

- (i) all of the above contextual factors determine / *i to su svi kontekstualni faktori koji određuju*
- (ii) [title] grammatical and lexical errors / *to su gramatičke i leksičke greške*
- (iii) that the Christian Church has been too concerned with material wealth / *da je kršćanska crkva previše...previše se oslanja na skupljanje bogatstva;*

SUBSTITUTIONS, which refer to the material (uttered by the speaker) substituted by the interpreter. The substitutions may include, e.g. a single word, or a whole phrase. It is important to note that, whereas some substitutions may not affect the meaning of what is being said, others change it completely, to the point of the interpreted having nothing to do with what was being said, and these represent more serious errors. Substitutions may be defined as being a combination of the two previous main categories – omission and addition – but for the purpose of the paper, they will be categorized independently of these events. The substitution category is comprised of the following subcategories:

- a) mild semantic error – the interpreter translated a lexical item inaccurately, but it only slightly distorts the intended meaning. These types of

errors are usually merely an awkward interpretation and are normally within the limits of a lexical item or expression, not affecting the rest of the unit of which they are part. Examples:

- (i) so they do not get arrested by the police / *kako ih **oni** ne bi mogli **uhvatiti***
- (ii) easily arrive at decisions / *ne možemo lako **zaključiti***
- (iii) over the centuries / ***preko** stoljeća;*

b) gross semantic error – the interpreter translated a lexical item inaccurately and as a result, the meaning of what was said is substantially different. Similarly to the previous error type, the error is limited to a specific item with the rest of the unit being unaffected. Examples:

- (i) the boomerang – an invention / *bumerang, _____ koji je*
- (ii) the local authorities have clamped down / *pa su lokalne vlasti **poduzele energične mjere***
- (iii) the number of Indian reindeer / *broj indijskih **jelena**;*

According to Barik's categorization, there are further subcategories to this error type, but due to the nature of the Croatian language, it was necessary to have the gross semantic error subcategories as discrete groups. The following are the rest of the substitution subcategories.

c) error stemming from misunderstanding – the interpreter translated a lexical item incorrectly due to a homonym or a near-homonym or because of confusion in reporting with an item that sounds similar to the original. This type of error usually occurs due to oversight on the interpreter's part because of rush or bad sound quality or similar. Examples:

- (i) it dates back to the reign of James II in the 17th century / *i datira od vladavine Jamesa **I** iz **16.** stoljeća*
- (ii) processing / ***procesuiranje***
- (iii) are indeed in great need / *uistinu **potrebiti**;*

d) error of false reference – the interpreter probably got confused while trying to “mirror” what was said in the original. This type of error usually implies a minor mistake in reporting, such as, e.g. translating the “we” from the original as “us” (false reference). This is not a severe error (when compared to c) and the listener can as such usually “correct” the interpreter. This subcategory also includes unintelligible material. Examples:

- (i) to develop arguments which play upon our instincts and emotions / *(kako bi) razvili neke **taktike** i igrali na instinkte i osjećaje*
- (ii) 18 separate pieces / *18 **odvojenih** dijelova*
- (iii) as long as you are in the European Union, you can move easily from one place to another / *možete, dok ste u Europskoj uniji, se **kretati** lagano od jednog do drugog mjesta [seliti];*

e) error of meaning – the interpreter understood and translated a completely different lexical item or unit and not due to confusion. These types of errors are usually inexplicable, but they probably occur due to some personal associations. Examples:

- (i) but because these leopards have increased in number / *ti leopardi su **porasli veoma***
- (ii) particularly when the information we are being given is deliberately misleading / *iako su informacije kojima smo izloženi namjerno **zbunjujućim***
- (iii) listening comprehension or target language production would suffer / *slušanje može _____ slušanje može **ispaštati**;*

f) mild phrasing change – the interpreter has not translated completely correctly what was being said, but the gist of the message was conveyed. This type of error is usually manifested as, e.g. a slight variation of a lexical item or unit, all the while retaining the gist of what was being said by the speaker. This type of phrasing changes, i.e. errors are very mild and are acceptable to the extent of simultaneous interpretation, where they can be considered as *licentia poetica*. Examples:

- (i) they would build dams in order to catch fish / *gradili su i grade ... brane gdje su lovili ribe*
- (ii) they're very keen to get their hands on this silver / *da...da b...da bi se voljeli dokopati te zbirke*
- (iii) the more you can rely on your memory, the fewer notes you will need to supplement it and vice versa / *što vam je bolje pamćenje, možete više biljeških zabilježiti;*

g) substantial phrasing change – the interpreter made a significant phrasing change that affects the meaning of the interpretation in comparison to what was actually said. However, the gist of the message is retained, but was differently expressed. These errors are usually the product of the interpreter trying to “cut it short” because the speaker is moving on with the speech and the interpreter is afraid of losing the gist. Examples:

- (i) and as a result, the bears have been pretty much left in peace and quiet and able to live their own lives / *pa su na taj način medvjedi prepušteni sami sebi*
- (ii) when you're working in a new and foreign market / *kada želite plasirati proizvod na strano tržište*
- (iii) as a way of waking up refreshed in the morning after a good night's sleep, ready for a new day of activity / *znači nakon što bi to konzumirali, oni bi se probudili svježi;*

h) gross phrasing change – the interpreter has made a considerable depart from the original in his or her interpretation and there are more errors in a single input, so this subcategory can be considered a more general one because it denotes more of the following errors. Examples:

- (i) said a completely correct English sentence / *iako ste gramatički točno preveli rečenicu*
- (ii) these guidelines can serve as a basis for developing their own personalized notetaking methods and acquire the skills that are necessary

for interpreting 5-8 minute speeches consecutively / *ove crte...ovi vođiči mogu poslužiti za vođenje osobnih bilješki i za unapređenje vještina koje koristimo za vođenje bilješki. govori obično traju od 5 do 8 minuta*

(iii) in an industry which, otherwise, left to its own devices would probably not be profitable / *i industriju koja inače prepuštena sama sebi i nije profitabilna;*

Similarly to the previous remark relating to the gross semantic error subcategories made discrete subcategories, the same principle used for the gross phrasing change was disregarded due to the fact that the category itself was needed as a more general one due to the fact that many of the inputs contained more than one error type from the category. The subcategories were therefore also treated as discrete ones.

i) error of mistranslation – the interpreter translated what was being said, e.g. too literally or made the interpretation unintelligible because of too many pauses, wrong cases, tenses, items different from the original etc. or the interpretation is a combination of such errors. Examples:

(i) and during the last couple of decades, as there has been conflict in Cashmere region, the number of bears has actually increased quite significantly / *međutim ... bit će nekoliko desetljeća postoje određeni konflikti u toj regiji ... međutim broj medvjeda je znatno porastao*

(ii) overt errors - identifiable errors and covered errors – unidentifiable errors / *to su...to su dakle one koje su vid...vidljive, očite i one koje su skrivene*

(iii) when the participants at the Paris Peace Conference insisted on the use of English and later on, English was also used at the conferences of the League of Nations, ILO and so on / *tako da se tumačenje zapravo svelo na korištenje engleskog jezika u Ujedinjenim narodima i tako dalje;*

j) made-up translation – the interpreter made up something on the basis of the original. These errors usually occur because the interpreter did not fully understand what was being said or because he is falling behind with his interpretation, not allowing him or her to fully grasp what the speaker is saying.

This is usually ad-libbed material and is quite common in interpretation, especially with beginners. Examples:

- (i) full, exclusive and undisturbed rights / *četiri položaja na teritoriju*
- (ii) in the case of advertising, all the information deliberately misleading / *u slučaju oglašavanja...promidžbe su obmanjujuće*
- (iii) the use of language as communication, that is the styles, from educated to colloquial and substandard or registers, among them terminologies in different fields / *uporabu jezika kao komunikacije: je li to stil obrazovanih ljudi ili kolokvijalni stil ... ti substilovi i različita terminologija različitih polja;*

The following errors do not need additional explanation.

k) different meaning due to omission of some item. Examples:

- (i) I'd like to illustrate this by reference to the tactics deployed by a French pharmaceutical company / *htio bih vam spomenuti jedan primjer u okviru ovog konteksta ... Francuska farmaceutska kompanija*
- (ii) and therefore the French company decided that it would present its sleeping pill as a tonic / *i ova francuska tvrtka plasirala je ovaj proizvod kao tonik*
- (iii) because drug addiction and drug-related petty crime is another major scourge on this particular housing estate / *i za ljude koji imaju problema s drogom;*

l) misunderstanding of some item [different from the error stemming from misunderstanding in that this type of error affects a whole unit rather than just an item] Examples:

- (i) fortified camps / **45** *kampova*
- (ii) consequently / **ali**
- (iii) because the interpreter was too close to the speaker / *i tumač se pokušava približiti ovdje govorniku;*

m) meaningless or confused translation. Examples:

(i) in a society where being in a group is extremely important, sleep is also regarded as a period of time in which one is isolated from the group and is therefore sometimes accompanied by rather negative feelings or, indeed feelings of guilt / *u...u društvu je...u društvu se san također smatra kao vrijeme kada se izolirate od drugih, pa se nakon toga ...*

(ii) that is, what forms of language are used, we should know what forms of language are used in communication / *odnosno, kakve...koje načine forme jezika moramo koristiti u komunikaciji*

(iii) correct in Polish, but not in English, so it was committed under the influence of Polish, but also probably in simultaneous interpretation because the interpreter was too close to the speaker / *točno u poljskom, ali ne i na engleskom jer...a to se često javlja kod simultanog prevođenja zbog...jer je prijevod...prevoditelj bio preblizu govorniku sa svojim prijevodom;*

n) reversal of meaning. Examples:

(i) we would perhaps not take an interest in a product if we were to be given a purely rational and factual argument / *ne...nećemo toliko često dobiti točne informacije o proizvodima koje kupujemo*

(ii) and this again focused on human mortality, focused people's thoughts on how long will any of us be here, in fact, in the long run / *i naša smrtnost koncentrirala nas je na loše stvari*

(iii) they do works which involve physical contact with the various bodily products, which the others wouldn't like to touch – excrements, blood et cetera / *jer nitko ne želi da oni dođu u neki kontakt sa stvarima koje bi netko poslije mogao dirati;*

o) transforming a question into a statement and vice versa/positive into negative.

Examples:

(i) it shouldn't be a problem, should it? / *to ne bi trebao biti problem*

(ii) I read enough about it / *nisam ni čitala o tome*

(iii) it's not necessary to go all the way back to ancient Greece / *možemo u staru Grčku*;

p) untranslated. Examples:

(i) in regions like the Cashmere valley / Ø

(ii) leopards, who were on a rampage and attacked them / Ø

(iii) because they have been able to protect the area where the leopards live and grow / Ø.

3. METHODOLOGY

A descriptive qualitative method was used for the purpose of the study: qualitative since the data gained is expressed in words rather than (only) numbers and descriptive since the research results are explained and elaborated on.

3.1. The Goal of the Analysis

The main goal of the analysis was to seek out and identify errors that were made in training by the 19 student interpreters of the Faculty of Philosophy in Osijek majoring in English Language Translation and Interpretation and to bring to light and give meaning to the cumulative results of the error analysis of their interpretation attempts and have the study possibly make some implications regarding the interpretation teaching. The errors the study focuses on are morphological and syntactic but also omissions, additions and substitutions.

3.2. Source of Data and Participants

The data corpus was obtained by recording the first and the final interpretation attempts of 19 student interpreters in class, totaling in 38 audio-recordings, errors in which were then transcribed. They interpreted speeches found on the Directorate General for Interpretation (Speech Repository) website from English (their second language) into Croatian (their first language). All students were native speakers of Croatian and had the same level of education in that they attended the same English Language and Literature course for the previous four years.

It may, however, be important to note that all students had a second course next to the English Language and Literature one, be it History, Pedagogy, German Language and Literature etc. None of the student interpreters suffered from any known speech or auditory impairment.

3.2. Data Collection Procedure

The recorded data were, as stated previously, collected in Simultaneous Interpretation training class via audio recording. The average duration of a speech was six minutes. It is not of interest for the study to have a corpus comprising of the same number of female or male students, nor to have the same speeches of equal duration being interpreted seeing as how this is a more general study that will hopefully point out fields to be further researched. It is therefore necessary to say that the speeches interpreted covered a variety of areas including economics, politics, education etc. but to also stress that the only mode of interpretation was from English into Croatian.

The student interpreters were sat in pairs in a booth and had the speeches (audio and video) played on a screen in the conference room their colleague students were in, along with the professor. The audio to the speech was also played in the conference room and the students sitting in the room also had headphones through which they would hear the interpretation, allowing them to, later on, comment on the quality of the interpretation and discuss it with the professor. The student interpreter was given headphones through which he or she would hear the speech and a microphone which he or she would speak, i.e. interpret into. The interpretations were recorded by the teaching assistant.

3.3. Data Analysis

The original speeches and the recordings of the interpretations were then listened to and all errors found in the interpretations against the original speeches were then transcribed in such a way that the smallest meaningful unit possible containing the error was transcribed in both English and Croatian, along with the time stamp from the interpretation recording. These units shall for the purpose of the study be called inputs to the transcript, which together form the data corpus. There are a total of 589 inputs to the corpus, which, in respect, contain one or more errors, with the final number of errors being 899.

The inputs were then categorized: each input could have been assigned to one or more of the three main categories, of which each had a respective column. Each subcategory was then given

a unique number, which was then assigned to the appropriate error in the corresponding column. To make the procedure clearer, the following is a screenshot of a part of the corpus that has been categorized:

	MORPH	SYNTAX	OTHER
00:36 - no technology to speak of / nisu imali tehnologiju o kojoj bi se moglo nešto reći			8
00:46 - fortified camps / 45 kampova			19
01:18 - which was sometimes woven / koju su nekad ispleli od svoje kose		8	
01:46 - and almost no technology to speak of / i skoro nikakve tehnologije o kojima bi se nešto moglo reći		4	
01:58 - very accomplished from an aesthetic point of view / dosta napredni što se tiče ... sa estetskog stajališta		2	
02:15 - canoes which they dug out of tree trunks / kanuima koje su izdubili od debla drveta -> izdubili IZ debla drveta	0		
02:23 - in order to be able to manufacture such ships / da biste mogli tako nešto ... takve brodove	0	5	2
02:48 - one of the major factors / jedna od najvažnijih razlika			13
02:52 - Aborigines were unable to resist in face of armed struggle / je ... je da s ... da se Aboridžini nisu mogli suprotstaviti što se tiče oružanih borbe	0	3	
02:57 - Maori fought long and hard / dok su Maori dugo ... dugo su vodili borbe (3
03:00 - in a series of wars / NEPREVEDENO			23
03:05 - the Australian Aborigines / australijski Aboridžini	0		
03:07 - were seen as / su smatrani (pasiv)		1	

Fig. 1 Screenshot of the corpus analysis in progress

Following that, the occurrence of every error belonging to a subcategory was counted and added up, the sum being put into the table containing all error subcategories in order to be able to draw conclusions based on the frequency of error occurrences respectively. The results are discussed in more detail in Chapter 4.

All events considered to be errors, however slight, were noted and coded in the transcript. The list of such events was reconsidered before being considered final, and items relating to the same type of event were combined. This procedure had as a result the final error categorization employed in the study.

4. EVALUATION AND INTERPRETATION

The chapter will focus on evaluating the results of the study, i.e. the analysis of the corpus, category by category, and try to interpret them. The statistical facts gained from the analysis of the corpus will be discussed and explained, with some of the facts supported by

examples. The following sections will show the results recorded for each error category and their respective subcategories, and the last section will discuss the findings cumulatively, allowing for a conclusion.

4.1. Morphological Errors

Given the fact that the student interpreters were interpreting into their first language, one can easily presume that the errors at the level of morphology will not be too frequent. This is confirmed after the analysis of the corpus, which, again, is demonstrated in the following table.

<i>CATEGORY</i>	<i>n</i>	<i>%</i>
MORPHOLOGICAL ERRORS	54	6.01%

Table 1 Frequency of morphological errors

Taking into consideration the fact that morphological errors are committed only six percent of the time and that this main category has no subcategories, it can easily be stated that the morphological errors are negligible, especially when the analysis of the corpus has confirmed that these types of errors occur only because of the *brain-to-mouth* delay. The errors categorized as morphological are considered to be a “slip of the tongue”, which is supported by the fact that native speakers of a language rarely make such mistakes, be it in written or spoken language. The native speakers’ knowledge of the morphology of their language is manifested by their ability to identify structural relations between words and to coin new words on the basis of existing ones. In addition, native speakers of a language are able to assign a structure, i.e. to parse a word, without reference to a related word. This capacity is manifested by parsing “orphan” complex words (i.e. complex words that do not have related non-complex counterparts), as well as nonsense words provided in the corpus and the examples. In the example *da biste mogli tako nešto...takve brodove*, it is obvious that a native speaker (here the student interpreter) committed this error because she wanted to say two different words pertaining to a single lexical item. The student wanted to say *neke* and *nešto* because she was not certain how she would interpret the word following the error (*ships; brodove*). This probably led to her inadvertently wanting to create a sort of a universal interpretation, which, in the end, led to the committed error. Ergo, to elaborate on the decision, the reason why the morphological error category has no subcategories in this study is a) because there are not many and b) because they

probably would not give further significance to the results of the corpus analysis. It would however be interesting to conduct another study relating simply to this phenomenon, where it would be recommended to interview the interpreter as soon as he or she has finished and to investigate how and why these types of error occurred in the first place.

4.2. Syntactic Errors

Unlike morphological, the syntactic errors are much more frequent and extensive in the error corpus. This is supported by the nine subcategories to this error type and by the frequency of occurrence – syntactic errors appeared 39 percent of the time. Presumably, syntactic errors are made less by experienced interpreters who have developed custom interpreting *methods* and more by student interpreters and trainees, who are usually overcome by stage fright and/or fear. It may easily be said that the biggest challenge of simultaneous interpreting is the syntax. The phrases and/or sentences tend to fluctuate and change direction very easily in speeches and it may be hard for the interpreter to follow not because of his or her limited knowledge or competence, but because of the limitations of the brain itself. Luckily, simultaneous interpretation gets better with practice, which then leads to the devising of the aforementioned methods.

As for the student interpreters who were subjects in this study, many of them were – to put it simply – scared. Some of them had gotten less scared over time, some did not. It is important to have this aspect of their interpretations in mind when analyzing or reading the analysis data. Interpreting was not their job at the time, but if it would come to be, it would be interesting to compare their first, student interpretations, and their professional ones.

<i>CATEGORY</i>	<i>n</i>	<i>%</i>
SYNTACTIC ERRORS		
1 passivization	15	1.67%
2 inappropriate construction	136	15.13%
3 collocational error	59	6.56%
4 agreement error	41	4.56%
5 verb government error	13	1.45%
6 error of bad possessive or genitive case	4	0.44%
7 misordering	15	1.67%
8 inappropriate tense	43	4.78%
9 direct transfer	22	2.45%
TOTAL	348	38.71%

Table 2 Frequency of syntactic errors

Having said that, the results of the analysis are logical, i.e. they do make sense. The largest part of the syntactic errors category were the inappropriate construction errors that made up for 15 percent of the syntactic errors category. This error type occurred most by far, with the next most frequent error being the collocational errors (7 percent). The frequency of the inappropriate construction errors links directly to what was said about the student interpreters lacking a method the experienced interpreters have. These errors usually occurred because the interpreter got confused, lost the gist of the message or simply, due to a large amount of information, forgot what the speaker said or what he or she was about to translate. The phrases were sometimes inappropriately constructed because of a direct transfer of English grammar. Some of the inappropriate constructions sound like they were uttered by a person just starting to learn or speak Croatian. The brain acts much faster than the mouth and so what gets uttered will probably be something the interpreter had already *forgotten*, simply because better versions of the interpretation were created by the brain in the meantime.

Following the two categories by frequency, the inappropriate tense error and the agreement error occurred almost equally as frequent (4.78 and 4.56 percent respectively). The inappropriate tense category is a very simple one and does not really have gravity as much as some omissions in the context of a *correct* interpretation may have. The student interpreters will usually confuse tenses or simply start a sentence in such a way that the tense used in the original will not correspond to or be appropriate for the form of the sentence in the interpretation. These errors are not usually very serious and usually just sound *funny*. Sometimes, however, they may change the sentence that was interpreted completely, just like any other error. An interesting interpretation that is part of the corpus needs to be mentioned; where a student interpreted an entire speech based on the first inappropriate tense error he made. The speaker was talking about the plans of a young girl travelling around the world and the student interpreted each and every of her future plans as past actions: so, instead of translating *she will go to Borneo*, he translated it as if she had already been there (*she went to Borneo*). Once he translated the first plan as a past action, he stuck to it and interpreted everything in the Past Tense. This may also be considered a method, seeing as how he deliberately chose to stick to his interpretation, no matter how incorrect it was.

Coming to the agreement errors, what needs to be mentioned before anything else is that they probably occur because the interpreter is rushing to translate what the speaker is saying and, in the process, forgetting some of the syntax basics of his or her first language. These errors may also sound as if they were being uttered by a person just starting to learn Croatian. They are, however, more serious than the inappropriate construction error, mainly in terms of a phrase or a sentence being grammatically correct. This means that if Past Tense is interpreted with Present

Simple or the other way around, the sentence still may (and probably will) sound *correct* in terms of grammar, but not in terms of interpretation. However, agreement errors impact the grammatical aspect much more, as well as the interpretation, so if the interpreter translates *all the information is deliberately misleading* with *danas većina informacija su iskrivljene* the audience (presumably native speakers of the language being interpreted into) will easily hear that the subject and the predicate are not in agreement. The gravity of the mistake is enforced even more by the fact that it is so easily detected, even by the audience who need not be experts in the field. Next, the direct transfer error, which occurred 2.5 percent of the time, usually happens because of the brain-to-mouth delay as well. The interpreter inadvertently and probably tries to catch up with the speaker and ends up translating what was said word for word. Sometimes, however, on the syntactic level, these interpretations may be correct, but when compared to the original usually are not, i.e. they are interpreted incorrectly.

Passivization and misordering occurred equal amounts of the time (1.67 percent of the time). They are both very common errors made more so by the trainee interpreters rather than professional ones. They are very audible to the native speaker in the audience, especially the misordering error. Passivization may be considered partly a direct transfer error, seeing as how it was interpreted with the Passive Voice, which is highly uncommon in the Croatian language. However, it was made into a separate category simply because it is a serious error that can easily be avoided while interpreting. Misordering, however, is an error that usually occurred while interpreting longer sentences, where the interpreter was not sure what sentence order he or she started with and ended up creating a sentence that does make sense, but sounds awkward. Again, this is an error made mostly by trainees and there are also methods to avoiding this.

With only 13 occurrences, the verb government error occurred only 1.45 percent of the time. The low error frequency explains itself by the fact that the verb government is implanted in the native speakers mind and usually implies fixed phrases that cannot be altered by any means. However, this can easily be temporarily forgotten because the focus is on the interpretation per se and not on the implanted rules for fixed phrases. This category is also partly a direct transfer error, seeing as how the error occurs by not thinking about or remembering the equivalent item or phrase in the first language. This error is also more common in trainee interpretations.

The error of bad possessive or genitive case was the least frequent syntactic error, occurring less than one percent of the time. These usually include fixed expressions or rules and it is no miracle the student interpreters forgot it, when these errors occur very frequently in conversation. It is however strangely rare in the corpus and this may be explained only by the possibility that there were not many instances of the rules having to be applied in the speeches.

4.3. Other Errors

The category of other errors takes up more than half of the error corpus (over 55 percent), which makes perfect sense, seeing as how the subjects were student interpreters who were interpreting into their first language. Errors such as omissions, additions or substitutions are to be expected from every interpreter, but mostly so from students and trainees.

<i>CATEGORY</i>	<i>n</i>	<i>%</i>
OTHER ERRORS		
OMISSIONS		
1 skipping omission	3	0.33%
2 comprehension / delay omission	26	2.89%
3 compounding omission	8	0.89%
TOTAL	37	4.12%
ADDITIONS		
1 qualifier / elaboration addition	12	1.33%
2 relationship addition	4	0.44%
3 closure addition	10	1.11%
TOTAL	26	2.89%
SUBSTITUTIONS		
1 mild semantic error	55	6.12%
2 gross semantic error	20	2.22%
3 error stemming from misunderstanding	3	0.33%
4 error of false reference	38	4.23%
5 error of meaning	17	1.89%
6 mild phrasing change	38	4.23%
7 substantial phrasing change	34	3.78%
8 gross phrasing change	30	3.34%
9 error of mistranslation	23	2.56%
10 made-up translation	19	2.11%
11 different meaning due to omission of some item	13	1.45%
12 misunderstanding of some item	4	0.44%
13 meaningless or confused translation	94	10.46%
14 reversal of meaning	5	0.56%
15 transforming a question into a statement etc.	4	0.44%
16 untranslated	37	4.12%
TOTAL	434	48.28%
TOTAL O.E.	497	55.28%

Table 3 Frequency of other errors

Looking at the table, it can easily be seen that most of the errors were substitutions (over 48 percent of the time), followed in frequency by omissions (just over 4 percent) and additions (almost 3 percent), with a total other error occurrence of 497.

Surprisingly enough, omissions were not as frequent as it might have been expected. This is probably so because of the students' or trainees' need or even obligation to interpret everything said by the speaker, which then lead to other errors. The interpreter needs to know how to differentiate between necessary and unnecessary omissions.

The skipping omissions error subcategory had only three occurrences in the entire corpus. This is so for the same reason explained above, but also due to the fact that it takes more skill to decide what is important and what is not in such short time frames that are more than characteristic for interpretation. For example, if the interpreter is able to shorten a phrase or a sentence without losing meaning, he or she will be able to deal more with the rest of the phrase or speech with more ease. Case in point – a student interpreted *terra nullius*, which is a Latin term for no man's land with *terra nullius*, što znači ničija zemlja, where she deliberately did not interpret the part *Latin term*, probably under the assumption that most of the audience would recognize it for what it was. This is a great interpreting decision, seeing as how it probably allowed her more time for other expressions she might have had trouble interpreting and also staying behind the speaker the right amount of time.

The comprehension/delay omission was a more frequent error than the skipping omission one – with 26 occurrences, it appeared nearly three percent of the time. This type of error is probably caused by not doing what was explained previously – i.e. trying to interpret everything said by the speaker without filtering out the “unnecessary” parts, causing the interpreter to stay too far behind the speaker and ultimately not being able to interpret correctly at all. The comprehension part of this error subcategory shares its causes with the delay omission. The delay omission may also cause the comprehension omission – for example, if the interpreter stays too far behind the speaker, once he or she finishes interpreting one sentence or a part of it, he or she probably stopped listening to the next part of the speech, leading to comprehension problems, i.e. errors. The following is a corpus example for the comprehension/delay omission: the student interpreted *in a society where being in a group is extremely important, sleep is also regarded as a period of time in which one is isolated from the group and is therefore sometimes accompanied by rather negative feelings or, indeed feelings of guilt* with *u...u društvu je...u društvu se san također smatra kao vrijeme kada se izolirate od drugih, pa se nakon toga...* In the example, the student was probably too concerned with retaining the form of the sentence and interpreting it word for

word, that once she realized the sentence could not be directly transferred into Croatian, it was too late, so the interpretation came out the way it did.

Coming to the final omissions subcategory, the compounding omission error occurred less than one percent of the time and had only eight occurrences in the entire corpus. This is the gravest error in the omissions category, right after the comprehension/delay omission error, simply because it can cause the sentence or phrase to have an entirely different meaning.

Addition errors occurred around three percent of the time, with 26 occurrences, of which the qualifier/elaboration addition error had 12, the closure addition error ten and the relationship addition error just four. The addition errors are not too frequent presumably because the student interpreters have a hard time coping with the speech as it is and they do not have the skills or the time (given that they are mostly overwhelmed by the sheer amount of the text that is to be interpreted in a short time frame) to add anything to their interpretations. If they do add something, it is usually a substitution, meaning that, first they omit whatever the *correct* interpretation would be and add one of their own. This will be further discussed in the following section regarding substitutions only.

The qualifier/elaboration addition error – the most frequent error in the additions category, appearing less than two percent of the time – usually occurred when the student was not sure about the interpretation of a certain unit or phrase, so he or she added another version, another interpretation probably in order to clarify the interpretation to the audience or simply to better it. The subcategory is also comprised of adding elaborations, usually due to the need to make the interpretation sound more fluent and to avoid pauses.

The relationship addition errors were the least frequent in their category, occurring less than one percent of the time. They occurred for reasons similar to the ones behind the qualifier elaboration addition error, but mostly because the interpreter was very certain about his or her interpretation and wanted to make the interpretation sound more connected. This error usually resulted in the phrase or sentence getting a whole new meaning just by adding, e.g. a single lexical item.

The closure addition error – the final subcategory – appeared just over one percent of the time. This error type was made mostly by a student trying to finish the interpretation of a sentence in a rush, i.e. by trying to give closure to it in order to move on with the interpretation. Another likely cause could be that the interpreter incorrectly translated the first part of a phrase or sentence and then tried to make sense of his or her sentence. This is illustrated in the following example: *all of the above contextual factors determine...* was interpreted as *i to su svi kontekstualni faktori koji određuju*, where the interpreter gives closure to the previous sentence by adding a conjunction to the end of the first sentence and connecting it to the next.

Substitution errors were the most frequent errors in the entire corpus – they appeared 48 percent of the time and had 497 occurrences. As mentioned before, this was expected seeing as how the student interpreters lack the methods professional interpreters have, so they attempt to translate everything, which, due to the lack of time, leads to omissions, additions and especially substitutions.

The mild semantic error category occurred just over six percent of the time and had 55 occurrences. They are the second most frequent error type in the substitution errors subcategory. This error type occurred usually when the student interpreter tried to interpret precisely what was being said, but due to a lack of time caused by the very same reason, he or she could not have thought of a precise translation. The mild semantic error is not rare even in professional interpretations, where they are not really and should not be regarded as an error, rather as *licentia poetica* of the interpreter seeing as how for the most part it is not possible to produce a translation that is the exact copy of the original. However, for the purpose of the paper, the mild semantic changes in the interpretation were regarded as errors.

The gross semantic error is precisely that – the interpreter altered the meaning of the original by changing a lexical item or even an entire phrase, which is almost always regarded as a grave error and considered an incorrect interpretation. This type of error appeared just over two percent of the time and had 20 occurrences. It is important to stress that this error does not come from misunderstanding, like the next error type does – the interpreter is (in the moment of translation) certain of his or her interpretation, but due to the brain-to-mouth delay and other interpretation hindrances, the item or phrase gets incorrectly translated.

The error stemming from misunderstanding is just that – the interpreter heard wrong or overheard the speaker, which as a result has a completely different meaning in the interpretation. This error can sometimes occur due to faulty equipment, but also, again, due to the focus of the interpreter not being on the specific item or phrase, thus leaving him or her to translate *by heart*, in lack of a better expression. The error occurred very rarely – with only 3 occurrences in the entire error corpus, it appeared a mere 0.33 percent of the time.

The error of false reference, however, had 38 occurrences and appeared around four percent of the time. This error type is possibly caused by the interpreter's attempt to translate the original directly, thinking, at the moment of the interpretation being made, that the translation is suitable because it has a similar meaning, which is usually the case in the interpretation of English into Croatian. To explain, an example is provided: *as long as you are in the European Union, you can move easily from one place to another* was interpreted as *možete, dok ste u Europskoj uniji, se kretati lagano od jednog do drugog mjesta*. The verb *to move* has multiple meanings in the

English language, but the most frequent one is *to go or pass to another place or in a certain direction with a continuous motion*. This meaning, when translated into Croatian as *kretati (se)* makes sense in the provided example translation, but does not convey the message and actually means *seliti (se)* or *to change one's residence or location*.

The error of meaning appeared just under two percent of the time and there were 17 occurrences. These errors usually appeared randomly and it is difficult to explain their origin. They probably occur in lieu of some associations that are clear only to the interpreter, i.e. the interpreter may associate one word with another or try to transfer a phrase directly, but using the wrong item or collocation.

The phrasing changes were surprisingly not as frequent as it might have been expected. With 38 occurrences of the mild phrasing change error (4.23 percent), 34 of substantial phrasing change error (3.78 percent) and 30 (3.34 percent) of the gross phrasing change error, it is easily seen that there were not as many. The mild phrasing change error and sometimes even the substantial phrasing change error are not errors in professional interpreting and are often welcome, but are considered to be one for the purpose of the paper (due to the fact that any deviation from the *correct* interpretation has been regarded and recorded as an error). However, had there been more of these error types, the frequency of other errors might have been decreased: if the students changed their phrasing, they might not have had, i.e. a comprehension/delay omission in their interpretations. This will be further elaborated in the following section. The gross phrasing change, however, is a grave error insofar that, even though it does convey the message of the original, many of the necessary items or phrases have been left out by the interpreter and are therefore no longer a translation, rather an *interpretation* of the speaker's ideas.

The error of mistranslation implies that the interpreter understood what was being said by the speaker but was probably having difficulties making the interpretation sound intelligible. The students usually had too many pauses and some parts of the interpreted sentences were not connected or linked with the others due to the lack of a, e.g. conjunction. The error appeared just under three percent and had 23 occurrences.

The made-up translation error was usually made by students resourceful enough to ad-lib something that is loosely based on the original rather than making a shorter or a longer pause. This error is characteristic for beginners, as are the subjects in the study, and usually appear due to a significant delay on the interpreter's part. With 19 occurrences, the error appeared just over two percent of the time.

The error of different meaning due to omission of some item was relatively rare – with 13 occurrences, it appeared less than two percent of the time. It is an error easily made by beginners

and also caused by a delay on the interpreter's part. Sometimes, however, the students purposely omitted an item in order to catch up with the speaker, probably under the impression it would not affect the interpretation. Even though sometimes it really did not, much of the message was not conveyed, which is exemplified in the following interpretation: *and therefore the French company decided that it would present its sleeping pill as a tonic* was interpreted as *i ova francuska tvrtka plasirala je ovaj proizvod kao tonik*. The student opted not to mention that the company *decided* to present their product – the *sleeping pill* (also not translated here) – as a tonic.

The misunderstanding of some item error was very rare – it had only four occurrences and appeared less than one percent of the time. The error either appeared because of faulty equipment (i.e. too much noise on the recording) or because the focus of the interpreter was not on the phrase he or she was translating, but on the phrase or sentence that followed.

The meaningless or confused translation error was the second most frequent error in the entire corpus, with 94 occurrences and appearing just under 11 percent of the time. This is a more general error, meaning that the input contained more than three error types or had errors that could not be categorized, but still belonged in the error categorization, i.e. the corpus. It usually occurred when the original was, e.g. a complex sentence, and the interpreter could not follow up. The reversal of meaning error and the transforming a question into a statement (...) error were very rare – they both appeared less than one percent of the time, with five and four occurrences respectively. These results were expected simply for the fact that the students' level of knowledge of English was a very high one.

The untranslated error was, surprisingly so, not too frequent – with 37 occurrences, it appeared four percent of the time. The error was probably rare due to the fact that most of the interpretations conveyed the gist of the message – even when the original was semantically changed, the most part of the message was still conveyed and no part can hence be considered untranslated. This error usually occurred in lieu of a delay or misunderstanding on the interpreter's part.

4.4. Findings and Discussion

The three most frequent errors in the corpus were the inappropriate construction error (15 percent), the meaningless or confused translation error (10 percent) and the collocational error (6 percent). Errors that were the least frequent include those that occurred less than one percent of the time, with no more than eight occurrences in the entire corpus: the compounding omission,

the reversal of meaning, the error of bad possessive or genitive case, the relationship addition, the misunderstanding of some item, the transforming into a question, the skipping omission error and the error stemming from misunderstanding.

Many of the errors were connected with one another in the sense that one error may have caused the other. For example, the made up translation error usually appeared because of the comprehension/delay omission error, meaning that the interpreter was not keeping up with the speaker, i.e. let the speaker get ahead with his or her interpretation, and therefore had to or felt the need to make up a translation based on what he or she might have heard. There are many such connections, one other being the connection between the inappropriate construction and the meaningless or confused error: they might not have actually appeared in pairs in the error corpus, but one usually lead to another as a consequence.

Seeing as how the students were interpreting into their first language, the results showing that neither the morphological nor the syntactic errors were the most frequent ones are perfectly logical and so is the fact that the most frequent ones were omissions, additions and substitutions, which goes back to what was said previously in Chapter 1 – students interpreting into their first language are more likely to and usually do make errors that are caused by some sort of breakdown in the process of speech production and not by a lack of competence.

5. CONCLUSION

Simultaneous interpretation is a layered and a complex process. There are more than many occasions for making errors that may arise in the course of an interpretation, some of which include short-term memory overload, faulty equipment, lack of comprehension etc. The study tried to focus more on the errors themselves, as well as their frequency, and much less on their likely cause, which may provide a field to be further researched, as it was suggested previously (via interviewing candidates post-interpretation). The causes of errors were nevertheless explored and taken into consideration, leading to some findings and discussions, seeing as how the study was not entirely objective due to the fact that error analysis, however objective it may (have to) be, implies subjective criteria. This means that, in the course of preparing the corpus, the likely cause(s) of an error had to be considered; otherwise it would not have been possible to determine the nature and/or the category it belonged to.

Having categorized the errors that appeared in the corpus and having observed their frequency, it is easy to state which the most frequent ones are and that, in turn, may be used as an

interpretation teaching tool that would suggest what the students should be warned about and what they should keep in mind during an interpretation. It may also be a helpful tool in creating exercises that might focus on the tactics of how to avoid an error to occur. The goal of such exercises should be to teach students, however hard it may be, to stop transferring a speech directly into a language and to help them learn how to convey the meaning and the message of what was being said in the original. These suggestions refer to interpreting into the first language, seeing as how the errors that might occur in the opposite case would probably differ heavily. To exemplify, the most frequent error type in the corpus of the study was, as previously mentioned, the inappropriate construction error, which may be even more frequent had the students been interpreting into their second language, but some other errors, such as the syntactic ones, would probably occur even more frequently. To help make the study wider in context, it took on 19 subjects and 38 speeches as opposed to other studies in the field (but for other first languages) that took on less than ten. It might be interesting to have the same students interpret from their first into their second language and create a cross-reference study between the two, which would probably lead to interesting results and conclusions.

Returning to the actual errors that occurred and that make the corpus of the study, most of the errors were expected, but it is their frequency which is more important in the sense of having results from which conclusions and further implications may be drawn. This means that, given the fact that the most frequent errors were the inappropriate construction, the meaningless or confused translation and the collocational error imply that it is possible that this may be symptomatic for all trainee interpreters translating into their first language, which should, if it is in fact so, be taken into consideration by them or have their attention drawn to the possibility by their trainers or teachers. As mentioned previously and being one of the major conclusions of the study, practicing to avoid trying to render a sentence or a phrase directly should be a priority to any trainee interpreter, which would probably decrease the most frequent errors that are characteristic in their case. In practical terms and in reference to the major conclusion, it may be suggested to have the trainee interpreters practice *conveying* a message and not just blindly following the original speech word for word before allowing them to interpret from a booth. As it has been said previously, beginner interpreters feel *obligated* to transfer a speech into another language, which is usually not possible even in written translations, let alone simultaneous. This type of practice would allow them to understand a speech before trying to render it as precisely as possible, which is the mark of a skilled interpreter. This would teach them to separate the important information from the omissible. It would also surely change the error profile, allowing for a lesser frequency of repeated errors, as are the errors made due to trying to transpose a

speech. Coping skills and methods are something that can be both taught and learned. A coping skill was used by an interpreter in the corpus (and this is explained in Section 4.2.), where he confused the tenses, but did not allow the error to become a weakness of his interpretation. He rather chose to *stick* to his error and not allow sounding lost or confused. These coping skills and methods in combination with the practice of conveying the message are what will surely make a skilled interpreter. Hopefully, the study will have some impact on simultaneous interpretation teaching and also open further fields to be researched in the context of interpretation itself.

REFERENCES

- Altman, Janet (1994). "Error Analysis in The Teaching of Simultaneous Interpreting: A Pilot Study." *Bridging the Gap: Empirical Research in Simultaneous Interpretation*. Eds. S.Lambert and B. Moser-Mercer. Amsterdam & Philadelphia: John Benjamins Publishing Company, 25-38.
- Barik, Henri C. (1994). "A Description of Various Types of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation." *Bridging the Gap: Empirical Research in Simultaneous Interpretation*. Eds. S. Lambert and B. Moser-Mercer. Amsterdam & Philadelphia: John Benjamins Publishing Company, 121-139.
- Dulay H., Burt M. and Krashen, S. (1982). *Language Two*. New York: Oxford University Press, 138.
- Falbo, Caterina (2002). "Error Analysis: A Research Tool." Eds. G. Garzone et al. Bologna: *Biblioteca della Scuola Superiore di Lingue Moderne per Interpreti e Traduttori*, 111-127.
- James, C. (1998). "Errors in Language Learning and Use: Exploring Error Analysis." In C. N. Candlin (Ed.). *Applied Linguistics and Language Study*. London: Addison Wesley Longman Limited
- Kopczynski, A. (1983). "Deviance in Conference Interpreting". A. Kopczynski, ed. *The Mission of the Translator Today and Tomorrow*. Polska Agencja Interpress. 401.
- Schlesinger, M. (1995). "Shifts in Cohesion in Simultaneous Interpreting". *The Translator* 1(2): 193-214.
- The Speech Repository Portal. EUROPA. May 20, 2011.
<<http://www.multilingualspeeches.tv/scic/portal/index.html>>.

APPENDIX (Corpus [Transcript])

STUDENT #1

1 Maoris and Aborigines

00:06 - the treatment given to these populations / ophodili prema njima -> načini na koji su se odnosili prema njima (bili su vrlo različiti)
00:36 - no technology to speak of / nisu imali tehnologiju o kojoj bi se moglo nešto reći
00:46 - fortified camps / 45 kampova
01:18 - which was sometimes woven / koju su nekad ispleli od svoje kose -> koju su znali isplesti i od vlastite kose
01:46 - and almost no technology to speak of / i skoro nikakve tehnologije o **kojima** bi se nešto moglo reći
01:58 - very accomplished from an aesthetic point of view / dosta napredni što se tiče ... sa estetskog stajališta
02:15 - canoes which they dug out of tree trunks / kanuima koje su izdubili od debla drveta -> izdubili IZ debla drveta
02:23 - in order to be able to **manufacture** such ships / da biste mogli tako nešto ... takve brodove BEZ GLAGOLA
02:40 - for the British in fact / to jest za ... to jest za Britance
02:48 - one of the major **factors** / jedna od najvažnijih **razlika**
02:50 - was that the Aborigines / je ... je da s ... da se Aboridžini
?02:53 - were unable to resist / nisu mogli suprotstaviti
02:52 - Aborigines were unable to resist in face of armed struggle / je ... je da s ... da se Aboridžini nisu mogli suprotstaviti što se tiče oružanih borbe
02:57 - Maori fought long and **hard** / dok su Maori dugo ... dugo su vodili borbe (fali prilog)
03:00 - in a series of wars / NEPREVEDENO
03:05 - the Australian Aborigines / australijski Aboridžini
03:07 - were seen as / su smatrani (pasiv)
03:17 - where they lived / **di** su živjeli
03:32 - they **simply stole** the land / jer su oni u Australiji uzeli zemlju Australiji
03:39 - they invented a legal concept / oni su izmislili **jedan** zakonski termin
03:42 - they basically declared / proglasili su
03:46 - *terra nullius* / *nerra tullius*
03:48 - which is a Latin term for *no man's land* / što znači ničija zemlja ... (izostavljanje dijela reč)
03:52 - and **so** declared no man's land / i proglasili su (z)nači ničiju zemlju
03:54 - and grabbed it / i uzeli su taj teritorij
04:10 - the Treaty of Waitangi / sporazum o Waitaniju?
04:13 - which was signed in 1840 / koji je bio 1840.
?04:17 - which granted the Maoris / Maorima su dana
04:18 - full, exclusive and undisturbed rights / četiri položaja na teritoriju
04:29 - the New Zealand government / neprevedeno
04:42 - a 150 years after the Treaty had been signed / znači nakon 1000 ... nakon 150 godina nakon što je sporazum potpisan
05:02 - but this is just because they had no need for dwellings and clothes / ali to zato što ... zato što nisu imali ni potrebu za **odjećama** (nastambe izostavljene)
05:07 - in the very hot and dry climate of Australia / u **veoma** toploj suhoj klimi **u** Australiji
05:14 - needed both buildings and clothes / morali su imati i **kuće** i odjeću
05:18 - is colder and rainier / **puno** hladnija i kišovitija
05:24 - In fact, the Aborigines, if you think about it, were just as adapted / Aboridžini ... bili su naviknuti na

05:32 - as any other population / kao svaka druga **populacija**
 05:36 - it was also said / rečeno je i da
 05:37 - it was also said / rečeno je i da su ... da
 05:47 - for example / neprevedeno
 05:48 - they used to weave very **fine** nets / pleli su **dosta dobre** mreže
 05:52 - they would build dams in order to catch fish / gradili su i grade ...
 brane **gdje su lovili ribe**
 05:59 - the boomerang - an invention / bumerang, koji je (dio nepreveden)
 ?06:00 - so extraordinary / tako **savršen**
 06:02 - so extraordinary that Western technology / tako savršen ... tako da ...
 koji je ... a ... **zapadna tehnologija**
 06:06 - was never able to produce anything of the sort / nije uopće mogla
 napraviti tako nešto
 06:29 - Lots and lots of different languages / mnogo, mnogo **drugih** vrsta
 jezika
 06:37 - it is now estimated that at the time of the European settlement of
 Australia there were around / Procjenjuje se da se u vrijeme naseljavanja
 Europljana u Australiji bilo negdje oko
 06:50 - one of the problems of the Aborigines was that they could not really
 communicate with each other / jedan od problema bio da nisu mogli međusobno
 komunicirati
 06:54 - did not think of training interpreters / se nisu sjetili uvježbavanja
 prevoditelja

2 Wildlife in regions in war + Early days: Advertising

00:07 - when there was a lot of war being fought / bilo je jako puno ratova
 00:10 - then lot of the bears that were living in / pa su medvjedi iz
 ?00:21 - there was a lot of bangs and explosions and danger for them/ jako
 puno pucnjave i opasnosti
 00:24 - and so they decided to escape to the relative safety of peaceful
 Slovenia / pa su medvjedi zbog toga odlučili doći na neko mirnije područje
 00:30 - from this you might get the idea / i sad biste možda zaključili
 00:32 - that human wars are bad for wildlife / da su ratovi loši za životinje
 00:36 - and that wildlife doesn't want to be in areas where humans are
 fighting / neprevedeno
 00:39 - Not always the case / to nije slučaj -> to nije uvijek tako
 00:42 - an opposite example is Cashmere / dat ću vam jedan primjer. U
 Kašmiru...
 00:45 - Cashmere, which is not generally a peaceful place / u Kašmiru nije
 uvijek tako mirno
 00:49 - and during the last couple of decades, as there has been conflict in
 Cashmere region, the number of bears has actually increased quite
 significantly / međutim ... bit će nekoliko desetljeća postoje određeni
 konflikti u toj regiji ... međutim broj medvjeda je znatno porastao
 01:01 - in 1990 / tisu...tisuću...devedstodevedeset**ih**
 01:08 - there's a couple of reasons why this has happened / postoji nekoliko
 razloga zbog toga
 01:12 - there is conflict tension in the region / u toj regiji postoji jako
 puno konflikta
 01:15 - the local authorities have clamped down / pa su lokalne vlasti
 poduzele energične mjere
 01:24 - to stop them from being involved in violence / neprevedeno
 01:25 - but this is also meant that the residents can't go out into the
 mountains and start hunting the bears, so the bears have been safer / i to
 znači da lokalni stanovnici ne mogu ići u planine loviti medvjede zbog toga
 su medvjedi sigurni
 And secondly, because the local civilian population knows that there are
 dangers in the mountains / druga stvar je...da su lokalni mje...mjestni
 stanovnici znaju da postoje ondje opasnosti

01:41 - there are people who can shoot them out there / oni pretpostavljaju da ih netko ondje može upucati
01:44 - They've not actually themselves gone into the wild areas very much / i zbog toga ni ne idu u te divlje regije
01:49 - and as a result, the bears have been pretty much left in peace and quiet and able to live their own lives / pa su na taj način medvjedi prepušteni sami sebi
?02:00 - other animals have also seen major increases in their numbers in the Cashmere region / broj i ostalih životinja u ovoj regiji znatno je porastao
02:05 - for example / neprevedeno
02:05 - the number of Indian reindeer / broj indijskih jelena -> broj sobova u Indiji
02:11 - but because this leopards have increased in number / ti leopardi su porasli veoma
02:15 - in regions like the Cashmere valley / neprevedeno
02:16 - as a consequence, the number of attacks by leopards on humans has also increased / i posljedica toga porastao je i velik broj napada na ljude
02:29 - because they need to watch / neprevedeno
02:31 - if they attack too many people, they might get arrested and put in jail / ako leopardi napadaju jako puno ljudi, njih se mora zatvoriti
02:43 - 14 people were killed by/ usmrtili 14 ljudi -> 14ero!
02:45 - leopards, who were on a rampage and attacked them / neprevedeno
02:47 - leopards responsible were caught by local authorities and they were locked up / ti leopardi su uhvaćeni i zaključani su
02:59 - but now, after a few years of imprisonment / a nakon nekoliko godina tog zatočenja
03:03 - released on parole / pušteni su na **takozvanu uvjetnu** slobodu
03:11 - and each of them has had a microchip put in its tail / stavljeni su im čipovi u repove
Will be able to catch it and either lock it up permanently or simply destroy the animal / vlasti će biti u mogućnosti njih pronaći i ubiti ih
03:28 - and so, the conclusion from this seems to be / zaključak iz ovoga je
03:31 - men in green, serving in the army, are actually a positive benefit for leopards / vojnici u maskirnim uniformama (dio nepreveden, krivo prevedeno)
03:34 - are actually a positive benefit / predstavljaju pozitivnu stvar
03:39 - because they have been able to protect the area where the leopards live and grow / neprevedeno
03:43 - the men in blue / neprevedeno
03:46 - leopards need to be sure to behave themselves / leopardi moraju biti uzorna ponašanja
03:50 - so they do not get arrested by the police / kako ih oni ne bi mogli uhvatiti

Early days:Advertising

04:03 - Midgley / Mitchely
04:05 - I've been asked to read a couple of speeches to you of the type which I would generally give to student interpreters in the early stages of their training / rečeno mi je da održim nekoliko govora kakve bih inače dao studentima prevoditeljima na samom početku njihovog školovanja
04:14 - this first speech is about advertising / prvi govor tiče se oglašavanja
04:20 - I'm gonna illustrate my argument / objasniti ću vam svoj stav
04:23 - in reference to / na primjeru
04:25 - the advertising of a sleeping pill / promidžbe tablete za spavanje
04:33 - access to so much information / pristup tolikom broju informacija
04:38 - easily arrive at decisions / ne možemo lako zaključiti
04:43 - particularly when the information we are being given is deliberately misleading / iako su informacije kojima smo izloženi namjerno zbnjujućim
04:49 - my argument is / moj **je** stav **je** da

04:50 - in the case of advertising, all the information deliberately misleading / u slučaju oglašavanja...promidžbe su obmanjujuće

04:57 - we would perhaps not take an interest in a product if we were to be given a purely rational and factual argument / vjerojatno ne bismo bili zainteresirani za pro..za neki proizvod ako je promidžba potpuno razumna i stvarna

05:08 - the advertisers / promidžbeni stručnjaci

05:10 - use many resources / neprevedeno

05:11 - to develop arguments which play upon our instincts and emotions / (kako bi) razvili neke taktike i igrali na instinkte i osjećaje

05:17 - I'd like to illustrate this by reference to the tactics deployed by a French pharmaceutical company / htio bih vam spomenuti jedan primjer **u okviru ovog konteksta** ... Francuska farmaceutska kompanija

05:37 - when you're working in a new and foreign market / kada želite plasirati proizvod na strano tržište
local attitudes and culture / **mjesne** stavove i kulture

05:46 - the French company discovered on doing so / francuska je kompanija otkrila je da je

05:48 - the Japanese attitude to sleep / stav Japanaca prema **snu**

05:57 - regarded as a well deserved rest / smatra se...odmorom (dio nepreveden)

05:58 - after a period of work or exertion / nakon nekog perioda kad se radi

06:05 - regarded as a rather unfortunate biological necessity / se smatra kao jedna neugodna potreba

06:10 - in a society where being in a group is extremely important, sleep is also regarded as a period of time in which one is isolated from the group and is therefore sometimes accompanied by rather negative feelings or, indeed feelings of guilt / u...u društvu je...u društvu se san također smatra kao vrijeme kada se izolirate od drugih, pa se nakon toga ... **fragment!**, nedovršeno

06:27 - consequently / neprevedeno

06:28 - the Japanese didn't like to discuss their sleeping problems with doctors / Japanci nisu također htjeli pričati o svojim problemima sa spavanjem s liječnicima

06:35 - doctors are not keen to prescribe sleeping pills / oni nisu htjeli propisati tablete za spavanje

06:40 - as constant activity is deemed to be the ideal situation / neprevedeno

06:42 - refuse to take a product which might reduce their their alertness at work / ne bi htjela vjerojatno uzeti tablete za spavanje budući da su oni jako radišni

06:53 - and therefore the French company decided that it would present its sleeping pill as a tonic / i ova francuska tvrtka plasirala je ovaj proizvod kao tonik

06:59 - as a way of waking up refreshed in the morning after a good night's sleep, ready for a new day of activity / znači nakon što bi to konzumirali, oni bi se probudili svježi

07:05 - this is reflected by the packaging of the product, which shows a young lady in an aerobics suit, looking very dynamic and full of energy / na ambalaži proizvoda prikazana je jedna dama u sportskoj opremi koja **izgleda puna energije** (dio nepreveden; krivi prijevod)

07:14 - the sort of design that in Europe you would probably find on a dietary supplement's package or a package of vitamins / u Europi bi takvo nešto našli na proizvodima za nadomjestak prehrane (krivi prijevod, dijelovi neprevedeni)

07:27 - the marketing men / ova francuska tvrtka

07:28 - transformed this product into it's opposite / promijenila je potpuno taj proizvod

07:32 - to be more exact, they wish us to suspend our critical judgement and believe that it is the opposite of what it really is / ona želi da se mi odrekemo kritičkog suda i da vjerujemo potpuno nešto drugo

07:38 - we are given vast amounts of information / izloženi smo velikom broju informacija

STUDENT #2

1 Errors in interpreting

00:45 - surely / zacijelo zasigurno (ponavljanje, ispravljanja)

00:48 - to function freely / da bi dobro funkcionirali

01:02 - the scholars in the field distinguish the following elements of that shared knowledge. Number one - the knowledge of what is called the world, that is, culture with a big c, literature and art and with a small c, ways customs and traditions of the speech community / nijanse tog polja dakle su... to zajedničko znanje, odnosno znanje o onom što zovemo svijet to je kultura s velikim k odnosno umjetnost i književnost i kultura s malim k, odnosno načini, običaji i tradicije te govorne zajednice

01:21 - number two - we have to have the knowledge of typical speech events, that is, how language is used in such situations as family, school, work, administration, politics, religion, art / zatim tipični, tipični jezični ili govorni događaji, odnosno kako se jezik koristi u određenim situacijama poput u obitelji, školi, poslu, administraciji, politici, vjeri ili umjetnosti

?01:52 - of communication conventions / o konvencijama u komunikaciji

01:54 - that is, what forms of language are used, we should know what forms of language are used in communication / odnosno, kakve...koje načine forme jezika moramo koristiti u komunikaciji

02:01 - factors: the situation / faktorima: o **faktoru** situacije

02:12 - the participants, who talks to whom - this also influences formality / sudionici koji govore kod...koji govore ovisi o...dakle ovisi koliko će formalno govoriti

02:21 - if you talk to your boss, you use more formal language than when you talk to your friend / govori li sa svojim šefom ili sa svojim prijateljem definitivno neće govoriti jednako formalno

02:26 - the subject matter / neprevedeno

02:35 - want to describe, argue or persuade, ask and order / želi li nam nešto objasniti, **obratiti nam pažnju** na nešto ili nam nešto narediti -> skrenuti pažnju! (+izostavljeno)

02:41 - we should be able to recognize this immediately / neprevedeno

?02:43 - the speaker's and hearer's attitude / stav govornika (dio nepreveden)

serious, mock, ironic / ozbiljan ili ironičan

also have the knowledge of discourse !"&#(knowledge of certain typical texts, 02:48 - texts used in conferences / moramo također poznavati govor, znači diskurs nekog posebnog teksta koji se koristi u konferencijama

02:56 - all of the above contextual factors determine / to su svi kontekstualni faktori koji određuju

03:00 - the use of language as communication, that is the styles, from educated to colloquial and standard or registers, among them terminologies in different fields / uporabu jezika kao komunikacije: je li to stil obrazovanih ljudi ili kolokvijalni stil ... ti **substilovi** i različita terminologija različitih polja

03:18 - last, but not least / i na ... posljednje

03:21 - the interpreter / tumač

03:47 - be able to use notation / mora...mora znati koristiti se bilješkama

04:02 - between the two languages and cultures / između dvije...između dva jezika i kulture

04:05 - these problems will be different / ti se problemi javljaju depending on whether we interpret / ovisno prevodimo li

04:09 - we must assume / moramo predstaviti...pretpostaviti

04:21 - a more limited repertoire of styles and registers / ograničeniji repertoar stilova

04:40 - consequently / ali

04:45 - errors mainly at the level of communication: sense, style, register, attitude / prvenstveno pogreške kod stila, stava ili namjere

04:54 - we **may** expect errors at the level of communication plus code / očekujemo pogreške i kod koda i kod različitih komunikacijskih načina

04:59 - how do we define errors? / neprevedeno

05:03 - deviations from the norm / devijacije od norme -> devijacije norme

05:11 - errors in the sense, style, register and attitude / pogreške u smislu, stilu, kontekstu ili stavu

05:18 - give two examples / dat ću vam primjere

05:30 - the attitude of uncertainty on the part of the speaker / nesigurnost od strane govornika

05:37 - impolite / neprijatno

05:52 - but in some circumstances / neprevedeno

05:58 - committed mostly / se najčešće rađaju (o greškama)

06:02 - (naslov) grammatical and lexical errors / to su gramatičke i leksičke greške

06:08 - make numerous errors/ rad...rade...čin...č č čin...često čine pogreške in the use of the article in English

06:19 - word order / neprevedeno

06:32 - correct in Polish, but in English, so it was committed under the influence of Polish, but also probably in simultaneous interpretation because the interpreter was too close to the speaker / točno u poljskom, ali ne i na engleskom jer...a to se često javlja kod simultanog prevođenja zbog...jer je prijevod...prevoditelj bio preblizu govorniku (krivi naglasak) sa svojim prijevodom

06:46 - so, these errors are committed very frequently in simultaneous interpretation / dakle, to je...to se vrlo često javlja kod simultanog prerod...prevođenja

07:02 - there are a number of categories / više je kategorija American guests / američki gost...američki gosti

07:21 - were interpreted / prevest ćemo

07:24 - if somebody is a guest, he's a friend / jer ako je netko prijatelj...gost, onda je i prijatelj

07:32 - this is called generalization - using a superordinate, a more general term / to se zove generalizacija, jer koristimo se superordinatom odnosno više općenitijim terminom

07:43 - causes / razlozi -> uzrok

07:44 - errors in the code may be caused / neprevedeno

07:51 - these are language pair problems / to...dakle...ti problemi jezičnih parova

08:07 - the complex system of tenses in English / kompleksni jezični vremenski sustav (neprevedeno, krivo prevedeno)

08:17 - errors may be also caused by / također se javljaju te greške i zbog

08:21 - in interpretation / pri priv...prevođenju

08:23 - but they are not language-specific, so they are committed both in / one se javljaju i kod

08:30 - gravity of errors / jač...teškoći grešaka, odnosno... -> ozbiljnosti? / fragment

08:41 - errors in the code, in grammar do not necessarily completely block communication / neprevedeno

08:50 - the meaning / značenj...odnosn...značenje

08:59 - Daniel Zee found that, for example/ neprevedeno

09:00 - Francophones / frankofonci -> ?

09:02 - less tolerant to errors / manje tolerantni za greške

09:06 - than Anglophones / od anglofonaca

09:18 - the delegation will come on Friday / delegacija je stigla na...u petak

09:21 - the delegation will come on Saturday / delegacija je stigla u subotu

09:26 - said a completely correct English sentence / iako ste gramatički točno preveli rečenicu

09:31 - to the next dichotomy / sljedeće kategorije

09:35 - overt errors - identifiable errors and covered errors -
unidentifiable errors / to su...to su dakle one koje su vid...vidljive, očite i
one koje su skrivene
09:40 - obviously / neprevedeno
09:45 - not alerted / nije mu privučena pažnja
10:21 - the focus of my lecture/ fokus mog predavanja
10:26 - contact and conflict / konfliktu i slaganju
10:30 - culture / kultura
10:3 - as the source of errors / neprevedeno
10:30 - surely / ali
10:31 - other sources of errors / postoje i druge greške
overloading of the channel / previše informacija koje teče

2 Communion silver

00:12 - in other words / neprevedeno
00:24 - over the centuries / **tokom** stoljeća
00:29 - for not living up to that recommendation of Christ / da jednostavno
nije dostojna tog Isusovog učenja
00:39 - too concerned / previše zabrinuta, previše opterećena
00:49 - the needy / **potrebiti**
00:51 - I want to tell you briefly about / ja ću vam ukratko ispričati
00:55 - has decided to take Christ at his word / odlučila poslušati Kristovu
riječ
01:00 - because / neprevedeno
very precious collection of communion silver, that is, the silverware /
svoju vrijednu kolekciju srebrnin...pričesne srebrnine. To je srebrnina
01:14 - traditionally used / se koristi
01:18 - cups and the plates and the jugs / pehari i posude
01:26 - the proceeds or the most of the proceeds / većinu zarade
01:54 - are indeed in great need / uistinu **potrebiti**
02:18 - 40% of births on the estate are to single mothers / 40% majki je...su
samohrane majke
02:29 - the church already has a ministry among these people / crkva
već...crk...crkveni svećenici već djeluju među ljudima
wants to use the proceeds of the sale from the silver or the sale of the
silver rather to further extend the services that it offers to the people / i
žele dobit iskoristiti na način da još prošire svoje usluge koje daju ljudima
u tome naselju
02:48 - it's already involved, for example, in a breakfast club / oni su
organizirali klub doručaka
02:51 - this is where young kids who leave home in the morning without having
had breakfast for whatever reason have the chance to drop in at the church
and get some breakfast on their way to school / to su doručci za djecu koja
krenu...krenu od kuće bez da su doručkovali i svrate u crkvu kako bi
doručkovali prije doručka...još jedna st..prije škole
03:26 - because drug addiction and drug-related petty crime is another major
scourge on this particular housing estate / i za ljude koji imaju problema s
drogom
03:36 - is the answer / neprevedeno
03:37 - National Museum of Scotland / Nacionalni škotski muzej
03:43 - has already weighed? in with a bid at that price level of 200 000
punds / dao...licitirao na 200 000 funti
03:49 - they're very keen to get their hands on this silver / da...da b...da bi
se voljeli dokopati te zbirke
one of the finest collections still extant / jedna od **najvećih** u Ujedinjenom
Kraljevstvu
03:59 - it dates back to the reign of James II in the 17th century / i **datira**
od vladavine Jamesa **I** iz **16.** stoljeća
04:04 - 18 separate pieces / 18 odvojenih dijelova -> zasebnih
04:11 - let me conclude by saying this / zaključit ću ovime

04:32 - the church roof / crkvenog krova
?04:49 - no exception to that rule / nije nikakva iznimka
05:03 - it's encouraging / vrlo ohrabrujuće

STUDENT #3

1 Notetaking

00:04 - from Elte University / sa Sveučilišta u Budimpešti
00:07 - notetaking in consecutive interpreting / vođenju bilješke
00:17 - in the early days of consecutive interpreting / u konsektivnom prevođenju
00:21 - about memory and notes and the link between the two / **u** pamćenju i **vođenju** bilješki i te...povezivanju toga
00:27 - then about note taking for interpreting, the special features of interpreter's notes / zatim...o nekim... (neprevedeno)
00:33 - about the main functions of note taking / o glavnim funkcijama u vođenju **bilješke**
00:41 - French ceased to be the only language of high-level international communication / Francuska je prestala biti vodeća u komunikacijama
00:44 - when the participants at the Paris Peace Conference insisted on the use of English and later on, English was also used at the conferences of the League of Nations, ILO and so on / tako da se tumačenje zapravo svelo na korištenje engleskog jezika u Ujedinjenim narodima i tako dalje / neprevedeno
00:58 - speeches at that time were up to one hour long / govori s...nakon toga vremena su trajali više od jednog sata
01:05 - as good memory was thought to be a prerequisite of good interpreting / dobro pamćenje je bilo zapravo potrebno za vođenje takvih bilješki
01:15 - notes were considered a sign of weakness / neprevedeno
01:11 - the most prominent interpreters of the day were much admired for their 01:11 - amazing memory capacity and for being able to recall every single word / najprominentniji tumači su bili...su bili primjeri i bil...jako su im se divili zbog sposobnosti prevođenja
01:22 - and if they were lacking in accuracy they could easily make up for it with the help of their wide range in knowledge and excellent oratorical skills / a...no ako su malo i fulali ... /neprevedeno
01:31 - one of the most celebrated / jedan od **napoznatijih**
01:34 - Herbert notes in his diary and I quote / Herbert ... citiram
01:38 - I am grateful that my interpretations were not recorded / **drago** mi je da moje **tumačenje** nije bilo snimljeno
?01:42 - because if I heard them now, I would certainly blush / **je li** zasigurno bih se zarumenio
01:45 - however / neprevedeno
01:49 - and strange as it may sound / ali koliko god čudno **da** zvučalo
01:51 - it was appreciated /to je cijenjeno, ljudi su cijenili to
01:54 - end of quote / neprevedeno
01:55 - it was generally thought that interpreters have to take care of the sense only and the rest would take care of itself / mislilo se da tumači zapravo trebaju ... ne znam / neprevedeno
02:02 - if something has been understood, it will be certainly remembered / ako...ako bi se zapravo nešto razumjelo, to bi bilo zahvaljujući tumaču
02:09 - the benefits of notetaking were recognized only later / neprevedeno
02:14 - the fundamental principles of notetaking were laid down by, first by Rozon?? in 1956 and by Selešković in 1975 / **fundamentalni principi** vođenja bilješke **su ustanovljeni** tis... **66.** godine ... neprevedeno
02:28 - consecutive interpreting of speeches that are longer than 2-3 minutes requires at least some form of notetaking depending on the interpreter's personal needs, expertise and familiarity with the subject/ konsektivno **tumačenje** govora ne bi trebalo trajati... duže od 3 minute zahtijeva sam neku vrstu vođenja bilješki. to zahtijeva **upoznatost** s temom i određene vještine tumača

02:46 - there should be a dynamic balance between memory and notes /
 ravnoteža između vođenja bilješki i pamćenja je sljedeća
 02:53 - the more you can rely on your memory, the fewer notes you will need
 to supplement it and vice versa / što vam je **bolje** pamćenje, možete više
 bilješki **h** zabilježiti
 04:34 - interpreter's notes are for short-term use only / tumačeve bilješke
 se koriste samo za ...kratke...komade govore
 04:45 - they do not contain all information / one ne **trebaju** sadržavati sve
 informacije
 04:48 - not even all important information / **ali** samo one bitne informacije
 04:50 - as some of it will be already encoded in the situational and
 pragmatic context / jer većina tih stvari su zapravo kodirane u situacijama
 05:06 - although there's no single ideal form of notetaking, some practical
 guidelines and ideas have been developed by interpreters in order to improve
 the efficiency of this tool / neke praktične...neke praktične crte za vođenje
 bilješki su...tako da možemo poboljšati vođenje bilješki
 05:18 - these guidelines can serve as a basis for developing their own
 personalized notetaking methods and acquire the skills that are necessary for
 interpreting 5-8 minute speeches consecutively / ove crte...ovi vodiči mogu
 poslužiti za vođenje osobnih bilješki i za unapređenje vještina koje
 koristimo za vođenje bilješki. govori obično traju od 5 do 8 minuta
 05:39 - the quality of interpreting / kvalitetu **govora**
 05:43 - they may become counterproductive, however, if the benefits cannot
 make up for the efforts that they require or if they take up too much of the
 available resources / nisu produktivne ako nam ne pomažu **a ili** ako nam
 uzimaju previše od resursa ili vremena
 05:52 - in such cases / u nekim slučajevima
 05:56 - listening comprehension or target language production would suffer /
 slušanje može...slušanje može **ispaštati**
 06:02 - the interpreter is struggling with her notes / se tumač ne snalazi sa
 vođenjem bilj...sa svojim bilješkama
 06:17 - as there aren't two interpreters who have the same memory content,
 skills and expertise, they don't have identical notetaking needs either /
 tumači trebaju...trbma...tumači nemaju iste sposobnosti, tako da svatko treb...bi
 trebao imati svoju strategiju vođenja bilješki
 06:47 - usability / korisnost
 07:10 - function / svrhu
 07:17 - processing / procesuiranje
 07:34 - facilitates analysis of the speech / nam olakšava govor
 07:39 - links and structure can become clearer and easier to visualize /
 lakše nam je vizualizirati **o** tome što se govori
 07:43 - if one takes notes / ako **imamo** bilješke
 07:47 - it can also support recall / također nam daju neke...neke...

2 Communion silver + Early days: Advertising

00:01 - in the gospels / u evanđelju
 00:04 - enjoins his disciples / govori svojim učenicima
 00:06 - not to lay up treasures for themselves / da ne **skupljaju** blago na
 Zemlji
 00:10 - not to be interested in material wealth, material riches / da se ne
 interesiraju za materijalna bogatstva, za... / fragment
 00:21 - over the centuries / **preko** stoljeća
 00:27 - to that recommendation of Christ / po tim standardima, što ne živi po
 učenjima Krista
 00:33 - that the Christian Church has been too concerned with material wealth
 / da Crkva **se** previše brine materijalnim stvarima
 00:48 - I want to tell you briefly / reći ću vam kratko
 00:50 - it's a church in Scotland / to je crkva...crkva
 00:53 - take Christ at his word / koja je odlučila slijediti Kristovu riječ
 00:59 - has recently decided / je nedavno odlučila **da** proda

Early days: Advertising

01:16 - staff interpreter / tumač
01:19 - I've been asked to read a couple of speeches / reći ću vam nekoliko govora
01:21 - which I would generally give / koje bi inače gov...re...govorio
01:32 - illustrate my argument / **ilustrirat** ću vam neke argumente
01:36 - with reference to the advertising of a sleeping pill / neke...nešto o oglašavanju tablete za spavanje
01:49 - has had access to so much information / nisu imale toliko dostupne informacijama
01:58 - when the information is deliberately misleading / kada se informacije...kada se informacije namjerno mijenjaju...kada ih namjerno mijenjaju...onda...imamo problem
02:07 - my argument is that, in the case of advertising, all the information is deliberately misleading / danas većina informacija su iskrivljene
02:13 - we would perhaps not take an interest in a product if we were to be given a purely rational and factual argument / ne...nećemo toliko često dobiti točne informacije o proizvodima koje kupujemo
02:21 - the advertisers spend a great deal of money and use a great many resources to develop arguments which play upon our instincts and emotions / kada ljudi koriste...ljudi zapravo troše puno novca i puno resursa da bi prodali proizvod, igraju na našu kartu instinkta, na naše osjećaje, koriste razne taktike
02:42 - introduce one of its products to the Japanese market / reklamirati proizvod Japancima
02:49 - the product in question had been on sale for quite some time in Europe / u Europi, recimo... a ne
02:58 - local attitudes / njihove običaje
03:02 - the Japanese attitude to sleep / stav Japanaca o spavanju
03:15 - sleep is regarded as a rather unfortunate biological necessity / to je...san se zapravo gleda...spavanje se gleda tako da je to zapravo samo biološka potreba
03:29 - is also regarded as / zapravo znači
03:33 - therefore sometimes accompanied by rather negative feelings or even feelings of guilt / tako da doživljavate to kao neki negativan osjećaj
03:43 - sleeping problems / **problemima** sa spavanjima
03:46 - are not keen / nisu htjeli
04:04 - and therefore, the French company decided that it would present its sleeping pill as a tonic / kada s...kad je tvrtka reklamirala tablete za spavanje, predstavljene su kao tonik
04:18 - this is reflected by the packaging of the product which shows a young lady in an aerobics suit / **reklama** pokazuje mladu damu
04:31 - on a dietary supplements' package / na reklamamam za neke dijetalne proizvode
04:39 - transform the product into its very opposite / pretvorili proizvod u sasvim nešto drukčije

STUDENT #4

1 Unemployment in the age of mobility

00:04 - about a plane journey I had earlier this year / o putovanju koje sam **imala** ranije ove godine
00:08 - the conversation I had with the passenger next to me / govoru...razgovoru koji sam vodila s putnikom pokraj sebe
00:28 - catching up / nadoknađivali sve... (nedovršeno)
00:41 - and how difficult it is nowadays for young people to find jobs / i kako je teško danas za mlade ljude da pronađu posao
00:47 - with the credit crunch / sa kreditima
01:09 - there's of course the Internet / i naravno **ovdje** je internet

01:16 - people are more easily mobile / ljudi su **pokretljiviji**
01:23 - which is very often a condition for a job / što je **češko prilično** za posao
01:29 - free movement of persons / potpunu slobodu mobility / (u) **pokljetljivosti**
01:47 - joined the European Union / pridložilo...pridružilo Europskoj uniji
01:53 - residence permit / **posjetilačku** dozvolu (krivi izraz, kriva morfologija na hrv)
01:54 - to live there / da bih tamo **radila**
02:08 - if you were applying for white-collar jobs or blue-collar jobs / prijavljujete li se za obične poslove... (krivo prev, nedovršeno)
02:11 - whatever sort of job you were looking for, you needed to go / koji god ste posao **radili**, morali ste proći
02:29 - as long as you are in the European Union, you can move easily from one place to another / možete, dok ste u Europskoj uniji, se kretati lagano od jednog do drugog mjesta (seliti)
02:50 - a strange phenomenon is at hand / čudni fenomen se ovdje odvija
02:58 - on a mission in Australia / u misiji u Australiji
03:09 - for extremely good jobs. Vacancies are there / za jako dobre poslove kojih ima slobodnih mjesta
03:19 - quite a good startin salary / što je poprilično dobar početak
03:22 - for jobs for which no experience was needed / za poslove koje nije bilo potrebno nikakvo iskustvo
03:36 - masses and masses / mnogo
03:47 - it shouldn't be a problem, should it? / to ne bi trebao biti problem (nedovršeno)
03:52 - and I saw / i da sam vidio (govrnik - žena !!!)
04:02 - being the age we are / u doba u kojem jesmo
04:17 - they can stay at home / **možu** ostati kod kuće
04:19 - they have total freedom / imaju **potpuno** slobodu
04:24 - have food provided / imaju obroke
04:33 - I'm happy to tell you / htjela sam vam reći
?04:35 - a 27-year-old young English lady / 27-godišnjakinji mladoj Engleskinji (bez pauze na mjestu gdje je trebao biti zarez)
04:40 - for the last few years has been travelling / putovala
04:46 - she goes fruit-picking in England / krenula je iz Engleske
05:02 - fruit must have been very much aplenty / **bilo** je mnogo voća (veća mora da je bilo jako puno)
05:07 - she will stay some months / ostala je nekoliko mjeseci
05:15 - she will go to Borneo / otišla u Borneo
05:17 - rainforest / prašume
05:21 - money might be short / ako nema novca
05:27 - season will start / počela
05:29 - in a year's time, she will have seen the world, had adventures / u nekoliko godina vidjela je svijet, doživjela pustolovine

2 Globalisation

00:23 - would be much more better off / bili bismo **bolji**
00:36 - few people agree on what globalisation actually is / se zapravo slaže što je globalizacija (oko toga što globalizacija zapravo jest!!!)
00:59 - who brought pasta and spaghetti / doveo tjesteninu i špagete
01:21 - the word / rijet...riječ
01:31 - whatever your feeeling are / kakvi god vaši stajališta bili
01:38 - most people would agree / se ljudi slažu (većina)
02:08 - a massive study undertaken by / je poduzela veliku studiju
02:13 - in the 10 major economies of the world / u 10 najvećih svjetskih **ekonomija**
02:37 - defenders / braniče (obrambene igrače)
03:41 - and we've had linguae francae, if that's the plural, for at least 6 or 7 centuries / a njih smo imali...njih imamo barem 6 ili 7 stoljeća

04:38 - but they won't get all the benefits / ali oni ne dobiju sve koristi
04:42 - they won't get an insight into a whole different way of doing things,
into a whole different culture / ne dobiju uvid u novu kulturu
04:47 - transformational experience / transformativno iskustvo
04:56 - in their own language / u vlastitom jezika
05:03 - which makes some people think that they think the same way as people
who speak English as native speakers / oni misle na isti način koji govore
engleski kao izvorni govornici
05:19 - not everybody understands it / malo ga [ljudi] razumije
05:49 - forefront / prvu crtu
?05:51 - vehicular language / lingua franca
06:21 - have established their own language / su usp...**ustanovili** svoj jezik

STUDENT #5

1 Multitasking

00:07 - I myself am a typical multitasker / rekla bih da ja sam tipični
multitasker
00:23 - my male counterpart / moj dvojnuk
00:31 - monotasker / monotasker
00:34 - and I was interested to hear recently about some researchcarried out
in Stanford University in California / i bila sam... čula sam nedavno
istraživanje koje je provedeno u Kaliforniji
00:59 - it turned out that multitaskers, who think they're doing everything
well, very probably are not / ispostavilo se da multitaskeri misle da
rade...kada misle da rade sve dobro, vjerojatno to ne rade
01:24 - so in effect, they're doing everything rather badly / u stvari, rade
sve, ali vrlo loše
01:28 - is this especially surprising? / to je prilič...iznenađujuće
01:39 - well, you know what it's like sometimes when you're driving and
you're sitting behind somebody in a queue of traffic as I was this morning,
and the person in front, the chap in front in the car, is drinking a cup of
coffee, probably reading the paper at the same time, is on his mobile phone,
is doing an awful lot of things at the same time as driving and it's very
irritating / pa znate kako je nekad kada vozite...kada se vozite i sjedite iza
i kada se vozite iza nekoga ... i kada se onaj ispred vas vozi, pije kavu,
razgovara na mobitel i radi mnogo stvari u isto vrijeme i to je vrlo
iritantno
02:21 - researchers / istraživači (znanstvenici?)
02:24 - keen to find out what was so special and good and positive about
multi tasking / pokazati što je to pozitivno o multitaskingu
02:34 - always very envious of those who could juggle so many tasks at the
same time / i uvijek je bila zavidna na one koji mogu obavljati više poslova
u isto vrijeme
02:54 - and now it turns out that possibly this is not the case at all / no,
ispostavilo je da to uopće nije slučaj
03:27 - trying to work out how to deal with the flow of information / i
pokušavao kako se nositi...pokušavao se nositi sa mnoštvom informacij^{ama}
03:38 - but it's not so as he found out / ali, kao što **je** ispostavilo, to
nije bilo tako

2 Communion silver

00:14 - think of the needs of others / misle na potrebite
00:29 - because many people have said and they still say it today / zato što
puno ljudi je govorilo i danas to rade
00:32 - that the Christian Church has been to concerned with material wealth
da je kršćanska crkva previše...previše se oslanja na skupljanje bogatstva
00:40 - i nije dovoljno...ne brine se dovoljno za siromašne i potrebite

00:55 - because this church has recently decided / jer ta riječ...ta crkva je nedavno odlučila
01:08 - that is traditionally used / koja je tradicionalno korištena (tense)
01:14 - that are used / koji su korišteni
01:50 - are indeed in great need / su vrlo potrebiti
02:14 - 40% of births on the estate are to single mothers / 40% rođenja dolazi od samohranih majki
02:37 - further extend the services that it offers / kako bi raširili aktivnosti kojima se bave
02:53 - have a chance / imaju šansu (priliku)
03:18 - because drug addiction and drug related petty crime / budući da **je** droga i zločini povezani s drogom
05:01 - is trying to take Christ at his word / pokušava slediti Krista u njegovoj riječi

STUDENT #6

1 The grisly story of the cat and the python

00:20 - felt that it at least livened up the otherwise rather boring long summer / htio je s time **razvedriti** ljeto
00:36 - Wilbur / Wilberga
00:40 - fed the cat well / **lijepo** su ga hranili...dobro su ga hranili
00:43 - very, very happy with the cat / zadovoljni s tom mačkom
01:26 - to go and try and find little creatures to kill / i tražiti neke životinje da ubije
02:58 - or which of the animals is to be justified and which not / neću reći ko je...neću opravdavati nijednu životinju
03:07 - this being England, there was a major outpour about the whole event / u Engleskoj je bio veliki...velika stvar ova vijest

2 James Dyson's inventions

00:27 - jobs are being lost / gube se poslovi (ostaje se bez poslova)
00:30 - I was quite pleased to see quite recently when I read an article / zato sam **zadovoljan bio** kad sam pročitao članak
00:39 - thinking about increasing its staff / o tome da poveća svoje...svoje zaposlenike...poveća broj
00:48 - to double its staff / udvostručiti svoje zaposlenike
01:01 - was founded by the British inventor James Dyson / to je tvrtka koja je osnovana od britanskog...Britanca Jamesa Dysona (pasiv)
01:18 - which you may well own / koji možete čak i posjedovati
01:36 - that old-fashioned vacuum cleaners / iz razloga **jer**
01:41 - very easily get clogged up / a oni se crlo često zaštopaju...začepe
02:07 - take out the bag that collects rubbish / **odstranjive** vrećice
02:18 - bags that you have to keep on emptying / koje se moraju **ispražnjavati**
02:24 - centrifugal forces / centrifugalne sile (jednina umj množina)
02 :48 - it actually uses less energy / i koristi manje energije troši manje energije
02:52 - when Mr Dyson came up with is idea / kada je on izmislio...kada je došao do te ideje
03:01 - nobody was interested / nitko nije bio...nikoga to nije zanimalo
03:23 - Dyson has invented quite a number of other things besides his vacuum cleaner / Dyson je izumio još nekoliko stvari **osim** toga usisavača
03:30 - and you may well have seen at least one of them / vjerojatno ste vidjeli barem jedan **taj** izum
04:05 - inefficient / nesposobnima
04:39 - takes away 99.9 % of all the bacteria in the air / **oduzima** 99% svih bakterija iz zraka
04:59 - two blades of air / dvije oštrice takozvane zraka

STUDENT #7

1 President Bush and Katrina

00:07 - because / zato što se...zato što je
00:23 - following in the steps of president George Bush / slijedio je korake predsjednika Georgea Busha
00:33 - there are lots of reasons / bilo je mnogo razloga

2 Common fisheries policy

00:27 - may well have to interpret in / da može interpretirati
01:20 - but because it's a compromise, nobody is very happy with it / ali zbog toga što je to kompromis, nitko nije zadovoljan s njim
01:37 - too many fish / više riba
01:46 - their interests / njihov interes (množina!)
01:55 - the problems in the Common Fisheries Policy / problemi u... sa zajedničkom ribarskom politikom... (fragment!)
02:06 - that sounds like a big word / to znači kao velika riječ
03:08 - in an industry which, otherwise, left to its own devices would probably not be profitable / i industriju koja inače prepuštena sama sebi i nije profitabilna
03:35 - overfished / istrebljeno...istrebljeno lovom (preizlovljeno)
03:51 - haven't even had time to reproduce / nisu imali vremena reproducirati se (razmnožavati se)
04:05 - obviously, that has meant that the North Sea cod stock has been brought to the very brink of collapse / očito to je značilo da Sjeverno...da zalihe bakalara u Sjevernom moru je pred propašću

STUDENT #8

1 Maoris and Aborigines

00:53 - by the European settlers / od strane europskih kolonizatora
02:34 - no technology to speak of / nisu imali tehnologiju o kojoj bi se moglo govoriti
02:46 - very accomplished from an aesthetic point of view / vrlo lijepi s estetskog stajališta
03:25 - one of the major distinctions for the Europeans / mnoge razlike za Europljane
03:53 - Aborigines / Australci
03:54 - were seen as / su viđeni kao (pasiv!)
03:58 - unable to defend themselves / i nesposobni boriti se (frazo!)
04:28 - a legal concept / pravni koncept
04:31 - they basically declared all of the Australian territory / deklarirali su australsku zemlju
04:47 - the Maoris were much more advanced / Maori su bili mnogo razvijeniji
04:53 - sign a treaty / potpisati ugovor
07:44 - think of training interpreters / sjetili treniranja prevoditelja

2 Globalisation

00:08 - globalisation is, depending on the way you stand, something absolutely wonderful / globalizacija, ovisi o vašem pogledu, je nešto predivno
00:47 - it's simply a continuation of the growing internationalization / da je to samo kontinuitet
00:50 - ever since the Phoenicians were trading around the Mediterranean ono što je traje još od doba Feničana
01:35 - and whatever your feelings / i kako god se osjećate **naspram njoj**

02:08 - a massive study undertaken by a company called ISR / veliko istraživanje od strane tvrtke ISR
02:18 - and the conclusions of the consultants who undertook that study, they were no surprise to me, perhaps they'll be no surprise to you - there is no such thing as a common culture / i zaključak je...koji nije iznenađujuć...da ne postoji zajednička kultura
02:35 - you don't want / ne zdjerimo
02:45 - put together / spojiti zajedno
03:02 - everybody speaks English / svi govole engleski

STUDENT #9

1 Notetaking

00:22 - then about memory and notes and the link between the two /zatim o bilješkama i povezanosti s njima i memorijom
00:33 - the main fuctions / glavnoj funkciji
00:46 - peace conference / mirovniske...mirovne konferencije
00:52 - 0 / engleski postao standardnim govorom
00:57 - speeches at that time were up to one hour long / govori su tada bili dugi i do jednog sata
01:01 - and had to be interpreted consecutively / i morali su biti prevedeni konsektivno
01:05 - as good memory was thought to be a prerequisite of good interpreting / smatralo se dobrim i mati dobro pamćenje
01:35 - Jean Herbert notes in his diary / Jean Herbert **i** koji je rekao da je
01:38 - I quote: "I'm grateful that my interpretations were not recorded, because if I heard them now, I would certainly blush" / rekao da je zahvalan što ne čuje danas svoje govore što nisu zabilježeni sigurno bi se posramio
01:55 - it was generally thought / smatra se da
02:00 - the rest would take care of itself/ a ostatak će se pobrinuti sam od sebe
02:02 - if something has been understood, it will be certainly remembered / ako se nešto shvati i razumije sigurno će se toga sjećati
02:15 - and the fundamental principles of notetaking were laid by - first by Rozon in 1956 / a temelje su položili Rozon iz...u...s '56.
02:29 - the consecutive interpretation of speeches that are longer than 2-3 minutes requires at least some form of notetaking / konsektivno prevodenje govora, koje je duže od tri minute, zahtijeva vođenje...barem neki oblik vođenja bilježaka
02:49 - between memory and notes / između **memorije** i bilježaka
02:52- the more you can rely on your memory, the fewer notes you will need / što više koristite pamćenje, manje ćete bilježaka pisati
04:00 - for instance / najprije
04:08 - add or detract anything / niti išta dodavati ili **micati**
04:28 - to be used by the same person / koju će...i te bilješke će koristiti samo jedna osoba
04:44 - they do not contain all information / ne **moraju** sadržavati sve informacije
04:56 - and other parts / i ostali dijelovi...i ostalih dijelova
05:11 - some practical guidelines and ideas have been developed by interpreters in order to improve the efficiency of this tool / neki su pokušavali napraviti sustave
05:16 - for newcomers to the profession / za mlade prevoditelje
05:18 - these guidelines / ovi sustavi
05:20 - for developing their own personalized notetaking methods / za razvoj vlastitih **personaliziranih** metoda bilježenja
05:46 - if / ako se...ako s...ako s...ako ih
05:56 - target language production / zabilježavanje
05:58 - just because the interpreter is struggling with her notes / samo zato što se go...prevoditelj...prevoditelj se zakomplicira

06:09 - notetaking must serve actual needs / bilježenje mora služiti potrebama
06:16 - as there aren't two interpreters who have the same memory content, skills and expertise, they don't have identical notetaking needs either / i razlikuju se od...razlikuju se od prevoditelja do prevoditelja nitko nema jednaki način bilježenja
07:36 - links and structure can become clearer and easier to visualize if one takes notes / veze i strukture mogu biti lakše i lakše se povezivati ako se vode bilješke
07:45 - it can also support recall / može poboljšati prisjećanje
08:06 - that are mostly to be transcoded rather than interpreted and should not be kept in the cognitive store as they hardly need second reprocessing / koji se uglavnom trebaju **prebaciti** i oni se **drže** u tom kognitivnom spremištu
08:21 - inconsistencies within the speech / nedosljednosti u govora

2 Early days: Big Brother (AD HOC)

00:30 - I point this out to anyone who doesn't know about what Big Brother means / ne znam postoji li netko što uopće zna...da zna što uopće znači Big Brother
00:58 - wants to get as many viewers as possible / želi ostvariti što veću gledanost
01:01 - the programmes that they put on are sometimes extremely costly / programe koje **prezentiraju** ponekad znaju biti vrlo skupi
01:17 - they're all after the same viewing public / svi teže ka istoj publici, žele ju osvojiti
01:37 - I read enough about it / nisam ni čitala o tome
01:45 - and have their every activity filmed / i da zajedno dijele svoje aktivnosti
01:50 - at the end of a certain period / na kraju određenog **perioda vremena**
02:44 - it was instantly taken up and converted into something similar in other countries / odmah je postao pretvoren u nešto...u sličan program u drugim zemljama
03:23 - with the result that everybody wanted to watch it, and those who didn't were forced to read about it in the papers / kao rezultat, svi su htjeli gledati i čitati o tome u novinama (?)

STUDENT #10

1 Energy

00:28 - one of the very interesting talks / jedan od intere...zanimljivih govora
00:39 - what is almost always overlooked in that statement is that conventional energies are heavily subsidized / ono što se izostavlja je da konvencionalne energije se potiču
01:00 - they would be accused of being highly subsidized / pošto su one puno poticane
01:13 - in many places in the country / u mnogim zemljama
01:23 - fair price compensation / pravedna kompenzacija za pravednu cijenu
01:28 - it was first started in the city of Aachen, where was a brainstorm of a man there, who created the NGO that I work for / u Aachenu je jedan čovjek imao genijalnu ideju, koji je i osnovao ovu udrugu
02:06 - and the price of somebody who put solar panels on their roof / a cijena nekoga tko je postavio solarne panele na krov bila bi oko dvije marke
02:33 - a number of producers who would install would be paid by electricity companies not 40 pfennings, but instead the full 2 marks / broj potrošača koji su instalirali solarne panele ne bi platili 40 panela...40 pfeninga
03:09 - make the prices go down / pa bi cijena pala
03:19 - barely twice the normal price / što je duplo više nego konvencionalna energija

04:33 - I live in the country of Belgium(?) / u zemlji u kojoj ja živim u Belgiji

04:45 - confuse light and heat / zamjenjuju svjetlost i toplinu

2 Humans vs Planet Earth

00:15 - economy everywhere was in trouble / ekonomija svuda je bila u krizi

00:58 - and this again focused on human mortality, focused people's thoughts on how long will any of us be here, in fact, in the long run / i naša smrtnost koncentrirala nas je na loše stvari

01:13 - with ideas / sa stvarima

01:14 - that started to surface / koje su počele polako isplivati na površinu

01:32 - fast-acting virus / virus koji se brzo širi

01:35 - when it first appears / kada se prvi put pojavljuje

01:37 - it seems to be quite benign / ne čini se tako opasnim

01:39 - it can live alongside other forms of life / može živjeti sa drugim životinjama

01:47 - any damage that it does cause can anyway be regenerated or replaced by the host organism that has been infected with this disease / i štete koje nanosi organizam može lako preživjeti

01:56 - but this virus is greedy / ali ovaj virus je jako... želi više

02:03 - it consumes and it wants more and more / želi više konzumirati sve više i više

02:12 - or with which it shares resources / i s kojima š... (nedovršena rečenica)

02:19 - it consumes resources that have taken a long time to create / konzumira resurse koji s... dugo trebaju da se... da nastanu i da se zamijene

02:41 - it attacks itself - different strains battle against each other / napada samoga sebe, znači - vrste ratuju međusobno

02:49 - it's so hungry for resources that different parts of the virus will consume other parts of the virus / toliko je gladno za resursima da će jedni virusi napasti pojesti jedni druge i tako... (nedovršeno)

03:08 - one strain of it could be bred stronger so that it will defeat all other strains / tako da će jedna vrsta pobijediti druge

03:16 - will consume more resources than its host body can supply or than can be regenerated / može pojesti sve resurse koje organizam ne može više nadoknaditi

03:22 - it doesn't make much difference / i to neće naravno biti nikakva razlika

03:29 - from its first appearance, it appears to be / kad se prvi put pojavio (točno: na prvi pogled se čini)

03:33 - appears to be only small and not very large in number / činio se samo mal i ne velik u broju

03:37 - rapidly it grows and grows and expands, there's more and more appearances of it / ali brzo se **širio** i svuda se **pojavio**

03:50 - it has notable effects / postoje i... (neprevedeno)

03:54 - it attacks like a fever / napada kao... (-II-)

04:09 - weakened by the effects of the virus / ili uništeni, oslabljeni **efektima** virusa

04:31 - a organism postaje...postaje nemoguće da...da ih nadomjesti

04:50 - to live within the host organism / da nastavi život na **na** organizmu

04:55 - the virus looks to jump to other bodies / virus **se želi...želi** inficirati i druge organizme

06:18 - the actions of humans on the planet Earth are remarkably similar to the actions of... / **ono** što ljudi rade na Zemlji veoma **su slični** onome čemu...onome što rade

06:42 - one day, in the distant future, once we have wiped ourselves out / jednog dana u dalekoj budućnosti kad smo sami sebe uništili

06:51 - but it will still be here in some form or another / ali postojati će u jednom ili drugačijem obliku

STUDENT #11

1 Maoris and Aborigines

- 00:28 - because there were other people already living in these territories / jer je već na tim teritorijima živjelo ljudi
- 00:43 - the treatment given to these populations by the European settlers was quite different / tretman koji su ove populacije dobile od Europljana bili su različiti
- 01:39 - meeting houses, which **fulfilled** a similar purpose as our modern churches do / zgrade za sastanke, **koje su...** koje **ispunjavaju** sličnu **svrhu** kao današnje crkve
- 02:16 - to make these clothes more complex and resplendent / da naprave ovu odjeću složenijom i sjajnijom blještavijom
- 03:14 - sail them for such a distance / da plovite na tolike daljine udaljenosti
- 03:25 - one of the major distinctions for the Europeans - for the British, in fact, because it was the British who colonized both New Zealand and Australia / jedna od glavnih razlika za Europljane, odnosno **Britanaca**, jer Britanci su zapravo oni koji su kolonizirali Australiju
- 03:33 - one of the major factors was that the Aborigines were unable to resist in face of armed struggle / jedan od glavnih faktora je taj da su da Aboridžini nisu mogli se oduprijeti u oružanoj borbi
- 03:43 - whereas the Maori fought long and hard / **gdje** su se Maori borili
- 04:06 - this just goes to show how the British colonial authorities were very hypocritical / ovo samo pokazuje da britanska kolonijalna vlast je bila vrlo licemjerna
- 04:25 - they invented a legal concept **već** (nego!) su izmislili leg...zakonodavni koncept
- 04:29 - they basically declared all of the Australian territory terra nullius / kojim oduzimaju...kojim su proglasili cijelo...cijeli australski teritorij terrom nullius
- 04:33 - which is a Latin term for no man's land / (proglasili) terrom nullius, **koji** je latinski termin izraz za ničiju zemlju
- 04:49 - so, after the series of wars, the British had to sign a treaty with the Maoris / pa nakon serija ratova Britanci su morali potpisati sporazum sa Maorima
- 05:04 - full exclusive and undisturbed possession of the land, which sounds very nice - but it didn't happen / potpuno vlasništvo nad zemljom, **koji** zvuči vrlo lijepo
- 05:28 - a 150 years after the Treaty was signed / 30 godina nakon što je sporazum potpisan
- 06:26 - but what technology they had was quite sophisticated / ali to malo tehnologije što su imali **bila** je vrlo sofisticirana
- 06:47 - that western technology was never able to produce anything of the sort / da zapadnjačka tehnologija...civilizacija nikad nije mogla tako nešto proizvesti
- 07:02 - they had no social hierarchy / oni nisu imali nikakvu socijalnu hijerarhiju...društvenu hijerarhiju
- 07:05 - whereas the Maori had war leaders / gdje su Maori imali vođe
- 07:10 - the Maori spoke the same language / Maori su govorili iste jezike
- 07:13 - the Aborigines spoke lots and lots of very different languages / Aboridžini su govorili puno, puno različitih jezika
- 07:40 - it's a pity they didn't think of training interpreters / šteta da se nisu sjetili uvježbanih prevoditelja

2 Weapons of mass-destruction

- 00:19 - five days before my first son was born / pet dana prije mog...prije nego je moj sa...sin rođen

00:25 - in March / u travnju
01:22 - or WMDs / ili skraćeno...da...
01:41 - joined him in this war on terror / koji im se pridružio u ovom ratu u terorizmu
01:53 - believed that there were weapons of mass destruction / vjerovao da je oružje masovnog uništenja po...da su postojali
02:52 - Roman armies were specialists in similar sabotage/ rimska vojska bila je koristila je takve sabotaze
02:57 - they, for example, used to poison the water supply / otrovali su zalihe vode svog neprijatelja
03:57 - whether purposeful or not, these biological diseases were more effective than any weapons could have been / svjesno ili ne, ove biološke...ove bolesti bile su učinkovitije od bilo kojeg drugog oružja
04:29 - they bombed 11 Chinese cities with bombs which contained the plague typhoid / bombardirali su 11 kineskih gradova **sa** bombama koje su **sastojale** kugu i tifus
04:55 - the Japanese also, in their prisoner-of-war camps, infected prisoners with diseases / Japanci su zatočeni u logorima bili zarazivani ovim bolestima
05:04 - about three thousand people died through being infected with these diseases / tri tisuće ljudi umrlo je zaraženi ovim bolestima
06:12 - that couldn't be further from the truth / to ne bi moralo biti istina

STUDENT #12

1 Multitasking

01:01 - it turned out that multitaskers, who think they're doing everything well, very probably are not / ispalo je da ti multitaskeri vrlo često to ne rade više zadataka odjednom, nego više stvari rade ali nekvalitetno
01:17 - they are easily distracted / vrlo jedn...v...ih... je lako odvratiti pozornost
?01:22 - in effect / zapravo
01:33 -if we, like myself, feel we are the multitaskers and that we're doing a good job / ako smo... ako se... tako radimo na taj način multitaskinga
02:11 - is this news / je li ovo novo
03:39 - but it's not so, as he found out / ali nije saznao
03:42 - He said, at a press conference / Rekao je na press konferenciji (neprirodna inverzija)
03:54 - the moral of the story / glavna poruka basne (pouka!)

2 Knowledge in Interpreting

00:53 - you have to like to know how things work or what's going on around you / kako biste znali gdje potražiti informacije, kako bi vas zanimalo ono što se oko vas događa
05:21 - interpersonal skills / interpersonalne vještine

STUDENT #13

1 Biofuels

00:18 - how high the costs of climate related disasters could be / koliko su visoke cijene klimatskih promjena
00:42 - it is certain that renewable energy will play an important role / sigurno je da obnovljivi izvori energije **će** igrati važnu ulogu
01:06 - with access to energy / mogućnost pristupu energije milijunima ljudi
01:47 - this has terrible **effects** on economic growth / to ima strašne **posljedice na** gospodarski rast
02:43 - this is against the principle of sustainable development / to se protivi načelo održivog razvoja

2 The most remote hotel in Australia is on sale

01:17 - in Australia a place has come up for sale, which is called the Birdsville hotel / u Australiji je jedan na prodaji **jedan** hotel Birdsville's Hotel

02:01 + 02:09 - you might think that / možda mislite + you'd be wrong / bili biste u krivu

02:25 - living out their Crocodile Dundee escapist fantasies of getting through the wilderness and being really far away from everything / tamo maštaju poput krokodila Dundeeja o bijegu i da su što dalje od svega

03:11 - and the number of staff employed rises from the usual 6 up to 60 people working there / i njihovo osoblje tad od šest osoba prijeđe na će se povećat čak na 60

03:18 - so far, the owner, who is selling the property, hasn't put a price on the Birdsville Hotel / dosad vlasnik koji ga prodaje nije stavio još cijenu

03:39 - to take possession of the one place in the world that could clearly be described as the most away that you could possibly get / da u posjedu imate jedino mjesto na svijetu koje je najudaljenije na svijetu

03:45 - although having got that far away, do bear in mind that you'll be sharing the place with 700 people every evening / i ako tako daleko odete, budite svjesni da ćete svako veče tamo dijeliti taj prostor s nekoliko stotina ljudi

STUDENT #14

1 Red Cross and Red Crescent

03:08 - and as a result they **are** subject to respective laws of these countries / i kao takav zapravo **je** podložan zakonima te države

03:58 - operate on a global scale and within this all societies have equal status and share equal responsibilities / rade na svjetskoj razini i kao takav sva društva imaju sve države imaju isti status i dijele iste odgovornosti

2 Speech repository

01:33 - and that is that speeches, unlike wine, do not age very well / a to je da su govori, za razliku od vina, ... ne postaju sve bolji vremenom

02:15 - it's not necessary to go all the way back to ancient Greece / možemo u staru Grčku

02:23 - when all young boys studied the art of rhetoric / gdje su mladići **svi** učili umijeće govorništva

04:07 - with very few exceptions, most speeches today by politicians / sve malo je iznimaka mnogi govori koje daju političari

04:10 - they're really designed to please as many people as possible / ti govori samo žele udovoljiti ljude

05:24 - at the same time / u to vrijeme

STUDENT #15

1 India untouchables

00:13 - in India, cast discrimination is forbidden by constitution / u Indija kastna diskriminacija na osnovi kaste je zabranjena na osnovi ustava

00:20 - discrimination against the 160 million untouchables in this country is technically illegal / diskriminacija na 160 milijuna je tehnički zabranjena

01:31 - from the thigs / iz bokova

01:51 - these persons are considered to be too polluted too impure to rank as real human beings / smatraju se zagađenima i nečistima da bi se mogli nazivati pravim ljudskim bićima

02:12 - untouchables are shunned by the other people, they are insulted, they are banned from temples / nedodirivljice su...klone ih se, oni su izbaciva...izbaciva ih se iz hramova

02:24 - and they eat and drink separately in public places / i jedu posebno u javnim prostorima

03:02 - hinduism, which is the religion of 80 percent of the population, governs daily life with very, very rigid rules / hinduisti upravljaju svoje živote prema vrlo strogim pravilima

04:18 - they do works which involve physical contact with the various bodily products, which the others wouldn't like to touch - excrements, blood et cetera / jer nitko ne želi da oni dođu u neki kontakt sa stvarima koje bi netko poslije mogao dirati

04:45 - they are right to say that the most visible forms of discrimination disappeared in the meantime. It's true that, at least in the public sphere, untouchables are less obviously discriminated / neki kažu da su najznačajniji izvori diskriminacije nestali, ali u javnoj sferi oni su ipak diskriminirani

2 Early days - Advertising

00:57 - we would perhaps not take an interest in a product if we were to be given a purely rational and factual argument / možda nas **neće zanimati taj** proizvod ako nam se da racionalan zaključak

02:03 - in Japan, sleep is regarded as a rather unfortunate biological necessity / u Japanu je spavanje smatralo kao biološka potreba

02:55 - a tonik, as a way of waking up refreshed in the morning after a good night's sleep, ready for a new day of activity / tonik, koji može razbuditi vas i pripremiti vas za nove aktivnosti

STUDENT #16

1 Children - asset or liability?

00:35 - children would be sent to fetch water / mogla su ići po vodu

04:50 - it would seem that the elimination of the productive role of children has turned them from being an asset to a liability / čini se da ukidanje produktivne uloge djece se promijenila iz blagoslova u teret

06:42 - bragging about their offsprings' achievements / kako se hvali o postignućima svojim djeceta

2 Weapons of mass-destruction

00:06 - and particularly not very good at remembering when various wars started or finished / a posebno ne pamtim dobro kada su pojedini ratovi započeli i završili

01:57 - even if he was later proved wrong / iako se kasnije pokazalo da je bio u krivom

02:34 - they're fascinated and scared at the same time of the power of these chemical and biological weapons / njih to istovremeno fascinira i plaši snaga toga oružja

02:42 - going back a long way in history, we'll see that this was the case even back in Roman times / da se vratimo daleko u prošlost, vidjet ćemo da je to bio slučaj i u rimsko doba

05:21 - the American government set up a laboratory to investigate the development and use of biological weapons / američka vlada je osnovala laboratorij koji će istraživati i razvijati biološko oružje

STUDENT #17

1 India untouchables

01:50 - these persons are considered to be too polluted and too impure to rank as real human beings / ovi ljudi smatraju se onečišćenim i nečistim od ostalih pravih ljudi

03:18 - this means that that child is condemned to be unclean / to znači da to dijete će biti osuđeno na nečistost

06:13 - there are 160 million untouchables in India and they are discriminated on an every day basis / 160 milijuna nedodirljivih u Indiji je diskriminirano na... svakodnevno

2 James Dyson's inventions

-

STUDENT #18

1 Errors in interpreting

06:36 - because the interpreter was too close to the speaker / i tumač se pokušava približiti ovdje govorniku

06:42 - these errors are committed very frequently / ove su greške su počinjene vrlo često

2 Speech repository

04:43 - concerning race relations in the United States / o rasnim odnosima u SAD-u

STUDENT #19

1 United Airlines rewards fittest people

01:58 - simply cannot stop eating cheeseburgers / ne može prestati cheeseburger

02:24 - two thirds of the population of the United States of America is clinically overweight / dvije trećine stanovništva Velike Britanije i američke je klinički pretiilo

02:51 - flying is anyway uncomfortable, it's not really a big deal. whatever you do, however you travel you're going to be reasonably uncomfortable. And perhaps penalizing people who are overweight isn't the solution. / bilo kakvo putovanje samo po sebi neudobno, a da bi krivili to na ljude koji su pretiili, nije nikakvo rješenje

2 Multilingualism

01:11 - that is reinforced on the one side by the other half of the PINSAs movement, which says: "Well, anyway, we're not very good at learning languages" / s jedne strane je to potaknuto da Englezi jednostavno nisu dobri u učenju stranih jezika

02:16 - who devised a very simple test / koji je osmislio jedan običan test