Interpreting -ing forms and passive structures from English into Croatian

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Interpreting –ing Forms and Passive Structures from English into Croatian

Diplomski rad

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Abstract:

The aim of this paper is to present an array of grammatical structures in Croatian which could be used when interpreting English –ing forms and passive structures. We have chosen these structures because in Croatian often there are no straightforward grammatical structures with equivalent functions. Our task is to find form-based strategies for interpretation of –ing forms and passive structures. As for the passive structures, expected interpretations include the two most common Croatian structures: (i) auxiliary verb 'to be' + 'glagolski pridjev trpni' with or without agent, and (ii) verb + 'čestica 'se'' structure. As for the –ing forms, things are not that simple, but generally saying, those functioning as gerunds are in Croatian comparable to 'glagolska imenica', those functioning as present participles as premodifications to 'glagolski prilog sadašnji', those functioning as postmodifications to relative clauses, and -ing clauses to 'glagolski prilog prošli' or to different types of complex clauses. Our results are based on a corpus compiled from graduate students' simultaneous interpretations of short speeches made by professional interpreters working for European institutions. An interesting fact was that only on five occasions did the student interpreters opt for 'glagolska imenica', on three occasions for 'glagolski prilog sadašnji', and on zero occasions for 'glagolski prilog prošli' when interpreting –ing forms. Regarding passive structures, the most generic form of passive in Croatian, auxiliary verb 'to be' + 'glagolski pridjev trpni' with a specified agent, was used only once by a student interpreter.

Key words: simultaneous interpreting, form-based strategies, -ing forms, passive structures

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1. Introduction

1.1. Aim of the paper

The aim of this paper is to present an array of grammatical structures in Croatian which could be used when interpreting English –ing forms and passive structures. The reason we opted for those particular English language structures is very simple: often there are no straightforward equivalent grammatical structures in Croatian for them or even if there are, as it is the case with, e.g. passives, they do not sound as natural in Croatian as they do in English. Passive is not that common in Croatian as it is in English, and since –ing structures can be both present participles and gerunds, and they can function as pre- and postmodifications, we cannot simply say that they are always interchangeable with a simple Croatian language structure, so it often happens that student interpreters have problems rendering an appropriate utterance or they simply try to avoid interpreting them. Also, sometimes they can choose between several structures, as it is case with e.g. –ing participle clauses, so getting to know different translation possibilities could be useful in their training.

1.2. Motivation and research hypothesis

Simultaneous interpreting is a cognitive activity, and interpreters' task is anything but a menial one: they are required to both listen to the input and to reproduce the output in a very short time span. That is a reason why the analysis of different grammatical structures could be of great benefit in student interpreters' training. The same way a new word can be learned, so can grammatical structures, or better, they can be stored in mind to ease and quicken their rendition.

Most of the strategies which can be found in interpreting books are meaning-based, and our task is to find form-based strategies for interpretation of –ing forms and passive structures. As for the passive structures, expected interpretations include the two most common Croatian structures: (i) auxiliary verb 'to be' + 'glagolski pridjev trpni' with and/or without agent, and (ii) verb + 'čestica 'se'' structure. As for the –ing forms, things are not that simple, but generally saying, those functioning as gerunds are in Croatian comparable to 'glagolska imenica', and those functioning as present participles as premodifications to 'glagolski prilog sadašnji', those functioning as postmodifications to relative clauses, and -ing clauses to 'glagolski prilog prošli' or to different types of complex clauses.

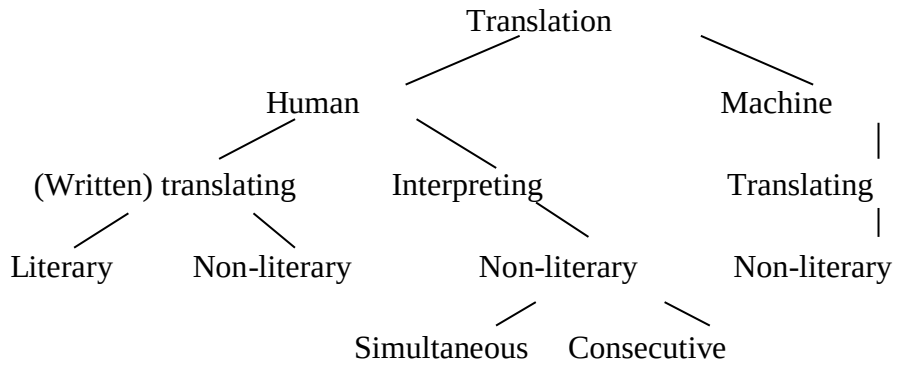
Our research hypothesis was: *the most common ways of interpreting -ing forms and passive structures should also be the most frequent ways.* By 'the most common' we mean the above-mentioned expected structures, structures which can be found in grammars, which first come to mind when we think of e.g. passive in Croatian ((i) auxiliary verb 'to be' + 'glagolski pridjev trpni' with and/or without agent, and (ii) verb + 'čestica 'se'' structure), where by 'the most frequent' we mean most frequently occurring in our corpus. We have compiled a corpus from graduate students' simultaneous interpretations of short speeches made by professional interpreters working for European institutions to prove (or possibly disprove) our hypothesis. Our research has shown that our initial hypothesis was incorrect, and that some of the common ways of interpreting –ing forms and passive structures were not always most frequently used in the corpus examined.

2. Theoretical framework

2.1. Simultaneous interpreting

In this subchapter we will discuss types of translation, focusing on interpreting, i.e. simultaneous interpreting. Although "in the history of translation, interpreting came before (written) translating[1]" (Ivir 1978a: 25), nowadays the term 'translation' is used as a hyperonym for both written and oral translating (interpreting). To explain what interpreting, and to be more precise, simultaneous interpreting is, we will shortly present all types of translation as found in Ivir's *Teorija i tehnika prevođenja*.

Figure 1. Types of translation (Ivir 1978a: 25)



This division of types of translation dates back to 1978, but is still quite up-to-date. As shown in the figure, translation can be performed by humans and machines (computers), where written translating can be literary and non-literary. Interpreting is, on the other hand, described as almost exclusively non-literary, (although it is not impossible to perform literary interpreting since there are different types of literary texts, some of which are more figurative than the others, but if ever, those occasions are rare), and is divided in two working modes: simultaneous and consecutive. Machine-aided translation is presented as non-literary, which is understandable since we still do not possess computer programs able to recognize figures of speech, but the possibility of which is not excluded in the future.

Now, as we have explained the basic types of translation, we can turn to interpreting, i.e. to simultaneous interpreting. "Most fundamentally, interpreting can be viewed as translation" (Pöchhacker 2004: 51), and put simply, it is "the oral translation of oral discourse" (Gile 2001:

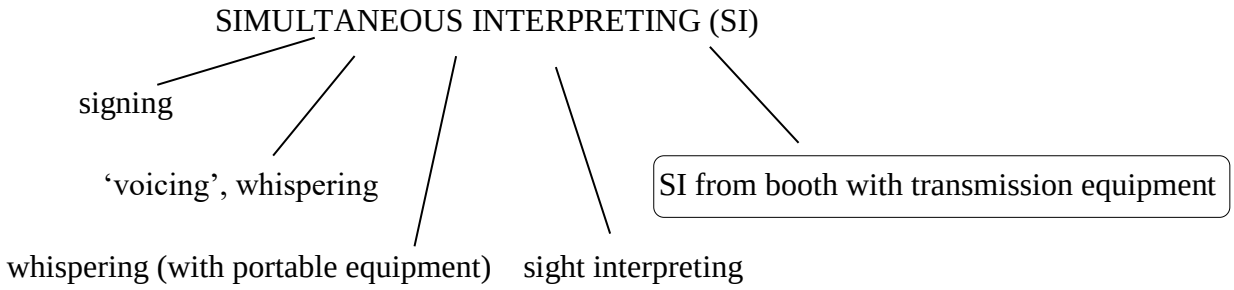
[1] Translation from Croatian, where the word 'translation' is used both for the hyperonym and the hyponym 'written translating', whereas 'interpreting' is called 'oral translating'.

41), which is exactly what "laypeople may come up with if asked" what interpreting is (Schäffner 2004: 1), but some more "specific criteria would include a time factor and the availability of the source text: interpreters get only one attempt at producing the target text as output, there is no possibility for consulting tools, and only a very limited possibility for correcting the output" (Schäffner 2004: 9). In the technical sense, there are two ways to conceptualize interpreting: "(i) as a set of cognitive information processing operations (like those in a computer), such as speech recognition, memory storage and verbal output generation, and (ii) as a communicative activity, where interpreting is seen as a combined listening and speaking activity to enable communication" (Pöchhacker 2004: 53). The role of an interpreter is "to provide the requisite explanations or even to change the original speaker's references in order to overcome "cultural difficulties", which would mean that an interpreter is a cultural mediator (Pöchhacker 2004: 59).

There are "specialized forms of professional interpreting, and these are: business interpreting, conference interpreting, court interpreting, community, and sign language interpreting" (Gile 2001: 41). The transmission equipment, which was developed in the 1920s, enabled interpreters to work simultaneously, so it became important to distinguish between two modes of conference interpreting: consecutive interpreting (after the source-language utterance) and simultaneous interpreting (as the source-language text is being presented) (Pöchhacker 2004: 18). In simultaneous interpreting, "the interpreter sits in an interpreting booth, listens to the speaker through a headset and interprets into a microphone while listening. Delegates in the conference room listen to the target-language version through a headset" (Gile 2001: 41). Basically, the technical equipment functions to avoid the mixing of source- and target-language messages in the acoustic channel (Pöchhacker 2004: 21). Although 'simultaneous interpreting' is often used as shorthand for 'spoken language interpreting with the use of simultaneous interpreting equipment (microphone and headset receivers) in a sound-proof booth' (Pöchhacker 2004:19), there are also more forms of simultaneous interpreting: signing, or sign language interpreting ("interpreters can start their output before the end of the source-language message"), 'voicing', or whispering ("interpreter is speaking in a low voice to a single one or a couple of listeners"), whispering (with portable equipment – a microphone and a headset, "as used for guided tours"), and sight interpreting ("interpreter's target-text production is simultaneous with their real-time (visual) reception of the written source text") (Pöchhacker 2004: 19). Another definition describes simultaneous interpreting as "the most demanding form of mediated intercultural interlingual communication from the cognitive and neurophysiological point of

view" (Viaggio 2000: 135). These forms, and their relations, are shown in the figure below (Pöchhacker 2004: 20):

Figure 2. Forms of simultaneous interpreting



2.2. Form-based strategies

In this subchapter, we want to explain what interpreting strategies are, and what kind of strategies there are, with focus on meaning- and form-based strategies. To be a good interpreter, one must possess at least the following competences (cf. Mason 2001: 31):

(i) Grammatical competence: passive command of one and active command of another language, which means that one is able to understand and express the literal meaning of utterances.

(ii) Sociolinguistic competence: ability to judge the appropriateness of utterances to a context.

(iii) Discourse competence: ability to perceive and produce cohesive and coherent text in different genres and discourses.

(iv) Strategic competence: ability to repair potential breakdowns in communication and to enhance the effectiveness of communication.

Since "strategic aspects of interpreting seem to play a no lesser role than cognitive constraints" (Pöchhacker 2004: 123), we will explain what exactly is meant by the term 'strategy'. Strategies are "the various ways translators [and interpreters] can deal with structural and lexical differences between two languages" (Taylor 2004: 47). They are essential because in

simultaneous interpreting "high delivery speed and structural complexity are factors inducing high processing skills and thus requiring coping strategies" (Pöchhacker 2004: 132). Strategies can be classified in different ways, they can be "process-oriented for coping with high-load inducing input and product-oriented for communicating effectively with the target-language audience" (Pöchhacker 2004: 132), and then among those, there are again many strategies used by interpreters; some of them involve finding a general way of presenting a target-text, those are called product-oriented strategies, i.e. deciding whether to stay more true to the original, or to adjust the target text to the audience. An example of those strategies, as explained by Venuti in his paper, are 'domesticating' and 'foreignizing' strategies (2001: 240). The other type of strategies, process-oriented (interpreting) strategies, are used to cope with time pressure, e.g. the use of disfluencies, vowel or consonant lengthening as a time gaining device, repetitions, etc. (Cecot 2001: 17).

When it comes to interpreting, it can be done based on meaning or form. Very often there are cases of mixing different strategies, simply calling them lexicogrammatical, as is the case in Taylor's *Language to Language*, where he mentions nine different strategies, both form-(diffusion and condensation, reordering) and meaning-based (equation and substitution, divergence and convergence, amplification and reduction) (cf. 2004: 47), but we will discuss them separately. Free interpreting or interpreting proper or sense-based interpreting are different names for meaning-based interpreting, whereas literal or transcoding or verbal-transfer for form-based interpreting (Pöchhacker 2004: 52). In an idealized view of interpreting, as the *theory of sense* proposes, interpreting is based on meaning, in a way that an interpreter "'extracts' the meaning from the source utterance, deliberately getting rid of the linguistic form of the original, and eventually reproduces a target utterance on the basis of the 'deverbalized message'" (Gile 2001: 42). Also, "meaning-based approach to interpreting is more demanding, though it usually produces a clearer and more effective version in the target language" than form-based or word-for-word interpreting (Gran & Fabbro 1988: 17), but form-based interpreting "has proved to be highly influential (…) for various pedagogical applications" (Pöchhacker 2004: 56).

Interpreting as an activity is meaning-based, i.e. it cannot be done by simply exchanging source text words and forms for target text words and forms, but it is important to bear in mind that form and meaning are connected, that "grammar is a transmitter of meaning" (Taylor 2004: 64) and that sometimes it is hard to draw a line between particular strategies, and that learning different grammatical forms can be helpful because it can ease and quicken interpreting so that interpreters choose faster an appropriate target-text word or form, or in other words "it can assist

interpreters to transform language structures in the source language into acceptable language structures in the target language" (Snelling 1988: 44).

Based on *effort models* of interpreting, which have been developed in an attempt to explain the recurrent and very frequent errors and omissions found in the performance of beginners and seasoned interpreters alike, some operations are 'automatic' – they require no processing capacity, others are 'non-automatic'– they take up processing capacity, which is available in a finite amount. Gile argues that the main components of the interpreting process are non-automatic (2001: 44). Speeches which are dense, fast, heavy accented, or have unusual grammar or logic etc. take up a lot of processing capacity, so it is very likely that learning different target language grammatical structures, and therefore making their retrieval more automatic, could help interpreters, so their processing capacity would not fill out that quickly when complex grammatical structures arise, which could make form-based strategies very useful.

Since our paper uses a compiled corpus and presents its analysis, we had to select a filtering parameter (in terms of choosing a particular strategy), so we opted for the form-based approach which we will discuss in more detail in Chapter 3.

2.3. –ing forms

In this subchapter we will shortly explain what –ing forms are and list those occurring in our corpus, followed by examples, also from the corpus.

Simply put, -ing forms are words ending in the suffix –ing, which is "a particularly ambiguous ending in English grammar" because it is not always easy to determine whether an –ing form is a noun, an adjective or a verb, but "on balance, the verb category is the one which applies most generally to –ing words" (Biber et al. 1999: 67)[2]. In short, "when *-ing* forms are used as verbs or adjectives, they are often called present participles, when they are used more like nouns, they are often called gerunds" (Swan 2005: 269). "The *–ing* participle occurs as a nonfinite form in: (i) the progressive aspect following *be*: He is calling her now, and (ii) *–ing* participle clauses: Calling early, I found her at home" (Quirk et al. 2010: 97).

[2] Since we will not be discussing this at length, more details about it can be found in Biber et al. 1999: 67-9, or in Swan 2005: 269.

Since our task was not to observe all the possible forms, we decided not to include nouns ending in –ing (e.g. a building), and present participle (functioning as a verb) in progressive structures, such as e.g. present continuous forms (e.g. is singing) out of a simple reason: the interpretation of these forms in quite straightforward. The structures occurring in our corpus are as follows[3]:

a) present participle as (i) pre- and (ii) postmodification of a noun

E.g (i) If you google it you will find **never-ending** numbers of newspaper articles, reports, official documents et cetera on the topic.

E.g. (ii) It's a remarkably popular place, and it has all the time a lot of people **visiting** it.

"Many *ing*-participle[/present participle] forms can serve as attributive and predicative adjectives," and corpus findings show that "attributive uses outnumber the predicative uses" (Biber et al. 1999: 530). Generally, "-*ing* forms can be used before nouns. This can happen both with noun-like -*ing* forms ('gerunds', e.g. a **waiting** room) and adjective-like –*ing* forms ('participles', e.g. a **waiting** train)" (Swan 2005: 270). "Participles can be used in another way. They can combine with other words into 'participle clauses' (Who's the girl **dancing with your brother?**)" (Swan 2005: 278), where "a participle is used instead of a relative pronoun and full verb (= … **that is** dancing with your brother?)" (Swan 2005: 484).

b) present participles used as (i) verbs and (ii) adjectives in general

E.g. (i) You will also need to take with you water, food, spare parts, some petrol for the vehicle, because if anything happens in the middle of the desert and you get stranded, and there is no one to hear you **screaming** for help.

E.g. (ii) In that dish alone over 7 grams of salt and over 25 grams of saturated fat which is frankly quite **terrifying**.

c) gerund

E.g. But this possibly gives us a clue as to why **speechmaking** is no longer quite what it was.

[3] Many of the structures we formed can also be subsumed under –*ing* clauses as described thoroughly in Biber et al. 1999: 739-746, or in Quirk et al. 2010: 1063, 1189, 1194, 1230, or generally they can be described in a different way.

"Traditionally, the mixture of nominal and verbal characteristics in the *–ing* form has been given the name 'gerund'" (Quirk et al. 2010: 1291-2). Gerund is a verbal noun, a category in between deverbal nouns and participles: deverbal noun (some **paintings** of Brown's) → verbal noun (Brown's deft **painting** of his daughter) → present participle (Brown is **painting**) (for a full gradation cf. Quirk et al. 2010: 1290-2). "An *–ing* form ('gerund') can be used, just like a noun, as the subject (**Smoking** is bad for you) or complement of a verb (My favorite activity is **reading**). They can be also used as object after certain verbs (I hate **packing**). The *–ing* form subject, complement or object is used like a noun, but it is still a verb and can have its own object (**Smoking cigarettes** is bad for you)" (Swan 2005: 270). "*-ing* forms after prepositions can often be considered as either participles or gerunds – the dividing line is not clear, e.g. **After talking** to you I always feel better" (Swan 2005: 384).

d) –ing clause[4]

E.g. Possibly it's a professional deformation in a way, **having spent** a career working as an interpreter.

-ing clauses are a type of non-finite clauses, which "can have a range of syntactic roles: subject, extraposed subject, subject predicative, direct object, prepositional object, adverbial," and so on, and they come in two forms: (i) a present particple one (e.g. ***Crossing***, he lifted the rolled umbrella high and pointed to show cars.), and (ii) a perfect participle one (e.g. ***Having established*** **the direction of the line**, we now wish to find some point on the line.) (Biber et al. 1999: 198-200). They can be used "to express various kinds of impersonal stance" (Biber et al. 1999: 750), and also be paraphrased using finite clauses: (i) ***As he was crossing***, he lifted the rolled umbrella… or e.g. in a case of another sentence: ***Style being a relational concept***, the aim of literary stylistics is to be relational… → ***Since style is a relational concept***, the aim…[5] This is interesting because, as we will later see in our corpus analysis, when interpreting into Croatian, those finite clauses equivalents in Croatian are more common than non-finite ones.

e) verb + -ing form (gerund)

E.g. Mr. Dyson got a loan from the bank, set up his own company and **started making** the vacuum cleaners himself.

[4] Different terminology is used in different grammars when discussing –ing clauses, and also different structures are subsumed under this term, or structures are simply analyzed from different points of view.
[5] Example sentences taken from Biber et al. 1999: 198-200, more about it in Swan 2005: 383.

This category can also be named "post-predicate *ing*-clauses controlled by verbs", and the sentence from our corpus used as example is controlled by a "verb of aspect and manner (e.g. begin, keep, delay)" (Biber et al. 1999: 740).

f) verb + preposition + -ing form

E.g. While I wouldn't really **think of** [saying]… of, say, **going down** into the cellar for a good vintage Barroso of 2007.

E.g. With the traditional vacuum cleaner you **keep on having to** take out the bag that collects the rubbish, and replace it.

E.g. It doesn't have any filters and it doesn't have any bags that you have to **keep on emptying** and **replacing**.

2.4. Passive structures

In this subchapter we will shortly explain what passive structures are and list those occurring in our corpus, followed by examples, also from the corpus.

Let us first say a word about passives in general. "Transitive verbs are usually active, but can also occur in the passive voice. Most passive constructions are formed with the auxiliary *be* followed by an *ed*-participle, but they can also be formed with the verb *get* in the role of auxiliary. [….] The passive construction with a *by*-phrase is called the long passive. In contrast, the short passive (or agentless passive) does not have a *by*-phrase" (Biber et al. 1999: 475). "The structure with *get* is mostly used in an informal style, and it is not often used to talk about longer, more deliberate, planned actions" (Swan 2005: 199). "The passive is traditionally described as a formal and impersonal choice (Biber et al. 1999: 943)". It "focuses on the object [of the corresponding active sentence] receiving the action. Usually passives occur when the agent of an action is unknown or unimportant. It is much more common in academic writing than in conversation and fiction."

To be a bit more precise, concerning register distribution of active and passive voice, "passives are most common by far in academic prose, especially in academic journal articles," followed by news, fiction, and lastly conversation. On the other hand, "the *get*-passive, [which is] extremely are, occurs only in conversation, except for an occasional example in colloquial fiction. [Also,] the short passive is far more common than the long passive, and is widely used in

academic writing" (Biber et al. 1999: 476-7). There are several reasons for omitting the agent: it is "easy to infer, uninteresting, already mentioned, (…) to save space and maximize what is novel" (Biber et al. 1999: 477) or to emphasize the object, and to "contribute to a greater sense of objectivity" (Conrad and Biber 2009: 46, also cf. Swan 2005: 387-8).

"Passive constructions form a fuzzy category, grading into *be* + predicative adjectives with stative meaning" (Biber et al. 1999: 475), which would mean that passives are sometimes very similar to participal adjectives which occur "mainly with *be* and they are often hard to distinguish from main verbs" (Biber et al. 1999: 530)[6]. E.g. The lake **was closed** by the British Waterways Board (dynamic, passive) vs. The store **was closed** by the time we got there. (stative, participal adjective) (also see in Swan 2005: 393).

Since "meaning and grammar do not always go together, [because] not all active verbs have 'active' meaning, and [because] some English stative verbs might be translated by passive or reflexive verbs in certain other languages, and also some English passives might be translated by active or reflexive verbs" (Swan 2005: 388), in the corpus we included only 'pure', grammatical passives in English, which means that structures such as 'middle voice[7]' were disregarded, as well as, of course, structures which only look like passives, but they actually are not[8].

a) (modal) + 'be'/'get' + past participle + (preposition)

E.g. In November 2009 the world's strongest beer **was launched** on the market. ('be' + past participle)

[6] Usually, there is a simple test to determine whether past participle is part of a passive verb or an adjective: "when [it] is part of a passive verb, we can put *much* or *very much* before it, but not *very*; when it is used as an adjective, we usually prefer *very* " (Swan 2005: 381-2), but there are exceptions.

[7] By 'middle voice' we mean structures which are grammatically active, but semantically passive; e.g. They sold like hotcakes or in Croatian Prodavali su se kao ludi. Middle voice indicates that „the 'action' or 'state' affects the subject of the verb or his interests" (Kemmer 1993: 1). The theory is that passive developed „diachronically quite late in Slavic", and particularly that it underwent a development of a reflexive marker to a middle marker", and then to passive (Kemmer 1993: 148). Also, „there is considerable disagreement on whether [such] reflexive clauses are indeed passive" (for further details see Siewierska 1988: 246).

[8] E.g. When that happens, the suction power of the vacuum cleaner **is lost**, and they don't clean very well. ('lost' is here a participal adjective, functioning as a subject complement) or Now, this fear of chemical and biological weapons is not new, it's something which government **have been fearful of** for a long time, and which militaries have been fascinated by. ('have been fearful of' is a structure 'be' + non-participle adjective + preposition and it resembles a passive structure 'be' + participal adjective + preposition, such as e.g. 'have been fascinated by'), see more in Swan 2005: 382.

E.g. Now, this fear of chemical and biological weapons is not new, it's something which governments have been fearful of for a long time, and which militaries **have been fascinated by**. ('be' + past participle + preposition)

E.g. 47 leopards are being released into the wild, and each of them has had a microchip put in its tail, so they **can be followed**, and they **can be identified**. (modal + 'be' + past participle)

E.g. And the leopards need to be sure to behave themselves, so they do not **get arrested** by the police. ('get' + past participle)

b) 'be' + past participle + infinitive

E.g. The quality **is said to be** considerably lower than nutritional standards of the Jaimie Oliver inspired meals which apparently are now served in England schools.

c) passive infinitive

E.g. I was waiting for him **to be born**.

d) verb + passive infinitive

E.g. Some vice chancellors have said that, basically, this **needed to be done**, that £9000 **has to be charged** to students.

e) causative structure ('have' + direct object + past participle)

E.g. 47 leopards are being released into the wild, and each of them **has had a microchip put** in its tail, so they can be followed, and they can be identified.

"*Get* + object + past participle can mean 'cause something to be done by somebody else' (e.g. I'm going to **get my hair cut** this afternoon.), [where] the past participle has a passive meaning (…) *Have* is used in a similar structure. Also, *get* + object + past participle can sometimes be used in the sense of 'experience' (We **got our roof blown off** in the storm last week), [where] this idea is more often expressed with *have* (We **had our roof blown off**)" (Swan 2005: 200).

f) –ed participle as postmodification

E.g. Ladies and Gentlemen, I'd like to talk to you today about a man **called** James Dyson.

This passive structure can be called short passive, and it is actually a type of non-finite clause, i.e. –ed-clause which functions as a part of a noun phrase (cf. Biber et al. 1999: 200), i.e. "the

verbs in *ed*-clauses correspond directly to the passive in finite clauses" (Biber et al. 1999: 631). In its full form it would look like this: Ladies and Gentlemen, I'd like to talk to you today about a man ***who is*** **called James Dyson**.

g) present participle passive (-ing form + past participle)

E.g. About 3000 people died through **being infected** by… with these diseases from all sorts of different countries.

Generally, the category of passive is "among the most problematic in translation", because it is "extremely common in many varieties of written English", i.e. it is used in technical and scientific English, and its translation largely depends "on the availability of similar structures, or structures with similar functions, in the target language" (Baker 2011: 119). "Passive structures carry certain connotations" (Baker 2011: 117), so one should bear in mind "the frequency of use, stylistic value, and the function(s)" of passive when it comes to translation, and interpretation, naturally, because "the idea is not to replace an active form with an active one and a passive form with a passive one", but one should think of the "potential change in content and focus" (Baker 2011: 113).

It is also important to bear in mind that when comparing two languages based on form the two apparently equivalent structures may not function in the same way or they may not have the same significance, e.g. it is often a case with passives that in English they are a requirement while in Croatian they may be one choice among several, or that in Croatian passive as a structure has a different significance from an apparently equivalent English structure, and also that in English it may be unmarked while in Croatian it may be marked (cf. Hoey and Houghton 2001: 47).

3. Methodology and research design

In this chapter we will describe what the basis for our corpus was, how we compiled it, and which methods we used in its analysis.

Since our paper could be classified in several academic fields, in translation studies, corpus linguistics and contrastive analysis, we will shortly describe how they are interwoven, with regard to the purpose of our paper. Contrastive analysis is "a linguistic study of two languages, aiming to identify differences between them in general or in selected areas", and to do

that a *tertium comparationis* – a common measure by which two languages can be compared – is needed, in our case that would be form(al similarity), i.e. grammar. It is quite "useful and used in language teaching" (Hoey and Houghton 2001: 46) or "as a way of explaining difficulties in translation or strategies for overcoming these difficulties" (Hoey and Houghton 2001: 48). It is also worth mentioning that "the relationship between contrastive analysis and translation [studies] is bidirectional. On the one hand, the translation of specific pieces of text may provide the date for contrastive analysis […], on the other, contrastive analysis may provide explanations of difficulties encountered in translation" (Johansson 2008: 13).

And finally, "corpus linguistics is the branch of linguistics that studies language on the basis of corpora. Corpora are bodies of text assembled in a principled way", where a text can be defined as "an instance of language in use, either spoken or written: a piece of behavior which has occurred naturally, without the intervention of the linguist." Thus, we can say that "corpus linguists take an empirical approach to the description of language", and that "methods and tools of corpus linguistics can be incorporated into descriptive translation studies" (Kenny 2001: 50). It is also worthwhile saying that "the application of corpus-linguistic methods is increasing" (Pöchhacker 2004: 58).

Having explained the theoretical background of our paper, we will now describe the process of compiling a corpus. Firstly we have randomly selected 16 recordings of interpreting students' simultaneous interpretations of impromptu speeches on various topics made by professional interpreters working for European Union institutions[9] . Students, whose A language is Croatian, interpreted speeches from English into Croatian the length of which ranged from 3' 22'' to 10' 2''. "Impromptu speeches are easier to understand than scripted ones", which means that the difficulty of speeches ranged from 'basic to 'intermediate' (Ardito 1999: 179).

Since we decided to compile and analyze our corpus based on form, now is the time to explain what was meant by that: in our paper, we used 'form-based' in two different senses: (i) to filter the input, i.e. to select the subject matter we want to address (English language –ing forms and passive structures), and also (ii) to examine the output in terms of which grammatical structures in English correspond to which grammatical structures in Croatian, which is the topic of our next chapter. At this point we should also mention that, although we used the form-based approach, "at the lexical and grammatical level of contrastive analysis, meaning is included in

[9] Speeches available at the Speech Repository, http://www.multilingualspeeches.tv/scic/portal/index.html

the analysis[10]" (Ivir 1978b: 18), i.e. it is impossible to analyze the form without having in mind the meaning of the source language structures. We listened to students' interpretations and extracted relevant sentences, i.e. sentences in which –ing forms and passive structures occurred, and compiled a corpus of about 100 examples of both categories. After having done that we analyzed the interpretations, and sorted them from those Croatian grammatical structures which were used most to those used least (more about that in the next chapter).

Finally, we would like to mention that we had in mind that there are many interpreters' quality criteria, some of which are "native accent, pleasant voice, fluency, logical cohesion, sense consistency, completeness, correct usage of grammar, correct terminology" (Kurz 2001: 6), so we have tried to pay attention to most of them in our corpus analysis, particularly to completeness and sense consistency, but still to stay focused on form.

Because accuracy, completeness, and fidelity are important when discussing "the relationship between the source text and its target-language rendition" (Pöchhacker 2004: 141), or as Alexieva puts it "an adequate retrieval of the content of the source language text in simultaneous interpreting is crucial to the realization of the communicative act (…) and errors in this respect can hardly remain unnoticed" (1999: 1), we have tried to take these criteria into consideration as well during the analysis of the corpus, and accept only correct interpretations, where the source language message was understood, but we have primarily placed emphasis on the form, i.e. particular grammatical structures used by interpreters. That means that sentences containing incomplete interpretations, omissions and other inconsistencies were discarded.

4. Corpus analysis

At the very beginning of our paper, we have mentioned the expected results, so let us repeat them: as for the passive structures, expected interpretations include the two most common Croatian passive structures: (i) auxiliary verb 'to be' + 'glagolski pridjev trpni' with and/or without agent, and (ii) verb + 'čestica 'se'' structure. As for the –ing forms, things are not that simple, but generally saying, those functioning as gerunds are in Croatian comparable to 'glagolska imenica', and those functioning as present participles as premodifications to 'glagolski prilog sadašnji', those functioning as postmodifications to relative clauses, and -ing clauses to 'glagolski prilog prošli' or to different types of complex clauses.

[10] Translation from Croatian

Let us just shortly explain and exemplify those structures:

a) Croatian passive structures:

According to Belaj, there are four types of passive in Croatian: "grammatical passive, lexical passive, adjectival passive and verbal passive[11]" (2004: 7). Since our paper is based on the form-based approach, we will describe only grammatical passive structures, since the other three types of passive are actually semantic passives in Croatian, and they would not translate with passive structures into English.

There are two types of grammatical passive in Croatian:

(i) auxiliary verb 'to be' + 'glagolski pridjev trpni' without and with agent

E.g. Slika **je dovršena**. (without agent)

'Glagolski pridjev trpni' is also called "passive perfect participle[12]" and, most generally described, it is formed by adding suffixes –en, -jen, -ven, -t to a base, e.g. izmišljen, smanjen, dobiven, začet[13].

"The agent in [Croatian] passive sentences is rarely expressed[14]" (Belaj 2004: 53), but here are some structures commonly used when it is expressed:

a) *'instrumental' without preposition* (Već sam nakon prvih pet minuta bio impresioniran *Davidom Copperfieldom*),

b) 'od' + genitive (Zapovjednik Barić cijenjen je jednako i *od vojnika* i *od zapovjednika postrojbi*),

c) *'po' + 'lokativ'* (Kapela je blagoslovljena *po domaćem župniku*).

(ii) verb + 'čestica 'se'' structure[15]

E.g. **Gradi se** pruga/prugu Zagreb-Split.

[11] Translation from Croatian.
[12] Translation from Croatian ('particip perfekta pasivni').
[13] More details can be found in Silić and Pranjković 2007: 80-2.
[14] Translation from Croatian.
[15] All the theory and examples about Croatian passive structures are from Belaj 2004: 7-60.

b) 'Glagolska imenica'

"It is a hybrid between verbs and nouns[16]", e.g. *čitanje*, *svanuće* (Silić and Pranjković 2007: 197).

c) 'Glagolski prilog sadašnji'

"'Glagolski prilog sadašnji' is a hybrid between a verb and an adverb, (…) and it denotes circumstances in which the verbal action takes place. (…) To be more precise, it denotes circumstances in the form of an action which takes place at the same time as another action, e.g. **Čitajući** zastajkuje (Silić and Pranjković 2007: 198)."

"The meaning of 'glagolski prilog sadašnji can also be expressed using **temporal** clauses with the conjunction 'dok' (**Dok čita**, zastajkuje), also clauses of **manner** (Čita **na taj način da zastajkuje**), **causal** clauses (**Kako su mislili** da nećemo doći, počeli su raspravu vs. Misleći…), **concessive** clauses (**Iako je radio** dvostruko, nije uspio vs. Ni radeći…), and **conditional** clauses (**Ni kad bi dubio/Ni da dubi** na glavi, ne bi to postigao vs. Ni dubeći…) (Silić and Pranjković 2007: 198)[17]".

d) 'Glagolski prilog prošli'

"'Glagolski prilog prošli is a hybrid between a verb and an adverb, (…) and it denotes circumstances in which the verbal action takes place. (…) To be more precise, it denotes circumstances in the form of an action which takes place before another action, e.g. **Pročitavši** zastane (Silić and Pranjković 2007: 198)."

"The meaning of 'glagolski prilog prošli' can also be expressed using **temporal** clauses which denote anteriority (**Kad pročita**, zastane vs. Pročitavši…), **causal** clauses (**Budući da se sjetio** prijatelja, odmah priđe telefonu vs Sjetivši se…), **concessive** clauses (Nisi ništa postigao **iako si posjetio** i njega vs. Ni posjetivši…), and **conditional** clauses (**Da** mu i nos **razbije**, ne bi ga uvjerio vs. Ni razbivši…) (Silić and Pranjković 2007: 198)[18]"

[16] Translation from Croatian.
[17] Translation from Croatian.
[18] Translation from Croatian.

4.1. Corpus

Having explained the expected Croatian correspondents to passive structures and –ing forms, we will now present a shortened version of our corpus, including examples we find interesting for each category used for translating English structures into Croatian:

Structures used for interpretation of passives:

a) passive structure: auxiliary 'to be' + 'glagolski pridjev trpni' with agent

O[19]: About 3000 people died through **being infected** by… with these diseases from all sorts of different countries.

I[20]: Otprilike 3000 ljudi je umrlo jer **su bili zaraženi[21]** od tih smrtonosnih bolesti.

b) passive structure: auxiliary 'to be' + 'glagolski pridjev trpni' without agent

O: And I think the fact of the matter is that with very few exceptions, most speeches today by politicians in a democracy **are not designed** to move; although some speeches do, they are really designed to please as many people as possible.

I: Uz nekoliko iznimaka, većina govora naših političara u demokratskim svjetovima **nije napravljena[22]** da nas motivira, već su dizajnirani da zadovolje što vise ljudi što je moguće. (implicit agent: ‘političara’)

O: And I think the fact of the matter is that with very few exceptions, most speeches today by politicians in a democracy are not designed to move; although some speeches do, they **are** really **designed** to please as many people as possible.

I: Uz nekoliko iznimaka, većina govora naših političara u demokratskim svjetovima nije napravljena da nas motivira, već **su dizajnirani** da zadovolje što vise ljudi što je moguće. (implicit agent: ‘političara’)

O: It’s a speech in which he explains his own origins, his family relations with Africa, and his immense empathy with the sufferings and the frustrations of the black population of America,

[19] Original sentence.
[20] Interpretation.
[21] Also possible: 'od zaraze tim bolestima' (noun)
[22] Also possible: 'svrha im nije motiviranje' (noun)

because, of course, he **had been criticized** for his links with the Reverend Wright who was a rather radical black preacher.
I: (Naravno, ima govora koji su iznimka, recimo govori Baracka Obame, koji je… pravi veliki doprinos…. u Philadelphiji je pričao o rasnim problemima i to je bio odličan govor) u kojem je opisao svoje osobno porijeklo, svoju vezu sa svojom obitelji i povezanost sa Afrikom i njegovu veliku empatiju sa populacijom koja **je bila kritizirana**[23] zbog poveznih prava… i zbog crnih svećenika.

O: In November 2009 the world's strongest beer **was launched** on the market.
I1: U studenom 2009. godine najjače pivo na svijetu **bilo je pušteno** u prodaju
I2: U studenome 2009. godine na tržište **je izbačeno** najjače pivo na svijetu.

O: But even though the bottle recommends taking it easy with this drink, the fact that this drink **has been made** has already upset and raised the irae of anti-alcohol campaigners.
I1: Iako na boci piše da se pomalo pije, činjenica da **je** ovo piće **napravljeno, smiješano** već je uznemirila aktiviste koji se bore protiv alkohola.
I2: Iako boca ne preporučuje da pretjerujete s ovim pivom, činjenica da **je** uopće **napravljeno** već je uzrujala, izazvala bijes boraca protiv alkoholizma.

O: Only 500 bottles of this drink **were made** in total, and the first 250 of them were sold at the rather eye-watering price of £35, which is quite expensive for a bottle of beer.
I: Napravljeno je samo 500 boca ovoga pića i prvih 200… 150 je prodano za 35 funti po boci, što je vrlo skupo za pivo.

O: When the beer **was launched**, then the company behind it organized a big press conference, and had everybody involved, and the company themselves turned up **wearing** penguin suits.
I: Kad **je** ovo pivo **pušteno** u prodaju, tvrtka je organizirala veliku konferenciju za medije i pozvala je sve ključne dionike, proizvođači su se pojavili odjeveni u… obučeni kao pingvini. (implicit agent: 'tvrtka')

O: I think sometimes it's easy to lose sight of the original reason why Iraq **was invaded** in the first place.

[23] The point is missed, but we focused on form.

I: I mislim da je nekad… posebno smo izgubili iz vida to zašto **je** uopće Irak **napadnut**.

O: Of course, as we all know, these weapons of mass destruction **were** ultimately **never found**.
I: Naravno, kao što svi znamo, to oružje za masovno uništenje nikada **nije** ustvari **pronađeno**[24].

O: Now, this fear of chemical and biological weapons is not new, it's something which governments have been fearful of for a long time, and which militaries **have been fascinated by**.
I: I taj strah od takvog oružja nije ništa novo, to je nešto čega se vlada boji već dugo vremena i s čime **su** ministarstva **zastrašena**, odnosno **boje se**[25] snage tog biološkog i kemijskog oružja.

O: They **were put** in cages so they wouldn't be able to attack anybody, but now after a few years of imprisonment they are being released.
I: Spremljeni su u kaveze kako više ne bi mogli napadati ljude, ali nakon nekoliko godina zatočeništva pušteni su.

O: 47 leopards are being released into the wild, and each of them **has had** a microchip **put** in its tail, so they can be followed, and they can be identified.
I: 47 ih je pušteno u divljinu, a svakom **je ugrađen** i mikročip kako bi ga se moglo pratiti i identificirati.

O: And the leopards need to be sure to behave themselves, so they do not **get arrested** by the police.
I: Ali policajci predstavljaju određenu opasnost leopardima jer se moraju ponašati kako **ne bi bili uhićeni**[26].

c) passive structure: verb + 'čestica 'se'' structure

O: In 2008, and these are the latest figures I have, 16.9% of boys, and 16.9% of girls aged 2 to 10 in England **were classed** as obese.

[24] Also possible: 'nikada nisu pronašli' (active)
[25] The point is missed, but this interpretation is a nice example of how the 'auxiliary 'to be' + 'gl. pridjev trpni'' structure was the first one to come to interpreter's mind, whereas the active structure, which is a stylistically better solution, took more time to process.
[26] Also possible: 'kako ne bi bili uhićeni od (strane) policije' ('to be' + 'gl. pridjev trpni' with agent; this structure is possible, but superfluous, because we know that the policemen are those who arrest, and the agent was already mentioned before in the sentence) or 'kako ih policija ne bi uhitila' (active)

I: U dvije tisuće i osme 16,9% dječaka i 16,8% djevojčica, godina 10 do 11 **smatra se**[27] pretilima.

O: The study also found, interestingly, that most of the dishes that **were sold** in these takeaway outlets contained much more salt and much more fat than comparable dishes served at some of the well-known high street junk food chains.
I: Studija je također pokazala da većina jela **koja se prodaje** u pečenjarnicama drže više jela i soli, nego jela koja se prodaju u lancima brze hrane.

O: Companies are not making money, jobs **are being lost**.
I: Tvrtke nemaju zaradu, a poslovi **se gase**.

O: That company **is called** Dyson International.
I: Ta **se** tvrtka **zove** Dyson International.

O: Those filters very easily **get clogged up**.
I: Stari usisivači radili su po sistemu filtera koji **su se** lagano **začepljivali**.

O: Mr. Dyson is a good example of how innovation and research **can be used** to create success stories even when the economy is not doing very well.
I: Gospodin Dyson je dobar primjer kako inovacija i istraživanje **mogu**… **se mogu upotrijebiti** pri svaranju priča uspjeha čak i dok gospodarska situacija nije dobra.

O: This is the English translation I found of the day which **is celebrated** once a year, **has been** since 2006 I believe.
I: Koji **se**… To slavlje **događa se** jednom u godini od 2006.

O: The beer **is brewed** in the same way as a normal strong porter beer, and then it is kept for three weeks at -20 degrees centigrade.
I: Pivo **se pravi** na isti način kao i obično englesko crno pivo, tada se tri tjedna drži na 20 stupnjeva ispod nule.

[27] Also possible: 'svrstano je u kategoriju pretilih' ('to be' + 'gl. pridjev trpni') or 'bilo je pretilo' (active)

O: The beer is brewed in the same way as a normal strong porter beer, and then it **is kept** for three weeks at -20 degrees centigrade.
I1: Pravi se na sličan način kao i ostala piva i onda **se** tri tjedna **čuva** na niskim temperaturama.
I2: Pivo se pravi na isti način kao i obično englesko crno pivo, tada **se** tri tjedna **drži** na 20 stupnjeva ispod nule.

O: And so, after the three weeks, the ice **can be skimmed off**, and what is left is very concentrated alcoholic drink.
I1: I nakon tri tjedna, led **se makne** i ono što ostane je vrlo snažno alkoholno piće.
I2: Nakon tri tjedna led **se može odstraniti** i ostaje iznimno koncentrirano alkoholno piće.

O: I was waiting for him **to be born**.
I: Čekala sam da **se rodi**.

O: In the First World War, chemical weapons **were used**, and in the Second World War, biological weapons were used.
I: Tijekom prvog svjetskog rata **koristilo se** kemijsko oružje, a u drugom svjetskom ratu se koristilo biološko oružje.

O: Ladies and Gentlemen, I'd like to talk to you today about a man **called** James Dyson.
I: Dame i gospodo, danas bih s Vama pričao o čovjeku koji **se zvao** james Dyson.

d) active structure

O: The quality **is said to be** considerably lower than nutritional standards of the Jaimie Oliver inspired meals which apparently are now served in England schools.
I: Kvaliteta je ispod prehrambenih standarda koja se nudi djecama u školi u Engleskoj.

O: It's the company that **was founded** by the British inventor James Dyson.
I: To je tvrtka koju **je osnovao** britanski izumitelj James Dyson.

O: The air **is passed over** a filter. (agent: 'machine')
I: Zrak **prolazi** kroz filter.

O: They've not actually themselves gone into the wild areas very much, and as a result the bears **have been** pretty much **left** in peace and quiet, and able to live their own lives.
I: Lokalno stanovništvo ne ide često u divljinu i zbog toga medvjedi **mogu živjeti** sami i na miru.

O: In 2004 in the Indian city of Mumbai 14 people **were killed** by leopards who were on a rampage and attacked them.
I: 2004. godine u Mumbaiju 14-ero ljudi **poginuli su**[28] od napada leparda. (intransitive verb used in interpretation + agent expressed)

O: They were put in cages so they wouldn't be able to attack anybody, but now after a few years of imprisonment they **are being released**.
I: Spremljeni su u kaveze kako više ne bi mogli napadati ljude, ali nakon nekoliko godina zatočeništva **pušteni su**.

O: First of all, because there is conflict and tension in the region, the local authorities have clamped down, and have taken the guns away from a lot of the local residents to stop them from **being involved** in violence.
I: Postoji nekoliko razloga, prvi: zbog određene tendencije za konflikte, velikom broju lokalnog stanovništva oduzeto je oružje kako ne bi **sudjelovali** u sukobima.

e) active structure (+subject (agent in the original passive sentence) added)

O: Not to mention endless references to campaigns and government policies that **have been introduced** at different times and which aim to tackle the problem.
I: … da ne spominjemo razne kampanje **koje vodi *vlada*** da se bavi tim problemom.

O: Others however would rather the owners weren't on the schools and they are saying that parents should be making sure that their children **aren't** simply **given** money to buy whatever they want at lunchtime.
I: Dok drugi kažu da ***roditelji* ne trebaju davati**[29] svojoj djeci novac da kupuju *junk* hranu.

[28] Also possible: 'leopardi su ubili', but that would be more complicated since the interpreter would have to wait until the end of the original sentence, so we could say that the interpreter made a good choice with another verb 'poginuti' which does not change the meaning of the original.
[29] This is a very nice solution. The agent is not named in the original, but it is obvious, so the interpreter used that fact to avoid passive by adding the agent and using an active structure.

O: Listen also to how it'**s being done**.
I: Slušajte i kako ***on*** to **govori**. ('on' = 'the speaker')

O: Companies are not making money, jobs **are being lost**.
I: Tvrtke ne zarađuju, a ***radnici*** **gube** posao.

f) noun

O: In the 1990s when there **was** a lot of war **being fought** in former Yugoslavia then a lot of the bears that were living in Bosnia and Croatia ran away, and they all turned up as refugees in Slovenia.
I: 1990., u vrijeme velikog broja **ratova**[30], posebno u Jugoslaviji, postojali su neki medvjedi koji su pobjegli u Sloveniju.

O: And this is because in Australia a place is come up for sale which **is called** the Birdsville Hotel.
I: U Australiji **hotel Birdsville**[31] trenutno se prodaje.

O: Ladies and Gentlemen, I'd like to talk to you today about a man **called** James Dyson.
I: Dame i gospodo, danas bih Vam želio govoriti o čovjeku **imenom** James Dyson.

O: Many people fly in in their own helicopters or small planes, and the number of staff **employed** rises from the usual 6 up to 60 people working there.
I1: Dolete svojim helikopterima ili avionima, a broj **zaposlenika** se poveća sa uobičajenih 6 do 60.
I2: Tada mnogi ljudi dolaze, čak i svojim helikopterima i avionima kako bi prisustvovali zračnoj utrci. Tada umjesto šest **ljudi**, kao cijele godine, tamo radi 60-ero ljudi.

g) expression

O: For example, their earlier Tokyo beer received complaints also from Alcohol Focus Scotland because it was at 18% alcohol by volume, which, of course, is not very high when **compared** to the new Tactical Nuclear Penguin.

[30] Also possible: 'ratovalo se' (verb + 'čestica 'se'' structure)
[31] This is actually an omission, but it works just as well as 'mjesto koje se zove' (verb + 'čestica 'se'' structure).

I: Njihovo Tokio pivo imalo je 18% alkohola, što u stvari nije toliko puno **uzimajući u obzir**[32] njihov najnoviji proizvod.

Structures used for interpretation of –ing forms:

a) noun (phrase)

O: If you google it you will find **never-ending** numbers of newspaper articles, reports, official documents et cetera on the topic.
I: Ako uguglate … možete … **hrpu**[33] novinskih članaka na tu temu.

O: By **having** spinning cylinders, it works like a tornado that goes around your room sucking up all the dirt.
I: …Cilindrima[34] koji se okreću, to radi poput tornada, odnosno malog tornada koji usisava svu nečistoću.

O: Mr. Dyson got a loan from the bank, set up his own company and started **making** the vacuum cleaners himself.
I: Stoga je gospodin Dyson podignuo kredit, vlastitu je pokrenuo tvrtku i počeo s **prodajom**[35].

O: Particularly when people retire, they often like the idea of **moving** to somewhere quiet, and calm, and peaceful to spend the late years of their life.
I: Osobito kada ljudi odu u mirovinu, sviđa im se ideja **života** u mirnom mjestu gdje će provesti ostatak života.

O: It's a remarkably popular place, and it has all the time a lot of people **visiting** it.
I: To je vrlo popularno mjesto i cijelo vrijeme ima puno **posjetitelja**.

O: Many people fly in in their own helicopters or small planes, and the number of staff employed rises from the usual 6 up to 60 people **working** there.

[32] Also possible: 'uzevši u obzir' or 'u usporedbi s'
[33] Also possible: '(mnogo)brojne' (adjective)
[34] Also possible: 'time što ima' or 'zato što ima' (complex clauses)
[35] Wrong verb; also possible: 'proizvoditi' (infinitive)

I: Dolete svojim helikopterima ili avionima, a broj **zaposlenika** se poveća sa uobičajenih 6 do 60.

O: Then there's the cost of **living**, obviously renting somewhere, there's the cost of food, and everything else that is involved in going to university, moving away from home.
I: A zatim su tu troškovi **života**, hrane, režija i sve ostalo što je uključeno da bi se studiralo i napustilo kuću.

O: Then there's the cost of living, obviously **renting** somewhere, there's the cost of food, and everything else that is involved in going to university, moving away from home.
I: A zatim su tu troškovi života, hrane, **režija** i sve ostalo što je uključeno da bi se studiralo i napustilo kuću.

O: You will also need to take with you water, food, spare parts, some petrol for the vehicle, because if anything happens in the middle of the desert and you get stranded, and there is no one to hear you **screaming** for help.
I: (Trebate imati dobar automobil,) vodu, hranu, benzin i rezervne dijelove za automobil jer ako vam se nešto dogodi, nitko neće čuti vaše **vriskove** u pustinji.

O: And that's a shame because Mr. Dyson is a living example of how research, development, and innovation can create jobs and that research can create money rather than **costing** money.
I: To je šteta jer je gospodin Dyson živi primjer kako istraživanje, razvoj i inovacija mogu otvoriti radna mjesta te da istraživanej može stvoriti novac, a ne **troškove**.

b) 'da'-clause (by form, not by meaning!)

O: The previous government launched a number of initiatives: healthy living campaigns, the healthy schools initiative, and Food Standards Agency in the UK has been fighting arduously to try and encourage food manufacturers and retailers to adopt what they call „traffic light" **labelling** system.
I: Prijašnja vlada uvela je brojne inicijative u školama, a u Ujedinjenom Kraljevstvu Agencija za hranu htjela je potaknuti proizvođače hrane **da označavaju**[36] svoje prehrambene proizvode, to bi funkconiralo na principu semafora.

[36] Also possible: 'sustav za označavanje hrane' (postmodification of a noun)

O: The findings of the study and then the subsequent campaign have prompted cause for more head teachers to forbid pupils from **leaving** schools during breaks.
I: Rezultati studije su zahtijevale da ravnatelji zabrane... zabranjuju učenicima **da napuštaju**[37] školu tijekom odmora.

O: Other suggestions include **trying** to make dining halls at schools much more appealing to pupils or for example agreeing deals with local takeaway outlets and suggesting that they don't open at school lunchtimes.
I: Drugi prijedlozi su **da** kantine u školi **postanu** privlačnije učenicima ili da se naprave... ugovori sa lokalnim dostavljačima hrane koji bi surađivali sa kantinama**...** (ne znam kako bi to funkcioniralo jer bi oni zarađivali na djeci).

O: Other suggestions include trying to make dining halls at schools much more appealing to pupils or for example **agreeing** deals with local takeaway outlets and suggesting that they don't open at school lunchtimes.
I: Drugi prijedlozi su da kantine u školi postanu privlačnije učenicima ili **da se** naprave... **ugovori**[38] sa lokalnim dostavljačima hrane koji bi surađivali sa kantinama**...** (ne znam kako bi to funkcioniralo jer bi oni zarađivali na djeci).

O: But even though the bottle recommends **taking it easy** with this drink, the fact that this drink has been made has already upset and raised the irae of anti-alcohol campaigners.
I1: Iako na boci piše **da se pomalo pije**, činjenica da je ovo piće napravljeno, smiješano već je uznemirila aktiviste koji se bore protiv alkohola.
I2: Iako boca ne preporučuje **da pretjerujete** s ovim pivom, činjenica da je uopće napravljeno već je uzrujala, izazvala bijes boraca protiv alkoholizma.

O: Others are more concerned though, especially about participation, and social mobility, saying that the cost of degrees in the future will stop people from certain backgrounds **applying** to do a degree.
I: Jako su zabrinuti, posebno o participacijama i o socijalnoj mobilnosti, kažući da će troškovi života će spriječiti ljude određenih socijalnih pozadina **da dođu do** diplome.

[37] Also possible: 'napuštanje' ('glagolska imenica')
[38] Also possible: 'sklapanje ugovora' ('glagolska imenica')

O: Regardless of the measures that the government is trying to come up with to make the whole thing more palatable, such as low interest rates for example on loans or **not having to** pay back a loan until someone's earning £21000 et cetera.
I: Unatoč mjerama koje vlada želi unijeti tako da sve bude probavljivo, na primjer tako **da se ne mora** platiti zajam, 21000 funta.

O: Then there's the cost of living, obviously renting somewhere, there's the cost of food, and everything else that is involved in **going to** university, moving away from home.
I: A zatim su tu troškovi života, hrane, režija i sve ostalo što je uključeno **da bi se**[39] studiralo i napustilo kuću.

O: Then there's the cost of living, obviously renting somewhere, there's the cost of food, and everything else that is involved in going to university, **moving away** from home.
I: A zatim su tu troškovi života, hrane, režija i sve ostalo što je uključeno **da bi se** studiralo i **napustilo** kuću.

O: Particularly when people retire, they often like the idea of **moving** to somewhere quiet, and calm, and peaceful to spend the late years of their life.
I: Ljudi, pogotovo kad odu u mirovinu, dobiju ideju **da se presele** negdje gdje je mirno i tiho kako bi proveli kasne godine svog života tamo.

O: No one will actually drink Tactical Nuclear Penguin simply for enjoyment, but simply for the fact of **being** able to say that you have drunk the strongest beer in the world.
I1: Nitko ga zapravo neće piti jednostavno iz užitka, već iz činjenice **da će** moći reći da su pili najjače pivo na svijetu. (meaning is causal)
I2: Ni'ko ne bi pio Nuklearnog pingvina samo zbog užitka, već samo zbog toga **da** može reći: pio sam najjače pivo na svijetu.

c) active structure

O: This campaign came about **following** a study that was commissioned by a London charity and which concluded that children are seriously risking their health by regularly buying unhealthy snacks from fast food outlets near their schools at lunchtime.

[39] Also possible: 'studiranje' ('glagolska imenica')

I: Ova kampanja **dovela je do**[40] istraživanja koje je provela ...

O: The results were quite scary and some cases with some other foods **proving** to be extremely unhealthy.
I: (Kampanja uključuje istraživače koji nadziru što učenici naručuju i zapravo **...** 73 jela i iznijeli analizu o tim jelima) i rekla sam da su razultati bili zastrašujući, u nekim slučajevima hrana **je bila** ekstremno nezdrava.

O: By having spinning cylinders, it works like a tornado that goes around your room **sucking up** all the dirt.
I1: …Cilindrima koji se okreću, to radi poput tornada, odnosno malog tornada koji **usisava** svu nečistoću.
I2: No uz pomoć vrtložnog valjka radi kao mali tornado koji ide po vašoj sobi i **usisava** svu prašinu.

O: And that's a shame because Mr. Dyson is a living example of how research, development, and innovation can create jobs and that research can create money rather than **costing** money.
I: (…a sada tvrde da si ne mogu priuštiti to jer je gospodarstvo u teškom stanju,) što je šteta jer gospodin Dyson je živući primjer kako istraživanje, razvoj i inovacijamogu stvoriti nove poslove i da istraživanje može stvoriti novac umjesto da **košta** novac.

O: While I wouldn't really think of [saying]… of, say, **going** down into the cellar for a good vintage Barroso of 2007.
I: Neko… ne bi rekao: **idem**[41] dolje po Barosso iz 2007., to ne valja.

O: The Universities Minister claims that, by allowing these higher fees, that the government will be giving universities greater freedom, and **bringing** students greater choice, as well as allowing universities, or forcing universities I suppose, to focus more on high quality teaching.
I: Ministar tvrdi da omogućujući da... te školarine, ljudi će... studenti **će imati** veće šanse birati i …

O: And particularly I'm not very good at **remembering** when various wars started of finished.

[40] Wrong interpretation, but we focused on form. It should be 'nakon'.
[41] Also possible: 'otići' (infinitive)

I: A posebno dobro ne **pamtim** kada su određeni ratovi počeli ili završili.

O: They would kill their enemies through biological means by **spreading** diseases like cholera, leprosy, and the plague.
I: I na taj način **su** trovali svoje prijatelje na biološki način, **širili**[42] bolesti kao što su bile kolera, guba i…

O: And so, a good option for many people under those circumstances is to buy a small café or a small pub, and run it almost as a social venture, something nice to fill in your time while **being** long way away from the big bustle, and the rush.
I: Mnogi ljudi kao mogućnost prihvaćaju to da kupe mali kafić ili *pub* i vode ga kao nešto što im ispunjava život dok **su** daleko od svog pravog doma.

O: It's a remarkably popular place, and it has all the time a lot of people **visiting** it.
I: To je vrlo popularno mjesto i mnogi ljudi ga konstantno **posjećuju**.

O: On an average evening there could be as many as 300 or 400 people there living out their Crocodile Dundee escapist fantasies of **getting through**[43] the wilderness and being really far away from everything.
I: Nekada u njemu čak boravi i 300 do 400 ljudi. Oni koji **vole** eskapizam i **živjeti u** dodiru sa prirodom, biti dalje od svega.

O: Many people fly in in their own helicopters or small planes, and the number of staff employed rises from the usual 6 up to 60 people **working** there.
I: Tada mnogi ljudi dolaze, čak i svojim helikopterima i avionima kako bi prisustvovali zračnoj utrci. Tada umjesto šest ljudi, kao cijele godine, tamo **radi** 60-ero ljudi.

O: With the traditional vacuum cleaner you keep on **having** to take out the bag that collects the rubbish, and replace it.
I: (Dodajmo k tomu i da gospodin Dyson više nije mogao podnijeti činjenicu da) kod tradicionalnih usisavača stalno **morate** vaditi vrećicu koja skuplja nečistoću i mijenjati ju.

[42] Also possible: 'šireći' ('glagolski prilog sadašnji')
[43] Also possible: 'snalaženja u divljini' ('glagolska imenica')

O: For example, in the past they have sent bottles of beer backwards and forwards across the Atlantic Ocean on cruise ships, **saying** that this would create a well-traveled, mature, and sophisticated product.
I: U prošlosti **su** znali slati boce piva na krstarenja Atlantikom **i rekli**[44] da će to proizlučiti zrelim i sofisticiranim svjetskim putnikom.

d) relative clause ('atributna rečenica')

O: The campaign involved researchers basically **watching** what students order at takeaways at lunch time then choosing the 73 most popular dishes and then carrying out some nutritional analysis on these dishes.
I: Kampanja uključuje istraživače **koji nadziru**[45] što učenici naručuju i zapravo **...** 73 jela i iznijeli analizu o tim jelima.

O: I don't know if you all remember those awful images of mothers desperately **trying** to pass fish and chips and hamburgers through the school gates when Jaimie Oliver was fighting for healthy school meals involving more vegetables.
I: Ne znam da li se sjećate onih strašnih slika majki **koje očajnički pokušavaju** proturiti ribu i pomfriće kroz školska vrata dok je Jamie Oliver htio… provodio svoju kampanju za zdravu prehranu.

O: By having **spinning** cylinders, it works like a tornado that goes around your room sucking up all the dirt.
I: …Cilindrima **koji se okreću**, to radi poput tornada, odnosno malog tornada koji usisava svu nečistoću.

O: I think any person **coming out of** university will find it very useful.
I: Smatram da sve osobe **koje dolaze s** faksa, da će im koristiti.

O: On an average evening there could be as many as 300 or 400 people there **living out** their Crocodile Dundee escapist fantasies of getting through the wilderness and being really far away from everything.

[44] Also possible: 'govoreći' ('glagolski prilog sadašnji')
[45] Also possible: 'U kampanji su istraživači nadzirali' (active)

I: Prosječna večer zna brojati 300, 400 ljudi **koji žive** tamo **kao** krokodil Dundee, eskapisti koji žele biti daleko od svega.

O: On an average evening there could be as many as 300 or 400 people there living out their Crocodile Dundee escapist fantasies of getting through the wilderness and **being** really far away from everything.
I: Prosječna večer zna brojati 300, 400 ljudi koji žive tamo kao krokodil Dundee, eskapisti **koji žele biti** daleko od svega.

O: It's cold, winter outside, snow on the ground, bitter wind is howling, you sit down at home, in the evening, favorite leather armchair, in front of the **roaring** fire, put on your slippers, and pour yourself a nice big glass of strong dark beer, maybe a porter, or maybe a nice little glass of Scottish whiskey would be just right to have for that occasion.
I: Vani je hladno, na tlu je snijeg, a vjetar zavija.Vi sjedite kod kuće navečer u svome omiljenom kožnom naslonjaču pred vatrom **koja pucketa**, navukli ste papuče, i nalili ste si čašu crnog piva, vjerojatno engleskog crnog piva ili pak čašicu škotskog viskija, možda je to upravo ono što vam treba za ovu prigodu.

e) adjective

O: In that dish alone over 7 grams of salt and over 25 grams of saturated fat which is frankly quite **terrifying**.
I: A ta jela sadrže … preko 7 grama soli i preko 25 grama zasićenih masti, što je zapravo **zastrašujuće**.

O: Other suggestions include trying to make dining halls at schools much more **appealing** to pupils or for example agreeing deals with local takeaway outlets and suggesting that they don't open at school lunchtimes.
I: Drugi prijedlozi su da kantine u školi postanu **privlačnije** učenicima ili da se naprave... ugovori sa lokalnim dostavljačima hrane koji bi surađivali sa kantinama**...** (ne znam kako bi to funkcioniralo jer bi oni zarađivali na djeci).

O: There is a speech by Barack Obama that he made in Philadelphia, concerning race relations in the United States, as a classic speech, a very **moving** speech when you read it.

I: Naravno, ima govora koji su iznimka, recimo govori Baracka Obame, koji je… pravi veliki doprinos…. u Philadelphiji je pričao o rasnim problemima i to je bio **odličan**[46] govor (u kojem je opisao svoje osobno porijeklo…)

O: (But even though the bottle recommends taking it easy with this drink, the fact that this drink has been made has already upset and raised the irae of anti-alcohol campaigners,) for example Alcohol Focus Scotland who have complained that this is nothing more than a **marketing** trick, and such a drink is not needed on the market right now at the time when, in Scotland particularly, there is a major problem with over consumption of alcohol, and with alcoholism.
I: (Iako na boci piše da se pomalo pije, činjenica da je ovo piće napravljeno, smiješano već je uznemirila aktiviste koji se bore protiv alkohola.) Oni se žale da je ovo samo **marketinški** trik i da takvo piće nije neophodno na tržištu upravo sada budući da je u Škotskoj trenutačno vrlo aktualan problem alkoholizma.

O: However, the second 250 bottles were sold at the even more **eye-watering** price of £250 per bottle.
I: Drugih 250 boca je prodano po još **... višoj**[47] cijeni od 250 funti.

O: The company themselves almost admit that the drink is nothing more than a **marketing** gimmick.
I: Proizvođači priznaju da je to … ne priznaju da je to **marketinški** trik.

O: And, that's of those who graduated in summer 2009, last year 9% were out of work, which is quite **worrying** if you've just spent a huge amount of money on your degree.
I: 9% su bili bez posla 2009. godine, što je **zabrinjavajuće** ako potrošite puno novaca za diplomu.

O: By having **spinning** cylinders, it works like a tornado that goes around your room sucking up all the dirt.
I: No uz pomoć **vrtložnog** valjka radi kao mali tornado koji ide po vašoj sobi i usisava svu prašinu.

[46] Also possible: 'snažan' or 'dirljiv'
[47] Interpretation of –ing form omitted, possible: 'još nevjerojatnijoj'

O: Only 500 bottles of this drink were made in total, and the first 250 of them were sold at the rather **eye-watering** price of £35, which is quite expensive for a bottle of beer.
I: Samo je 500 boca napravljeno ovog pića, a prvih 250 prodavane su po **nevjerojatnoj** cijeni od oko 320 kn, što je vrlo skupo za bocu piva.

f) postmodification (of a noun)

O: Unfortunately, not all parents respond particularly well to **healthy eating** initiatives.
I: Nažalost, ne svi roditelji… ne ragiraju dobro na inicijative **zdrave prehrane.**
(by a genitive phrase ('posvojni genitiv'))

O: This air-drying, **hand-drying** machine is called the air blade.
I: Taj uređaj **za sušenje ruku** zove se *air blade.*

g) 'glagolska imenica'

O: And so, I was quite pleased to see, quite recently when I read an article, that at least one company, which is actually thinking about **increasing** its staff.
I1: Zadovoljan sam bio kad sam pročitao jedan članak o jednoj tvrtki koja zapravo razmišlja o **povećanju** broja zaposlenih.
I2: Tako da mi je bilo jako drago kada sam nedavno pročitao članak da barem jedna tvrtka razmišlja o **povećanju** broja osoblja.

O: And indeed, there is more to this analogy than just the idea of **storing** speeches in a nice safe place.
I: I zaista ima više ideja od samo **smještanja** govora u sigurno mjesto.

O: There is the idea as well of **testing** them, because there are people who grade these speakers.
I: Tu je i ideja i **testiranja** tih govora jer ljudi i ocjenjuju te govore.

O: But this possibly gives us a clue as to why **speechmaking** is no longer quite what it was.
I: Pravljenje govora[48] nije više važno kao prije.

[48] Better: 'govorništvo' (noun)

h) infinitive

O: It doesn't have any filters and it doesn't have any bags that you have to keep on **emptying** and replacing.
I1: Dakle, taj usisivač nema filtere i nema vrećice koje morate **prazniti** i mijenjati.
I2: Nema filtera i nema nikakvih vrećica koje morate **prazniti** i mijenjati.

O: It doesn't have any filters and it doesn't have any bags that you have to keep on emptying and **replacing**.
I1: Dakle, taj usisivač nema filtere i nema vrećice koje morate prazniti i **mijenjati.**
I2: Nema filtera i nema nikakvih vrećica koje morate prazniti i **mijenjati**.

O: It's worth **bearing** in mind for example that there's a dynamic element in this description.
I: Vrijedno je to **imati** na umu, da postoji dinamički element o ovom opisu.

O: It celebrates the glory of **being** a nerd.
I: Slave pojavu koja se naziva **biti**[49] štreber.

O: Being a nerd is in many ways the opposite of being an interpreter.
I: Biti štreber u puno načina je zapravo suprotno od pojma biti tumač.

O: And it's worth perhaps **remembering** how Cicero classified speeches.
I: Važno je **znati** kako je Ciceron klasificirao govore.

O: He refers to the fact that his white grandmother, very movingly again, had great difficulty in **contemplating** the idea of a closer family relationship with a black man.
I: Ali u isto vrijeme nije želio naljutiti, odgoditi svoje bjelačko… ljude koji su ga slušali jer nije želio previše **isticati**[50] svoju vezu sa crncima.

O: Getting there is quite a trek.
I1: Doći do tamo je priličan poduhvat.
I2: Doći tamo veliko je putovanje.

[49] Also possible: 'toga da si štreber' (complex clause, 'da'-clause)
[50] Reformulated, but infinitive is used. Possible: 'prihvatiti ideju'

O: The concern is clearly that talented, young people are going to be put off **going to** university by the prospect of having so much debt.
I: Talentirani mladi ljudi neće htjeti **studirati**[51] zbog dugova.

O: But this is also meant that the residents can't go into the mountains and start **hunting** the bears.
I: Ali zbog toga su se preselili u planine i počeli **loviti** medvjede.

O: Mr. Dyson got a loan from the bank, set up his own company and started **making** the vacuum cleaners himself.
I: Gospodin Dyson digao je kredit u banci, osnovao vlastitu tvrtku i sam počeo **proizvoditi** usisavače.

i) 'kako'-clause ('namjerna rečenica', in order to)

O: One would spend a lifetime **trying** to penetrate the details of a particularly nerdy subject, and of course it's just not possible for an interpreter preparing a meeting to do that.
I: Može se provesti cijeli životni vijek **kako biste uspjeli**[52] doći do srži nekoga problema, naravno to nije moguće.

j) preposition

O: There is a speech by Barack Obama that he made in Philadelphia, **concerning** race relations in the United States, as a classic speech, a very moving speech when you read it.
I: Naravno, ima govora koji su iznimka, recimo govori Baracka Obame, koji je… pravi veliki doprinos…. u Philadelphiji je pričao **o**[53] rasnim problemima i to je bio odličan govor (u kojem je opisao svoje osobno porijeklo…).

O: The concern is clearly that talented, young people are going to be put off going to university by the prospect of **having** so much debt.
I: Talentirani mladi ljudi neće htjeti studirati **zbog** dugova.

[51] Also possible: 'da će ih ... odbiti od studiranja' ('glagolska imenica')
[52] Also possible: 'pokušavajući' ('glagolski prilog sadašnji')
[53] Also possible: 'koji se tiče' (relative clause)

k) 'glagolski pridjev trpni'

O: When the beer was launched, then the company behind it organized a big press conference, and had everybody involved, and the company themselves turned up **wearing** penguin suits.
I: Kad je ovo pivo pušteno u prodaju, tvrtka je organizirala veliku konferenciju za medije i pozvala je sve ključne dionike, proizvođači su se pojavili **odjeveni u… obučeni kao** pingvini.

l) 'glagolski prilog sadašnji'

O: For example, in the past they have sent bottles of beer backwards and forwards across the Atlantic Ocean on cruise ships, **saying** that this would create a well-traveled, mature, and sophisticated product.
I: U prošlosti su slali boce piva Atlantikom s jedne na drugu stranu, **tvrdeći** da će to stvoriti jedan sofisticiran, vrlo zreo proizvod.

O: The Universities Minister claims that, by **allowing** these higher fees, that the government will be giving universities greater freedom, and bringing students greater choice, as well as allowing universities, or forcing universities I suppose, to focus more on high quality teaching.
I: Ministar tvrdi da **omogućujući**[54] da... te školarine, ljudi će... studenti će imati veće šanse birati i …

O: Others are more concerned though, especially about participation, and social mobility, **saying** that the cost of degrees in the future will stop people from certain backgrounds applying to do a degree.
I: Jako su zabrinuti, posebno o participacijama i o socijalnoj mobilnosti, **kažući**[55] da će troškovi života će spriječiti ljude određenih socijalnih pozadina da dođu do diplome.

m) 'dok'-clause (temporal)

O: You will also need to take with you water, food, spare parts, some petrol for the vehicle, because if anything happens in the middle of the desert and you get stranded, and there is no one to hear you **screaming** for help.
I: (Potrebno vam je teretno vozilo sa zaštitiom protiv klokana) i dodatno gorivo jer kad jednom zapnete u pustinji, nitko vas neće čuti **dok vrištite**[56].

[54] Better: 'time što će dopustiti veće školarine' (complex clause)
[55] Better: 'te tvrde' (complex clause)
[56] Also possible: 'kako vrištite/zovete upomoć'

n) '*da li'-clause (conditional clause, whether)

O: If I were finishing school over the next couple of years, I too would be thinking twice about **going to** university.

I: Kad bih ja završavala školu, dobro bih razmislila **da li bih studirala ili ne**.

o) 'ako'-clause (conditional clause, if)

O: Going back a long way in history, we'll see that this was the case even back in Roman times.

I: Ako se vratimo u povijest, vidjet ćemo da smo imali takav slučaj i u vrijeme drevnih Rimljana.

p) adverb

O: The aim **being** to spread that diseases throughout the people, thereby weakening their defenses, and their ability to put up resistance to the Roman armies.

I: I **na taj način**[57] su slabili njihovu obranu i slabili njihov otpor.

O: By **having** spinning cylinders, it works like a tornado that goes around your room sucking up all the dirt.

I: No **uz pomoć** vrtložnog valjka radi kao mali tornado koji ide po vašoj sobi i usisava svu prašinu.

q) passive

O: And two years later, in April 1972 after talks between London, Moscow, and Washington, an international agreement was signed, **banning** the development, the use, and the storage of biological weapons for military purposes.

I: A dvije godine kasnije, u travnju 1972., nakon sastanka na kojem su sudjelovali Washington, London i Moskva, **zabranjeno je**[58] skladištenje takvog oružja u vojne svrhe.

r) 'jer'-clause (causal clause, 'uzročna rečenica')

O: Possibly it's a professional deformation in a way, **having spent** a career working as an interpreter.

I: Na neki sam način deformiran **jer sam proveo** cijelo vrijeme kao prevoditelj u kabini.

[57] Also possible: 'čega je cilj bio' (active)

[58] Also possible: 'međunarodni sporazum kojim se zabranjuje' (relative clause)

s) ‘kada (već)’-clause (causal clause, ‘uzročna rečenica’)

O: Now is your opportunity to take possession of the one place in the world that could clearly be described as the most away that you could possibly get, although **having got** that far away, do bear in mind that you’d be sharing the place with several hundred people evey evening.

I: (Dakle, ako stvarno, ali stvarno, želite pobjeći od svega,) ovo Vam je prilika. Možete posjedovati mjesto koje je najudaljenije od svega na svijetu. Ali, **kada već dođete** toliko daleko, morate imati na umu da ćete dijeliti to mjesto sa nekoliko stotina ljudi svake večeri.

4.2. Results

We have seen from the corpus that student interpreters used in total seven different structures when interpreting English passive structures into Croatian, and nineteen structures for –ing forms. We will now sort them from those used most to those used least:

Solutions for passive structures:

1. passive structure: verb + 'čestica 'se" structure **(40)**
2. active structure **(23)**
3. passive structure: auxiliary 'to be' + 'glagolski pridjev trpni' without agent **(22)**
4. noun **(5)**
5. active structure (+subject (agent in the original passive sentence) added) **(4)**
6. passive structure: auxiliary 'to be + 'glagolski pridjev trpni' with agent **(1)**
7. expression **(1)**

Solutions for -ing forms:

1. active structure **(16)**
2. infinitive **(14)**
3. 'da'-clause (by form, not by meaning!) **(13)**
4. noun (phrase) **(10)**
5. adjective **(9)**
6. relative clause ('atributna rečenica') **(7)**
7. 'glagolska imenica' **(5)**
8. ‘glagolski prilog sadašnji’ **(3)**
9. postmodification (of a noun) **(2)**
10. adverb **(2)**

11. preposition **(2)**
12. ‘kako’-clause (‘namjerna rečenica’, in order to) **(1)**
13. ‘glagolski pridjev trpni’ **(1)**
14. ‘dok’-clause (temporal) **(1)**
15. ‘*da li’-clause (conditional clause, whether) **(1)**
16. ‘ako’-clause (conditional clause, if) **(1)**
17. passive **(1)**
18. ‘jer’-clause (causal clause, ‘uzročna rečenica’) **(1)**
19. ‘kada (već)’-clause (causal clause, ‘uzročna rečenica’) **(1)**

As far as our hypothesis is concerned, we can see from the results that, concerning passives, the structure auxiliary verb ‘to be’ + ‘glagolski pridjev trpni’ with agent was used once, structure auxiliary verb ‘to be’ + ‘glagolski pridjev trpni’ without agent 22 times, and verb + ‘čestica ‘se’’ structure 40 times. As for the –ing forms, student interpreters used ‘glagolska imenica’ 5 times, ‘glagolski prilog sadašnji’ 3 times, relative clauses 7 times, ‘glagolski prilog prošli’ zero times, and 6 different types of complex clauses each once in their interpretations, also ‘da’-clause 13 times.

5. Conclusion

Translation strategies are different procedures translators and interpreters use to formulate the output. In this paper we explored form-based strategies, concerning –ing forms and passive structures as used by student interpreters from English into Croatian in the simultaneous mode.

Form-based strategies deal with grammatical structures, as opposed to meaning-based ones which deal with lexical meaning. In our paper, we used 'form-based' in two different senses: (i) to filter the input, i.e. to select the subject matter we want to address, and (ii) to examine the output in terms of which grammatical structures in English correspond to which grammatical structures in Croatian. By –ing forms we understand words ending in suffix –ing, and we covered most of them with the exception of nouns ending in –ing, as well as present participles used in progressive structures, such as e.g. present continuous, because the interpretation of these is quite straightforward. By passive structures we understand passives in the grammatical sense, which means that semantic passives, e.g. structures such as middle voice were not taken into consideration.

The corpus analyzed was compiled from graduate students' simultaneous interpretations of short speeches made by professional interpreters working for European institutions. The results suggest that, when interpreting passives, student interpreters mostly use the verb + ‘čestica ‘se’’ structure, which was expected since it is one of the two generic, grammatical passive structures in Croatian. The second most frequently used passive structure was the active one, which is a good sign, because it suggests that students opted for a structure which took more time to process because they had to switch from passive to active. In the third place was the structure auxiliary ‘to be’ + ‘glagolski pridjev trpni’ without agent, which was also expected, since it is the generic passive in Croatian. When it comes to –ing forms interpretations, the first three places were reserved for structures we did not expect, namely for active, infinitive, and ‘da’-clause structures, but all of them were viable solutions. An interesting fact was that only on five occasions did the student interpreters opt for ‘glagolska imenica’, on three occasions for ‘glagolski prilog sadašnji’, and on zero occasions for ‘glagolski prilog prošli’ when interpreting –ing forms. Regarding passive structures, the most generic form of passive in Croatian, auxiliary verb ‘to be’ + ‘glagolski pridjev trpni’ with a specified agent, was used only once by a student interpreter.

We should also say that passive with ‘glagolski pridjev trpni’ is quite common and acceptable in Croatian, moreover, student interpreters use it automatically when they are not

completely sure they understood the original, but often it is not stylistically the best solution, so sometimes it is better to use active or a noun instead, which is also something they implemented in their interpretations. Nevertheless, sometimes that is the only and sometimes the best solution, so one should not shy away from it. Also, as far as the construction 'to be' + 'gl. pridjev trpni' with agent goes, it was not a popular choice, because often there are stylistically better options, but it is also acceptable. Sometimes it can be avoided if the agent is obvious from e.g. the verb or it can be transformed into a structure with an intransitive verb with the same meaning, so that interpreters do not have to wait until the end of the original sentence to grasp the meaning, which is also something they were doing quite well. Another thing student interpreters spotted is when the agent in an English sentence is not named, but we know it, in Croatian we can use an active structure and name the agent, and thus avoid using passive. Overall, students' performance concerning passives was quite well, they should just be made aware of the acceptability of the structure 'to be' + 'gl. pridjev trpni' with agent and practice some fixed expressions such as 'compared to', which translates as 'u usporedbi s', not 'uzimajući u obzir'.

As far as –ing forms are concerned, students should definitely be made aware of 'glagolska imenica', 'glagolski prilog sadašnji', and particularly 'glagolski prilog prošli', which was not used on a single occasion, as options when interpreting –ing forms into Croatian. Generally, often they tended to avoid interpreting them, particularly when used as noun premodifications, when easily they could be transformed into noun phrases, i.e. noun postmodifications. Also, many interpretations containing complex clauses, such as e.g. 'da'-clause, could be interpreted using a simple 'glagolska imenica'. Another interesting thing is that 'glagolski prilog sadašnji' was used only on three occasions, but not in the places where it was the optimal solution.

All in all, although some of the most standard target language structures were only rarely chosen, all of the interpretations analyzed were adequate, i.e. they sounded natural in the target language – of course, some of them more than the others. The reason for this probably lies in the technical aspect of simultaneous interpreting where a quick decision must be made. As a conclusion, our results suggest that student interpreters could probably benefit from an increased exposure to a variety of Croatian grammatical structures which could be used when interpreting –ing forms and passive structures from English into Croatian in a way which would make students aware of them, practice their usage, and automatize interpreting those structures.

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