

Translation with commentary: with special emphasis on culture-specific items

Martinis, Dorotea

Master's thesis / Diplomski rad

2021

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Zagreb, Faculty of Humanities and Social Sciences / Sveučilište u Zagrebu, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:131:583175>

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

Download date / Datum preuzimanja: **2024-06-26**



Sveučilište u Zagrebu
Filozofski fakultet
University of Zagreb
Faculty of Humanities
and Social Sciences

Repository / Repozitorij:

[ODRAZ - open repository of the University of Zagreb
Faculty of Humanities and Social Sciences](#)



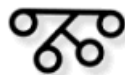
**SVEUČILIŠTE U ZAGREBU
FILOZOFSKI FAKULTET
ODSJEK ZA ANGLISTIKU**

**DIPLOMSKI STUDIJ ANGLISTIKE
SMJER: PREVODITELJSTVO**

Dorotea Martinis

Translation with commentary: with special emphasis on culture-specific items

Diplomski rad



Mentor:
dr.sc. Kristijan Nikolić, viši lektor

2021.

UNIVERSITY OF ZAGREB
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF ENGLISH

GRADUATE PROGRAMME
TRANSLATION TRACK

Dorotea Martinis

Translation with commentary: with special emphasis on culture-specific items

Diploma thesis

Supervisor:
Kristijan Nikolić

2021

Abstract:

This thesis comprises five translations with commentary. Excerpts from three books were translated from English into Croatian (*Atomic Habits* by James Clear, *Spitfire. A Very British Love Story* by John Nichol and *You are What You Read* by Jodie Jackson), and two from Croatian into English (*Znanstvena istraživanja jezika i prevođenja* by Nataša Pavlović and Mateusz-Milan Stanojević and *Fiumanski, opet lažeš* by Vid Barić). The commentary is focused on different translation problems, as well as different strategies employed during the translation process. A special emphasis was put on the translation of culture-specific items, found in the texts. The advantages and disadvantages of using different strategies were discussed, with the main focus being the choice between domestication and foreignisation.

Sažetak:

Rad se sastoji od pet prijevoda s popratnim komentarima. Ulomci iz triju knjiga prevedeni su s engleskoga na hrvatski (*Atomic Habits*, *Spitfire. A Very British Love Story* i *You Are What You Read*), a dviju knjiga s hrvatskoga na engleski jezik (*Znanstvena istraživanja jezika i prevođenja* i *Fiumanski, opet lažeš*). Komentari su usmjereni na različite prijevodne probleme i različite strategije korištene tijekom prevođenja. Poseban naglasak stavljen je na prijevod kulturno-specifičnih elemenata u tekstovima. U komentarima se raspravlja o prednostima i manama korištenja različitih strategija, a glavni naglasak je na izboru između podomaćivanja i postranjivanja.

Table of Contents:

Translation 1: Clear, James. <i>Atomic Habits</i> . Penguin Random House LLC, 2018.	
pp. 58-66	5
Glossary of terms	5
Translation	8
Sources	15
Translation 2: Nichol, John. <i>Spitfire. A Very British Love Story</i> . Simon & Schuster UK Ltd., 2018. pp. 32-36.....	16
Glossary of terms	16
Translation	20
Sources	27
Translation 3: Jackson, Jodie. <i>You are What You Read</i> . Unbound, 2019. pp. 63-71.....	28
Glossary of terms	28
Translation	31
Sources	36
Translation 4: Pavlović, Nataša; Stanojević, Mateusz-Milan. <i>Znanstvena istraživanja jezika i prevođenja</i> . Filozofski fakultet Sveučilišta u Zagrebu, 2020. pp. 70-77.....	37
Glossary of terms	37
Translation	41
Sources	47
Translation 5: Barić, Vid. <i>Fiumanski, opet lažeš</i> . Shura publikacije, 2020. pp. 72-78; 88-90.....	49
Translation	49
Sources	55
Commentary.....	56

Translation 1

Clear, James. *Atomic Habits*. Penguin Random House LLC, 2018. pp. 58-66.

Glossary

Source term	Target term	Source
action	postupak	https://hrcak.srce.hr/3429
ambulance siren	sirena hitne pomoći	https://hrcak.srce.hr/119595
appointment	termin	https://www.hzjz.hr/wp-content/uploads/2015/09/Brief-Natje%C4%8Daj-Nacionalni-programi.pdf
approach	pristup	Bujas, Ž. Veliki englesko-hrvatski rječnik. Nakladni zavod Globus, 2005.
automatic	automatski	Veliki englesko-hrvatski rječnik
awareness	osvješćivanje	https://hrcak.srce.hr/128128
behavior	ponašanje	https://hrcak.srce.hr/52013
behavior change	promjena ponašanja	https://hrcak.srce.hr/165869
brain	mozak	Veliki englesko-hrvatski rječnik
calorie	kalorija	Veliki englesko-hrvatski rječnik
categorize	kategorizirati	https://hrcak.srce.hr/123089
Catherine the Great	Katarina Velika	https://www.enciklopedija.hr/natuknica.aspx?ID=30843
colonoscopy	kolonoskopija	https://hrcak.srce.hr/172701
complex	komplikiran	https://hrcak.srce.hr/26161
conscious	svjestan	https://doi.org/10.31337/oz.74.2.2
consequence	posljedica	http://struna.ihjj.hr/naziv/posljedica/49636/#naziv
control group	kontrolna skupina	Pavlović, N., Stanojević M. <i>Znanstvena istraživanja jezika i prevođenja</i> . Filozofski fakultet Sveučilišta u Zagrebu, 2020.
coronary heart disease	koronarna bolest srca	https://www.enciklopedija.hr/natuknica.aspx?ID=33238
criticism	kritika	Veliki englesko-hrvatski rječnik
cue	znak	https://hrcak.srce.hr/17855
Damascus	Damask	https://www.enciklopedija.hr/Natuknica.aspx?ID=13786

decision	odluka	http://struna.ihjj.hr/naziv/odluka/11306/#naziv
Diderot effect	Diderotov efekt	translator's coinage
effective	učinkovit	https://hrcak.srce.hr/232032
Empress of Russia	ruska carica	https://www.enciklopedija.hr/natuknica.aspx?ID=30843
encyclopedia	enciklopedija	Veliki englesko-hrvatski rječnik
Encyclopédie	Enciklopedija	https://www.enciklopedija.hr/natuknica.aspx?id=14984
example	primjer	https://hrcak.srce.hr/203950
exercise (noun)	vježba	https://hrcak.srce.hr/193278
exercise (verb)	vježbati	https://hrcak.srce.hr/4141
flu shot	cjepivo protiv gripe	https://www.merriam-webster.com/medical/flu%20shot ; https://www.ema.europa.eu/en/documents/overview/flucelvax-tetra-epar-medicine-overview_hr.pdf
goal	cilj	https://hrcak.srce.hr/109509
government program	vladin program	https://mfin.gov.hr/vijesti/suker-eu-pozitivno-ocjenjuje-vladin-program-gospodarskog-opravka/1452
Great Britain	Velika Britanija	https://www.enciklopedija.hr/Natuknica.aspx?ID=64138
habit stacking	slaganje navika	translator's coinage
Habits Scorecard	tablica ocjenjivanja navika	translator's coinage
heart	srce	http://struna.ihjj.hr/naziv/srce/8410/#naziv
human	ljudski	https://hrcak.srce.hr/72764
identity	identitet	Veliki englesko-hrvatski rječnik
impact	utjecaj	https://hrcak.srce.hr/135197
implementati on intention	namjera provedbe	https://core.ac.uk/download/pdf/197875031.pdf

inspiration	nadahnuće	https://hrcak.srce.hr/205856
internal	unutarnji	Veliki englesko-hrvatski rječnik
isolation	izolacija	Veliki englesko-hrvatski rječnik
judgment	prosudivanje	https://hrcak.srce.hr/169519
label	naziv	https://hrcak.srce.hr/36584
level	razina	https://hrcak.srce.hr/84132
list	popis	https://hrcak.srce.hr/169768
location	mjesto	https://hrcak.srce.hr/131195
mark	ocijeniti	https://hrcak.srce.hr/82862
meditation	meditacija	https://www.enciklopedija.hr/Natuknica.aspx?ID=39772
motivation	motivacija	https://hrcak.srce.hr/147044
muscle	mišić	http://struna.ihj.hr/naziv/misic/16243/#naziv
observe	promatrati	https://hrcak.srce.hr/23187
odds	šansa	https://hrcak.srce.hr/209062
philosopher	filozof	https://doi.org/10.21464/fi38201
Pointing- and-Calling	pokazivanje i nazivanje	translator's coinage
polling station	biračko mjesto	https://op.europa.eu/en/web/eu-vocabularies/concept/-/resource?uri=http://eurovoc.europa.eu/5067
presentation	prezentacija	https://hrcak.srce.hr/141441
process	proces	Veliki englesko-hrvatski rječnik
rationalize	racionalizirati	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=47398
repetition	ponavljanje	https://hrcak.srce.hr/93555
researcher	istraživač	Veliki englesko-hrvatski rječnik
risk	rizik	http://struna.ihj.hr/naziv/rizik/1203/#naziv
situation	situacija	https://hrcak.srce.hr/145603
strategy	strategija	Veliki englesko-hrvatski rječnik
stress	stres	https://hrcak.srce.hr/127765
subject	ispitanik	Veliki englesko-hrvatski rječnik
success	uspjeh	https://hrcak.srce.hr/83927
task	zadatak	https://hrcak.srce.hr/12651
tax	porez	http://struna.ihj.hr/naziv/porez/45642/#naziv

thought	misao	https://hrcak.srce.hr/37071
time	vrijeme	http://struna.ihj.hr/naziv/vrijeme/2364/#naziv
trigger (noun)	povod	Veliki englesko-hrvatski rječnik
trigger (verb)	pokrenuti	Veliki englesko-hrvatski rječnik
urge	poriv	https://hrcak.srce.hr/171594
verbalize	izraziti (se) riječima	Veliki englesko-hrvatski rječnik
workout	trening	https://hrcak.srce.hr/69600

Translation

Na primjer, početak vašeg popisa može izgledati ovako:

- Probudim se
- Ugasim budilicu
- Provjerim mobitel
- Odlazim u kupaonicu
- Važem se
- Tuširam se
- Perem zube
- Čistim zube koncem
- Stavljam dezodorans
- Objesim ručnik kako bi se osušio
- Oblačim se
- Kuham čaj

...i tako dalje.

Nakon što napišete cijeli popis, proučite svako ponašanje i zapitajte se: „Je li ovo dobra, loša ili neutralna navika?“ Ako je navika dobra, uz nju napišite „+“. Ako je loša, napišite „-“. Ako je neutralna, napišite „=“.

Na primjer, gornji popis mogao bi izgledati ovako:

- Probudim se =

- Ugasim budilicu =
- Provjerim mobitel -
- Odlazim u kupaonicu =
- Važem se +
- Tuširam se +
- Perem zube +
- Čistim zube koncem +
- Stavljam dezodorans +
- Objesim ručnik kako bi se osušio =
- Oblačim se =
- Kuham čaj +

Kako ćete određenu naviku ocijeniti ovisi o vašoj situaciji i vašim ciljevima. Netko tko pokušava smršavjeti može smatrati da je to što svako jutro jede pecivo s maslacem od kikirikija loša navika. Netko tko pokušava povećati masu i dobiti mišiće, isto će ponašanje smatrati dobrom navikom. Sve ovisi o tome koji vam je cilj¹ⁱ.

Ocjenjivanje navika može biti komplicirano i iz drugog razloga. Nazivi „dobra navika“ i „loša navika“ pomalo su nepravilni. Nema dobrih ili loših navika. Postoje samo učinkovite navike. Točnije, navike učinkovite u rješavanju problema. Sve nam navike, čak i one lošeⁱⁱ, za nešto služe te ih zbog toga i ponavljamo. Za ovu vježbu kategorizirajte svoje navike prema tome kako će vam dugoročno koristiti. Općenito govoreći, ako su nam navike dobre, konačni ishod bit će pozitivan. Ako su nam navike loše, konačni ishod bit će negativan. Na primjer, pušenje može trenutačno smanjiti stres (tako nam koristi), ali dugoročno nije zdravo.

Ako vam je i dalje teško ocijeniti određenu naviku, evo pitanja koje volim koristiti: „Pomaže li mi ovo ponašanje da postanem osoba kakva želim biti? Može li mi ova navika poslužiti u ostvarivanju željenog identiteta ili ne?“ Navike koje osnažuju vaš željeni identitet uglavnom su dobre, dok su navike koje se kose s vašim željenim identitetom uglavnom loše.

U početku, dok izrađujete tablicu ocjenjivanja navikaⁱⁱⁱ, nije potrebno ništa mijenjati. Cilj je samo primijetiti što se zapravo događa. Promatrajte svoje misli i postupke bez prosuđivanja ili unutarnje kritike. Ne krivite se za svoje greške. Ne hvalite se za svoje uspjehe.

¹ Ako želite, predložak za vlastitu tablicu ocjenjivanja navika možete preuzeti na atomichabits.com/scorecard.

Ako svako jutro jedete čokoladicu, osvijestite tu radnju kao da je riječ o radnji neke druge osobe. Recite si: „Baš zanimljivo da radi tako nešto“. Ako se prejedate, jednostavno primijetite da unosite više kalorija nego što biste trebali. Ako tratite vrijeme na internetu, primijetite da svoj život provodite na način na koji ne želite.

Prvi korak prema promjeni loših navika je njihovo primjećivanje. Ako smatrate da vam treba dodatna pomoć, možete isprobati metodu pokazivanja i nazivanja, kojom se koriste japanski kondukteri vlakova^{iv}. Evo kako tu metodu možete koristiti u svakodnevnom životu. Naglas izgovorite što kanite učiniti i kako će to završiti. Ako želite početi jesti manje nezdrave hrane i primijetite da ste posegnuli za još jednim keksom, izgovorite naglas: „Pojest ću ovaj keks, ali ne treba mi. Ako ga pojedem, udebljat ću se i naštetiti svojem zdravlju.“

Kada naglas izgovorite lošu naviku, njezine se posljedice čine stvarnijima. Time naglašavate važnost postupaka i ne dopuštate si da bez razmišljanja nastavite sa starim navikama. Ovaj je pristup koristan čak i kada se pokušavate sjetiti zadatka sa svojeg popisa obveza. Samim time što ste naglas izgovorili: „Sutra nakon ručka moram u poštu“, povećava se vjerojatnost da ćete to i učiniti. Postajete svjesni potrebe za tim postupkom, a to može sve promijeniti.

Proces promjene ponašanja uvijek započinje osvješćivanjem. Strategije poput pokazivanja i nazivanja te tablice ocjenjivanja navika koriste se kako bi vam pomogle prepoznati vlastite navike i što ih uzrokuje da bi zatim na njih mogli reagirati na način koji će vam koristiti.

Sažetak poglavlja

- Uz dovoljno vježbe, vaš će mozak znati prepoznati znakove koji najavljuju određene ishode, bez svjesnog razmišljanja o tome.
- Kada naše navike postanu automatske, prestajemo obraćati pažnju na ono što radimo.
- Proces promjene ponašanja uvijek započinje osvješćivanjem. Morate biti svjesni svojih navika kako biste ih mogli promijeniti.
- Pomoću metode pokazivanja i nazivanja verbaliziramo svoje postupke i postajemo svjesniji nesvjesnih navika.
- Tablica ocjenjivanja navika jednostavna je vježba pomoću koje možete postati svjesniji svojeg ponašanja.

Najbolji način za usvajanje novih navika

ISTRAŽIVAČI u Velikoj Britaniji 2001. godine^v radili su s 248 ljudi koji su tijekom dva tjedna trebali usvojiti bolje navike vježbanja. Ispitanici su bili podijeljeni u tri skupine.

Prva skupina bila je kontrolna skupina. Od njih se tražilo samo da prate koliko često vježbaju.

Druga skupina bila je "motivacijska" skupina. Sudionici su zamoljeni ne samo da prate svoje treninge već i da pročitaju neke materijale o prednostima vježbanja. Osim toga, istraživači su im objasnili kako vježbanje može smanjiti rizik od koronarne bolesti srca kao i poboljšati njegovo zdravlje.

Treća skupina bila je posljednja. Njima je pokazana ista prezentacija kao i drugoj skupini, što je osiguralo da im motivacija bude na jednakoj razini. Međutim, zamoljeni su i da naprave plan kada će i gdje vježbati tijekom nadolazećeg tjedna. Točnije, svaki je član treće skupine dopunio sljedeću rečenicu: „Tijekom nadolazećeg tjedna barem 20 minuta intenzivno ću vježbati u [DAN] u [VRIJEME] u [MJESTO].“

U prvoj i drugoj skupini 35 do 38 posto ljudi vježbalo je barem jednom tjedno. (Zanimljivo je da motivacijsko izlaganje nije imalo značajnijeg utjecaja na ponašanje druge skupine). S druge strane, barem jednom tjedno vježbalo je 91 posto treće skupine, što je više nego dvostruko od postotka prve i druge skupine.

Rečenicu koju su ispitanici ispunili istraživači nazivaju *namjerom provedbe*, planom koji prethodno napravite o tome kada i gdje ćete nešto učiniti. Odnosno, kako *namjeravate provesti* određenu naviku.

Uzroci koji potiču naviku vrlo su različiti – vibracija telefona u džepu, miris čokoladnih keksa, zvuk sirene hitne pomoći – ali dva najčešća znaka su vrijeme i mjesto. Namjere provedbe utječu na oba ova znaka.

Općenito, format za stvaranje namjere provedbe je:

„U slučaju situacije X, učinit ću Y.“

Stotine studija pokazale su da nam namjere provedbe učinkovito pomažu pridržavati se ciljeva, bilo da se radi o zapisivanju točnog vremena i datuma cijepljenja protiv gripe ili zabilježavanju termina za kolonoskopiju. Također, povećavaju izgleda da će ljudi zadržati navike poput recikliranja, učenja, ranog odlaska na spavanje i prestanka pušenja.

Istraživači su čak otkrili da se odaziv birača povećava kad su ljudi prisiljeni zapisati namjere provedbe i odgovoriti na pitanja poput: „Kojim putem idete do biračkog mjesta? U koje vrijeme planirate ići? Koji autobus će vas odvesti tamo?“ Drugi uspješni vladini programi potaknuli su građane da jasno isplaniraju pravovremeno podnošenje prijave poreza^{vi} te im dali upute kada i gdje platiti prometne kazne.

Zaključak je jasan: ljudi koji točno isplaniraju kada i gdje će ostvariti novu naviku, najvjerojatnije će to i učiniti. Previše ljudi pokušava promijeniti svoje navike, a da ne znaju osnovne stvari. Kažemo si: „Hranit ću se zdravije“ ili „Više ću pisati“, ali nikada ne kažemo kada će se i gdje to dogoditi. Sve prepuštamo slučaju i nadamo se da ćemo se „sjetiti to učiniti“ ili da ćemo se u pravo vrijeme osjećati motivirano. Namjera provedbe briše neodređene izjave poput „Želim raditi više“ ili „Želim biti produktivniji“ ili „Trebao bih glasati“ i pretvara ih u konkretan plan djelovanja.

Mnogi ljudi misle da im nedostaje motivacije, iako im zapravo nedostaje objašnjenja. Nije uvijek očito kada i gdje nešto treba poduzeti. Neki ljudi provedu čitav život čekajući da stigne pravo vrijeme za poboljšanje.

Kada se jednom postavi namjera provedbe, ne morate čekati da dobijete inspiraciju. *Da danas napišem poglavlje ili ne? Da meditiram ujutro ili u vrijeme ručka?* Kada nastupi trenutak djelovanja, nema potrebe za donošenjem odluke. Jednostavno se držite svojeg unaprijed utvrđenog plana.

Jednostavan način primjene ove strategije na svoje navike je ispunjavanje ove rečenice:

Ja ću [RADNJA] u [VRIJEME] u [MJESTO].

- Meditacija. Meditirat ću jednu minutu u 7 sati u kuhinji.
- Učenje. Učit ću španjolski dvadeset minuta u 18 sati^{vii} u spavaćoj sobi.
- Vježbanje. Vježbat ću jedan sat u 17 sati u kvartovskoj teretani.
- Brak. Skuhat ću svojem partneru šalicu čaja u 8 sati u kuhinji.

Ako niste sigurni kada započeti s novom navikom, pokušajte prvog dana u tjednu, mjesecu ili godini. Vjerojatnije je da će ljudi poduzeti nešto u to doba, jer je tada nada obično veća. Ako imamo nade, imamo i razlog za djelovanje. Novi početak zvuči motivirajuće.

Postoji još jedan razlog zašto su namjere provedbe korisne. Ako specificirate kako želite nešto postići, lakše će vam biti reći ne stvarima koje usporavaju napredak, odvrćaju vam pažnju i

odvlače vas s puta. Često pozitivno odgovaramo na male zahtjeve jer nam nije dovoljno jasno što bismo umjesto toga trebali učiniti. Kad su vam ciljevi nejasni, lako je cijeli dan racionalizirati male iznimke i nikada ne naći vremena za ono što trebate učiniti kako biste uspjeli.

Odredite vrijeme i prostor gdje će vaše navike zaživjeti. Cilj je da vrijeme i mjesto postanu toliko očiti da, uz dovoljno ponavljanja, dobijete poriv da učinite pravu stvar u pravo vrijeme, čak i ako ne znate objasniti zašto. Kao što je rekao pisac Jason Zweig, „Očito je da nikada nećete vježbati nesvjesno. Ali kao što psi počnu sliniti na zvuk zvona, možda ćete se i vi početi vrpolti u doba dana tijekom kojeg inače vježbate.“

Postoji mnogo načina na koje možemo koristiti namjere provedbe u životu i na poslu. Najdraži mi je onaj koji sam naučio^{viii} od profesora BJ-a Fogga sa Stanforda, strategija koju nazivam slaganjem navika.

SLAGANJE NAVIKA: JEDNOSTAVAN PLAN PROMJENE NAVIKA

Francuski filozof Denis Diderot gotovo je čitav život proveo u siromaštvu, no sve se promijenilo jednog dana 1765. godine. Diderotova kći trebala se vjenčati, no on nije bio u mogućnosti platiti vjenčanje. Iako nije bio imućan, Diderot je bio poznat kao suosnivač i pisac *Enciklopedije*, jedne od najopsežnijih enciklopedija toga doba. Kad je Katarina Velika^{ix}, carica Rusije, čula za Diderotove financijske probleme, suosjećala je s njime. Voljela je knjige i jako joj se sviđjela njegova enciklopedija. Ponudila je da kupi Diderotovu osobnu knjižnicu za 1 000 britanskih funti, što bi danas bilo više od 150 000 američkih dolara². Diderot je odjednom imao novca na pretek. Novim bogatstvom nije samo platio vjenčanje, već je i sebi nabavio grimizni kućni ogrtač^x.

Diderotov grimizni ogrtač bio je predivan. Toliko predivan da je Diderot odmah primijetio kako se ne uklapa među ostale jednostavnije stvari koje je posjedovao. Napisao je da među njegovim elegantnim ogrtačem i ostatkom njegovih stvari „više nema usklađenosti, nema jedinstva, nema ljepote.“

² Osim što je platila za knjižnicu, Katarina Velika zamolila je Diderota da joj pričuva knjige dok ih ne zatreba te mu ponudila godišnju plaću kako bi bio njezin knjižničar.

Diderot je ubrzo osjetio potrebu za posjedovanjem boljih stvari. Svoj je sag zamijenio sagom iz Damaska. Ukrasio je dom skupim skulpturama. Kupio je ogledalo, koje je stavio iznad kamina i bolji kuhinjski stol. Bacio je svoju staru slamnatu stolicu i nabavio kožnu. Poput domina, jedna je kupnja za sobom povlačila sljedeću.

Diderotovo ponašanje nije neuobičajeno. Zapravo, tendencija pri kojoj jedna kupnja dovodi do druge naziva se Diderotovim efektom. Diderotov efekt tvrdi da nabavljanje nečeg novog često uzrokuje putanju potrošnje koja dovodi do dodatnih kupnji.

Ovaj obrazac može se uočiti svuda oko nas. Kupite haljinu i onda morate nabaviti nove cipele i naušnice koje idu uz nju. Kupite kauč i iznenada počnete preispitivati raspored cijele dnevne sobe. Kupite djetetu igračku i zatim kupujete sve što ide uz nju. To je lančana reakcija kupnji.

Mnoga ljudska ponašanja su slična. Često odlučujete što ćete učiniti na temelju onoga što ste upravo završili. Odlazite u kupaonicu pa perete i sušite ruke, što vas podsjeti da treba oprati prljave ručnike, pa na popis za kupnju dodajete deterdžent za pranje rublja itd. Nijedno ponašanje nije izolirano. Svaki postupak postaje znak koji uzrokuje sljedeći postupak.

Sources

Bujas, Željko. *Veliki englesko-hrvatski rječnik*. Nakladni zavod Globus, 2005.

Collins Dictionary. Collins 2018, <https://www.collinsdictionary.com>. Accessed 19 June 2021.

Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA): One billion words, 1990-2019*. www.english-corpora.org/coca/. Accessed 19 June 2021.

Drokan, L. *Mentalne simulacije i ostvarivanje ciljeva*. Sveučilište J. J. Strossmayera u Osijeku, 2016.

Hrvatska enciklopedija. Leksikografski zavod Miroslav Krleža, <http://www.enciklopedija.hr/>.

Accessed 19 June 2021.

Hrvatski jezični portal. Znanje, hjp.znanje.hr. Accessed 19 June 2021.

Hrvatski pravopis. <http://pravopis.hr/>. Accessed 19 June 2021.

Institut za hrvatski jezik i jezikoslovlje. Institut za hrvatski jezik i jezikoslovlje, ihj.hr/.

Accessed 19 June 2021.

Merriam-Webster's Online Dictionary. Merriam-Webster Incorporated 2018,

<https://www.merriam-webster.com/>. Accessed 19 June 2021.

Oxford Learner's Dictionaries. Oxford University Press,

<https://www.oxfordlearnersdictionaries.com/>. Accessed 19 June 2021.

Pavlović, N., Stanojević M. *Znanstvena istraživanja jezika i prevođenja*. Filozofski fakultet Sveučilišta u Zagrebu, 2020.

The Free Dictionary. Farlex, Inc., <https://www.thefreedictionary.com/>. Accessed 19 June

2021.

Translation 2

Nichol, John. *Spitfire. A Very British Love Story*. Simon & Schuster UK Ltd., 2018. pp. 32-36.

Glossary

aircraft	zrakoplov	http://struna.ihjj.hr/naziv/zrakoplov/298/#naziv
airfield	zračno pristanište	http://struna.ihjj.hr/naziv/zracno-pristaniste/153/#naziv
Algerian	alžirski	Bujas, Ž. <i>Veliki englesko-hrvatski rječnik</i> . Nakladni zavod Globus, 2005.
America	Amerika	https://hrcak.srce.hr/132773
attack	napad	Veliki englesko-hrvatski rječnik
automobile	automobil	Veliki englesko-hrvatski rječnik
Auxiliary Air Force	pomoćno ratno zrakoplovstvo	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
aviation	letenje	Veliki englesko-hrvatski rječnik
aviator	avijatičar	Veliki englesko-hrvatski rječnik
base	baza	Veliki englesko-hrvatski rječnik
Basutoland	Basutoland	https://www.enciklopedija.hr/natuknica.aspx?ID=36163
battle	bitka	http://struna.ihjj.hr/naziv/bitka/33865/#naziv
Battle of Britain	bitka za Britaniju	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
Battle of France	bitka za Francusku	https://enciklopedija.hr/Natuknica.aspx?ID=59137
biplane	dvokrilac	Veliki englesko-hrvatski rječnik

blitzkrieg	blitzkrieg	https://www.enciklopedija.hr/Natuknica.aspx?ID=8176
bomber	bombarder	https://enciklopedija.hr/Natuknica.aspx?ID=8595
Britain	Britanija	Veliki englesko-hrvatski rječnik
British Army	britanska vojska	https://doi.org/10.17794/rgn.2016.1.1
Browning	strojnica Browning	https://www.morh.hr/19042013obuku-obuavatelja-u-rukovanju-tekom-strojnicom-browning/
chief of staff	šef kabineta	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
clock	sat	Veliki englesko-hrvatski rječnik
cockpit	pilotska kabina	http://struna.ihjj.hr/naziv/pilotska-kabina/21466/#naziv
columnist	kolumnist	http://hjp.znanje.hr/index.php?show=search_by_id&id=eltjWRk%3D
Commonwealth	Commonwealth	https://enciklopedija.hr/Natuknica.aspx?ID=12321
compass	kompas	http://struna.ihjj.hr/naziv/kompas/2129/#naziv
conversion training officer	osposobljavanje za konverziju	https://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:32012R0290&from=SK
Dark Age	mračno doba	https://hrcak.srce.hr/224924
defence	obrana	Veliki englesko-hrvatski rječnik
defence company	tvrtka za proizvodnju oružja	https://novac.jutarnji.hr/novac/makro-mikro/americki-proizvodac-oruzja-obustavlja-proizvodnju-svog-najpoznatijeg-proizvoda-9394355
dissenter	oporbenjak	Veliki englesko-hrvatski rječnik
engine	motor	http://struna.ihjj.hr/naziv/motor/4530/#naziv
England	Engleska	https://www.enciklopedija.hr/Natuknica.aspx?ID=17961
fighter (1)	lovački zrakoplov	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
fighter (2)	borac	Veliki englesko-hrvatski rječnik
Fighter Command	borbeni odjel RAF-a	Montefiore, S.S. <i>Govori koji su promijenili svijet</i> , pr. Josip Ivanović. Edicije Božičević. 2013. Zg
fighter pilot	pilot lovačkog zrakoplova	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles

fleet	flota	http://struna.ihjj.hr/naziv/brodovlje/23442/#naziv
flight	let	http://struna.ihjj.hr/naziv/let/628/#naziv
Foreign Secretary	ministar vanjskih poslova	https://vijesti.hrt.hr/svijet/tko-je-dominic-raab-covjek-koji-mijenja-johnsona-844058
fraud	prevara	Veliki englesko-hrvatski rječnik
frontline	fronta	Veliki englesko-hrvatski rječnik
fundraising	prikupljanje financijskih sredstava	Veliki englesko-hrvatski rječnik
German High Command	njemačko zapovjedništvo	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
Germany	Njemačka	https://www.enciklopedija.hr/Natuknica.aspx?ID=44490
Great Depression	Velika gospodarska kriza	https://enciklopedija.hr/Natuknica.aspx?ID=64142
Great War	Veliki rat	https://hrcak.srce.hr/169793
ground crew	zemaljska posada	https://www.jutarnji.hr/vijesti/kljucna-godina-za-hrvatsko-ratno-zrakoplovstvo-trebamo-18-lovaca-i-nove-vojne-baze-a-dio-autocesta-pripremiti-damogu-postati-sletne-piste-102331
invasion	invazija	http://struna.ihjj.hr/naziv/invazija/51737/#naziv
laxative	laksativ	http://struna.ihjj.hr/naziv/laksativ/40102/#naziv
major	bojnik	Veliki englesko-hrvatski rječnik
manufacturer	proizvođač	Veliki englesko-hrvatski rječnik
Mark II	drugi model zrakoplova <i>Spitfire</i>	translator's coinage; http://www.historyofwar.org/articles/weapons_spitfire_mkII.html
Me109	Bf 109	https://www.britannica.com/technology/Bf-109 https://www.enciklopedija.hr/natuknica.aspx?id=40305
Minister of Aircraft Production	ministar zrakoplovne produkcije	https://www.enciklopedija.hr/natuknica.aspx?id=6486
navy	mornarica	http://struna.ihjj.hr/naziv/mornarica/23444/#naziv
Nazi	nacist	Veliki englesko-hrvatski rječnik
occupy	zauzeti	Veliki englesko-hrvatski rječnik
offensive	napad	Veliki englesko-hrvatski rječnik
operation	operacija	http://struna.ihjj.hr/naziv/operacija/751/#naziv
Oregon Air National Guard	Zračna nacionalna garda Oregona	translator's coinage
port	luka	http://struna.ihjj.hr/naziv/luka/22114/#naziv

port wing	lijevo krilo	https://nrotc.arizona.edu/sites/default/files/Aviation%20Study%20Guide.pdf
press baron	novinski magnat	https://www.enciklopedija.hr/natuknica.aspx?id=6486
price list	troškovnik	https://doi.org/10.36978/cte.4.1.6
production line	proizvodna linija	https://hrcak.srce.hr/71813
prosecution	kazneni progon	http://struna.ihjj.hr/naziv/kazneni-progon/51393/#naziv
RAF	Kraljevsko ratno zrakoplovstvo (RAF)	https://www.enciklopedija.hr/Natuknica.aspx?ID=51589
rear-gunner	stražnji topnik	https://www.dnevno.hr/ekalendar/zanimljivosti-iz-povijesti/cudesni-skok-iz-bombardera-bez-padobrana-koji-je-zapanjio-cak-i-neprijatelja-113689/
redwood	sekvoja	https://www.collinsdictionary.com/dictionary/english/redwood
		https://www.enciklopedija.hr/Natuknica.aspx?ID=55263
rivet	zakovica	http://struna.ihjj.hr/naziv/zakovica/7547/#naziv
solicit	zaustavljati muškarce na javnim mjestima	Veliki englesko-hrvatski rječnik
Wales	Wales	https://www.enciklopedija.hr/Natuknica.aspx?ID=65772
Africa	Afrika	https://www.enciklopedija.hr/Natuknica.aspx?ID=702
spark plug	svjećica	http://struna.ihjj.hr/naziv/svjecica/4533/#naziv
Spitfire Fund	Fond za Spitfire	translator's coinage
squadron	eskadrila	http://struna.ihjj.hr/naziv/eskadriila/775/#naziv
the British Empire	Britansko Carstvo	https://hrcak.srce.hr/253236
the Commons	donji dom Britanskog parlamenta	https://www.enciklopedija.hr/natuknica.aspx?id=15953
the Humber	estuarij Humber	https://www.enciklopedija.hr/natuknica.aspx?id=26664
tracer bullet	svjetleće zrno	http://struna.ihjj.hr/naziv/svjetlece-zrno/52586/#naziv
union	sindikata	Veliki englesko-hrvatski rječnik
US ambassador	američki veleposlanik	https://hrcak.srce.hr/152054
war	rat	http://struna.ihjj.hr/naziv/rat/51725/#naziv

War Directive 16	Direktiva o vođenju rata br. 16	Deighton, L. <i>Lovac. Zračna bitka za Britaniju</i> . Centar za informacije i publicitet. 1984. prev. Konstantin Miles
weapon	oružje	http://struna.ihjj.hr/naziv/oruzje/44407/#naziv
Western Front	Zapadno bojište	https://doi.org/10.22586/csp.v49i3.61
White Cliffs of Dover	bijeli klifovi Dovera	https://www.enciklopedija.hr/Natuknica.aspx?ID=16065
wing	krilo	http://struna.ihjj.hr/naziv/krilo/21463/#naziv

Translation

Junačkim podvizima nad Dunkirkom zrakoplov *Spitfire* dokazao se u javnosti, ali da bi ih se proizvelo stotine bio je potreban novac. Svaki je proizvedeni *Spitfire* koštao nešto manje od 9 000 funti. Lord Beaverbook, novinski magnat koji je postao proizvođač, odlučio je objaviti troškovnik kako bi zrakoplovu pridodao više značaja. Motor od 2 000 funti, krila od 2 000 funti i strojnice Browning od 800 funti bile su potpuna suprotnost pristupačnijem kompasu (pet funti), satu (dvije funte), svjećicama (osam šillinga) i zakovicama (šest penija). Plaća prosječnog civilnog radnika bila je oko 3,10 funti na tjedan, dok su borbeni piloti zarađivali oko pet funti. Početkom ljeta 1940. godine Beaverbrook je putem medija pokrenuo Fond za *Spitfire*^{xi}. Javnost je uredno davala svoje doprinose. Štoviše, činili su i više od toga. Čekovi od jedne funte prerasli su u čekove od tisuća funti, pa je fond u konačnici prikupio 13 milijuna funti.

Novac je stizao sa svih strana. Stanovnici britanskog protektorata Basutolanda^{xii} u južnoj Africi skupili su dovoljno za jednu cijelu eskadrilu; selo u Južnom Walesu prikupilo je 5 000 funti nakon smrti mještana, pilota Kraljevskog ratnog zrakoplovstva (RAF)^{xiii}. U Manchesteru je prostitutkama uhićenim zbog nudjenja usluga mušterijama bila ponudena mogućnost „doniranja“ velikodušne tri funte kako ne bi bile kazneno gonjene.

Oblik i veličina zrakoplova također su privlačili ljude. „Postoji nešto neodoljivo simpatično u stvarčici koji se vraški bori“, primijetio je kolumnist britanskog *Daily Telegrapha*.

Prikupljanje financijskih sredstava skrenulo je još veću pozornost na *Spitfire*. Postao je nacionalni simbol otpora kao i oruđe za odmazdu.

* * *

Britanci su vrlo brzo prepoznali i iskoristili globalnu privlačnost *Spitfirea*. Jarke fotografije na kojima *Spitfire* oblijeće Bijele stijene Dovera s naslovima poput „Krila za pobjedu“ i „Dajte im vjetar u leđa^{xiv}“ objavljujane su diljem svijeta.

Dok je bio tinejdžer, Johna Blytha oduševljavale su priče o velikim junacima zrakoplovstva, pa je često na nastavi maštao o tome kako se nalazi u pilotskoj kabini *Spitfirea* i bori protiv podivljalih Nijemaca^{xv}.

No postojala je mala kvaka. Iako su mu roditelji bili Englezi, John je bio američki državljanin iz Oregona na zapadnoj obali. Njegovog su oca, iako je o tome rijetko govorio, pokušali ubiti plinom na Zapadnoj fronti dok je služio u Britanskoj vojsci za vrijeme Velikog rata. Poslije rata, sa ženom je emigrirao u Ameriku, i skrasio se u selu okruženom ogromnim sekvojama Oregona. Nekako su preživljavali sve dok ih tridesetih godina nije pogodila Velika gospodarska kriza. U jednom je trenutku Johnov otac pribjegao sakupljanju kore drveta američke krkavine, koja se koristila kao laksativ, kako bi svojemu sinu mogao platiti školsku uniformu.

John je bio odličan učenik i strastveni čitatelj knjiga^{xvi}, osobito onih o zrakoplovstvu. Jednog je dana u časopisu naišao na reklamu za letove koji su koštali „jedan peni po funti³ težine“^{xvii}. Kako je težio samo 90 funti, John je uspio nagovoriti oca da se odrekne 90 centi te se ubrzo kotrljao po neravnom polju u starom dvokrilcu. Zatim se vinuo u zrak. „Nisam dobro vidio preko ruba pilotske kabine pa sam otvorio malena bočna vrata kako bih imao bolji pogled. Svidjelo mi se, stvarno mi se jako svidjelo, ali nisam mogao ni zamisliti da ću jednoga dana pilotirati takvim zrakoplovom u bitci.“

Blyth je naučio letjeti kada se priključio novoosnovanoj Oregonskoj nacionalnoj zrakoplovnoj straži. Ali rekao je roditeljima kako osjeća da mu je dužnost otići u Englesku i pridružiti se ratnim snagama. „Znao sam sve o opasnosti, ali smatrao sam da se moram suočiti s njome. Sjećam se kako sam se opraštao od roditelja. I oni su shvaćali o kakvoj je opasnosti riječ, ali znali su da je to nešto što sam morao učiniti. Najvažniji mi je bio let, borba u ratu bila je iza njega.“

* * *

Da se tvornicom *Castle Bromwich* bolje upravljalo, u ljeto 1940. za frontu bi bilo spremno 1 000 *Spitfire* zrakoplova, dovoljno za opskrbu svih eskadrila Lovačkog zapovjedništva na jugu

³ anglosaksonska mjera za težinu, 1 funta = 0.45 kg (op. prev.)

Engleske. No unatoč obećanju Lorda Nuffielda da će ih se do travnja 1940. proizvoditi 60 mjesečno^{xviii}, četiri godine nakon postavljanja temelja, tvornica još nije proizvela niti jedan *Spitfire*.

Churchill je u Beaverbrooku prepoznao čovjeka koji ostvaruje ono što naumi pa ga je imenovao ministrom proizvodnje zrakoplova. Lordu^{xix} nije trebalo dugo da shvati da u tvornici vrijednoj 7 milijuna funti stvari ne funkcioniraju najbolje. Ne samo da je proizvodnja bila u potpunom kaosu, već se činilo i da sindikati nisu svjesni prave opasnosti koja je prijetila Britaniji. Beznačajni sporovi oko plaća uzrokovali su štrajkove^{xx}. Radnici su na posao dolazili kasnije, a odlazili ranije. Počele su prevare. „U međuvremenu uspijevamo proizvesti i koji *Spitfire*...“, napisao je ogorčeni upravitelj.

Izgradnja zrakoplova *Spitfire* bila je komplicirana. Zahtijevala je precizno inženjerstvo i tehniku s kojom proizvođači automobila u središnjoj Engleskoj nisu imali iskustva.

Beaverbrook je 17. svibnja s radošću prihvatio ostavku koju je Nuffield nevoljko ponudio. Zatim je poslao upravitelje tvrtke za proizvodnju oružja^{xxi} *Vickers*, koji su bili vlasnici tvornice *Supermarine*, da preuzmu njegov posao. Uslijedila su otpuštanja radnika i uprave.

Stvari su se brzo počele mijenjati, no bilo je prekasno. Dok je Hitler poslije gubitaka koje je pretrpio u Francuskoj, lako punio zalihe, proizvođači po 155 Bf109 lovačkih aviona mjesečno, *Castle Bromwich* u srpnju je proizveo samo 23 zrakoplova *Spitfire*. Nijemci su sada mogli koristiti i francuske tvornice kako bi zamijenili 1 667 zrakoplova, izgubljenih ili oštećenih tijekom proljetne ofenzive.

Srećom, radnici u tvornici *Supermarine* u Southamptonu radili su po 72 sata tjedno, pa je u lipnju proizvedeno 94 zrakoplova *Spitfire*, a u srpnju 134.

Njemačke ratne snage (Luftwaffe) nisu pretrpjele samo fizičke gubitke u Dunkirku. Nakon što su na svojoj koži iskusili otrov *Spitfirea* i uvidjeli upornost njegovih pilota, pripadnici „bolje rase“ suočili su se s teškim pitanjima. „Dani lagane pobjede su završili“, zapisao je u svoj dnevnik bojnik Werner Kreipe. „Izravno smo se suočili s RAF-om“

Došlo je vrijeme da se zastane i popuni zalihe prije nego što se krene s pokoravanjem Britanaca.

* * *

Kako bi pokazao da su mu nakon predaje Francuske namjere ozbiljne, Churchill je naredio da se mornarica pripremi za uništenje francuske flote u alžirskoj luci Oran. Time je želio spriječiti da luka padne u ruke nacista. Istoga dana, 18. lipnja, ustao je u Donjem domu parlamenta i jasno dao do znanja kakve su mu namjere. „Bitka za Francusku je završila. Očekujem da će uskoro započeti Bitka za Britaniju. O toj bitci ovisi preživljavanje kršćanske civilizacije. O njoj ovise naš britanski život i kontinuitet naših ustanova i našeg Carstva. Sav bijes i sva moć našega neprijatelja uskoro će se okrenuti prema nama. Hitler zna da nas mora slomiti na ovom otoku ili će izgubiti rat. Ako mu se uspijemo suprotstaviti, cijela će Europa biti slobodna, a život u svijetu moći će poći naprijed, prema širokim, suncem obasjanim uzvisinama. Ali ako ne uspijemo, cijeli će svijet, uključujući i Sjedinjene Američke Države, uključujući sve što smo poznavali i sve do čega nam je stalo, potonuti u bezdan novog mračnog doba, koje će zbog izopačene znanosti biti još strašnije i još duže. Pripremimo se, dakle, za svoje dužnosti i ponesimo se tako da, ako Britansko Carstvo i države Commonwealtha potraju tisuću godina, ljudi nastave govoriti: „Bijahu to njihovi najsvjetliji trenuci“.

Hitler je bio bijesan. Churchill će osjetiti gnjev *blitzkriega*. Vojna direktiva br. 16 bila je sastavljena. Njemačkom vrhovnom zapovjedništvu naređeno je da se pripremi za invaziju. „Cilj ove operacije je eliminirati Englesku kao bazu za nastavak rata i, ukoliko bude potrebno, okupirati je u potpunosti.“

Ključno je bilo poraziti RAF. „Engleske zračne snage moraju se onesposobiti do te mjere da više ne budu u stanju pružiti bilo kakav značajan otpor napadačkim postrojbama.“

Churchill je bio u potpunosti svjestan prijetnje. U prvom je dijelu svog govora o „najsvjetlijim trenucima“ rekao: „Glavno je pitanje: možemo li slomiti Hitlerovo zračno oružje?“

Došlo je vrijeme da se sazna.

TREĆE POGLAVLJE

BITKA ZA BRITANIJU

U namjeri da se javi na poziv Zapovjedništva boraca za dobrovoljce, Bernard Brown prošao je kroz vrata zračne luke Biggin Hill u svom sportskom automobilu kestenjaste boje. Brown, koji nije volio privlačiti pozornost, privukla je reklama za sportski dvosjed koja je obećavala

„automobil s trkaćim pedigreeom“. Bio je to veliki napredak u usporedbi sa sporim dvokrilcem marke Hawker Hector, kojim je doletio u Calais.

Luftwaffe je stigao nekoliko minuta prije Browna i sumporni dim već se dizao iz kratera. Zemaljska posada jurila je uokolo, postavljajući crvene zastave pored svake bombe koja nije eksplodirala. Kroz uzvike upozorenja i vapaje za pomoć, Brown je jedva mogao razabrati brujanje njemačkih aviona bombardera koji su se povlačili.

Probijao se kroz artiljeriju koja nije eksplodirala i parkirao svoj automobil ispred časničke kantine. Bacivši naprtnjaču preko ramena i prošavši kraj razbijenih prozora, ušao je u zgradu. U kantini ga je dočekaao dežurni vojnik, koji je s polica za sortiranje pošte uklanjao imena ubijenih u nedavnim zrakoplovnim bitkama. Brown se pitao koliko će dugo njegovo ime ostati ondje.

„Već si iskusan pilot, Browne“, rekao mu je načelnik konverzijskog osposobljavanja nekoliko tjedana ranije. „Tamo ti je *Spitfire*. Podigni se i radi s njime^{xxii} što želiš.“

Brownov topao pogled tijekom borbe vrlo je brzo postajao hladan^{xxiii}. Prolazio je kroz cijeli spektar dok ga je drugi model *Spitfirea*, poznat kao Mark II nosio zrakom. Mark II nije bio poput drugih zrakoplova kojima je pilotirao. Dok je mijenjao brzine, lebdjeći nad krajevima južne Engleske, Brown je shvatio da na raspolaganju ima pobjednički zrakoplov. Pola sata je uživao u letu, osjećajući se slobodno na nebu.

Promatrao je popucale prozore Biggin Hilla i pistu u plamenu.

U tijeku je bila Bitka za Britaniju. Churchill je pitao može li RAF slomiti Hitlerovo zračno oružje. Ako je ovo bio odgovor, tada on, a ni sav slobodan svijet taj odgovor ne bi htjeli čuti.

* * *

Američku potporu Britaniji, vitalnu zbog ratne opreme, otvoreno je preispitivao Joseph Kennedy, američki veleposlanik u Londonu. Pitao se neće li kontinuirana potpora Britaniji naštetiti budućem odnosu Washingtona s Njemačkom?

Potpora njegovim stavovima je rasla. Podržavao ga je i Charles Lindbergh, američki avijatičar i milijunaš, koji je već izrazio svoje zajedljive stavove o proizvodnji *Spitfirea*.

Bilo je glupo misliti da RAF, s nešto više od 300 boraca na prvoj crti, može zaustaviti moćni njemački Luftwaffe.

Britanska prkosna predstava bližila se ponižavajućem kraju. Stotine ljudi bespotrebno su umirale. Bilo je to daleko od najslavnijih dana nacije. Na vrhuncu sukoba u Francuskoj, Lord Halifax, ministar vanjskih poslova, žestoko se prepirao s Churchillom i tražio proglašenje mira s Njemačkom.

Churchill je odlučno i na sebi karakterističan način ušutkao sve oporbenjake. „Ako će ova naša duga otočna priča naposljetku završiti, neka završi tek kad svatko od nas bude ležao na zemlji gušeći se u svojoj krvi.“

Koliko god te riječi bile snažne, nisu mogle srušiti njemački zrakoplov *Messerschmitt* ili zaustaviti Heinkelove bombe. A i Francuzi su Nijemcima poklonili uzletišta tek nešto više od 20 milja udaljena od britanske obale. Sada više nije bio problem to što je domet Bf109^{xxiv} lovačkih aviona bio 410 milja. Nijemci su mogli dopratiti svoje bombardere do Engleske.

Nitko nije sumnjao u izjavu šefa kabineta Luftwaffea da će biti potrebno između „dva tjedna i mjesec dana da se uništi neprijateljsko zrakoplovstvo.“

SRPANJ 1940.

Prije glavnog napada, Luftwaffe je vršio probne napade, pomoću kojih je tražio slabe točke britanske obrane. Kada je 7. srpnja 1940. primijećen *Schnellbomber*, koji se brzinski približavao brodovima na estuariju Humber, Zelena sekcija eskadrile 616 je poletjela. Uzdižući se teško kroz oblake, uspjeli su se probiti u plavo nebo odmah kraj prepoznatljivog oblika njemačkog *Dorniera*.

Hugh „Cocky“ Dundas uspio je proizvesti brz udarac prije nego se njemački pilot spustio, mahnito se pokušavajući sakriti iza raspršenog oblaka. Dundas mu je neumorno puhao za vratom.

„Usljedila je uzbudljiva potjera dok nam je njemački pilot grčevito pokušavao izmaknuti. Ali nigdje nije bilo gustih oblaka i morao je izlaziti u praznine pa smo ga srećom držali na oku grizući za njim poput španijela koji love iz zaklona. Borio se otmjeno (očajno bi možda bila prikladnija riječ) i neko nam je vrijeme njegov stražnji topnik uzvraćao vatru, iako je borba bila nejednaka i za njega vjerojatno krajnje zastrašujuća. Njegovi svjetleći metci prolijetali su kraj nas i pogodili vanjski dio mojeg lijevog krila. Ali mi smo imali prednost. Stražnji topnik je utihnuo i *Dornier* je, uvijen u crni dim, poražen pao u more.“

Dornier nije mogao odgovoriti na *Spitfireove* Browninge, koje je ispucao „povremeni“ letač Dundas. Od četrdeset i dvije operativne eskadrile dostupne Dowdingu, dvanaest ih je pripadalo pomoćnom zrakoplovstvu. Sudbina Britanije većinom je bila u rukama odvjetnika, zemljoposjednika, obrtnika i zavodnika milijunaša.

Sources

Bujas, Željko. *Veliki englesko-hrvatski rječnik*. Nakladni zavod Globus, 2005.

Collins Dictionary. Collins 2018, <https://www.collinsdictionary.com>. Accessed 19 June 2021.

Conrad, S., Biber, D., Leech, G. *Longman Student Grammar of Spoken and Written English*. Harlow : Longman, Pearson Education, 2002.

Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA): One billion words, 1990-2019*. www.english-corpora.org/coca/. Accessed 19 June 2021.

Deighton, L. Lovac. *Zračna bitka za Britaniju*. Centar za informacije i publicitet, 1984. prev. Konstantin Miles

Encyclopedia Britannica. <https://www.britannica.com>. Accessed 23 May 2021.

Hrvatska enciklopedija. Leksikografski zavod Miroslav Krleža, <http://www.enciklopedija.hr/>.

Accessed 19 June 2021.

Hrvatski jezični portal. Znanje, hjp.znanje.hr. Accessed 19 June 2021.

Hrvatski pravopis. <http://pravopis.hr/>. Accessed 19 June 2021.

Institut za hrvatski jezik i jezikoslovlje. Institut za hrvatski jezik i jezikoslovlje, ihjj.hr/.

Accessed 19 June 2021.

Merriam-Webster's Online Dictionary. Merriam-Webster Incorporated 2018,

<https://www.merriam-webster.com/>. Accessed 19 June 2021.

Oxford Learner's Dictionaries. Oxford University Press,

<https://www.oxfordlearnersdictionaries.com/>. Accessed 19 June 2021.

The Free Dictionary. Farlex, Inc., <https://www.thefreedictionary.com/>. Accessed 19 June

2021.

Translation 3

Jackson, Jodie. *You are What You Read*. Unbound, 2019. pp. 63-71.

Glossary

Source term	Target term	Source
adaptation	prilagodba	Bujas, Ž. <i>Veliki englesko-hrvatski rječnik</i> . Nakladni zavod Globus, 2005.
American Society of News Editors	Američko društvo novinskih urednika	https://repozitorij.fpzg.unizg.hr/islandora/object/fpzg%3A906/datastream/PDF/view
anger	ljutnja	https://hrcak.srce.hr/169582
anxiety	tjeskoba	http://struna.ihjj.hr/naziv/anksioznost/13768/#naziv
apathy	apatija	http://hjp.znanje.hr/index.php?show=search_by_id&id=fVhvWw%3D%3D
attitude	stav	Veliki englesko-hrvatski rječnik

climate change	klimatske promjene	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=341691
communication	komunikacija	Veliki englesko-hrvatski rječnik
conditioning	uvjetovanje	Petz B., <i>Psihologijski rječnik</i> . Naklada Slap, 2005.
conscious	svjestan	Veliki englesko-hrvatski rječnik
contagious	zarazan	Veliki englesko-hrvatski rječnik
contempt	prezir	https://hrcak.srce.hr/74598
control	kontrola	http://struna.ihjj.hr/naziv/kontrola/12080/#naziv
controlled research study	kontrolirano istraživanje	https://hrcak.srce.hr/159034
cynicism	cinizam	Veliki englesko-hrvatski rječnik
demonstrate	pokazati	Veliki englesko-hrvatski rječnik
depressed	depresivan	https://hrcak.srce.hr/133182
desensitised	desenzibiliziran	https://hrcak.srce.hr/244647
disengagement	dezangažiranje	Veliki englesko-hrvatski rječnik
dosage	doza	Veliki englesko-hrvatski rječnik
duration effect	učinak trajanja	https://hrcak.srce.hr/11610
emotional response	emocionalni odgovor	https://hrcak.srce.hr/104212
environment	okolina	https://hrcak.srce.hr/137535
epidemic	epidemija	Veliki englesko-hrvatski rječnik
evolutionary	evolucijski	https://hrcak.srce.hr/23766
experience	iskustvo	Veliki englesko-hrvatski rječnik
experiment	eksperiment	http://struna.ihjj.hr/naziv/eksperiment/8279/#naziv
externalise	eksternalizirati	https://hrcak.srce.hr/78071
fear	strah	https://hrcak.srce.hr/104584
founder	utemeljitelj	Veliki englesko-hrvatski rječnik

government	vlada	https://hrcak.srce.hr/71364
immobilise	imobilizirati	Veliki englesko-hrvatski rječnik
immune	imun	Veliki englesko-hrvatski rječnik
industry	industrija	http://struna.ihjj.hr/naziv/industrija/30860/#naziv
isolate	izolirati	Veliki englesko-hrvatski rječnik
learned helplessness	naučena bespomoćnost	https://www.bib.irb.hr/993415?rad=993415
media	mediji	https://hrcak.srce.hr/29107
mental state	mentalno stanje	https://doi.org/10.5559/di.22.3.04
negativity	negativnost	https://hrcak.srce.hr/111637
news	vijesti	https://hrcak.srce.hr/31323
news anchor	voditelj vijesti	https://hrcak.srce.hr/25569
participant	sudionik	Veliki englesko-hrvatski rječnik
participate	sudjelovati	https://hrcak.srce.hr/23549
pessimistic	pesimistički	Veliki englesko-hrvatski rječnik
positive psychology	pozitivna psihologija	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=28544
problem	problem	Veliki englesko-hrvatski rječnik
progress	napredak	https://hrcak.srce.hr/139082
psychological	psihološki	Veliki englesko-hrvatski rječnik
psychological	psihički	https://hrcak.srce.hr/52202
recycling	recikliranje	Veliki englesko-hrvatski rječnik
reduction	smanjivanje	Veliki englesko-hrvatski rječnik
research	istraživanje	http://struna.ihjj.hr/naziv/istrazivanje/47950/#naziv
sensitivity	osjetljivost	Veliki englesko-hrvatski rječnik
sensory	osjetilni	Veliki englesko-hrvatski rječnik
shock	elektrošok	Psihologijski rječnik
solution	rješenje	Veliki englesko-hrvatski rječnik
stimulation	podražaj	Veliki englesko-hrvatski rječnik
stimulus	podražaj	Veliki englesko-hrvatski rječnik
survival instinct	instinkt za preživljavanje	https://www.index.hr/magazin/clanak/Zenama-pojacan-instinkt-za-prezivljavanje-nakon-sto-im-zavrsi-ovulacija/603902.aspx
technique	tehnika	Veliki englesko-hrvatski rječnik
tolerance	tolerantnost	Veliki englesko-hrvatski rječnik
university professor	sveučilišni profesor	https://hrcak.srce.hr/29084
virus	virus	Veliki englesko-hrvatski rječnik

Translation

U načelu, takvu tjeskobu osjećamo jer smo neprestano okruženi vijestima koje prikazuju sve neizbježne prijetnje s kojima se svijet suočava, a na koje mi ne možemo utjecati. Bepomoćno gledamo i osjećamo kako ne možemo ništa učiniti da bi nešto poboljšali. Upravo zbog te naizgled neriješene negativnosti probleme smatramo neizbježnima i beskonačnima, umjesto da ih vidimo kao rješive i privremene. Kao što je rekao jedan od sudionika mojeg istraživanja: „Već dugo vrijeme vodeći mediji... obeshrabruju ljude da nešto poduzmu u svijetu.“ Zbog ovog osjećaja bepomoćnosti možemo početi pasivno promatrati svijet, umjesto da u njemu aktivno sudjelujemo^{xxv}.

Izraz „naučena bepomoćnost“ prvi je upotrijebio utemeljitelj pozitivne psihologije, sveučilišni profesor Martin Seligman. Kako bi procijenio mentalno uvjetovanje kod pasa, proveo je eksperiment pomoću zvona i laganog elektrošoka, tijekom kojeg su ih psi naučili asociirati jedno s drugim. Kada bi čuli zvono, psi bi primili lagani elektrošok. Postali su uvjetovani da očekuju neizbježan elektrošok kada bi se začulo zvono i to su i činili. U drugom dijelu eksperimenta, psima je dana mogućnost da se oslobode i izbjegnu posljedice. Nakon što bi primili prvi elektrošok, mogli su izbjeći sljedeće tako da preskoče zidić i odu na sigurno. U drugom istraživanju sudjelovale su dvije grupe pasa: oni koji su sudjelovali u prvom eksperimentu i oni koji nisu. Zanimljivo, psi koji u prethodnom eksperimentu nisu bili uvjetovani da misle da je elektrošok neizbježan, odjurili su preko zida čim su osjetili udarac, kako bi izbjegli još jedno neugodno iskustvo. Međutim, psi koji su ranije primili elektrošokove smatrali su ih neizbježnima, pa nisu ni pokušali pobjeći. Iako su mogli otići, legli su i čekali sljedeći elektrošok. Naučili su biti bepomoćni jer su vjerovali da će ishod ostati isti bez obzira na to što oni učinili. Zbog tog vjerovanja nisu reagirali kada su bili suočeni s negativnom prijetnjom. Ljudi pate od istog mentalnog uvjetovanja i mogu se naučiti osjećati bepomoćno kada postanu obeshrabreni i počnu vjerovati da njihova djela ne mogu ništa promijeniti. Čak i kada se nađemo u situaciji u kojoj možemo poboljšati svoj ili položaj drugih, postajemo pasivni i ne reagiramo. Prihvaćamo svoju sudbinu, kakva god ona bila i počinjemo pasivno promatrati okolinu, umjesto da aktivno sudjelujemo u njoj.

Bepomoćnost može biti i vrlo zarazna. Širi se poput virusa, a prenosi je komunikacija. Drugim riječima, možemo se zaraziti bepomoćnošću čak i samo ako vidimo da je netko drugi izgubio kontrolu. Kada gledamo vijesti, neprestano smo suočeni s neriješenim problemima za

koje nema puno nade da će ikada biti riješeni. Tada postaje vrlo lako usvojiti bespomoćan stav, koji kaže: „svijet je takav, kakav je“ i prihvatiti da se ništa neće promijeniti.

Istraživanje koje je 1977. provela Grace Levine pokazalo je da 71,4% vijesti emitiranih na televiziji prikazuju bespomoćnost. Zarazna priroda ovakvog ponašanja, kao i velika količina negativnosti u medijima pomažu objasniti zašto gledanjem beskrajno negativnih vijesti postajemo bespomoćni. Ne iznenađuje da se kao posljedica osjećaja bespomoćnosti pojavljuje veća vjerojatnost pojave osjećaja pesimizma i depresije. Osim toga, može doći i do smanjenja želje za pomaganjem i davanjem doprinosa^{xxvi}. Smanjeni napor ne utječe samo na nas same već može imati posljedice i za društvo, pa čak i za cijeli svijet. Uzmimo za primjer klimatske promjene, problem koji se predstavlja kao toliko velik i s toliko malo mogućnosti rješenja da većina nas smatra kako naši individualni naponi neće ništa promijeniti, zbog čega je manje vjerojatno da ćemo pozitivno djelovati.

Možemo misliti da je recikliranje kartonskih kutija za jaja uzaludno u rješavanju problema ledenjaka koji se otapaju. Možda smatramo da su naši individualni naponi besmisleni kada ih se uspoređi s industrijom i državnim ulaganjima koja su potrebna za značajniji utjecaj. Ali moramo se podsjetiti da svi imamo individualnu moć utjecaja i stvaranja promjena. Kada se sva individualna djela spoje, tada nastaje nešto značajno. Osobno sam počela reciklirati jer je jednom mojem prijatelju bilo jako stalo do toga. To^{xxvii} može biti vrlo zarazno pa sam se, kada sam započela, osjećala odlično zbog svojeg doprinosa. Vidjela sam vrijednost onoga što radim, osjećala sam se ponosno i povezano s drugima koji su se također brižno odnosili prema svijetu. Vrlo lako se možemo zavarati i misliti da naša djela ništa ne mijenjaju, ali vjerovanje da možemo nešto promijeniti toliko nas osnažuje i ispunjava^{xxviii}. Takvo se vjerovanje može generirati primjećivanjem toga da ako to što ništa ne činimo može nešto promijeniti na lokalnoj, nacionalnoj i internacionalnoj razini, tada to može i ono što činimo. Osjećaj bespomoćnosti naučeno je mentalno stanje, od kojeg se isto tako lako možemo odučiti, no trebamo prave informacije. Zbog toga je znanje o napretku i rješenjima toliko važno... ali još ćemo se vratiti na to.

Odrasli nisu jedini koji smatraju da su „na vijestima samo strahote i užasi“^{xxix}. Djeca također mogu biti opterećena ovakvim negativnim pogledom na svijet. To je i dokazano kada je troje šestogodišnje djece odglumilo večernje vijesti u epizodi emisije *Tajni život šestogodišnjaka* (eng. *The Secret Life of 6-Year-Olds*)^{xxx} britanskog programa Channel 4^{xxxi}, koja je emitirana 14. prosinca 2015. Priče koje su na kreativan način dočarali dok su se pretvarali da vode

vijesti uključuju terorista koji je raznio vlak, konduktera vlaka kojeg je netko ubo nožem i eksploziju bombe u Kini. Čak su i započeli emisiju duboko uzdahnuvši i rekavši: „Još strahota i užasa“. Djeca nisu imuna na psihičku uznemirenost koju uzrokuje prekomjerna negativnost u vijestima. Jedno istraživanje pokazalo je da djeca mogu razviti unutarnji osjećaj beznađa i bespomoćnosti i /ili eksternalizirati taj osjećaj svojim ponašanjem.

Ipak, postoji još jedno objašnjenje za smanjenje želje za pomaganjem i davanjem doprinosa. U kontroliranom istraživanju, grupi ljudi prikazan je petnaestominutni televizijski isječak vijesti s nasilnim sadržajem^{xxxii}. Nakon što su ga pogledali, morali su s popisa odabrati emociju koja opisuje kako se osjećaju. Tri najčešće odabrane emocije bile su bijes, strah i prezir. Ono što je zanimljivo kod ovih emocionalnih odgovora je ponašanje koje oni uzrokuju. Na primjer, kada osjećamo prezir, naša razina tolerancije se smanjuje, a osjećaj neprijateljstva prema drugima se povećava, čime se smanjuje i naša motivacija za sudjelovanjem u nečemu što koristi drugima. Zapravo prestajemo^{xxxiii} biti motivirani za sudjelovanje zbog osjećaja ogorčenosti i prezira prema drugim ljudima. Uzmimo za primjer naslov u britanskim novinama^{xxxiv} *Daily Express*: "Migranti otimaju^{xxxv} SVE nove poslove u Britaniji" s podnaslovom "I imaju prednost na natjecanjima za državne stanove^{xxxvi}". To uopće nije istina, ali je jasno zašto bi moglo potaknuti osjećaje bijesa i prezira.

Strah je drugi česti odgovor na gledanje vijesti s nasilnim sadržajem. Zato se vijesti često optužuju za „širenje panike“ i plašenje ljudi. Ovaj osjećaj može dovesti do izoliranja i društveno nekorisnog ponašanja. Strah je jedan od najvažnijih evolucijskih instinkta za preživljavanje, stvoren da nas zaštiti. Budući da smo usredotočeni samo na sebe kada se bojimo, strah često dovodi do toga da manje brinemo i o dobrobiti drugih i o globalnim problemima.

Ljudi koji doživljavaju ovakve neugodne emocionalne reakcije na pretjerano negativne vijesti mogu odlučiti da ih više neće gledati. (Koristim riječ „pretjerano“ jer apatiju publike ne prouzrokuje to što se vijesti baziraju na problemima, već to što tih problema ima mnogo). Dokazano je da se apatija pojavljuje iz dva razloga. Prvi je svjesna apatija; oni kojima su vijesti „previše depresivne“ u potpunosti ih prestaju gledati. U stvari, ljudi češće kao razlog za isključivanje vijesti navode to što su one „previše depresivne“, nego to da ih ne zanimaju. Ovakva vrsta apatije štetna je za industriju, novinare i potrošače. Za industriju je štetna jer dovodi do manje prodaje, niže dobiti i, u konačnici, smanjenja proračuna. Za novinare je štetna jer mnogi od njih kažu da žele da njihov rad ima utjecaja, ali ako ih sluša manje ljudi,

neće doprijeti do dovoljnog broja ljudi da im to i uspije. Naposljetku, za potrošače je štetna jer više nismo informirani o socijalnim, ekonomskim i političkim pitanjima, što smanjuje našu sposobnost učinkovitog sudjelovanja u društvu.

Drugi razlog za apatiju manje je svjestan i rezultat je desenzibilizacije na vijesti: jednostavno nas više nije briga. Čini se da novinske organizacije vjeruju da će nas zabrinutost držati zainteresiranima. Koriste prodajne tehnike poput preuveličavanja ili senzacionalizacije događaja, nazivajući ih „krizom“ ili „tragedijom“ u pokušaju da privuku našu pažnju i namame čitatelje. No ovo nakon nekog vremena prestaje biti učinkovito; redovitim slušanjem priča o tragedijama, krizama i nasilju, one se normaliziraju i postaju manje šokantne. Ovaj je proces u psihologiji poznat kao adaptacija: smanjenje osjetljivosti na podražaj nakon što smo mu kontinuirano izloženi. To se događa kako ne bismo postali preopterećeni zbog osjetljivih informacijskih podražaja koje svakodnevno doživljavamo. Ironično je da to samo potiče pretjeranost jer ukoliko publika koja gleda, čita ili sluša vijesti pokazuje manjak interesa, mediji nam daju još veće količine uzbuđenosti i stimulacije u pokušaju da ostanemo zainteresirani. A zapravo je potrebno upravo suprotno. To je zato što adaptacija nije trajna; ako je vrijeme između izlaganja podražaju (u ovom slučaju negativne vijesti) duže, podražaj se suprotstavlja adaptaciji i uzrokuje pojačan odgovor. To je poznato kao učinak trajanja i događa se nakon što prođe 'dovoljno' vremena. Ovo je dobar argument za rjeđe praćenje vijesti, ali i njihovo dublje proučavanje. Vratit ćemo se na ovo kasnije. Međutim, zbog dosadašnje taktike izbacivanja sve više vijesti s još većim količinama uzbuđenja možemo početi vjerovati da se problemi o kojima se izvještava povećavaju ubrzanim tempom. Ali odahnite – to nije istina. Povećava se samo razina uzbuđenja koja se koristi za pripovijedanje tih priča. Opasna posljedica omekšanog štitnika od šoka je što nas zlodjela sve manje zgražaju, što ih prihvaćamo i ravnodušni smo prema njima. Umjesto da na problem koji treba našu pažnju odgovorimo djelovanjem, nas imobilizira apatija. Drugim riječima, postajemo sve ciničniji. Preminuli američki novinar David S. Broder, kojeg su neformalno nazivali 'dekanom Washingtonskog novinarskog zbora', upozorio je: „Cinizam je trenutno epidemija... Umanjuje povjerenje ljudi u politiku i javne dužnosnike te ugrožava status i standarde novinarstva.“ Cinizam potrošača odraz je informacija koje dobivaju od kreatora vijesti; trenutna situacija je ovakva: „izvještavanje u tisku je od zdravog skepticizma postalo izravni cinizam“.

Ovaj cinični pristup tiska kritizirali su mnogi industrijski giganti, uključujući i Michaela O'Neilla, bivšeg predsjednika Američkog društva urednika vijesti, koji kaže da „to koliko se tisak neprijateljski odnosi prema vladi prijeti demokratskom procesu“. Ova prijetnja

demokraciji nastaje zbog gubitka povjerenja u politiku i druge društvene institucije na koje se oslanjamo kako bi funkcionirali. A zašto se to i ne bi dogodilo? Ako nam se neprestano govori o neuspjesima i propustima tih institucija, zašto bismo, zaboga, trebali imati povjerenja u njih?

Sources

Bujas, Željko. *Veliki englesko-hrvatski rječnik*. Nakladni zavod Globus, 2005.

Collins Dictionary. Collins 2018, <https://www.collinsdictionary.com>. Accessed 19 June 2021.

Davies, Mark. (2008-) The Corpus of Contemporary American English (COCA): One billion words, 1990-2019. www.english-corpora.org/coca/. Accessed 19 June 2021.

Hubinka, I. *Povezanost naučene bespomoćnosti učenika s povratnim informacijama o vlastitom (ne)uspjehu*, Učiteljski fakultet Zagreb, 2016. <https://www.bib.irb.hr/993415?rad=993415>. Accessed 19 June 2021.

Hrvatska enciklopedija. Leksikografski zavod Miroslav Krleža, <http://www.enciklopedija.hr/>. Accessed 19 June 2021.

Hrvatski jezični portal. Znanje, hjp.znanje.hr. Accessed 19 June 2021.

Hrvatski pravopis. <http://pravopis.hr/>. Accessed 19 June 2021.

Institut za hrvatski jezik i jezikoslovlje. Institut za hrvatski jezik i jezikoslovlje, ihjj.hr/. Accessed 19 June 2021.

Merriam-Webster's Online Dictionary. Merriam-Webster Incorporated 2018, <https://www.merriam-webster.com/>. Accessed 19 June 2021.

Oxford Learner's Dictionaries. Oxford University Press, <https://www.oxfordlearnersdictionaries.com/>. Accessed 19 June 2021.

Petz B., *Psihologijski rječnik*. Naklada Slap, 2005.

Sarađen, I. *Motivacija mikro i malih poduzeća za doniranje udruga socijalne i humanitarne djelatnosti*. Ekonomski fakultet u rijeci, 2020. <https://www.bib.irb.hr/1091791>. Accessed 19 June 2021.

The Free Dictionary. Farlex, Inc., <https://www.thefreedictionary.com/>. Accessed 19 June 2021.

Translation 4

Pavlović, Nataša; Stanojević Mateusz-Milan. *Znanstvena istraživanja jezika i prevođenja*. Filozofski fakultet Sveučilišta u Zagrebu, 2020. pp. 70-77.

Glossary

Source term	Target term	Source
agencija	agency	http://struna.ihjj.hr/naziv/agencija/11986/#naziv
analiza	analysis	http://struna.ihjj.hr/naziv/analiza/2612/#naziv
anketno istraživanje	survey research	Reber, A. S., Reber, E. S. <i>The Penguin Dictionary of Psychology</i> . Penguin Books, 2001.
aspekt	aspect	Bujas, Ž. <i>Veliki hrvatsko-engleski rječnik</i> . Nakladni zavod Globus, 2001.
bilježiti	record	https://hrcak.srce.hr/43471
definirati	define	Veliki hrvatsko-engleski rječnik
demografski podaci	demographic data	https://hrcak.srce.hr/119778
diskursna oznaka	discourse marker	https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers-so-right-okay
društvena mreža	social network	https://hrcak.srce.hr/9705
društvene znanosti	the humanities	Veliki hrvatsko-engleski rječnik

društveno-humanističko područje	socio-humanistic field	Vukić, T. (2018). <i>Socio-humanistic Qualities of Journalistic Abilities in the Croatian</i>
		<i>Academic Journalism Education</i> . In I. P. Gortan-Carlin, A. Rotar, & L. Lazarić (Eds.),
		Socio-humanistic Determinants of Education: Language, Art and Cultural Heritage.
		(pp. 59-95). Pula: Juraj Dobrila University of Pula.
faktor	factor	Veliki hrvatsko-engleski rječnik
fokusna skupina	focus group	Gibbs, A. „Focus groups“ Social research update, 1997 https://openlab.citytech.cuny.edu/her-macdonaldsbs2000fall2015b/files/2011/06/Focus-Groups_Anita-Gibbs.pdf Accessed 21 March 2021
hipoteza	hypothesis	Veliki hrvatsko-engleski rječnik
institucija	institution	http://struna.ihjj.hr/naziv/institucija/25096/#naziv
instrument	instrument	http://struna.ihjj.hr/naziv/instrument/21532/#naziv
interakcija	interaction	Gibbs, A. „Focus groups“ Social research update, 1997 https://openlab.citytech.cuny.edu/her-macdonaldsbs2000fall2015b/files/2011/06/Focus-Groups_Anita-Gibbs.pdf Accessed 21 March 2021
internet	Internet	https://hrcak.srce.hr/21979
intervju	interview	http://struna.ihjj.hr/naziv/intervju/22161/#naziv
ispit	exam	https://hrcak.srce.hr/141895
istraživač	researcher	Gibbs, A. „Focus groups“ Social research update, 1997 https://openlab.citytech.cuny.edu/her-macdonaldsbs2000fall2015b/files/2011/06/Focus-Groups_Anita-Gibbs.pdf Accessed 21 March 2021
istraživački tim	research team	https://doi.org/10.31299/ksi.24.1.7
istraživačko pitanje	research question	https://hrcak.srce.hr/26320
istraživanje	research	Veliki hrvatsko-engleski rječnik
istraživanje parova	case-control study	Pavlović, N., Stanojević M. <i>Znanstvena istraživanja jezika i prevođenja</i> . Filozofski fakultet Sveučilišta u Zagrebu, 2020.
javna domena	public domain	https://pro.europeana.eu/files/Europeana_Professional/IPR/Public%20Domain%20Charter/CROATIAN%20Public%20Domain%20Charter.pdf
javno mnijenje	public opinion	https://hrcak.srce.hr/207879
karijera	career	https://hrcak.srce.hr/239690
ključni pojam	key term	https://hrcak.srce.hr/126141
kohorta	cohort	http://struna.ihjj.hr/naziv/kohorta/25268/#naziv
kohortno istraživanje	cohort study	https://doi.org/10.20471/acc.2018.57.01.07
konferencija	conference	Veliki hrvatsko-engleski rječnik

kontrolna skupina	control group	The Penguin Dictionary of Psychology
korelacija	correlation	Veliki hrvatsko-engleski rječnik
kvalitativna analiza	qualitative analysis	http://struna.ihjj.hr/naziv/kvalitativna-analiza/2718/#naziv
ljestvica	scale	Veliki hrvatsko-engleski rječnik
longitudinalno prikupljanje podataka	longitudinal data collection	https://doi.org/10.1080/07418829000090461
metoda	method	http://struna.ihjj.hr/naziv/metoda/3562/#naziv
mišljenje	opinion	http://struna.ihjj.hr/naziv/misljenje/20511/#naziv
nestrukturirano promatranje	unstructured observation	https://doi.org/10.1177/1096250619846919
objektivizacija	objectification	https://hrcak.srce.hr/83141
operacionalizirati	operationalize	Veliki hrvatsko-engleski rječnik
opservacijsko nesudioničko istraživanje	non-participant observational study	Manzi, Sean, et al. "A Non-Participant Observational Study of Health and Social Care Waste Disposal Behaviour in the South West of England." <i>Journal of Health Services Research & Policy</i> , vol. 19, no. 4, 2014, pp. 231–235. JSTOR, www.jstor.org/stable/26751575 . Accessed 19 June 2021.
otvoreno pitanje	open-ended question	http://struna.ihjj.hr/naziv/otvoreno-pitanje/25400/#naziv
paradoks promatrača	observer's paradox	https://hrcak.srce.hr/174013
parametar	parameter	http://struna.ihjj.hr/naziv/parametar/35611/#naziv
percepcija	perception	Veliki hrvatsko-engleski rječnik
podaci	data	Veliki hrvatsko-engleski rječnik
poduzetnik	entrepreneur	https://hrcak.srce.hr/130104
pojava	occurrence	Veliki hrvatsko-engleski rječnik
pojedinaac	individual	Veliki hrvatsko-engleski rječnik
polustrukturirani	semi-structured	https://hrcak.srce.hr/131215
ponašanje	behavior	Veliki hrvatsko-engleski rječnik
populacija	population	http://struna.ihjj.hr/naziv/populacija/22379/#naziv
presječno istraživanje	cross-sectional study	Kazemian, L., Farrington D. P. „Comparing the Validity of Prospective, Retrospective, and Official Onset for Different Offending Categories“, <i>Journal of Quantitative Criminology</i> , Vol. 21, No. 2, 2005, pp. 127-147. https://www.jstor.org/stable/23367418?seq=1 . Accessed 19 June 2021
presječno prikupljanje podataka	cross-sectional data collection	https://doi.org/10.1080/07418829000090461

prijemni ispit	admissions exam	https://doi.org/10.32728/h2013.07
prikupljanje podataka	data collection	Roopa S, Rani MS. „Questionnaire Designing for a Survey“, J Ind Orthod Soc 2012;46(4) pp. 273-277. https://journals.sagepub.com/doi/pdf/10.5005/jp-journals-10021-1104 Accessed 21 March 2021
pristranost	bias	https://hrcak.srce.hr/156737
promatranje	observation	https://hrcak.srce.hr/118062
prospektivno istraživanje	prospective study	Kazemian, L., Farrington D. P. „Comparing the Validity of Prospective, Retrospective, and Official Onset for Different Offending Categories“, <i>Journal of Quantitative Criminology</i> , Vol. 21, No. 2, 2005, pp. 127-147. https://www.jstor.org/stable/23367418?seq=1 . Accessed 19 June 2021
provjera znanja	exam	https://doi.org/10.32633/eb.5.1
psihologija	psychology	Veliki hrvatsko-engleski rječnik
rad	work	http://struna.ihjj.hr/naziv/rad/39647/#naziv
razred	classroom	https://hrcak.srce.hr/179031
reprezentativan uzorak	representative sample	http://struna.ihjj.hr/naziv/reprezentativni-uzorak/2702/#naziv
Republika Hrvatska	Republic of Croatia	https://www.britannica.com/place/Croatia
retrospektivno istraživanje	retrospective study	Kazemian, L., Farrington D. P. „Comparing the Validity of Prospective, Retrospective, and Official Onset for Different Offending Categories“, <i>Journal of Quantitative Criminology</i> , Vol. 21, No. 2, 2005, pp. 127-147. https://www.jstor.org/stable/23367418?seq=1 . Accessed 19 June 2021
rezultat	result	Veliki hrvatsko-engleski rječnik
samoizvještavanje	self-reporting	Pavlović, N., Stanojević M. <i>Znanstvena istraživanja jezika i prevođenja</i> . Filozofski fakultet Sveučilišta u Zagrebu, 2020.
samostalni prevoditelj	freelance translator	https://hrcak.srce.hr/76103
simultani prevoditelj	simultaneous interpreter	https://hrcak.srce.hr/221373
skup	set	http://struna.ihjj.hr/naziv/skup/29986/#naziv
standardiziranost	standardization	https://hrcak.srce.hr/9216
stav	attitude	http://struna.ihjj.hr/naziv/stav/26361/#naziv
strojno prevođenje	machine translation	https://doi.org/10.29162/jez.2020.8

strukturirano nesudioničko promatranje	structured non-participatory observation	https://doi.org/10.1016/j.radi.2006.01.010
strukturirano promatranje	structured observation	https://doi.org/10.1177/1096250619846919
strukturiranost	structure	https://hrcak.srce.hr/31594
student	student	https://hrcak.srce.hr/108207
studija slučaja	case study	http://struna.ihjj.hr/naziv/studija-slucaja/20986/#naziv
sudionik	participant	Gibbs, A. „Focus groups“ Social research update, 1997 https://openlab.citytech.cuny.edu/her-macdonaldsbs2000fall2015b/files/2011/06/Focus-Groups_Anita-Gibbs.pdf Accessed 21 March 2021
sustav	system	https://hrcak.srce.hr/30728
sustavno promatranje	systematic observation	https://hrcak.srce.hr/29592
tema	topic	https://hrcak.srce.hr/113281
temelj	basis	https://hrcak.srce.hr/66384
terminologija	terminology	Veliki hrvatsko-engleski rječnik
testiranje	test	http://struna.ihjj.hr/naziv/ispitivanje/4499/#naziv
učenik	student	https://hrcak.srce.hr/83107
učestalost	frequency	Veliki hrvatsko-engleski rječnik
uloga	role	http://struna.ihjj.hr/naziv/uloga/25004/#naziv
upitnik	questionnaire	http://struna.ihjj.hr/naziv/upitnik/25667/#naziv
uspjeh	achievement	https://hrcak.srce.hr/56013
ustanova	institution	https://hrcak.srce.hr/77793
uzročno-posljedična veza	cause-and-effect connection	Veliki hrvatsko-engleski rječnik
varijabla	variable	http://struna.ihjj.hr/naziv/varijabla/32760/#naziv
zarada	income	http://struna.ihjj.hr/naziv/dobit/44876/#naziv
zatvoreno pitanje	closed question	http://struna.ihjj.hr/naziv/zatvoreno-pitanje/25399/#naziv

Translation

Observation can be unstructured and structured. Imagine observing the work of simultaneous interpreters^{xxxvii} at a conference. In unstructured observation, we are interested in all aspects of the situation and we record everything we observe, including our own feelings and role. Unstructured observation notes can be the basis for future qualitative analysis (see 11.2), but they can also help structure future observation.

Structured observation refers to the systematic observation and recording of selected aspects of a situation. One of the possibilities is to analyze our notes from the unstructured observation to single out a topic that will be of particular interest to us in further research, e.g. how translators use tools while translating. In the next, structured observation, we will focus precisely on this aspect of the situation. In structured observation, it is therefore desirable to have an elaborate set of questions to help with recording data. Structured non-participant observation can also focus on monitoring the frequency of a particular phenomenon, for example monitoring the use of discourse markers among students in a classroom. Sometimes such research aims for greater objectification by precisely defining the type of phenomenon being observed and having more researchers participate in the observation. By conducting a non-participant observational study we can also collect data, not related to the behavior and interaction of participants in real time, but "external" data. These "external" data includes test scores of a group of elementary or high school students, exam results of university students^{xxxviii}, salary of translators who work in agencies and that of freelance translators, etc.

Depending on the design^{xxxix}, non-participant observational studies can be divided into cross-sectional studies, cohort studies, case-control studies and case studies. Cross-sectional data are explored at a specific point and without a time dimension. In the study of translation, we could, for example, investigate how many translation companies and trades are registered in the Republic of Croatia at a certain point. This type of study^{xl} cannot identify a cause-and-effect connection and only "records" the situation (which is why it is sometimes called a snapshot study^{xli}). The cohort study monitors a group of participants (a cohort) with respect to an outcome. In terms of time, this study can be retrospective or prospective, with the latter being more common. For example, we could follow a cohort of students over time to see if there is a correlation between their admissions exam score and later achievement during their studies, or a correlation between achievement during their studies and later success in their careers, or all three variables. (The notion of success should be operationalized! (see 5.2.)). The case-control study is always retrospective, that is, based on previously collected data, with participants being classified into two groups according to the outcome we are interested in. For example, the main group of "cases" could consist of students who became successful entrepreneurs after graduating. The control group would consist of comparable participants who did not become entrepreneurs. The study would try to determine which factors can be correlated with one or the other outcome (possible factors: success in studies, demographic data if they are institutionally collected, etc.). It should be noted that the case-control study is

not common in the socio-humanistic field. Case studies are far more common. The case study observes an individual, a small group or an organization, which are analyzed in depth by means of a qualitative (see 11.2) method.

It should be emphasized that the observer's paradox (see 7.1.2) may also appear in observational studies, especially if the researcher is present and visible in the environment where the participants are. However, when working in normal, non-experimental conditions, participants, although observed, are able to more easily "forget" that they are taking part in a research. It is possible that participants agreed to have data about them collected for research purposes so long ago that informing them about participation in the research no longer affects the results of the research. Either way, it is necessary to obtain the consent of the participants and, if necessary, the permission of the institution or company. On the other hand, it is possible that the researcher will use data collected by an institution (which has taken care of consent) or data that are in the public domain and do not require special consent.

8. Collecting data using questionnaires, interviews and focus groups

This chapter will discuss three ways of collecting data: a questionnaire, an interview, and a focus group. What they have in common is data being collected by asking questions to a selected sample of people. All three methods therefore rely on self-reporting, which makes them the most suitable for collecting data on participants' opinions and attitudes. This is also the reason why they are especially popular in the humanities field. These methods are also used in market research, public opinion polls, etc.

8.1. Collecting data using a questionnaire

The questionnaire is a measurement instrument consisting of a series of questions that can collect standardized, relatively structured data from a large number of participants (Matthews and Ross 2010: 201). When it comes to structure in collecting data, the term refers to the degree to which the questions are the same or different for all participants. Questionnaires are usually characterized by a high degree of structure, which means that most of the questions in it are asked to all participants, in exactly the same form and exactly the same order. In the case of closed-ended questions, that is, questions with multiple-choice answers from which participants can choose, everyone is offered the same answers. In addition to closed-ended questions, it is possible to ask open-ended questions, which participants can answer as they

wish (Matthews and Ross 2010: 201–202), with only the number of words being limited. A greater degree of structure in collecting data makes the analysis simpler. However, it can also be quite limited if there is no possibility to freely add an answer in addition to the answers offered. Therefore, questionnaires often combine closed and open types of questions, so that, in addition to the offered set of answers, it is also possible to enter one's own answer. Semi-structured data are collected in this way.

Standardization refers to the fact that a questionnaire compiled and tested by one researcher or one research team can be used in other settings and the results can be compared with a large amount of "objectivity". This is especially true for instruments used in psychology because they undergo very rigorous and lengthy testing before they become accepted.

In addition to its structure, the advantage of the questionnaire is that it allows us to collect data from a large number of participants in a relatively short time. This is especially true nowadays when questionnaires are sent and filled out online and can reach a large number of people. In doing so, it is important to make sure that the participants we collect data from really belong to the population (see 10.1.) that is of interest to us. For example, if we are interested in what professional translators think about machine translation systems, we should only consider members of the professional translators' population. Because it can be difficult to control who completes the questionnaire, the analysis may exclude the responses of those participants who are not included in the desired population.

This can be found out from the data collected by the questionnaire about the participants themselves – the so-called demographic data. Demographic data allow the researcher to correlate the answers to other questions (see 6.2) with one or more variables concerning the participants themselves. For example, we might be interested in whether the age of the participant, the university degree that the participant obtained^{xliii} or the place the participant is employed at affects his or her^{xliii} attitudes towards machine translation.

If the sample of participants included in the survey is representative, it is possible to generalize the results to the entire population (see 10.1), as it is usually not possible to examine the whole population. Representativeness means that the sample includes individuals who represent a certain population well. For example, people who translate only occasionally and do not have translation as their main source of income would not be good representatives of the "professional translators" population, no matter how interesting their views may be.

Representativeness is influenced by the method of sample selection (see 7.1.1 and 10.1), the sample size and its composition.

It is not always easy to get the right sample, which can diminish the value of the results. Thus, a survey on attitudes towards machine translation where the questionnaire is distributed exclusively through social networks would contain a high risk of bias, or a high probability of the participants being younger or middle-aged people.^{xliv} This would mean that their answers would not be representative of the entire population of translators.

Another disadvantage, inseparable from the very nature of data collection through self-reporting, is that the data collected in this way only give us an insight into the perception of participants, and this may or may not coincide with the actual situation. This does not mean that participants deliberately lie. They may simply not have the right answer (e.g. if they are asked about something they do not know or about the reasons why they do something, which they may not be fully aware of) or they^{xlv} may say what they think is the correct answer or what they think is expected of them (e.g. if the question concerns their behavior in a certain situation). Therefore, researchers often distance themselves in presenting the results of survey research ("one third of participants *state that...*", "20%^{xlvi} of participants *claim that...*", etc.).

It should also be noted that collecting data using questionnaires can be cross-sectional (see 7.2.2) or longitudinal. In the second case, the same or different participants are sent the same questionnaire once or more times after a certain amount of time has passed.

8.1.1. Compiling a questionnaire

There have been many instructions written on compiling the questionnaire (e.g. Saldanha and o'Brien 2013; Matthews and Ross 2010; Visser, Krosnick and Lavrakas 2000), and all of these authors agree on one thing: a good questionnaire is not easy to compile! Poorly composed questionnaire calls into question the overall results, so this part of the research should be given the most attention.

The questionnaire should not be too long, so the participants do not give up. We should ask ourselves: "How long will it take the participant to complete the questionnaire?" This should not be guessed, but checked (on experimental participants) and the information should be stated at the beginning of the questionnaire. In some cases, questions can be filtered to shorten the questionnaire, e.g. if the answer to a question is negative, the participant can skip the next few questions. The researchers should ask themselves, "Will this question help me answer my

research question?" If not, the question should be omitted, no matter how interesting it may be (Saldanha and o'Brien 2013: 153–154).

It is equally important to have a clear idea of what the questionnaire is intended to investigate and formulate the questions with that goal in mind: "How will this question help me answer my research question or test my hypothesis?" (Saldanha and o'Brien 2013: 153). This, in turn, is related to the operationalization of key concepts. Let's say we are conducting a survey researching the attitudes of professional translators about the usefulness of machine translation systems in everyday translation. One possibility would be to simply ask participants to rate the usefulness of the system, e.g. on a scale (see 8.1.2) from 1 to 5 where 1 = completely useless and 5 = extremely useful. That way we would get some data, but it would be quite inaccurate and the result would probably be around the middle of the scale. It would be difficult to interpret, except in the most general sense (e.g. "participants find systems somewhat useful" or "some participants find systems useful and others do not"). It would be much better to operationalize the concept of usefulness with the help of several parameters – e.g. speed of work, ideas (creativity), standardized expressions, terminology – and then devise questions concerning each of these parameters and measure "usefulness" in that way. In this case, the data is more likely to be nuanced and provide a more complete picture of what is being studied.

Sources

Bujas, Željko. *Veliki hrvatsko-engleski rječnik*. Nakladni zavod Globus, 2005.

Collins Dictionary. Collins 2018, <https://www.collinsdictionary.com>. Accessed 19 June 2021.

Gibbs, A. „Focus groups“ *Social research update*, 1997 https://openlab.citytech.cuny.edu/hermacdonaldsbs2000fall2015b/files/2011/06/Focus-Groups_Anita-Gibbs.pdf Accessed 21 March 2021.

Encyclopedia Britannica. <https://www.britannica.com>. Accessed 23 May 2021.

Hrvatska enciklopedija. Leksikografski zavod Miroslav Krleža, <http://www.enciklopedija.hr/>. Accessed 19 June 2021.

Hrvatski jezični portal. Znanje, hjp.znanje.hr. Accessed 19 June 2021.

Hrvatski pravopis. <http://pravopis.hr/>. Accessed 19 June 2021.

Institut za hrvatski jezik i jezikoslovlje. Institut za hrvatski jezik i jezikoslovlje, ihjj.hr/. Accessed 19 June 2021.

Kazemian, L., Farrington D. P. „Comparing the Validity of Prospective, Retrospective, and Official Onset for Different Offending Categories“, *Journal of Quantitative Criminology*, Vol. 21, No. 2, 2005, pp. 127-147. <https://www.jstor.org/stable/23367418?seq=1>. Accessed 19 June 2021.

Manzi, S., et al. “A Non-Participant Observational Study of Health and Social Care Waste Disposal Behaviour in the South West of England.” *Journal of Health Services Research & Policy*, vol. 19, no. 4, 2014, pp. 231–235. www.jstor.org/stable/26751575. Accessed 19 June 2021.

Merriam-Webster's Online Dictionary. Merriam-Webster Incorporated 2018, <https://www.merriam-webster.com/>. Accessed 19 June 2021.

Pavlović, N., Stanojević M. *Znanstvena istraživanja jezika i prevođenja*. Filozofski fakultet Sveučilišta u Zagrebu, 2020.

Oxford Learner's Dictionaries. Oxford University Press,

<https://www.oxfordlearnersdictionaries.com/>. Accessed 19 June 2021.

Reber, A. S., Reber, E. S. *The Penguin Dictionary of Psychology*. Penguin Books, 2001.

Roopa S, Rani M.S. *Questionnaire Designing for a Survey*, J Ind Orthod Soc, 2012.
<https://journals.sagepub.com/doi/pdf/10.5005/jp-journals-10021-1104> Accessed 21 March 2021.

The Free Dictionary. Farlex, Inc., <https://www.thefreedictionary.com/>. Accessed 19 June 2021.

Vukić, T. „Socio-humanistic Qualities of Journalistic Abilities in the Croatian Academic Journalism Education“, in I. P. Gortan-Carlin, A. Rotar, & L. Lazarić (Eds.), *Socio-humanistic Determinants of Education: Language, Art and Cultural Heritage*. (pp. 59-95). Juraj Dobrila University of Pula, 2018.

Translation 5

Barić, Vid. *Fiumanski, opet lažeš*. Shura publikacije, 2020. pp. 72-78; 88-90

Translation

DYSLEXIA

The thing in Belgrade did not go well. For days, I diligently attended lectures at the IT Academy, where computer scientists showed me how to navigate the modern world and finally start making money. I figured that the newly acquired skills would finally provide me with a chance to live a dignified life, since journalism only leads to failure. I would get a job as a back-end developer at a high-profile technology company – maybe somewhere in Dublin or Vancouver – and I would no longer be forced to beg my mother or my mistress for money at the end of each month.

Writing and reading: what a silly, unworthy entertainment for losers, poor people and unambitious students! I wanted to earn that futuristic certificate and program some kind of application that would bring me money on its own, while I put on phoney performances in crystal halls, convincing the public that there is no prosperity without smartphones and my ingenious application that makes life easier for everyone.

However – alas! – on the third, maybe fourth day of those programming lectures, I was so bored that I started reading *The Anatomy Lesson* by Serbian author Danilo Kiš^{xlvii}. I could no longer look at computer formulas, codes, fractions, and algorithms. My mind was completely clouded^{xlviii} by this strange information and I had to cure myself by reading a long sheet of inspirational, lucid and insolent text such as Kiš's in the aforementioned masterpiece. I forgot the promise I had made to myself and once again found myself staring at a normal Latin script text, structured into sentences, paragraphs, and chapters. Then one of those computer scientists came up to me.

– Mr. Fiumanski, I see that you are not following the lecture with full attention today. Let me remind you, this is an accelerated course, and if you want to become an expert-programmer who earns well and lives comfortably, you have to pay attention – aiming at me reproachfully through his programming glasses, he started firing his criticism like bullets.

– What are you reading?

– Danilo Kiš, sir...

– Give it to me!

The futurist started reading Kiš, however it was obvious he was dyslexic when it came to normal texts. He read two or three sentences and then laughed in my face.

– This belongs to some other times – he concluded expertly and resumed writing PHP hieroglyphs on the board.

– This is timeless reading, you fool! – I snapped at the guy, getting up from the chair.

– This workshop of yours is a failure, I've had enough of math. I'm going back to writing, reading and scrounging for cash in parks and at railway stations! I can no longer deal with codes and futurism! – I shouted, completely out of my mind after an uninformed computer scientist questioned the relevance of Kiš's work. The security guard of that futuristic academy threw me out, and the thousands of euros my mistress had paid for the course burned like a joint, quite like the one which I smoked to calm down under a tree in a park^{xlix} at the end of that unfortunate day.

A STRIKING PORTABLE SHOP

I noticed^l that there is no place to shop on Sundays in my neighbourhood in Zagreb^{li}. All the nearby shopping malls are closed, as are the news-stands. This meant that, on holy day, it was impossible to find a place in the proximity of my flat where you could buy condoms, newspapers, smoking rolls, beer or anything else a human might need.

It was for that reason I decided to awake my inner entrepreneur and open a business that will be open exclusively on Sundays. This will improve my household budget and make it easier for me to survive the month, as my journalistic salary is making it increasingly difficult to make a living. Moreover, my editor seriously threatened me recently, saying he would ask the company's techno-manager to cancel our collaboration if I didn't stop acting like a great journalist, constantly demanding something and asking him to let me write essays on literature and documentaries no one would want to read about.

I chose entrepreneurship because I knew that then no one would be able to call me a loafer or an *uhljeb*^{lii}, which has been one of my biggest phobias since I started consuming Croatian media on a daily basis. An *uhljeb* is what Croatians call a person who has become a public sector employee through a nepotistic relationship or political party affiliation, normally without the required skills or qualifications for that position. But if I open my own business,

people will finally start appreciating me and I will become a prosperous member of the community.

Index journalists will ask to write about me in their "Beautiful stories on Sundays" column, *Telegram's* journalist Mladen Pleše^{liii} will also write a great story about me, and that enthusiastic neoliberal Igor Vuk will finally invite me to his podcast to praise my entrepreneurial nerve and admire the fact that I had figured out what was missing on the market and then made money of it.

How ingenious of me!

If it turns out to be really profitable, I'll end up as an official in the Croatian Chamber of Commerce a few years later. That's right, that's Fiumanski's future right there. I will snatch a seat in that chamber and then steal money from other entrepreneurs, all so I can make my boyhood dreams of collecting expensive art, antique furniture and Austro-Hungarian chandeliers come true. I'll exchange paintings^{liv} by Rabuzin and Berber with that football player Davor Vugrinac, I'll mingle with high-class people, and when I become a true dignitary, owning heaps of art that everyone wants to get, I'll ask Zoran Krivić to start organizing auctions for me in city salons. At the same time, I will woo the elderly, nice ladies, asking them to pay me for my personable escort service, conversations about literature, and, if necessary, for something more, why not? It's a free country and a free market! All you have to do is adjust, become market-oriented and start taking the money.

So, I bought the *Plavi oglasnik* classified^{lv} last week and – amazingly! - on the tenth page I saw the fundamental point of my future business, which will take me away from this uncertain life where I cannot afford monthly visits to my mistresses in Paris, Brussels or London.

Here is what the ad that will radically change my life said: "A portable shop in the shape of an ice cream! It contains a water and power supply. More information at: 091-xxx-xx-xx."

The portable shop looked striking! The ad included a photo, and I immediately borrowed money from a friend who grows and deals marijuana and I bought that colourful shop vehicle in the shape of liquid ice cream, leaking from the machine. It looked like something out of a Wes Anderson film^{lvi}, and I was convinced that the aesthetics alone would help me hound cash with unprecedented ease. Since the thing was portable, I thought about how I'd move to different locations around the neighbourhood, going back and forth between being close to

and far from the surprised and overjoyed customers. Mobility will help me reach more customers, as I sell main domestic and foreign newspapers, coffee, cognac, candies, chewing gum, various craft beers, rolling paper and, of course, ice cream from the machine. Apart from that, I'll put up a small terrace with two or three tables in front of my portable shop, so my ice cream shop can also become a cosmopolitan centre; a place where it will be possible to read the world press, discuss current events and problems of the world we live in, and perhaps make some suggestions for a better tomorrow. If the intellectuals truly do start gathering here as I imagined, in a couple of years we'll form a political party and save this tortured country of Croatia.

Anyway, I opened an Ltd, naturally with the help of a mistress who had given me the share capital, since I'm as poor as a church mouse and I don't know much about that kind of paperwork. After that I filled the shop with various things and went out on Sunday for the first time. I stopped at a corner, displayed newspapers and wrote on the board that this was a cosmopolitan centre where you can read two-days-old world press, as well as buy ice cream from the machine and drink coffee. I was really, really excited about this business move of mine and I was thinking about starting sending packages in a few months, but also offer the possibility of paying bills, taking a 10% commission.

In addition, I will offer the repair of different household appliances, bicycles, computers, telephones, but also refrigerators and other white goods. I will hire a few people and my shop will turn into a real multifunctional business, with shops much better than Ivica Todorčić's kiosks, where you can only, like, send packages and pay bills^{lvii}.

– Ice creaaaam, coooooffee, newspaaaapers – I shouted from the shop and disturbed the Sunday peace of the sleepy neighbourhood. Then I saw a strange guy dressed in some kind of a historical knight's suit with a red cross on his chest approach me, waddling like a scarecrow. He soon raised his visor and I realized that the person in front of me was that Jerusalem knight Željko Reiner, the vice-president of our refined, functional Parliament.

I knew him because we used to play bridge together, but it's been a few years since then and he has changed completely. He was all into that knight thing now.

– Mate, we haven't played cards in a long time – Reiner told me.

– Hi Željac, it's 'cause I'm not into the cards thing anymore. You see, now I'm into business, entrepreneurship. Doing completely different things now – I explained to him.

– I know, Livio, that's why I'm here – he replied, placing his knight sword and the shield on the refrigerator next to the shop.

– Fiumanski, why do you work on Sundays? – he put his head through the window of my colourful shop, stretched his neck like a snake and got into my face all serious.

– Because of the market, my dear Željac. Because of supply and demand! Look, there's nothing to buy here on Sundays, and I've decided to change that. I've been rummaging through some business books lately because I can't live normally with my journalistic salary anymore. So I decided to be an entrepreneur. I will have a monopoly in the neighbourhood and finally make some money, make my life easier and visit my mistresses, scattered around the world, Željac ... – I reluctantly tried to justify myself to him.

– Livio! – Reiner shouted, lowering the visor on his knight helmet. He was holding the sword and the shield in his hands again.

– Your decision to work on Sundays is not in the spirit of the Croatian and Catholic identity, authenticity, and especially not in the spirit of the family! People need to rest on Sundays. This was ordained by God himself. Why do you feel the need to interfere with that? Do you want to destroy the Croatian family? Who are you to question an established folk tradition, Livio? You are an ordinary blasphemer, and I will personally make sure that my knights from the Order of the Holy Sepulchre in Jerusalem start the Crusades in Zagreb and set your ridiculous vehicle on fire! – he shouted.

I swore at him and made him leave my property, because I'd read on those liberal portals that that was perfectly acceptable. He continued quickly waddling towards the city centre, probably in search of other blasphemers who dared to work on a Sunday.

Just as I got rid of the academic and sold two beers, a pack of rolling paper and a Friday edition of *The New York Times*, a new nuisance appeared. It was one of those robotic communal workers who worked for Mayor Bandić.

– Mr. Fiumanski, we heard that you have started a business, but according to these and those regulations published in *The Official Gazette*, you do not have a permit to sell refrigerated drinks in this facility, and your location permit is not complete. You have to fill in these 1334 documents, or we will have to shut down your business and take the share capital for which you are responsible with your property, which we will also have to confiscate in that case.

And where is your health permit, as you sell ice cream? Also, you cannot be the director of this company if you are not able to pay yourself a 10,000 HRK salary at the end of each month. How much did you earn today, where is your fiscal cash register, where are the receipts? And what about this terrace, do you have permission for the tables you set up here on the street? – the communal worker blabbed, like a computer program. I showed him my handwritten receipts, apologizing and saying that it was my first day working, and how I was just learning about the business, so I didn't have the time to legalize everything, fiscally connect it and the like.

– This is a serious offense, Mr. Fiumanski. You are stealing from the state in broad daylight, in front of everyone. I'm going to have to go get the financial police, please wait a minute ... – he threatened and went to get those *uhljebs* who will further harass me with their demands, while I just want to make money and be a prosperous member of the community.

But Fiumanski had a plan. I drove my portable shop to the other side of the town, where the financial police won't be able to find me, and in the meantime I contacted the *Index* editorial office, telling them that I had another fascinating story about the *uhljebs* who terrorized Croatian entrepreneurs.

Today I'm going to talk to their journalist Marko Repecki. I will tell him my story and in return ask him to explain in great detail how I can register a company in Estonia, far away from all the *uhljebs* and Zagreb communal workers...

Sources

Bujas, Željko. *Veliki hrvatsko-engleski rječnik*. Nakladni zavod Globus, 2005.

Collins Dictionary. Collins 2018, <https://www.collinsdictionary.com>. Accessed 19 June 2021.

Conrad, S., Biber, D., Leech, G. *Longman Student Grammar of Spoken and Written English*. Harlow: Longman, Pearson Education, 2002.

Hrvatska enciklopedija. Leksikografski zavod Miroslav Krleža, <http://www.enciklopedija.hr/>.

Accessed 19 June 2021.

Hrvatski jezični portal. Znanje, hjp.znanje.hr. Accessed 19 June 2021.

Merriam-Webster's Online Dictionary. Merriam-Webster Incorporated 2018,

<https://www.merriam-webster.com/>. Accessed 19 June 2021.

Oxford Learner's Dictionaries. Oxford University Press,

<https://www.oxfordlearnersdictionaries.com/>. Accessed 19 June 2021.

The Free Dictionary. Farlex, Inc., <https://www.thefreedictionary.com/>. Accessed 19 June

2021.

Commentary

ⁱ When translating this footnote, I decided to employ the strategy of interpersonal change. The sentence in the ST is a general statement and addresses the readers only indirectly. However, in my translation, I decided to address the readers more directly by using the second person plural form of address. I felt like this was more in accordance to the main text, in which the author continuously does the same.

ⁱⁱ In the ST the author used dashes to separate this group of words from the rest of the sentence and put additional emphasis on that part. According to pravopis.hr, dashes are not supposed to be used for that purpose in Croatian. Because of that I had to choose different punctuation in my translation. I had the option of using either parentheses or comas, which are used to separate and emphasize additional phrases or explanations in the TT. Both options would have been correct but I decided to use comas, as pravopis.hr explicitly states the rule, according to which comas are to be used in situations when the separated part contains an adverb or pronoun which directly refers to a noun in the earlier part of the sentence. Since the separated phrase in my translation contained the pronoun *one*, referring to the noun *navike*, mentioned in the first part of the sentence, I decided to use comas.

ⁱⁱⁱ After reading the rest of the book and doing a Google search, I deduced that the concept of a Habits Scorecard, as well as the term rendering it, were created by the author of the book, James Clear. This meant that there was no established term for it in the TL and that I had to come up with it myself. I felt that the best strategy to use here would be literal translation. Oxford Dictionary defines the word *scoreboard* as “a card or piece of paper that people watching or playing a game can use to write the score on”. This corresponds to the meaning of Croatian phrase *tablica rezultata* (I further confirmed this by looking up the Croatian translation of an economic term *balanced scorecard*; it is *uravnotežena tablica rezultata*). The addition of the word *navika* results in the phrase *tablica rezultata navika*. However, since the strategy does not actually include keeping game scores, but rather assessing out own habits, I decided to replace the word *rezultat* with the word *ocjenjivanje*, a noun created from the verb *ocjenjivati*, which I had used to translate the verb *to score* in a previous fragment.

^{iv} The concept of the Japanese method of Pointing-and-Calling is thoroughly explained in the previous chapter. However, since I had decided to treat my part of the translation as a stand-alone text, I felt like I had to include some additional information about the method. Otherwise the mention of the concept would seem to have appeared out of the blue, which might get the readers a bit confused. Therefore I decided to render the sentence from the ST as two sentences in the TT and add the information about the origin of the concept in the first sentence. I did not feel the need to add more than just the origin, as I felt that the name of the method and the example of its everyday use, mentioned by the author were enough for the reader to comprehend what it was.

^v In the beginning of this sentence in the ST there is an adverbial of time (preposition + year). If I had wanted to keep all parts of the sentence in the same order as they appear in the ST, I would have had to put the year at the beginning. However, in Croatian it is usually advised not to start a sentence with a number. Because of that it was necessary to move the adverbial of time a bit further down in the TT.

^{vi} As the concept of sending taxes is not very common in Croatia, I decided to replace it with an equivalent concept from the TC.

^{vii} Even though it is common to use a 12-hour clock in spoken Croatian, in written texts it is much more common to see 24-hour system, which is why I decided to use numbers 17 and 18 for 5 and 6 p.m.

^{viii} As past participle endings in Croatian depend on the gender of the subject, it was important to find out whether the author was male or female. The first name James strongly suggested that it was a man and a Google search confirmed it. A similar thing happened a bit further down in the same sentence. The text mentions *Standford professor BJ Fogg*. It was impossible to assume the gender of this person, based solely on the initials, so I had to look up the name in order to figure out whether I should use *profesor* or *profesorica* in my translation, as well as whether the form of the name should be changed.

^{ix} According to pravopis.hr, personal names of certain secular and spiritual dignitaries and historical figures are adapted to the Croatian language. Such is the case with Catherine the Great, who is always rendered as *Katarina Velika* in Croatian.

^x In the ST, the word robe is used in this sentence. The Merriam-Webster dictionary defines this word either as “a long flowing outer garment used for ceremonial occasions”, or as “a loose garment for informal wear especially at home”. These two definitions correspond to Croatian terms *odora* and *kućni ogrtač*, respectively. In order to figure out which one I should use in my translation, I decided to do a bit a research on Diderot’s robe. I found Diderot’s essay in which he recounts the same story as the author of this book. The essay is entitled “Regrets on Parting with My Old Dressing Gown” (<https://academic.oup.com/oaj/article-abstract/39/2/175/2223027?redirectedFrom=fulltext>). The definition of a dressing gown is the same as the definition of the Croatian term *kućni ogrtač*, which is why I decided to use that in my translation.

^{xi} The strategy that was employed in this sentence is clause structure change. In the ST the sentence appears in the passive voice with the object being a subject and the agent expressed by means of a by-phrase. In the Croatian translation the sentence is in the active voice, with the agent becoming the subject. The objective reason for doing this was the fact that the passive voice is used much less frequently in Croatian than it is in English. The subjective reason for a change in mood in the TT was my personal dislike for the TL phrase that is usually used to translate the English by-phrase: *od strane koga/čega*, the use of which would have been inevitable had I decided to leave the sentence in the passive voice.

^{xii} Basutoland used to be a British Crown Territory, located in today’s Lesotho. I believe that majority of the target readers are not familiar with this term, which is why I decided to use addition and translate it as *britanski protektorat Basutoland*. I did not think it was necessary to specify that this was today’s Lesotho, as the source text already mentions that the place is located in southern Africa.

^{xiii} The abbreviation RAF, which stands for Royal Air Force, is used many times throughout the ST. This abbreviation is well-known in the SC, however many TT readers might not be familiar with it, even though it is often used in Croatian media. In order to avoid any possible confusion, I decided to use the full translated name of the air force the first time it is mentioned in the text, put the abbreviation RAF in the brackets and then use the abbreviation every other time it appears in the text. The latter was done primarily in order not to make the

sentences too long by using the full name every time. I also did pretty much the same thing when the German air force Luftwaffe was mentioned.

^{xiv} I assumed that both of these titles were a word play, as they referred to aeroplanes and contained the words “wings” and “up” respectively. I had no problem with the first title since it was possible to just translate it word by word without losing the intended meaning. However, I could not just translate the second title literally (as *podržite ih*, or something similar). I had to find a suitable translation, a phrase or an idiom in the TL, which would retain both the meaning and the metaphor found in the original. Therefore I chose to use Croatian idiom *dajte im vjetar u leđa*, which has the meaning of *support, encourage* and the connotation of flight and air.

^{xv} According to *the Collins Dictionary* “the Hun” is a derogatory name used for a German, especially popular during World War I. The Allies wanted to conjure up the image of Germans as crazy bestial barbarians and did so by comparing them to the Mongolian nomadic tribe which terrorized the Roman Empire in the 5th century (<https://www.historyextra.com/period/first-world-war/allies-call-germans-huns-why/>). In Croatian there is no equivalent to this. There is the word *Švabo*, which, similarly to the Hun, has a bit of a derogatory undertone. However it lacks the barbaric image that the original word creates in the SC, which is why I felt it did not fit. Instead, I decided to use paraphrase and translate the phrase as *podivljali Nijemci*. This would paint the same picture in the minds of the TA, as it does for the members of the SC.

^{xvi} In this sentence, I decided to translate the non-finite clause from the ST with a noun phrase. After doing that I used unit shift in the first part of the sentence and replaced the prepositional phrase „at school” with the Croatian noun *učenik* (simultaneously also replacing the verb phrase with a linking verb and an adjective). The reason I chose to do that is because I felt that having two noun phrases one after another made the text flow more smoothly in the TL.

^{xvii} At first, while doing my draft translation, I automatically converted pounds into kilograms. However, when I revised the translation after some time, I found myself wondering whether that was the right decision. The next sentence mentions the boy’s weight and the amount of money his father accordingly paid for the flight. As the weight amount had to be exactly the same as the amount of money paid, I had to decrease the amount of pennies, so they would match the kilograms. My biggest concern here was the fact that the book talks about real people and real events. If this were a completely fictional piece of literature I would surely just convert the pounds into kilograms without much thought. However, since this was a true story, I felt the need to stay as true to the original in every sense. Because of that I decided to leave the weight in pounds and add a footnote with an explanation, in case some TT readers were not familiar with it.

^{xviii} The ST phrase “Nuffield’s promise of sixty per month” is easily understandable to an SL reader, once they come to the end of the sentence. However, were I to translate it into Croatian literally, the clause would have felt a bit incomplete and the reader might get a bit confused. Because of that I decided to use explicitation and disclose what the promise was in the first clause as well.

^{xix} In the source text this sentence contains the phrase “his lordship”. The Macmillan Dictionary defines this phrase as a “polite way of talking about a lord, judge or bishop”. The author uses the phrase to refer to refer to Lord Beaverbrook, who was mentioned in the

previous sentence. Bujas offers two options for translating the word “lordship”: *Milost* and *Gospodstvo*, but notes they are mostly used when directly addressing someone. I thought about translating the phrase as *njegovo gospodstvo/njegova milost*, but ultimately decided against it for two reasons. Firstly, I was not sure how familiar the average reader of the TT was with the fact that this is what lords are supposed to be addressed with in Croatian. Apart from that a Google search revealed that *njegovo gospodstvo/njegova milost* are mostly used when referring to God. Because of that, I decided to translate it as just *lord*.

^{xx} The ST contains the term “sit-down strike”. *The Collins Dictionary* defines this term as “a strike in which workers refuse to leave their place of employment until a settlement is reached”. I was not able to find an equivalent term for this in Croatian (even in Bujas’s English-Croatian dictionary, this entry is explained, rather than translated). Because of that, I decided to use a hypernym *štrajk* in the TT, which, in my opinion, did not affect the meaning of the text as a whole in any way.

^{xxi} I was not sure what exactly a defence company was, so I had to look it up. I found out that it was a business organization which provides products like aircraft, ships, vehicles and weaponry to a military department of a government. Since I was not able to find a proper translation in any of the dictionaries I used while working on this text, I decided to look up what were some of the most popular defence companies of today. After I found that out, I checked what they were most commonly referred to in Croatian media. The name that appeared most frequently was *tvrtka za proizvodnju oružja*, so that was what I decided to use.

^{xxii} According to *Longman Student Grammar of Spoken and Written English*, it is quite common to refer to vehicles as a “she” as a conventional form of personification. However, the same is not the case in Croatian, which is why I decided to use the masculine pronoun, which corresponds to the masculine grammatical gender of the word *zrakoplov*.

^{xxiii} Dictionaries define “soft eyes” as eyes “having a gentle appearance”, and say that a person whose eyes harden “suddenly becomes angry or serious”. The author used these expressions to describe the complete change in Brown’s demeanour. This is further emphasized in the next sentence, which mentions “the full spectrum” his eyes had gone through. It was clear to me that I had to use a pair of gradable antonyms in my translation. Since the pair *mek/tvrd* is not typically used in collocation with the word “eyes” in Croatian, I decided to replace the literal translation of this noun *oči* with a synonymous word *pogled*. This word quite commonly collocates with words *topao* and *hladan*, which are at the opposite ends of the temperature spectrum, creating phrases which describe a gentle and an unfriendly demeanour, respectively. Using these phrases in my translation enabled me to retain both the meaning and the contraposition, found in the ST.

^{xxiv} According to *britannica.com*, Me109, Nazi Germany’s most important fighter aircraft was also commonly referred to as Bf109. As Croatian site *enciklopedija.hr* only mentions the aircraft as Bf109, I decided to use that term in the TT.

^{xxv} I made a couple of changes in this sentence. The first one was replacing the nouns “observer” and “participant” with its corresponding verbs in Croatian. The reason I did this was because the phrase *sudionik u svijetu* seemed a bit strange, and saying *sudjelovati u svijetu* sounded a lot more natural. My subjective thoughts were further confirmed by a corpus search which found ten times more results for the latter phrase. After that, I analogically decided to replace the noun *promatrač*, the literal translation of the ST word “observer” with

the verb *promatrati*. The other thing I did was add a premodifier *aktivno*, which does not appear in the ST, in front of the verb *sudjelovati*. I do not think that my addition affected the meaning of the text in any way. Moreover, it made the structure of the two phrases more similar and further emphasized the contrast between the two verbs (or nouns in the ST), which, in my opinion, was the author's intent.

^{xxvi} I had a hard time finding a TL equivalent for the terms “helpful behavior” and “contributive behavior” in any of the dictionaries I used or the articles I could find online. However I did notice that the phrase *želja za pomaganjem i davanjem doprinosa* tended to show up a lot in those articles (e.g. <https://www.bib.irb.hr/1091791>). I consulted a friend who is a psychology student on whether this phrase would be appropriate in this context. After getting his approval, I decided to use in the TT.

^{xxvii} I used implication here by replacing the noun phrase with a pronoun. In the ST, the author had created a sort of a word play by using the noun “care” in this sentence and the homonymous verb “to care” in the previous one. As I had decided to translate the phrase “really cared about it” as *bilo mu je jako stalo* (I felt like the verb *brinuti se* was not an appropriate choice as it implies a higher level of anxiety and uneasiness than the situation in the ST called for), there was no need for me to use the noun *briga* as the translation of the word “care”. Because of that, I chose to omit the noun phrase and replace it with a demonstrative pronoun *to*. Since the pronoun appears at the beginning of the sentence, it is clear that it refers to situation described in the previous sentence.

^{xxviii} The ST reads: “...it is so empowering and fulfilling”, which could have been translated as *osnažujuće i ispunjavajuće*. However these types of participles tend to sound a bit unnatural in Croatian, which is why I wanted to find a different solution. As English adjectives ending in -ing mostly refer to things which produce a certain feeling i.e. make us feel a certain way, I decided to add a direct object and render the adjectives as verbs in present tense. In that way, I managed to retain the same meaning, while making the sentence sound more natural to a Croatian speaker.

^{xxix} The author uses this idiom to portray the general feeling of pessimism and hopelessness that people feel watching the news, full of reports of sad and tragic events. I could not really come up with a Croatian idiom, fitting enough in this context, so I decided to use a word or a phrase that could convey the same meaning as closely as possible. However, since the same idiom is repeated a bit later in the text, when it was used by six-year-olds, I had to make sure that my translation was something simple that children of that age could easily remember it. This meant that words such as *pesimistično* were out of the question. I settled on *strahote i užasi* because it is a phrase, commonly used in TL when describing tragic events, and even children are likely to have heard it somewhere.

^{xxx} The TV show that the author is talking about here has not aired in Croatia, and therefore its title does not have an official translation into TL. I translated the title as it is relevant to the following part of the text, and some members of the TA might not understand any SL. However, I did also decide to put the original title in the brackets, in case some readers were intrigued and wanted to watch the show.

^{xxxi} I did not want to translate this as *četvrti program* or something of that kind, because of the possibility that the TA would wrongly assume that the TV show was aired on Croatian channel HRT4. In my opinion, adding the proper adjective *britanski* as a clarification was

inevitable. I also did not want to translate the name of the channel, so I added the word *program*. Some people might argue that that addition was redundant, as the original name of the channel contains the word *channel*, but I feel that the use of the word *program* in the translation makes the text flow a bit more natural. It also takes away the possibility of TA who is less familiar with the English language to not understand something.

^{xxxii} When doing my draft translation I automatically translated the phrase “violent news” as *nasilne vijesti*. However, while I was proof-reading the TT, this particular phrase sounded a bit strange to me. In a way it suggested that the news themselves were acting violently and aggressively towards someone else. Because of that I decided to use explicitation and make it clear that it was the content of the news that was violent.

^{xxxiii} The verb here is the antonym of the verb used in the ST. The reason for that is that the author had used a negative infinitive, which is a form that is not common in Croatian. Therefore, in order to convey the same meaning, I had to put that negation somewhere else in the sentence. I had the option of negating the main verb in the sentence (*become*) or the adjective (*motivated*), but I felt that replacing the verb “become” with its antonym was the best choice.

^{xxxiv} I felt that the title *Daily Express* might not be familiar to a large portion of the TT, so I wanted to use the strategy of information change, or more precisely addition. The reader could probably infer that it was either a newspaper or a magazine because of the mentions of headlines and subheadings, but I still wanted to make it completely clear, so I added the noun *novine*. I also felt that it was important to state that it was a British newspaper because of the headline that reads “Migrants Take ALL New Jobs in Britain”. Adding that information would make it clearer to the Croatian readers who the typical *Daily Express* audience was and why a headline like that might bother them.

^{xxxv} The change I made here could be considered a change in the register, as I replaced a neutral verb “take” with a stronger verb *otimati*. The reason I did this was because I had noticed that this verb appeared much more frequently than the verb *uzimati* in similar headlines in Croatian media.

^{xxxvi} When I read the text for the first time, I was not really sure what the author meant by “housing queue” and Google turned out not to be of much help. I then decided to ask my native English speaker acquaintances for some assistance. They explained that “the housing queue” was a list of those waiting to get government subsidized housing. Further research showed that the process of obtaining government subsidized housing in the UK is as follows: applying through a local council, being put on a waiting list and waiting until there is an eligible property. This process is a bit different in Croatia. Those who wish to get government subsidized housing have to apply for a competition. The applications are then revised and each applicant is rewarded a certain number of points based on their submission. Those with the most points get the subsidized housing, while the rest have the option of applying again but only when the next competition is announced. Basically the biggest difference is that the concept of a waiting list in this context is not familiar to TT readers. It is because of that that I decided to replace the word “list” from the ST with the word *natječaj* in the TT. Even though Britain is explicitly referred to in the text, I decided to use domestication as I felt that the word *natječaj* sounded more natural in this case.

^{xxxvii} Croatian word *prevoditelj* can be translated into English in two ways – the word “translator”, which refers to people translating written texts and the word “interpreter”, which refers to people translating spoken language. In this case, the word *prevoditelj* is preceded by the adjective *simultani*, which makes it clear that it is the term “interpreter” that should be used here.

^{xxxviii} In Croatian the word *student* refers to a person, enrolled in a higher education institution, while the word *učenik* is used to describe a person, attending a primary or a secondary school. In English, the word “student” is used for both. In order to distinguish between the two types of students in the TT, I decided to use the institution as a premodifier. Furthermore, as I was not sure whether the word *učenik* was supposed to refer to a primary or a secondary school student here, I decided to use both as a premodifier.

^{xxxix} I was not sure what the word *nacrt* was supposed to mean in this context. This word corresponds to English words “draft”, “blueprint” or “outline”, but I did not want to just randomly choose one of them and risk being completely wrong. So I decided to look up for the research by Song and Chung that the authors of the ST reference. Reading the research I realized that the correct translation should be the word “design”.

^{xl} What I did here is something that commonly happens in Croatian-English translation (and vice-versa). In order to indicate a manner of doing an action in Croatian, nouns are often used in instrumental case as it is not permitted to use inanimate subjects with verbs of action. However, in English this is perfectly acceptable, which is why the nouns, appearing in the instrumental case in the ST have become subjects in the TT.

^{xli} The ST clause in the brackets contains the phrase *na engl.*, whose function is to let the reader know that the term mentioned is used in the English language. However, since English is the TL in this case, this prepositional phrase is redundant and therefore omitted.

^{xlii} I pondered a bit about how to translate this part to make it as true to the original as possible. My first choice was to use “the university the participant graduated from” but I realized that the words “university” and *studij* were not exactly synonyms. Another option I considered was “what the participant majored in”, but this phrase lacked the implication that the participant finished their studies, which is found in the ST. In the end, I settled on using “the degree the participant obtained” as that felt the closest to the original.

^{xliii} In Croatian it is still quite common to use a grammatically masculine noun as a gender neutral noun and have it refer to both men and women. Such is the case with the word *sudionik* in the ST, which refers to both female and male participants. However, since this noun is grammatically masculine, all of the other words related to it have to be grammatically masculine as well. This resulted in having the possessive determiner *njegovo* in this sentence in the ST. But using only masculine pronouns in a situation where we are not completely sure that everyone is the same gender is considered outdated in English. Because of that I had to use the strategy of cultural filtering and render the pronoun *njegovo* as “his or her” in the TT.

^{xliv} The ST sentence is incredibly long and contains a few relative clauses. In order to make it easier for the reader to follow the text, I decided to apply sentence structure change and divide the long sentence into two shorter ones. This is why I rendered the final relative clause as a separate sentence.

^{xlv} A bit of transediting was performed in this part, as I felt that the ST contained an unnecessary *da*. I decided to translate the sentence, omitting that word, since it made more sense to me that way.

^{xlvi} In Croatian the percent symbol and the number it corresponds to are always separated by space, according to pravopis.hr. However in English, the percent symbol is never spaced.

^{xlvii} The first time I read the source text, I was not familiar with the name of this author. Because of that, I was not sure whether I should use addition to make it clear to the target audience who he was. My solution to this was to first find out how well known he is among ST readers. In order to do that, I decided to ask my family and friends if they had heard about him. All of the people who had grown up in former Yugoslavia were familiar with the name. On the other hand, among people my age, not many knew who he was. Still all of them were able to deduce that he was an author from Serbia. Three things helped them come to that conclusion: the first name Danilo, the use of the word *čas* in the title of his book, and the fact that the story takes place in Belgrade. However, even though these cultural differences are obvious to SL speakers, target audience is mostly likely not familiar with them. For that reason, I decided to add Kiš's nationality and occupation in my translation.

^{xlviii} The narrator uses a metaphor, with the meaning of “make someone confused”, to describe what he was feeling in that particular situation. My task here was to try and find a metaphor in TL which would correspond to this meaning. This was not terribly hard. In English there is a relatively common phrase *to cloud somebody's mind*, which not only has the same meaning as the one used in the ST, but also paints a similar picture: the loss of light.

^{xlix} This was a situation similar to the one in the first comment on this translation: a cultural reference to something from a neighbouring country that most of the SA are familiar with (I checked; people over the age of 50 knew that it was a park and a neighbourhood in Belgrade, while younger people mostly recognized it as “something in Belgrade”). However, I knew I had to interfere here since most of the TA would probably not know anything about it. My first instinct was to use addition to let the TA know that it was a Belgrade park, but the sentence was structured in a way that made the whole phrase a bit of a mouthful. Therefore I decided to do something else. I realized that this was the last sentence in the story and that the exact location of the author was quite irrelevant at this point. Therefore I completely omitted the name of the park, which by itself would not have any meaning to the TA. I pondered between using “a Belgrade park” and just “park”. In the end, I decided to go with just “park” as it was already clear from the first sentence of the story that the narrator was in Belgrade and the reader could probably deduce that he was still there by the end of the story.

¹ It was quite difficult to decide which tense to use in my translation. The ST clearly describes an event that took place in the past, however the author does not only use the past tenses, but incorporates present and future tenses as well, often mixing them. Since the text is written in what can be described as a diary form, I considered writing the TT completely in the past tense, but ultimately decided to respect the author's choice and translate everything as it was in the ST.

^{li} I decided to use addition and clarify that the story was taking place in Zagreb for two reasons. The first one was to distinguish it from the previous story, which took place in Belgrade (which would not be necessary when translating the whole book, as the two stories do not come one after the other there). The other reason was that fact that later in the story,

the narrator mentions Milan Bandić, using only his surname. Readers of the ST would, of course, know that Bandić was the mayor of Zagreb, but readers of the TT might not be aware of that. As this was someone very well known in the SC, I needed to use addition to explain who he was. I managed to get away with adding “mayor” in front of Bandić’s name without disrupting the story too much, but I felt like adding the “of Zagreb” part would have been too much in that particular sentence, so I settled on mentioning Zagreb in the very first sentence, where it fit more naturally.

^{lii} The ST contains the word *uhljeb* which has become infamous as a Croatian word which has no equivalent translation in English. I spent a lot of time trying to think of an English word or a phrase which would best convey its meaning. The only thing that came to mind were words like “nepotee”, “sinecurist” and “loafer”. I decided to consult native English speakers and ask if they could come up with anything. Some of their suggestions were “slacker”, “sycophant” and “kiss up”. However each of the mentioned words lacked a certain nuance carried by the Croatian word. I realized that it was impossible to render it with only one English word and that I would have to use paraphrase or addition in my translation, in order to express its full meaning. As this short story was full of Croatian cultural elements, I thought it would be best to use foreignization when translating it, so the target audience could get more familiar with the SC. So I decided to do the following: I left the word *uhljeb* untranslated. I felt this was a good decision because in the same sentence the narrator explicitly says that this is a word that commonly appears in Croatian media. As the word itself would not mean anything to the TA, I decided to insert a sentence which contains its definition as well.

^{liii} This story mentions quite a few prominent (or not so prominent) figures from the SC. In my estimation, the TA is not very likely to be familiar with the majority of the names the text contains. I wondered how important it was to provide the target audience with any additional information about these people and I decided that for the majority of them, no additional information was needed. There were a few things that influenced my decision. Firstly, most of the names are preceded by a noun rendering the profession of a certain individual, which itself gives the TA some insight into who these people are. Secondly, the majority of these names are not familiar to the average Croatian reader (I checked this by conducting a small survey). Considering the author did not feel the need to include any more information about them in the ST, I did not think it was necessary for me to do it in the TT. And lastly, not including any additional explanation would not enable the TA to understand the text in any way. However there were a few exceptions to this decision, which I am going to talk about a bit further down.

^{liv} In the ST the author used metonymy, a figure of speech in which one entity is used to stand for another associated entity. More precisely, in this sentence the names of two artists stand for their works. Since this trope is commonly used in English as well, I could have translated the sentence literally and change nothing. However, the artists mentioned in the ST (Croatian naïve painter Ivan Rabuzin and Bosnian painter Mersad Berber) are not familiar to the TA so I wanted to use addition to make the reader know who they were. Even though it meant that the metonymy would be lost, I thought the best way to do that was to include the word paintings. That way the TA would be able to deduce the profession of Rabuzin and Berber, which I felt was more important than retaining the metonymical expression.

^{lv} *Plavi oglasnik* is a Croatian newspaper with classified advertisements, well-known in among the readers of the ST. However, I assume that readers of the TT are mostly not familiar with it. Because of that I decided to add the word classified after the name of the newspaper. I

could have omitted the name and just used the word classified as a subordinate term, but I wanted to use foreignization and make the reader aware of certain pieces of the Croatian culture. It was for that same reason that I decided not to translate the name *Plavi oglasnik*.

^{lvi} I used the strategy of unit shift and replaced a word from the ST with a phrase in the TT, or more precisely I replaced a proper adjective, referring to an American director Wes Anderson with a noun phrase. I thought about using the proper adjective “Wesandersonian”, as an analogy of commonly used words like “Shakesporean”, “Trumpian” or “Spielbergian” but ultimately decided against it since a Google search of the term did not provide any use by a reliable source.

^{lvii} Ivica Todorčić is one of the exceptions I have mentioned in an earlier footnote. From the ST, it can only be deduced that he is some kind of an entrepreneur. However, the ST did not require any additional information, as pretty much all Croatian readers are familiar with Todorčić’s name and his connection to the main Croatian kiosk company *Tisak*. It is also immediately clear to any ST reader why the narrator would compare his multifunctional shop to Todorčić’s. However none of those things would be familiar to the TA. I decided to paraphrase the last part of the ST sentence, in order to make the meaning clearer to the TA. I figured that the phrase *u svojim najjačim danima kiosk-poduzetništva* referred to the time when *Tisak* kiosks began offering services apart from retail, like sending packages and paying bills. The narrator claims that his shop would be better than Todorčić’s as it would offer even more than that (as seen in the part where he lists the services he will offer), so I decided to use that in my paraphrase.