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Speed-to-Quality Ratio in Fully Human Translation vs. Post-Editing of Machine Translation Output

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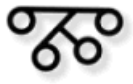

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Speed-to-Quality Ratio in Fully Human Translation vs. Post-Editing of Machine Translation Output

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Nataša Pavlović
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Research paper

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PART ONE

Research paper

ABSTRACT

Bearing in mind an ever-growing amount of texts to be translated, often under very tight deadlines, there is growing pressure in the industry to use translation technology to speed up the translation process. More and more often, translators are called upon to post-edit machine translation (MT) output rather than translate a text from the very beginning. The primary purpose of this text is to examine whether post-editing of MT output indeed leads to greater speed and quality in translation. This study compares the speed and quality of fully human translations to those of post-edited MT output for three different text types: a novel, a news report, and a legal text. Quality is assessed along four parameters, namely the morphosyntactic features, the semantic features, style, and general impression. The MT system used for the purposes of the study is Google Translate.

KEYWORDS

machine translation, post-editing, statistical machine translation, translation quality,

translation speed

1 INTRODUCTION

The quantity of texts that need to be translated is significantly increasing on a daily basis. Thousands of novels are published every day, and many of them are translated into dozens, maybe even hundreds of languages. The same goes for news reports on all possible subjects, project documents, localization of software and accompanying documentation, movies, TV commercials, TV series, websites, tourist brochures, cookbooks, user manuals for various household appliances, tools, equipment or electronic devices, etc. In other words, there is virtually no type of text today that is not translated into another language. In the EU context, due to its multilingual policy, according to which all official EU languages enjoy equal status (The Council Resolution of 21 Nov 2008), it is hard to imagine the translation workload that translators in EU institutions and freelancers face. Indeed, owing to Croatia's recent accession to the European Union, the entire EU legislation, the *acquis communautaire*, had to be translated into Croatian. Many Croatian legislative acts had to be translated into EU languages, mainly English, French and German, pursuant to the EU institutions' "selective translation principle" (European Commission 2014), to prove that Croatian legislation had been harmonized with the *acquis* prior to the accession.

Considering the gigantic, almost never-ending amount of texts that are to be translated, it is only natural for translation providers to try to simplify the process and make translating faster and more efficient. This is precisely one of the main reasons why translators today use different tools that help them provide high quality translations in as little time as possible.

It is interesting to stress that machine translation (MT), i.e. translation done entirely by a computer, was actually one of the earliest conceived applications of computers in general. However, completely automatized computer systems that would provide users with high quality, publishable translations of texts without any human intervention still do not exist (Tadić 2003: 36). Nevertheless, computer science has been developing rapidly and today it is hard to imagine how the process of translating would even work without the technical support of computers and tools translators use on a daily basis. Such translation, done by human translators who use different computer-aided translation tools (CAT tools), is called machine-aided translation or computer-aided translation. On the other hand, machine translation refers

to the "automatic process of translating from one language into another using computers" (Tadić 2003: 162; my translation).

Having in mind this virtually inevitable symbiosis between human translators and computer software, I have decided to explore this topic and find out to what extent MT tools are helpful and if they work better for some types of texts. Naturally, for the purposes of this paper I had to choose between different MT tools because it would be practically impossible to conduct research on all of them and include them in the scope of this study. I have chosen the one I consider the simplest, available to anyone with Internet access, and probably the most frequently used MT tool – Google Translate (GT).

What is the quality of such machine translations? Does it vary from one type of text to another? Are MT systems helpful or distracting to professional translators? To what extent is the post-editing (PE) of MT output indeed faster than conventional translation? After a brief overview of MT history and previous research in the area, this paper reports on the study conducted in order to provide answers to the above research questions.

2 MACHINE TRANSLATION HISTORY OVERVIEW

Although the idea of translating natural languages by a machine dates back all the way to the 17th century, it became a reality 300 years later (Hutchins 1995: n.p.). In 1930s, patents for mechanical devices that would function as a bilingual dictionary were issued to Georges Artsrouni (France) and to Petr Troyanskii (Russia) (Hutchins 1997: n.p.). However, their ideas remained unrevealed until the late 1950s. In the meantime, theoretical designs were drawn in the Weaver memorandum in 1949, which stimulated much interest and research in the field. During the 1950s, the idea of mechanical translation gained momentum, especially in the US, where the Government provided significant funding. Optimistic atmosphere was in place and fully automated high quality machine translation was envisioned for the near future. Nevertheless, the first systems used the word-for-word method, and the development of formal grammar was still suffering from teething problems, so the enthusiastic bubble burst soon thereafter. The ALPAC Report in 1966 gave a strong blow to the development of MT

technology in the US. It claimed that MT was slow, more inaccurate than, and twice as expensive as human translation, and that "there was no immediate prospect of MT producing useful translations of general scientific texts" (Arnold et al. 2001: 13). The ramifications of the report were considerable, in that the US Government brought the funding in the field of MT to an end, and it drastically reduced the number of experts interested in further development of MT technology. However, smaller groups of researchers still continued their work, which resulted in the emergence of the SYSTRAN system, a Russian-English MT system, which is actually an improved version of the earliest MT systems presented at the Georgetown University in the 1950s. SYSTRAN was used by organizations such as the United States Air Force and NASA, and its later development led to the occurrence of French-English and Italian-English versions. Another example of a successful MT system occurred in Canada in 1976. METEO system was successfully translating weather reports from English into French and vice versa, due to limited vocabulary and specific sentence structure (Arnold et al. 2001: 12-15). During the 1980s and 1990s, there was a significant development of MT systems around the globe (the USA, Japan, Germany). In the 1990s, in the course of further development of computer technology and the Internet, statistical MT systems appeared. Toward the end of the 20th century, it became easy to develop and share electronic corpora and online terminology databases, and first online MT systems occurred. Nowadays they have acquired the status of commercial products used every day all over the world by professional translators, as well as personal users that have the need to translate texts for all possible purposes. (Arnold et al. 2001; Hutchins 1995)

2.1 Brief theoretical background

There are different classifications of MT systems, depending on the methodology they use. Some authors divide them into rule-based systems, statistical systems and example-based systems; others distinguish between rule-based and statistical systems. Hutchins, for example, distinguishes between rule-based and corpus-based systems (1995: n.p.). Tadić divides MT systems into rule-based and empirical systems, dividing the latter further into statistical systems and example-based systems (2003: 37). However, many authors divide MT

systems into two basic groups, rule-based and statistical systems, which is the classification I decided to follow, since it seemed detailed enough for the purposes of this paper.

Rule-based systems use sets of rules that enable the translation process from a source language into a target language. On the other hand, statistical systems, that are going to be in the focus of my research for this paper, are based on data. The philosophy that lies behind rule-based MT systems can be compared to the process of acquiring a foreign language for humans. Learning a foreign language is a complex process. In simplified terms, we can say that acquiring a foreign language consists of learning the vocabulary of a certain language and learning grammatical rules according to which words can be combined to form word phrases, clauses, and other grammatical structures. Rule-based MT systems use the same methodology. They are based on the process of substituting source language words by words belonging to the target language, according to extensive bilingual dictionaries. Subsequently, the word order is rearranged according to rules of the target language. However, every human language is an extremely complex system, there is often no word-for-word correspondence between languages, and almost no rule comes without an exception, while in many cases the exceptions are numerous. Including all those rules and exceptions in a computer program used for translating, i.e. mimicking the human process of acquiring language when trying to "teach" a machine a language, is not only an extremely complicated and almost impossible task, but it also results in translations that are of unsatisfying quality (Tadić 2003: 37-38; Google 2013).

On the other hand, statistical MT systems work in such a manner that they use bilingual or multilingual parallel corpora, i.e. large quantities of texts originally written by humans in a specific source language, and of aligned translations of those texts, called parallel texts for a specific language pair, trying to recognize translation equivalents and choose the most appropriate one between them. During this process, statistically-based MT systems use various statistical methods, such as probability, in order to find translation equivalents calculated from available parallel corpora (Tadić 2002: 37-39). The result of this process, the generated translation, is then offered to the user. It is logical, therefore, that the larger the number of texts in source language (SL) and target language (TL), the greater the quality of the offered translation. Having in mind that not all languages are represented evenly according to the number of texts available to MT systems, the quality of translation varies from one language pair to another (Google 2013).

Statistical MT systems were initially word-based, but this proved to be a faulty approach since, as already mentioned, there is no word-for-word correspondence between any two languages in the world. More specifically, the problems might occur with, for example, homonyms (*bank* in English could either mean a 'financial institution' or a 'river bank'), fixed phrases, collocations and idioms (e.g. the correct Croatian translation of the English idiom "still waters run deep" is "tiha voda brijege dere", but Google Translate offers a different and nonsensical translation, "ipak vodama pokrenuti duboko"). Phrase-based systems have proved to be capable of producing translations of greater quality. Some other specific ways of expressing, such as sarcasm, might also be hard for a machine to even recognize, let alone to translate. In addition, translating cultural references is a highly demanding task from a translator's point of view. There are several methods translators can resort to in order to address the issue, all of which require a great deal of knowledge of the world, as well as knowledge of the language, combined with a thorough understanding of both SL and TL cultures. Computers are still not ready to deal with such complex tasks successfully. A good example are references to popular characters in the source culture, which are not widely known in the target culture. For instance, some American movies and TV shows are abundant with references to *Gilligan's Island*, a sitcom from the 1960s that was never broadcast in Croatia. Any human translator familiar with the Croatian culture is aware of that fact and would probably substitute the *Gilligan* reference with a one more familiar, and therefore more appropriate for the Croatian viewer. In contrast, a computer cannot be aware of such circumstaqnces, and would probably leave the *Gilligan* reference as it is, rendering its connotation completely unintelligible.

Moreover, sometimes translations are grammatically correct, but they seem clumsy, and a native speaker, not necessarily one well-trained in language, can easily detect that there is something wrong. Important factors that human translators can benefit from are common sense, intuition, knowledge of the world, knowledge of culture, and their own life experience, which computers lack.

2.2 Google Translate

Google Translate is a statistically-based empirical MT system. As already mentioned, the quality of translations it generates depends on the size of parallel corpora available for a certain language pair. This is a multilingual MT system, able to translate between any of the 80 languages currently supported by GT, using English as an intermediary language for most combinations (Bellos 2011). Google Translate is "trained on the Europarl Corpus (Koehn 2002), the DGT Multilingual Translation Memory (European Commission Directorate-General for Translation 2007) and the United Nations ODS corpus (United Nations Official Document System 2006)" (Uszkoreit et al. 2010: 1104).

Google Translate has improved significantly over the last few years. More and more features have been developed, such as the possibility for users to edit translations the program offers, and to do this in a very simple manner: should a user not be satisfied with a certain word or phrase within GT translation, it is enough to click on that word and the program offers other possible solutions. Other interesting features include the *Listen* button, which allows users to hear the actual pronunciation of certain words or whole texts[1]; GT also functions as an online dictionary: by writing a single word inside the box, the user is provided with a range of possible meanings. The quality of translations improves as more and more texts are available for GT to use when finding established patterns.

Today there is even a Google Translate application for some smartphones. Not only does it translate written texts, but also spoken phrases. This function is still somewhat limited; nevertheless, it is becoming more and more sophisticated.

[1] Of course, programs allowing users to hear the correct pronunciation of words are no novelty; however, it is useful to have this option included in GT, so users do not have to explore the Internet searching for such programs.

3 PREVIOUS RESEARCH IN THE AREA

Considering the relevance of the topic for professional translators, it comes as no surprise that there has been a lot of research exploring the quality of machine translation and comparing fully human translation to post-editing of MT output.

An interesting study was conducted by Koponen, in which the author set to establish criteria for assessing translation quality, and the focus was on the accuracy of semantic content in translation. After proposing an error classification, the author compared fully human translation to machine translation, as well as two different types of MT systems to one another. The rule-based system used in this research was a demo by Sunda Systems Oy, whereas the statistical system was Google Translate. Three different types of texts were translated from English into Finnish. The results showed that, for the statistical system, the most common error was omitting the relation between two concepts, which often resulted in an unconnected list of various concepts. On the other hand, the most common errors with the rule-based system were mistranslating an individual concept and mistaken relations between the concepts, which resulted in more convincing sentences at first glance, but they actually turned out to be misleading. While human translators also made mistakes in terms of adding and omitting concepts, there was a notable difference with respect to MT systems – as a rule, concepts added by human translators were in a way related to the source text, which was not the case with machine translations (Koponen 2010). This was particularly interesting for the present study because it points to the above mentioned "handicap" of MT systems in terms of their lack of knowledge of the world. MT systems seem to lack the fine line and logic telling them that a certain concept is an intruder in a specific context. On the other hand, human translators would grasp this immediately and they need to make no conscious effort in order to avoid such mistakes.

In another related study, Calude used the SYSTRAN system to compare the performance of machine translation systems with respect to four different text types: extracts from technical instructions, a short story, a news report, and a magazine article. All texts were translated from German into English and, as in the Koponen's study, the author also classified errors. Of the four text types, MT proved to be completely useless for translating the short

story extract, and the quality was so poor that the author said that not a single TL sentence made sense. In contrast, for translating the technical set of instructions, MT produced the least number of linguistic errors, and the most frequent errors referred to polysemous words translated outside the proper context, or structural differences between the two languages, e.g. faulty word order, wrong prepositions or not recognizing phrasal verbs. Similar errors, but greater in number were observed in machine translations of newspaper and magazine article extracts (Calude 2003). The results of this study largely coincide with the results I obtained in my own research, as will be seen in section 6 below.

O'Brien and Fiederer conducted a study with the aim to establish whether MT output necessarily was of lower quality than human translation. They used a user guide in English as a source text; the target language was German, and the MT system used was IBM WebSphere. The study involved 11 evaluators, or "raters", who rated the source sentences, the translated sentences and the post-edited sentences, taking account of three parameters: clarity, accuracy, and style. The results were in favor of machine translated, post-edited output when it came to the accuracy and clarity parameters, but the human translators were more successful according to the style parameter (Fiederer and O'Brien 2009). The parameters were similar to the ones used in the present study, as will be seen in section 6.3 below.

4 AIMS AND HYPOTHESES

The primary aim of this research was to check to what extent MT systems, more specifically Google Translate, are useful tools in the translation industry. In particular, I wanted to compare fully human translation with post-editing of MT output in terms of speed and translation quality.

I expected MT to speed up the process, but also to perhaps distract translators to some extent, inducing them to overlook or even introduce some mistakes into the final product. My first hypothesis was therefore that post-editing of MT would be faster than fully human translation, but of inferior quality.

Furthermore, I wanted to compare different text types in terms of their suitability for use with Google Translate. My hypothesis in this respect was that texts tending to use predictable language would lend themselves more easily to machine translation and post-editing translation process than texts that use language in a more creative way.

Regarding the given parameters, I expected the Translators to achieve higher scores on the morphosyntactic level for Text 1 (novel), having in mind the complexity of the Croatian morphology as opposed to the English morphology. However, due to the previously mentioned specific features each of the three text types usually displays, I expected to find the biggest difference between fully human translation and post-editing of MT output on the morphosyntactic level for the fictional text, and the smallest difference for the legislative text. On the semantic level, I expected the results to be in favor of the Translators for the fictional text, and for other two texts I expected better results in favor of the Post-Editors. As for the style parameter, I expected the Translators to be more successful in the fictional text, and the Post-Editors to be more successful in the legal text, since the specific style of legal texts is much easier to follow, provided that such texts are highly represented in GT corpora. For the same reasons, the same results were expected for the general impression parameter.

5 METHODOLOGY

In order to test my hypotheses, I conducted a study which consisted of two stages. The first stage involved an experiment in which one group of subjects produced a fully human translation of three different types of text, while another group post-edited GT translation of the same three texts. The time required for completing the task was measured for each text. The second stage consisted of evaluating translations generated in the first stage by a group of evaluators. In continuation, I elaborate on the choice of texts, the research participants and the evaluation method.

5.1 Choice of texts

Three different texts of approximately 100 words each were selected for the experiment. While choosing the texts, account was taken of several factors - the appropriateness of the topic of each text (if the text was unbiased, free of political views, appropriate from the ethical point of view), the corresponding level of vocabulary for the purposes of this study, and whether the texts contained an appropriate variety of nouns, verbs, tenses etc. The first text was a fragment of a novel written by Kurt Vonnegut, *Slaughterhouse-Five or The Children's Crusade*. The second text was an excerpt of a news report about the nuclear catastrophe in Fukushima, Japan, from *The Guardian*, which had wide international media coverage, and the language seemed to meet the above mentioned criteria. *The Guardian* is a respectable newspaper, so I considered its website to be a legitimate source of possible texts for the research. The third text was a part of the EU Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings. I chose this text because, as previously mentioned, there is a high demand for translation of legal texts today. For this reason I considered it necessary to examine to which extent Google Translate was helpful when translating this type of texts. All three texts were originally written in English and the study involved their translation into Croatian.

Having in mind the way Google Translate works, I expected the results of my research to show that this tool could be very helpful when translating texts abundant with fixed phrases that are always translated in the same manner. In other words, GT was expected to be more suitable for texts in which the vocabulary, or rather terminology, is more restricted. On the other hand, texts belonging to fiction are often richer in vocabulary and figures of speech, and the style of the author is often discernible. Such complex and sophisticated linguistic characteristics, combined with the fact that such texts, as a rule, belong to very broad semantic domains, were the reason I did not expect GT to prove very helpful in the case of the excerpt from a novel. As for news reports, their linguistic features quite depend on the type of newspaper. I chose an objective report that did not display the author's personal style, and used frequent vocabulary. For this reason I expected the results to be in favor of GT; that is, I expected them to show that GT was helpful when translating news reports of this kind.

5.2 Participants

The participants in the experiment were first year graduate students of the English Language (Translation Track), Faculty of Humanities and Social Sciences, University of Zagreb. All of them were native speakers of Croatian. I divided them into two groups, the Translators (11 students) and the Post-Editors (10 students). The Translators were given three pieces of paper with the source texts on top of each page, and were asked to translate each text in continuation, making a note of the time they started, as well as the time they completed each translation. A digital clock was projected on the wall so every student could see it. Once they completed a particular translation, they were asked not to go back and revise it further. The Post-Editors got GT-generated translations on top of each page and were asked to revise each, i.e. to rewrite the translation, changing only what they thought should be changed in the process, and nothing else. They were also asked to make a note of starting and end times for each text. The Post-Editors got the source texts as well, but they were printed on the back of each page. This was done in order to avoid a situation where they would neglect Google translation altogether and start translating the texts on their own. Also, the participants were allowed to use dictionaries. An attempt was made to mimic the professional translators' working environment as much as possible; however, students did not use computers because at the time the experiment was being conducted there were no computer rooms available. Clearly, this is one of the limitations of the study, which will be further discussed in section 8.1.

5.3 Assessment method

In the second phase of the research, three Evaluators, English Language graduates (Translation Track) were asked to score the translations from the first stage of the research. All of the Evaluators met the following criteria:

- They were native speakers of Croatian;

- They had recently completed their English Language studies, Translation Track, at the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb;
- They had a high level of competence in English, and all of them graduated with honors.
- They had had some professional experience.

The Evaluators were asked to score the translations according to four different parameters: (1) morphosyntactic features, (2) semantic features, (3) style, and (4) the general impression. Translations were coded in such a way that the Evaluators did not know which translations were fully human translations and which translations were post-edited Google translations. Naturally, strict confidentiality was observed, and the names of the participants were never disclosed in any stage of the research, or in this paper.

After receiving all the assessments, I could commence processing the results. This was done using Microsoft Excel. Finally, the results were cross-referenced taking all variables into account. The obtained results were then studied in detail, in order to draw some conclusions. Some of these tables are provided in the *Appendices* at the end of the paper.

In the next section I will present the results I obtained, grouped according to various criteria.

6 FINDINGS

6.1 Translators vs. Post-Editors – the time variable

Averages were calculated for both groups from the first stage of the research, first taking account of the time variable for all three texts together, and then for each text separately.

The overall results showed that the Post-Editors, on average, needed 17 seconds more to complete their task than the Translators. This might not seem to be a notable difference at first glance. However, a more detailed insight revealed that the difference in time needed to complete the task between the Translators and the Post-Editors varied drastically across texts: the most notable difference referred to the news report, where the Post-Editors needed a whole minute and 8 seconds more to complete their task (see Figure 1 below). A considerable difference was also evident in the case of the legal text: the Post-Editors needed 46 seconds less than the Translators to complete the task. A smaller difference of 9 seconds was noticeable for the excerpt from the novel, where the Post-Editors needed 9 seconds less than the Translators to complete the translation. It has to be emphasized that cumulative figures regarding task duration were not compared among the three text types as they were not of exactly the same length.

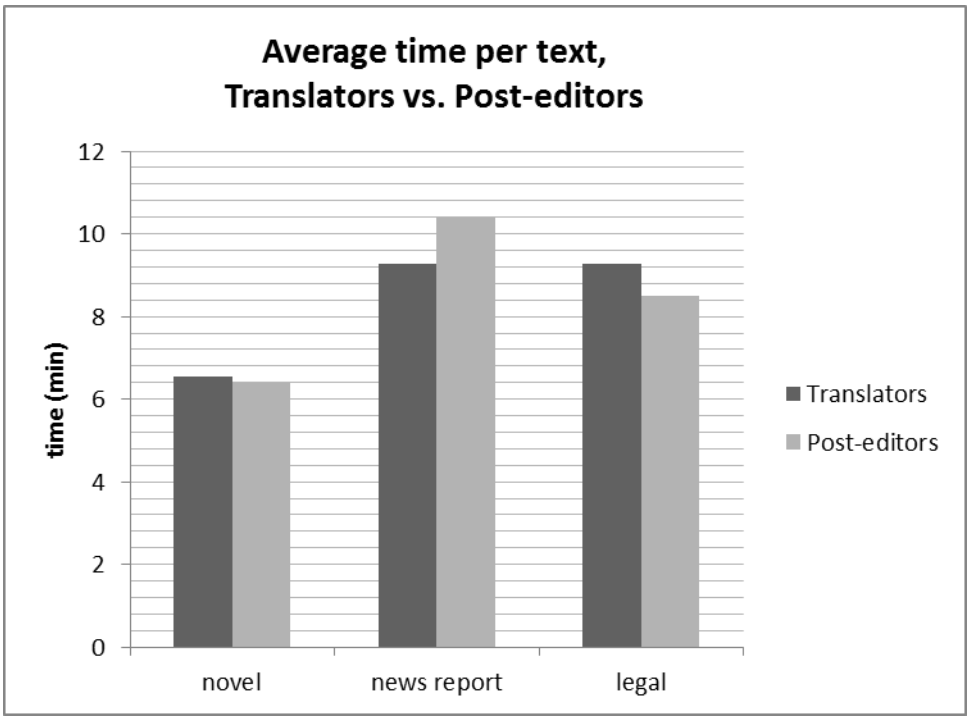

Figure 1

6.2 Quality of delivered translations across texts

Although the time variable plays a significant role in the process of translating, and translators are almost without exception faced with tight deadlines in their work, it is not only speed that counts. What is as important is the quality of translations they deliver. Each translation was therefore compared in terms of the scores it received from the Evaluators, taking account of each parameter separately. Average scores were calculated for each translation, and for each of the four parameters.

6.2.1 Text 1 (novel)

For Text1, an excerpt from a novel, the Translators achieved better scores for each parameter (see Figure 2). With regard to the morphosyntactic parameter, on the scale of 1 to 5, the Translators' work was graded 3.87, while the Post-Editors' score was 3.2. The difference was therefore 0.67 in favor of the Translators. With regard to the semantic parameter, the difference was smaller (0.49). The scores revealed that the biggest differences between the Translators and the Post-Editors referred to the stylistic parameter (0.92) and the general impression (0.89). These results showed that even though the Translators did need some time more to perform their task (Figure 1), the scores they achieved justified that fact, especially when it came to style and the general impression. As the Translators needed on average only 9 seconds more than the Post-Editors to deliver their better-quality translations, it could be concluded, as expected, that Google Translate was not of much help when it came to translating texts belonging to fiction.

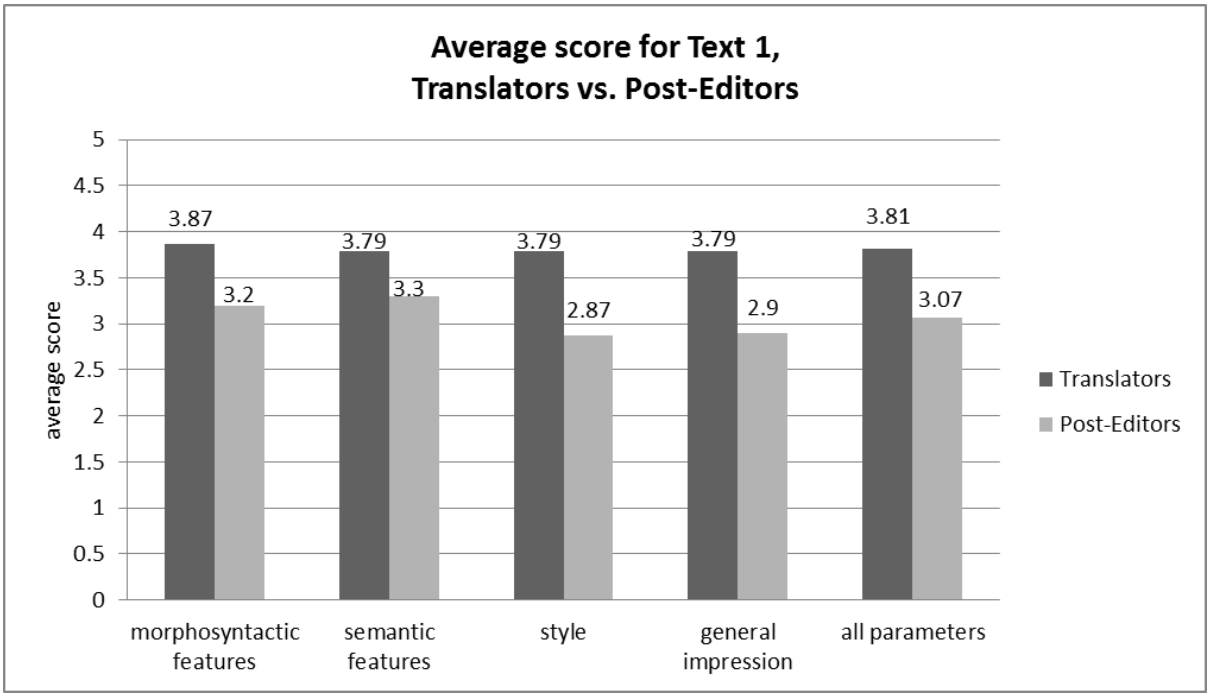

Figure 2

6.2.2 Text 2 (news report)

The results for Text 2, a news report excerpt, were quite different and rather unexpected (see Fig. 3). For this text, the Post-Editors achieved better scores for each parameter, although the differences between them and the Translators were not as big as for Text1. The differences with regard to the semantic parameter (only 0.1) and the general impression (0.23) can be considered negligible. There were bigger differences with regard to the morphosyntactic parameter (0.41) and style (0.43). However, we must not forget that the Post-Editors needed, on average, a whole 1 minute and 8 seconds more to perform their task, which diminishes their success when it comes to the quality of the translations they delivered.

For news reports, therefore, Google Translate proved to be of some help; however, it seemed to slow down the process of translating, and the differences in quality were not that big. Nevertheless, the fact that the Post-Editors got better scores for this text for every parameter is quite interesting. This could be explained by the relevance of the topic. Since reports on the Fukushima tragedy were written, published, and translated worldwide, GT must have had a good selection of such texts in its parallel corpora, which made the job easier for the Post-Editors to a certain extent. With respect to both the time variable and translation quality, the overall conclusion is that the question remains whether machine translation is more helpful or distracting when it comes to translating texts belonging to this genre.

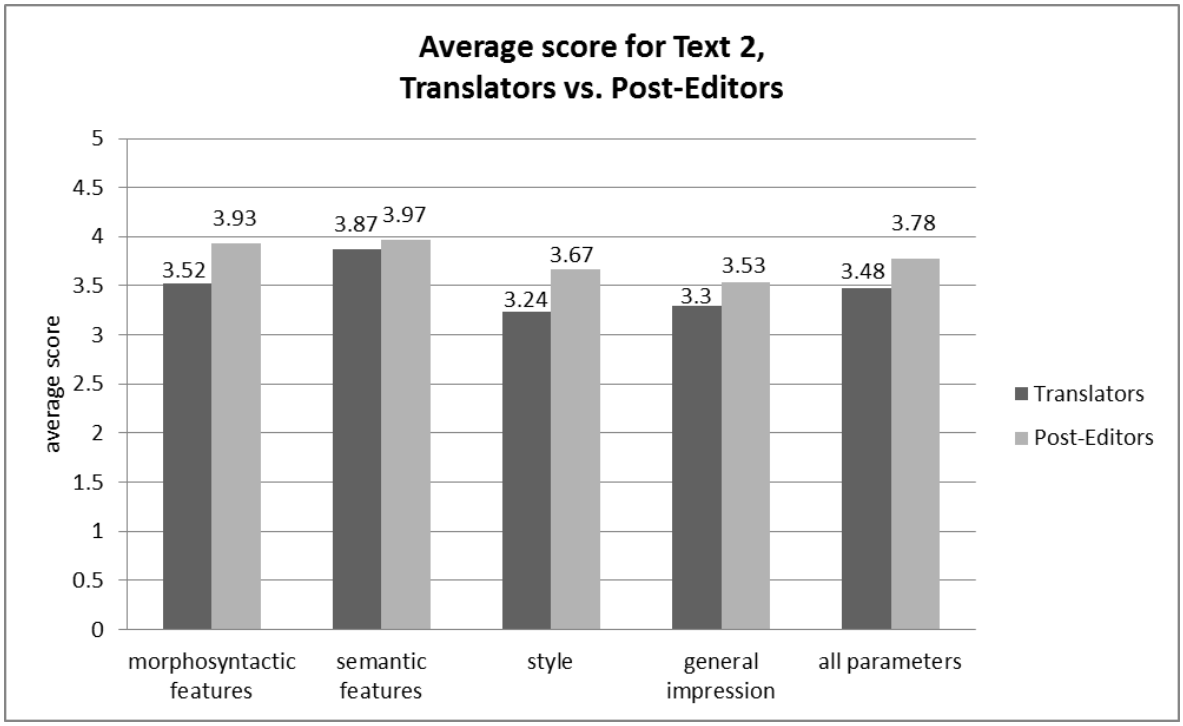

Figure 3

6.2.3 Text 3 (legal)

The results for Text 3, a legal text, confirmed my expectations: the Post-Editors achieved higher scores for each parameter (see Fig. 4). However, the difference between their overall scores and those of the Translators was not as pronounced. The biggest difference was 0.55 for general impression. Smaller differences in achieved scores were found with regard to the semantic parameter (0.33), style (0.26), and the morphosyntactic parameter (0.18), the last being negligible. Taking into account the fact that the Post-Editors performed their task considerably faster than the Translators, and having in mind that the Post-Editors delivered translations of better quality according to all four parameters, it could be concluded that Google Translate did in fact prove, as expected, to be of help in such translation tasks.

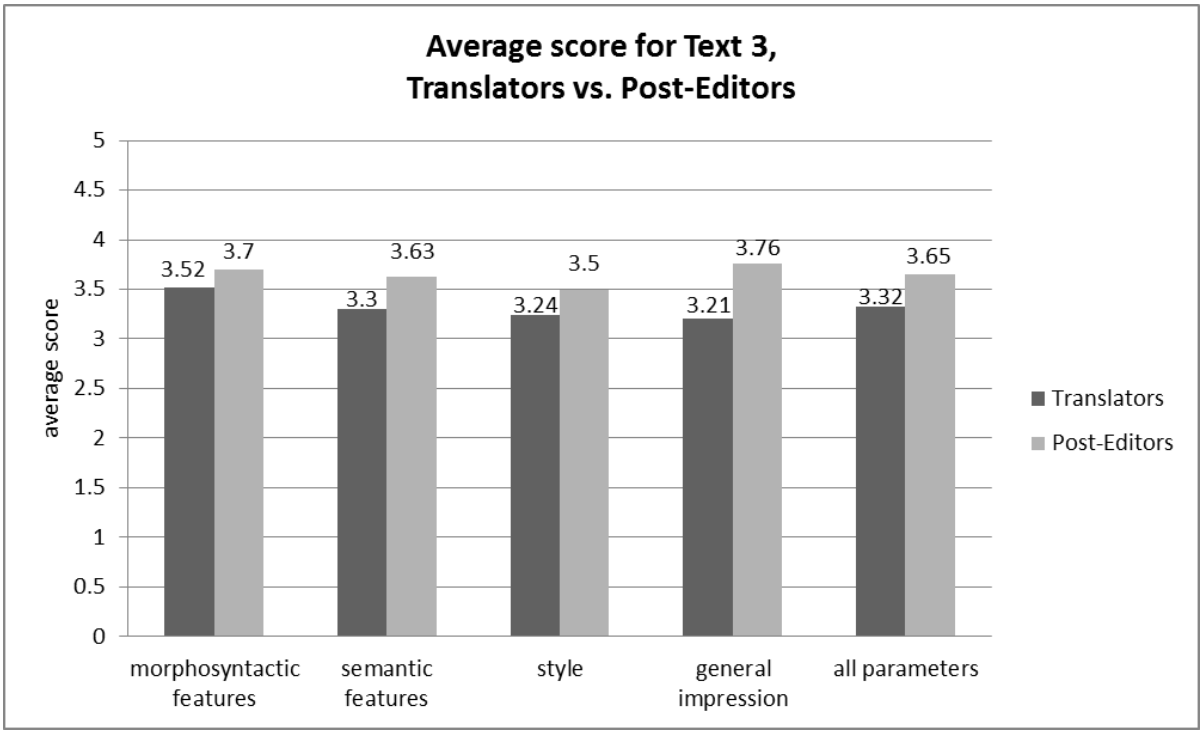

Figure 4

With regard to all three texts and all parameters, the biggest difference in scores had to do with style and the general impression for Text 1 (novel).

6.3 Quality of delivered translations per parameter

In order to get a better insight into how the quality of delivered translations varied according to given parameters, I also grouped results for every parameter across texts.

6.3.1 Morphosyntactic features

Figure 5 shows the results that reveal the quality of translations with respect to morphosyntactic features across texts.

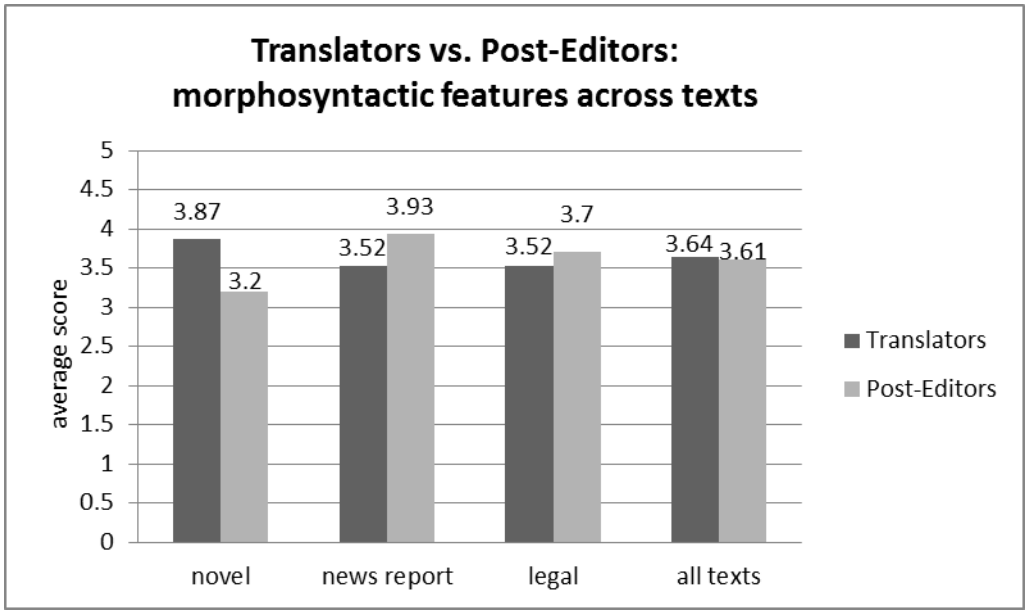

Figure 5

The comparison of scores across texts revealed that the most pronounced difference between the Translators and the Post-Editors on the morphosyntactic level referred to Text 1 (novel), and it amounted to 0.67 in favor of the Translators. It was followed by a smaller difference for Text 2 (news report), 0.41 in favor of the Post-Editors, and 0.18 for Text 3 (legal), also in favor of the Post-Editors. Bearing in mind the complexity of the Croatian morphology in comparison to the English morphology, my expectations for Google Translate's usefulness on the morphosyntactic level were not high, especially for Text 1 (novel), due to the specific nature of the language usually found in such texts. The results showed that such expectations were justified, since the Translators achieved a considerably higher score for Text 1 (novel).

As for Text 2 (news report), Google Translate did prove to be useful, as the Post-Editors achieved a higher score. This was somewhat surprising, since I expected the results on this level to be more in favor of the Translators, having in mind the nature of the language that occurs in journalist articles, i.e. not as many fixed phrases, specific terminology and specific sentence structure as, for instance, in legal texts. However, this might be justified by the relevance of the topic of Text 2 (news report). As previously mentioned in section 6.2.2, the news on the Fukushima tragedy attracted global media coverage. Having in mind the way GT works, it might just be the case that in its database it had a lot of similar texts, and this fact

resulted in a better quality of translation on the morphosyntactic level. The results for Text 3 (legal) were most surprising. Due to the specific nature of language usually occurring in legal texts, I believed it was justified to expect the results for Text 3 (legal) with regard to this parameter to be more in favor of the Post-Editors, as opposed to the results for Text 2 (news report).

6.3.2 Semantic features

As for semantic features, the results shown in Figure 6 indicate that the highest difference (0.49 in favor of the Translators) between the Translators and the Post-Editors again referred to Text 1 (novel). This could also be justified by the way GT functions, as well as by the nature of the language usually used in novels – figures of speech such as metaphors and metonymies, comparisons, picturesque language, etc. might "confuse" GT to some extent, which might result in translations of poorer quality on the semantic level. The difference between the Translators' and the Post-Editors' scores for Text 2 (news report) was negligible (0.1 in favor of the Post-Editors, which might point to the conclusion that the language in Text 2 was straightforward and clear, and that there were no problematic expressions that might have affected the quality of GT's translation on the semantic level. Again, the familiarity of the topic of the text might have also affected the results to be more in favor of the Post-Editors.

The Post-Editors achieved higher scores than the Translators for Text 3 (legal), which was expected, due to the fact that GT has access to a great array of parallel legal texts. The phrases and expressions used in such texts are almost invariably translated into the target language in the same way. However, the difference of 0.33 between the Post-Editors' and the Translators' scores was not that pronounced.

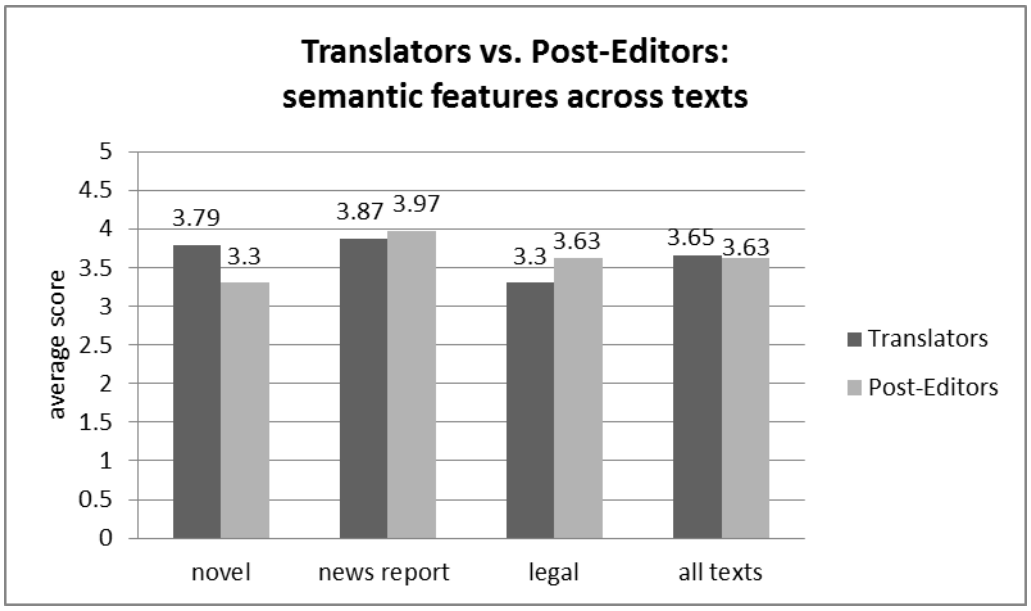

Figure 6

6.3.3 Style

When it comes to the stylistic parameter, there was a notable difference (0.92) between the Translators' and the Post-Editors' scores for Text 1 (novel) in favor of the Translators. This was expected, since style is a very important aspect of novels and other literary texts. Sometimes it is hard to capture and translate features of style even for human translators. For this reason, it was to be expected that the Post-Editors' scores for this parameter would be notably lower than those of the Translators. The specific choice of words, sentence structure and their flow in this type of text is hard to recognize for a computer. In all likelihood, the translation produced by GT was particularly distracting for the Post-Editors and made this part of the task difficult for them.

The Post-Editors did, however, achieve higher scores than the Translators for both Text 2 (news report), 0.43, and Text 3 (legal), 0.26. Nevertheless, the differences were not as pronounced as for Text 1 (novel). The style of legal texts is also specific, but in a different way than fictional texts. It is more formal, and very strict rules are applied. Therefore, it was easier for GT to transfer the features of legal style into the TL than to do so when translating fiction.

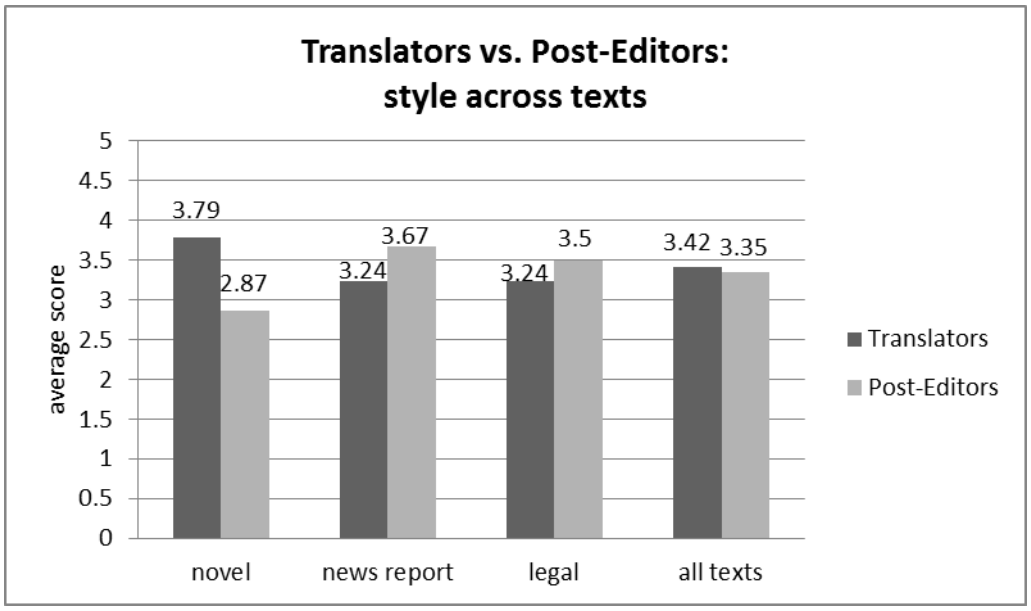

Figure 7

6.3.4 General impression

The results referring to the general impression parameter were quite similar to those referring to style. The Translators were more successful in Text 1 (novel) – there was a notable difference in scores of 0.89 – while the Post-Editors were more successful in the other two texts. For Text 2 (news report), the difference in scores was not as notable (0.23), and there was a bigger difference (0.55) for Text 3 (legal). The explanation for such results is similar to that referring to the style parameter.

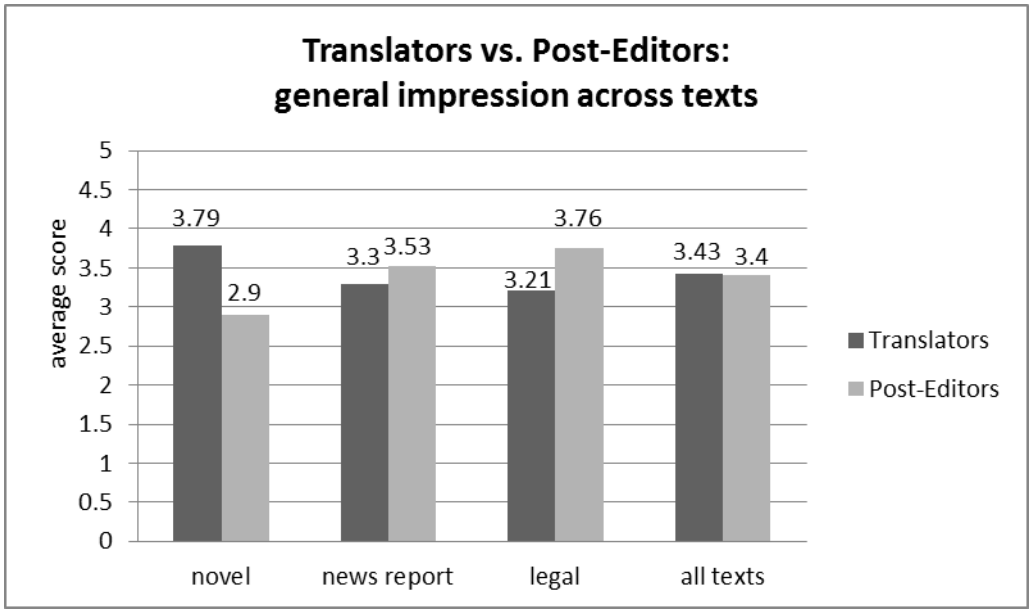

Figure 8

7 DISCUSSION

The results referring to the time variable showed that the Translators completed their task faster than the Post-Editors, which refuted my first hypothesis. Such results must have stemmed from the fact that the participants in the experiments did not use computers. As it was, the Post-Editors needed more time to complete their tasks than they would have if they had been able to edit the MT output on the screen, without having to rewrite the translations.

Furthermore, although the difference of 17 seconds between the two groups seemed negligible, a more detailed insight into the results for each text with respect to the time variable revealed that the difference between the two groups in fact did vary from one text type to another. My expectations were confirmed in the case of Text 1 (novel) and Text 3 (legal), with the differences between the Translators and the Post-Editors of 9 seconds and 46 seconds, respectively, the Post-Editors being faster. In contrast, the results referring to the time variable for Text 2 (news report) were different from what I had expected, since the difference between the two groups was 1 minute and 8 seconds, with the Translators being faster. This might have been the result of the confusing and misleading nature of machine

translation output, given that the Post-Editors spent much more time correcting the errors from the MT output than the Translators needed to produce the whole translation from the very beginning.

A more careful look at the results concerning the quality of translations indicated that the Translators obtained, as expected, better scores for each parameter for Text 1 (novel), while the Post-Editors produced translations of better quality with respect to all four parameters for both Text 2 (news report) and Text 3 (legal).

Taking both the time variable and the quality of delivered translations into account, machine translation did not prove to be of much help for the translation of the excerpt from a novel. Although slightly slower (9 seconds), the Translators produced translations of notably higher quality for every parameter in this text. For this reason, in the case of Text 1 the Post-Editors' advantage related to the time variable can be neglected. The results for Text 2 (news report) showed a much greater advantage for the Translators when it came to the time variable; however, it was the quality of translation that suffered. It was particularly true of the morphosyntactic features and style, and less so for the semantic features and the general impression. Given that, as previously mentioned, it is not only the speed that counts, but the quality of translations as well, it could be concluded that machine translation was helpful for this type of texts. In the case of Text 3 (legal), my expectations were completely confirmed: not only were the Post-Editors 46 seconds faster than the Translators, but they also produced translations of better quality for each of the four parameters.

8 CONCLUSIONS

The aim of this paper was to examine the extent to which MT systems are helpful in everyday translation tasks. The study set out to test the hypothesis that post-editing of MT output would be faster than fully human translation, but of inferior quality. To be more precise, I hypothesized that post-editing of machine translation output would prove more helpful in the language industry for the translation of texts tending to use predictable language than texts that use language in a more creative way. In line with this expectation, post-editing

of machine translation output was found to be faster than fully human translation in the case of texts belonging to fiction and legal texts; however, human translation of the news report was in fact found to be faster than post-editing of MT output of the same text.

Regarding the quality of translation, my hypothesis was confirmed in that the results of my research showed that texts tending to use language more creatively (in this case, an excerpt from a novel) do not seem to benefit from the use of MT tools. On the other hand, when it comes to texts belonging to more restricted semantic domains, where predictable language is used, translators can benefit from the use of MT tools, since post-editing of such text was found in my research to require less time than fully human translation, and the quality of the final product was higher than that of fully human translation. In this study, the journalistic text partly confirmed, and partly refuted my hypotheses. Fully human translation required less time for completing the task than post-editing of MT output, but the quality of post-edited MT output was higher. As mentioned in previous sections, the explanation for such findings could be found in the fact that the topic of the article used in the study had been very well covered in the international media, which in turn resulted in statistical MT output of better quality in the first place. Further research might explore this issue in greater detail. For instance, it would be interesting to conduct similar research comparing fully human translation with post-editing of MT output in terms of speed and translation quality, using two different news reports: one reporting on such a global event covered by the international media, and the other, perhaps from a local newspaper, reporting on a minor, very culture-specific event, for which it would be unlikely to find similar texts in MT parallel corpora.

8.1 Limitations of the study and future research

Although I planned each stage of the research thoroughly, I did come across some limitations that might have influenced the results, and, indirectly, the conclusions offered in this paper.

I find it important to stress that the conclusions above are valid in the context of this particular study. Having in mind the limitations of the research, I am aware that they might not have absolute ecological validity. However, the fact that some of the findings chime with

those of other researchers dealing with the same matter suggests that I was going in the right direction. The main limitation of the study has to do with the fact that the participants did not work on computers, and this probably influenced the results to a certain extent, especially for the group of participants who were asked to revise GT translations. Had they worked on computers, I presume this group of participants would have had better results referring to speed, because they would have been able to simply correct GT mistakes on the screen, and they would not have had to rewrite the translations from the beginning. Also, as previously mentioned, GT now has a feature that allows users to click a word or word phrase in GT translation and view other possible translations, which was, naturally, not the option in this research, and it would have accelerated the process of post-editing to a certain extent. Thus, I believe this limitation influenced the results the most.

Another limitation that I find important to mention is that the participants in this research were not professional translators with a lot of practice in such assignments, which also might have had some impact on the results. However, having in mind that neither of the two groups of participants were professionals, I believe that this limitation did not influence the overall results to such an extent as the first one. Furthermore, the participants were asked to make a note of the time they started and finished working on each translation themselves, which might have opened the possibility of manipulating the results. In addition, the number of participants was relatively small, and in order to obtain more accurate results, a similar study on a bigger sample should be conducted.

In addition, the texts used for this research were quite short, and it would be interesting to compare the results of this study to those of a similar one using longer texts. Finally, it is important to mention the evaluators' relative objectivity when grading translations. This is why they were asked to grade all translations in one sitting, with short pauses in between, in order to reduce the effects of external factors such as fatigue, current mood, etc. Furthermore, the evaluators who participated in the research had not had extensive professional experience. In order to accomplish a higher level of objectivity, a similar research in which more experienced translators would participate should be conducted.

In conclusion, the results of this research show that MT tools, or rather, Google Translate, can be helpful when it comes to translation of certain types of texts. However, it is

very important that the post-editors know both the source and target languages very well, as solutions offered by such systems might be misleading or completely wrong, or at least stylistically inappropriate. Moreover, such systems could also be used by translators to obtain ideas for possible translations and not to simply copy-paste their solutions. Possibly, in the future we will see a technological leap enabling fully automated machine translation applicable to a wide range of texts, without the necessity for post-editing such translations by humans. However, for the time being, there is still a long way to go until this goal is reached. Despite the existence of fully automated machine translation systems that function well for texts using more restricted semantic domains and controlled language, interventions of the human mind in various aspects of the translation process are still a necessity.

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10 APPENDICES

10.1 Source texts

Below are the source texts used in the first stage of the research.

Text 1 (novel)

"I met his nice wife, Mary, to whom I dedicate this book. I dedicate it to Gerhard Müller, the Dresden taxi driver, too. Mary O'Hare is a trained nurse, which is a lovely thing for a woman to be.

Mary admired the two little girls I'd brought, mixed them in with her own children, sent them all upstairs to play games and watch television. It was only after the children were gone that I sensed that Mary didn't like me or didn't like *something* about the night. She was polite but chilly."

Source: Kurt Vonnegut, *Slaughterhouse-Five or The Children's Crusade*

Text 2 (news report)

"A week after an earthquake powerful enough to shift the earth's axis by 6.5 inches, shorten the day by 1.6 microseconds, and push Japan two feet into the ground, the country is struggling with multiple crises. Any one of these would test the strongest of nations. Japan has a nuclear crisis, a fuel crisis, 430,000 people homeless, 2 million households without power, 1.4 million without water – all that running concurrently with the task of recovering the bodies of over 9,000 people still thought to be missing. To say that this is the greatest emergency Japan has faced since the second world war – as the prime minister, Naoto Kan, said on Monday – is no exaggeration."

Source: *The Guardian Web* <http://www.guardian.co.uk/commentisfree/2011/mar/18/editorial-japan-earthquake-many-aftershocks>

Text 3 (legal)

Article 2

"Right to interpretation

1. Member States shall ensure that suspected or accused persons who do not speak or understand the language of the criminal proceedings concerned are provided, without delay, with interpretation during criminal proceedings before investigative and judicial authorities, including during police questioning, all court hearings and any necessary interim hearings.

2. […]

3. The right to interpretation under paragraphs 1 and 2 includes appropriate assistance for persons with hearing or speech impediments."

Source: Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings

Web <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:280:0001:01:EN:HTML>

10.2 Scores for individual translations

Text 1 (novel) - the Translators

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
bel1	4	4	4	4	4	4	4	4	4	4	5	5
bel2	5	4	5	5	4	4	4	4	4	4	5	5
bel3	4	4	3	3	4	4	4	4	4	5	4	5
bel4	3	3	3	3	5	4	4	4	3	3	3	3
bel5	3	4	3	3	3	4	3	3	3	4	3	3
bel6	5	5	5	5	4	5	5	5	4	4	5	5
bel7	4	3	2	2	5	4	4	4	4	3	4	3
bel8	5	4	4	4	4	4	4	4	5	4	4	5
bel9	4	3	3	3	3	4	4	4	3	3	4	3
bel10	5	4	5	4	4	5	4	4	4	5	4	5
bel11	2	2	2	2	3	2	3	3	3	2	2	2

Text 1 (novel) - the Post-Editors

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
bel12	3	3	3	3	4	3	3	3	4	4	2	3
bel13	2	3	1	2	3	4	4	4	3	3	2	2
bel14	3	1	2	1	3	2	2	2	2	2	2	2
bel15	4	3	4	3	3	4	3	3	2	2	2	2
bel16	3	3	3	3	4	3	3	3	4	3	3	4
bel17	4	3	3	3	4	5	4	4	3	4	3	3
bel18	3	4	3	3	3	3	3	3	2	2	3	3
bel19	4	4	3	3	3	3	3	3	4	5	4	4
bel20	4	4	3	3	3	4	4	4	3	3	2	2
bel21	3	4	3	3	3	4	4	4	3	4	2	2

Text 2 (news report) – the Translators

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
jour1	4	4	3	3	3	4	3	3	3	3	2	2
jour2	5	5	4	4	4	3	4	4	4	4	4	5
jour3	3	4	3	3	3	3	3	3	3	4	3	3
jour4	3	4	3	3	3	4	4	4	3	4	3	3
jour5	1	2	2	1	3	4	3	3	3	2	2	2
jour6	4	5	5	4	5	5	5	5	4	5	3	4
jour7	3	3	3	3	3	3	3	3	3	4	2	2
jour8	4	5	5	5	4	4	4	4	5	5	4	5
jour9	3	3	2	2	3	3	3	3	3	4	2	2
jour10	5	5	4	4	4	4	4	4	3	4	2	3
jour11	4	4	4	4	4	3	3	3	4	5	3	3

Text 2 (news report) – the Post-Editors

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
jour12	4	3	3	3	4	4	4	4	5	5	3	3
jour13	4	4	3	3	3	4	3	3	4	4	4	4
jour14	3	4	3	3	4	4	3	4	4	4	3	3
jour15	4	4	4	4	4	3	3	3	3	3	2	3
jour16	5	4	4	4	3	4	3	3	5	4	3	4
jour17	5	5	5	5	5	5	4	5	3	4	2	2
jour18	4	3	3	3	3	4	4	4	3	2	2	2
jour19	5	5	5	5	3	4	3	3	4	5	5	5
jour20	5	5	4	4	4	5	4	4	4	4	3	3
jour21	5	4	4	4	3	3	3	3	3	3	2	3

Text 3 (legal) – the Translators

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
leg1	3	3	4	4	4	3	3	3	3	3	2	2
leg2	4	4	3	3	4	3	3	3	4	4	3	3
leg3	5	4	4	4	4	3	3	3	4	3	2	2
leg4	4	4	4	4	3	3	3	3	4	3	3	3
leg5	4	4	4	4	3	4	4	4	2	2	3	2
leg6	3	3	4	4	4	3	4	4	3	4	3	3
leg7	2	3	2	2	2	2	2	2	3	4	3	2
leg8	5	5	5	5	4	3	4	4	4	4	3	4
leg9	4	3	4	4	4	3	4	4	3	3	3	2
leg10	3	2	3	3	4	3	3	3	3	4	3	3
leg11	3	3	3	3	3	4	4	4	4	3	2	3

Text 3 (legal) - the Post-Editors

	EVALUATOR A				EVALUATOR B				EVALUATOR C			
	m/s	sem	style	g.i.	m/s	sem	style	g.i.	m/s	sem	style	g.i.
leg12	5	5	5	5	4	4	4	4	5	4	4	5
leg13	2	2	3	2	4	3	3	3	3	1	1	2
leg14	5	5	5	5	3	3	3	3	4	4	3	4
leg15	4	4	5	5	3	3	3	3	1	3	1	2
leg16	4	5	5	5	4	3	4	4	5	5	4	5
leg17	5	5	5	5	4	3	4	4	4	5	4	5
leg18	4	4	4	4	4	3	4	4	2	3	1	2
leg19	4	4	4	4	3	3	3	3	4	4	2	3
leg20	4	5	5	5	3	2	3	3	3	2	3	3
leg21	4	4	4	4	4	3	3	3	3	5	3	4

PART TWO

Translations from Croatian into English

Translation 1

Murphy, Bill. The Intelligent Entrepreneur: How Three Harvard Business School Graduates Learned the 10 Rules of Successful Business. Virgin Books, 2010. Print. Pp 163-170.

Glossary of terms

SOURCE TERM	TARGET TERM	SOURCE
academics	znanstvena javnost	rječnik prava (Gačić)
alumnus (Pl. alumni)	bivši student	rječnik prava (Gačić), konzultacija s grupom
board of directors	uprava, upravni odbor	rječnik prava (Gačić), poslovni rječnik
business	posao, poslovanje	poslovni rječnik, konzultacija s grupom
business plan	poslovni plan	poslovni rječnik
CEO (Chief Executive Officer)	glavni izvršni direktor	konzultacija s grupom
cofounder	suosnivač	rječnik prava (Gačić)
company	kompanija	konzultacija s grupom
entrepreneur	poduzetnik	rječnik prava (Gačić)
founding team	osnivački tim	http://www.veleri.hr/?q=node/124
GMAT	GMAT test	http://www.iro.hr/hr/standardizirani-testovi/gmat/
GPA (Grade Point Average)	prosjek ocjena	http://www.back2college.com/gpa.htm
graduate, v.	diplomirati	konzultacija s grupom
Harvard Business School, HBS	Harvardska poslovna škola, HBS	konzultacija s grupom
industry	industrija	konzultacija s grupom
investor	ulagač	konzultacija s grupom
launching	osnivanje	rječnik prava (Gačić)
layoff	otpuštanje	rječnik prava (Gačić)
MBA(Master of Business Administration)	magisterij iz poslovnog upravljanja, MBA	konzultacija s grupom
recruit	zaposliti	poslovni rječnik
small business	malo poduzeće	konzultacija s grupom
social capital	društveni kapital	poslovni rječnik
software	softver	rječnik prava (Gačić)
solo founder	samostalni osnivač	konzultacija s grupom
staff	osoblje	rječnik prava (Gačić)
startup	novoosnovano poduzeće	konzultacija s grupom
team building	*team building*	konzultacija s grupom
tech firm	tehnološko poduzeće	konzultacija s grupom
top-flight team	vrhunski tim	rječnik prava (Gačić)
venture	poslovni pothvat	konzultacija s grupom, poslovni rječnik

Kako je Stig Leschly istaknuo, gotovo sve što HBS radi osmišljeno je tako da pripremi studente da traže prilike. Za razliku od mnogih akademskih institucija, HBS nije previše zainteresiran za to da ih međusobno rangira. Zapravo nikoga ne izbace s HBS-a zbog neuspjeha (bez obzira na prvotne strahove Chrisa Michela). Štoviše, Leschly kaže, „predstavnici tvrtki u potrazi za novim kadrovima[i] ne smiju pitati za ocjene. Ne smijete ući na kampus ako pitate studente koliki im je prosjek ocjena[ii]. Sve je prolaz, odnosno pad. Imate najbolju, najelitniju instituciju u zemlji, a mi zapravo priznajemo da te ljude ne možemo ocjenjivati. A kako odlučujemo koga primiti? Ne na temelju ocjena. Nismo tražili čak ni položen GMAT[iii] test dok ga časopis *U.S. News & World Report* nije počeo uzimati u obzir. Mi, ustvari, gledamo preporuke ljudi koji rade s našim kandidatima."

HBS traži inteligentne, ambiciozne ljude s karakterom, koji znaju voditi druge. A kada ih sve zajedno okupe, nekada je najbolje što HBS ili bilo koja druga institucija mogu učiniti da im se maknu s puta.

KOLIKI TIM TREBATE

(I KAKO PRONAĆI ČLANOVE TIMA)?

Čini se da se u nekim znanstvenim istraživanjima u području poduzetničkog *team buildinga*[iv] ustrajno nastoji dokazati, što je više moguće iskustveno, ono što bi se inače moglo nazvati zdravim razumom. Primjerice, ne čudi što se većina poduzetnika koristi „sredstvima dostupnima ljudima putem njihovih društvenih veza".

Noam Wasserman objašnjava: „Što se tiče sposobnosti za povezivanje s drugim ljudima, postoje brojna istraživanja o društvenom kapitalu... no gotovo su sva usmjerena na mala poduzeća. U svome sam se istraživanju usmjerio na vrste poslovnih pothvata visokog potencijala, a ne na male obiteljske trgovine ili kvartovske trgovine prehrambenim proizvodima i kemijske čistionice."[v]

Pitao sam Wassermana zašto ima tako malo istraživanja o tome kako sastaviti vrhunski tim, pogotovo s obzirom na to da se čini da se i ulagači, i poduzetnici, i znanstvena javnost slažu da je stvaranje odličnog tima možda najbitniji dio svakog poslovnog plana.

„Postoji nekoliko starijih istraživanja“, odgovara Wasserman. „Vidio sam neke radove u kojima se pokušava analizirati pitanje koja je dobra veličina tima u novoosnovanom poduzeću. A u nekim se znanstvenim istraživanjima razmatra je li dobro imati veći osnivački tim ili ne. Ipak, jasno je da su osnivački timovi sastavljeni od dvoje ili troje ljudi stabilniji.“

Zapravo, nekoliko je novoosnovanih poduzeća čiji su osnivači bivši studenti HBS-a koji su završili studij potkraj 90-ih godina XX. stoljeća, imalo četiri, pet, šest ili više suosnivača. Većina ih je propala. Budući da su svi osnivači tih poslovnih pothvata imali magisterij iz poslovnog upravljanja[vi] i bili otprilike iste dobi, često se nisu međusobno slagali i bilo im je teško podijeliti posao i odgovornosti. Svatko od njih mislio je da baš on ili ona treba donositi odluke. No, Wasserman mi je također rekao da i samostalni osnivači[vii] malokad uspiju. Zapravo, uputio me da pročitam članak Paula Grahama iz tvrtke YCombinator iz 2006. godine na internetu, pod naslovom *18 pogrešaka koje ubijaju novoosnovana poduzeća* (*The 18 Mistakes that Kill Startups*[viii]). Broj jedan na popisu bio je „samostalni osnivač“.

Naravno, ne radi se samo o tome da treba znati koliko bi ljudi trebalo biti u osnivačkom timu poslovnog pothvata. Mnogo je teže upoznati i zaposliti ljude koji su vam potrebni da biste bili uspješni. Nije lako razviti čvrste mreže poslovnih kontakata poput onih koje se sastoje od bivših studenata HBS-a, pogotovo ako niste polazili elitnu poslovnu školu. Što onda možete učiniti?

Upitao sam Marca Cenedellu kako bi odgovorio na to pitanje, i evo što mi je rekao: „Prvo pravilo jest da treba osjećati strast prema nečemu. Vaša je strast najbolje sredstvo za upoznavanje ljudi. U svijetu ima tako malo strasti, a ljude privlači oduševljenje nekoga tko je uistinu živ, tko je uistinu zagrijan za nešto. Sve drugo dolazi samo po sebi.“

Prilično dobar savjet, zar ne? Evo još nekih.

Koristite se svojim postojećim kontaktima. Jeste li išli na fakultet[ix]? Jeste li član crkvene grupe? Imate li obitelj ili prijatelje na koje se možete osloniti? Održavaju li se organizirana druženja za sklapanje poslovnih kontakata u području gdje živite? Zapamtite, nije ključno samo upoznati ljude, nego upoznati zanimljive ljude. Jednako toliko koliko je važno sagledati vlastite interese dok pokušavate smisliti ideju za novoosnovano poduzeće, dok gradite svoju mrežu poslovnih kontakata, dobro je razmisliti o tome koga smatrate zanimljivim. Osim toga,

budite i strpljivi i ustrajni. Kada mladi pisci zatraže moj savjet o tome kako pronaći agenta ili izdavača, naučio sam reći da morate doživjeti najmanje stotinu odbijanja, prije nego što je vjerojatno da ćete dobiti pozitivan odgovor. Ako ste spremni poslati stotinu rukopisa, očito ste ozbiljni u naumu da se bavite tim poslom na duge staze i postoji mogućnost da ćete uspjeti. Isto je u poduzetništvu i stvaranju poslovnih kontakata.

Odlučite gdje želite raditi. Ako želite pokrenuti tehnološko poduzeće u Silicijskoj dolini, preselite se u Silicijsku dolinu. Ako želite pokrenuti lanac restorana, potražite posao u restoranu. Učinite upravo ono što vas zanima, ili se tome približite što je više moguće. Ne samo da ćete naučiti mnogo naučiti o određenom poslu ili industriji, nego ćete i povećati izglede da upoznate svoje buduće suosnivače i članove tima. A ako ste s nekim već surađivali, mnogo su veći izgledi da ćete znati je li vjerojatno da će ta osoba postati vaš poslovni partner ili zaposlenik.

Koristite se tehnologijom. Mnogo je lakše uspostaviti kontakte danas nego što je to bilo prije tek nekoliko godina. Ova je knjiga, zapravo, dobar primjer toga. Ja nisam polazio Harvardsku poslovnu školu, a na početku ovog projekta nisam ni poznavao nikoga od profesora s HBS-a, kao ni njihove bivše studente. Jedino što sam mogao bilo je nazivati mnoge potencijalne poslovne suradnike koje nisam otprije poznavao.[x] Nakon što sam se posvetio toj ideji, prvi korak bio je korištenje Facebooka, LinkedIna i ostalih internetskih mreža kako bih pronašao osobe koje su završile HBS potkraj devedesetih godina prošlog stoljeća. Pomoću pretraživača na Googleu tražio sam izraze poput „diplomirao na Harvardskoj poslovnoj školi 1998. godine“, i „završila MBA na Harvardu“. Počeo sam skupljati profile i informacije o kontaktima više bivših studenata HBS-a. Kada sam ih izravno kontaktirao, nisu mi svi htjeli pomoći, no dovoljan broj njih jest. A kada ih se nekoliko složilo da me povežu sa svojim kolegama iz generacije i prijateljima, moja je mreža za istraživanje počela poprimati konkretan oblik. To se nije dogodilo preko noći, i nailazio sam na mnoga zatvorena vrata[xi]. No, naposljetku sam našao Marlu, Chrisa i Marca i izgradio mrežu koju koja mi je bila potrebna. I pritom sam se mnogo zabavljao.

Ne gubite vrijeme gradeći beskorisne mreže kontakata. Uključite se u nekoliko internetskih grupa ili sudjelujte na nekoliko organiziranih sastanaka za stvaranje poslovnih kontakata, i susrest ćete mnogo ljudi kojima je sklapanje poslovnih kontakata postalo samo sebi svrhom. Ako provedete imalo vremena na LinkedInu, Facebooku, ili na internetskim stranicama ostalih društvenih mreža, naletjet ćete na gomile ljudi koji očito skupljaju kontakte i prijatelje samo da bi dokazali da su izuzetno važni i popularni. No, stvaranje dobre mreže kontakata nema veze s kvantitetom, bitna je kvaliteta. Vaša se mreža kontakata može sastojati od desetak ljudi, no ako je svakome od njih stalo do toga da vam pomogne i može zaista doprinijeti kada ozbiljno počnete pokretati poslovanje, to će vam biti vrednije nego da imate nekoliko tisuća prijatelja na Facebooku.

Dakle, dobra je vijest da ne morate ići na HBS ili u neku drugu prestižnu poslovnu školu da biste susreli i upoznali i ljude koji će vam jednog dana pomoći u ostvarenju vašeg poduzetničkog sna. Valja imati na umu da je većina ljudi na *Forbesovoj* listi četiristo najbogatijih Amerikanaca koji su sami stvorili vlastito bogatstvo studirala na državnim sveučilištima i manje poznatim fakultetima, ili su napustili fakultet prije diplome. Sjetite se Billa Gatesa (napustio Harvard), Stevea Jobsa (napustio Reed College[xii]), Larryja Ellisona (napustio Sveučilište u Chicagu), Michaela Della (napustio Sveučilište u Teksasu) i Warrena Buffetta (koji je studirao na Sveučilištu u Nebraski dodiplomskom studiju, iako je kasnije polazio poslovnu školu na Sveučilištu Columbia u New Yorku). Bez pomoći institucije poput HBS-a upoznali su široki krug pametnih i zanimljivih ljudi, izgradili izvrsne mreže kontakata i uspjeli na najvišoj razini. Ne postoji razlog zašto vi ne biste mogli učiniti isto.

SLJEDEĆE PRAVILO

Istina je da bez obzira na to koristite li se mrežom kontakata sastavljenom od stotina ljudi ili od samo nekoliko desetaka najvažnijih kolega za stvaranje svog tima i pokretanje vlastite kompanije, na kraju će vaše ime stajati na vratima. A što je sa svim ovim ljudima koje zaposlite? U nekom trenutku, a vjerojatno u mnogim trenucima, na vas će se oslanjati kad se radi o vodstvu, usmjeravanju i inspiraciji. To je vaša kompanija i u konačnici vi ste osoba koja snosi krajnju odgovornost ne samo za osnivanje kompanije, nego i za to da od nje napravite razvijen, uspješan posao.

Zbog toga život poduzetnika ponekad može biti samotnjački. Bez obzira na to koliko ljudi zaposlite, bez obzira na to koliko je jak vaš tim, na kraju je to vaše dijete, stoga vi nosite najteži teret. Morate na to biti spremni, i ne smijete se obazirati na neupućene pesimiste, od kojih su neki dobronamjerni, a neki nisu, koji će vam pokušati slomiti duh, poniziti vas, ili vam naprosto dati izuzetno loš savjet.

To je vaš san, i, u konačnici je na vama da ga ostvarite. Kako su uspješni poduzetnici koje sam intervjuirao jasno istaknuli, nekada jednostavno nema drugog izbora. Morate to učiniti sami.

11. POGLAVLJE

Ako želite biti prvi, morate vjerovati u sebe i kada nitko drugi ne vjeruje u vas.[xiii]

- SUGAR RAY ROBINSON

CHRIS: PONOVNO POKRETANJE SUSTAVA

Chris Michel nije prestao razmišljati o Starom Žući. Promjena glavnog izvršnog direktora kompaniji Military.com nije riješila probleme, a činilo se da su oni koji su je podupirali sada na rubu otpisivanja svojih ulaganja kao gubitaka. Chris i Mike Levinthal iz kompanije Mayfield, koji ga je prvi podržao, često su razgovarali o tome da je prava šteta što se sve to dogodilo. Razmišljali su o tome da bi moglo biti moguće skupiti relativno malen iznos novca i ponovno kupiti čitavu kompaniju. Levinthal nije mogao biti uključen u taj plan. S obzirom na njegov položaj u kompaniji Mayfield, radilo bi se o čistom sukobu interesa[xiv], no dao je Chrisu misliti. Postoji li uopće kompanija koja bi bila voljna kupiti Military.com za jedan dolar, netko s dovoljno dubokim džepom, samo da bi neko vrijeme održavao kompaniju na životu. Tako bar njegovi preostali zaposlenici ne bi izgubili posao, i imali bi priliku dovesti kompaniju na sigurno. To bi mogao biti i jedini način da se kompanija spasi.

U veljači 2002. godine, nakon što je nekoliko dana razmišljao o ovom pristupu, Chris je organizirao konferencijski poziv s upravnim odborom kompanije Military.com. Skupivši svu svoju snagu, obznanio je da se planira vratiti na mjesto glavnog izvršnog direktora. Nije zatražio njihovo dopuštenje, iako mu je trebao njihov pristanak. Jednostavno im je rekao da je to ono što želi. Do tada je kompanija već bila na nesigurnim nogama do te mjere da se uprava

zapravo i nije mogla usprotiviti. Čak je i Lad Burgin bio i više nego voljan odstupiti – pridružio se kompaniji nadajući se da će biti na čelu vodeće internetske kompanije, a umjesto toga provodio je vrijeme otpuštajući ljude.

Od kraja 1999. godine kompanija[xv] Military.com izgubila je više od 30 milijuna dolara, i do Chrisovog povratka spala je na posljednjih 50 000 dolara, što nije bilo dovoljno čak ni da se pokriju izdaci za taj mjesec. Budući da nije bilo moguće da se prikupi dodatni kapital, Chris je pokrenuo novi val otpuštanja, treći po redu u kompaniji, u isto toliko godina. Steve Echikson je otišao, prvo putovati po svijetu, a zatim se pridružio drugom novoosnovanom poduzeću. Brad Clark također je otišao, da bi se oženio i pronašao drugu priliku. Chris i Anne Dwane još uvijek su bili u ljubavnoj vezi, i kriza je njihovo osobno i profesionalno partnerstvo dovela u kušnju kao nikada do tada. U roku od nekoliko tjedana od Chrisova povratka srezali su osoblje na samo desetak ljudi.[xvi]

Ipak, za neupućene i vanjske članove, kompanija Military.com radila je kao švicarski sat.[xvii]. Internetska stranica funkcionirala je jednako dobro kao i inače. Kada je Anthony Willis, jedan od Chrisovih bivših zapovjednika iz mornarice navratio na proputovanju kroz San Francisco nakon što su ga promaknuli u admirala, čudio se koliko su mnogo posla njihovi maleni uredi naizgled imali. Još je jedan stari prijatelj, Ernie Phillips, koji je nekada bio Chrisov mentor[xviii] u mornarici, a sada je bio student na Poslijediplomskoj pomorskoj školi u Montereyju[xix], u to vrijeme izveo Chrisa na večeru. Nakon te večeri Phillips nije slutio ništa o Chrisovim teškoćama. Zapravo se činilo da njegov prijatelj nema ni jednu jedinu brigu na svijetu.

Međutim, na Chrisovu sreću, pred nekolicinom ljudi nije morao paziti na svaku svoju riječ i mogao je pokazati određenu tjeskobu koju je osjećao, na prvom mjestu pred Anne. Još je nekoliko kolega s HBS-a vodilo novoosnovana internetska poduzeća na području Zaljeva San Francisca i većina ih je također imala problema. Chris bi povremeno naletio na kolegu iz grupe Amara Singha[xx], onoga iz novoosnovanog poduzeća za obrazovni softver koji je predstavljen u časopis *Time*. I Singhova je kompanija prolazila kroz vrlo teška vremena: na svu sreću, on i njegovi partneri naposljetku su uspjeli prodati tvrtku. No, prodajom nisu mnogo zaradili.[xxi]

Nedavno je Chris postao posebno blizak s još jednim kolegom s HBS-a, Jamesom Currierom.

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Endnotes

[i] I have decided to put a longer explanation for "recruiters", rather than just to translate the word as "predstavnici" in order to avoid vagueness.

[ii] GPA is short for Grade Point Average. This is a cultural reference and I have decided to translate it simply as "prosjek ocjena". The two are basically the same things, although slightly different, due to different educational systems between Croatia and the USA.

[iii] GMAT is short for Graduate Management Admission Test. This test is used as an admissions test for many MBA programs in the USA, as well as for many international study programs. The term is quite common among the target audience, and is widely used in Croatian texts, which is why I have decided not to translate the term.

[iv] I was not sure whether I should or should not translate the term. In the end I decided to leave the original term, "team building", since it is really common and widespread in Croatian texts, especially texts of this kind. I also consulted my colleagues who confirmed my choice.

[v] I have tried to adapt cultural items to the Croatian culture.

[vi] Although the term MBA is known to the target audience, and most of my colleagues decided to write only the acronym within their translations, at this point in the text I have decided to write the full Croatian version of the term because it suites better in the contexts the term showed up. After reading the sentence containing only the acronym it did not seem natural to me. I felt something was missing, and the flow of the sentence was disrupted. I have also asked a few native speakers of Croatian to choose between the two options, and all of them confirmed my opinion.

[vii] Although I could not find the solution I have chosen in any of the dictionaries or other relevant sources, I have decided to translate "solo founder" as "samostalni osnivač" because I find it simple, clear and self explanatory. I have also consulted my colleagues, and they have agreed with my solution.

[viii] I have decided to keep the original name of the article in the brackets, in case a reader is interested to read the article referred to.

[ix] At this specific point in text I have decided it is not important to differentiate between a college and a graduate school. The author here gives the reader advice to try and search for their potential business partners among educated people they have already met, and the degree they have earned is not that important in this context.

[x] "Cold calling" is another cultural item I have encountered while translating this text. I have decided to translate it by explaining it, rather than inventing some term that nobody would understand.

[xi] In order not to deprive the original text of its figurative language, I have decided to translate the English idiom "dead ends" with Croatian "zatvorena vrata", which I believe functions quite good in this context.

[xii] Although I have translated the names of the universities mentioned in the text, I have decided to keep the Reed College. This is because I feel a bigger connection between Reed and College than, for instance, between the university and Texas. Somehow "fakultet Reed" and "Reed College" do not seem equivalent to me, while I do not have a problem with translating "university" and I perceive "the University of Texas" and "Sveučilište u Teksasu" in the same way.

[xiii] First I was not sure whether I should keep the original quote next to the translation, because authors often eave the original quote too. However, this is not some famous quote like Plato's or Martin Luther King's, so I decided to leave out the original quote.

[xiv] "Čisti sukob interesa" might seem slightly informal, but the language of the whole book does not seem very puristic, so I have decided to keep this translation which is commonly used in everyday language.

[xv] My colleagues and I have agreed to add the noun "company" in front of the names of the companies in the book whenever needed, so that we would not have problems with Croatian cases.

[xvi] "A dozen" (12) is frequently used in English, but not in Croatian (another cultural difference). This is why I have decided to replace it with "desetak", meaning around 10. The meaning did not change a lot, since neither "less than a dozen" nor "desetak" are strictly defined, and I have managed to retain the usual Croatian vocabulary. There is a direct translation of "a dozen" in Croatian, "tucet", but it is rarely used.

[xvii] Again, I have tried to find an equivalent idiom in Croatian (see Endnote xi)

[xviii] I was not sure about how to translate the "sponsor" (in the US Navy). After I have explored the topic and found out that the duty of the sponsor is to help Naval personnel and their families when they have to relocate to a new destination, and after reading some Croatian articles, I have chosen "mentor" as a Croatian equivalent.

[xix] I have found this translation on the web page of NATO.

[xx] I left out the "he of the morning salutes" part. I tried to find and understand this part, but it was impossible. I have also asked a few native speakers of English, one of them being a respectable linguist and a college professor, and nobody knew what this meant. Therefore I have decided that this reference is not important to the target reader and I left it out.

[xxi] Since baseball is very common in the American culture, it is no wonder that some expressions from that sport have made their way into everyday language. However, in Croatia baseball is still quite exotic, and not many people know a lot about it. Many terms from baseball still do not have their Croatian equivalents. Those are the reasons why I have had to leave out the baseball metaphor and transfer the meaning in a different way.

Translation 2

Cook, Guy. *The Discourse of Advertising*. London and New York: Routledge, 2001. Print. Pp 139-142.

Glossary of terms

SOURCE TERM	TARGET TERM	SOURCE
ad	oglas	konzultacija s grupom
advertising	oglašavanje	konzultacija s grupom
ambiguity	dvosmislenost	Bujas
C (complement)	dopuna	Temeljni lingvistički pojmovi
coexist, v.	supostojati	http://zigh.at/fileadmin/user_upload/media/Platforma_za_mlade/Sport_ili_sport.pdf
coinage	stvaranje novih riječi	konzultacija sa stručnjakom
compression of meaning	sažimanje značenja	www.scribd.com/.../Telekomunikacije-i-biznis-Emin-Hatunić -
conventional meaning	konvencionalno značenje	http://web.ffos.hr/hdpl/zbornici/Granic%20ur%20Semantika%20prirodnog%20jezika%20i%20metajezik%20semantike%2035%20Karabalic.pdf, http://dzs.ffzg.hr/text/Obavijest%20i%20znanje/oiz_rjecnik.htm
deviation	odstupanje	http://rss.archives.ceu.hu/archive/00001017/01/18.pdf
discourse	diskurs	konzultacija s grupom, Bujas
equivalence of meaning	ekvivalentno značenje	hrcak.srce.hr/file/35184
exegesis	egzegeza	Škiljan, Pogled u lingvistiku
foregrounding	isticanje	konzultacija sa stručnjakom
form	izraz	Škiljan, Pogled u lingvistiku
formal analysis	formalna analiza	http://hrcak.srce.hr/4023
formalist criticism	formalistička kritika	http://www.matica.hr/Kolo/kolo2007_2.nsf/AllWebDocs/Citanje_avangardnoga_pjesnistva__metafora_kao_terminoloski_i_interpretacijski_instrument_(samo)definiranja_pjesnicke_avangarde
functional conversion	konverzija	konzultacija sa stručnjakom, http://web.ffos.hr/hdpl/zbornici/Granic%20ur%20Semantika%20prirodnog%20jezika%20i%20metajezik%20semantike%2014%20Buljan.pdf
fusion	stapanje	Pojmovnik suvremene književne teorije, konzultacija s grupom
grammatical position	gramatički položaj	hrcak.srce.hr/file/34641
graphological parallelism	grafološki paralelizam	http://www.scribd.com/doc/49164644/Teorija-prevo%C4%91enja-2-FHN
graphology	grafologija	Bujas

iconicity	ikonicitet	konzultacija s grupom, http://dzs.ffzg.hr/text/hall.htm
inrerpretation	tumačenje	Bujas
lexis	leksik	konzultacija sa stručnjakom
linguistic choice	jezični odabir	ffzg.hr/anthropos/files/koglin/kogn8.doc
linguistic norm	jezična norma	http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=7114
linguistic pattern	jezični obrazac	konzultacija s grupom, http://web.ffos.hr/hdpl/zbornici2/Mihaljevic%20Djigunovic%20-%20Pintaric%20ur%20Prevodjenje%2007%20Gacic.pdf
literary stylistics	književna stilistika	hrcak.srce.hr/file/97881
magazine	časopis	Bujas
mediator	posrednik	Bujas
NP (noun phrase)	imenska skupina	konzultacija s grupom, Temeljni lingvistički pojmovi
Od (object direct)	izravni objekt	Temeljni lingvistički pojmovi
parallelism	paralelizam	konzultacija s grupom, http://rss.archives.ceu.hu/archive/00001017/01/18.pdf
phonological pralelism	fonološki paralelizam	http://www.scribd.com/doc/49164644/Teorija-prevo%C4%91enja-2-FHN, konzultacija s grupom
phonology	fonologija	Bujas
product	proizvod	rječnik prava (Gačić)
product	proizvod	Bujas
pun	igra riječi	Bujas
RCl (relative clause)	relativna surečenica	Temeljni lingvistički pojmovi
representation	prikazivanje	Pojmovnik suvremene književne teorije
S (subject)	subjekt	Temeljni lingvistički pojmovi
sign	znak (jezični)	Škiljan, Pogled u lingvistiku
slot	odsječak	www.hnk.ffzg.hr/bb/definicijekl.doc
sphere	sfera	konzultacija s grupom
stylistic criticism	stilistička kritika	Pojmovnik suvremene književne teorije
value	vrijednost	Škiljan, Pogled u lingvistiku
VP (verb phrase)	glagolska skupina	konzultacija s grupom, Temeljni lingvistički pojmovi

Kao u „Pipe Song“ („Pjesmi luli“)[i] stapanje između onoga koji puši, odnosno pije i onoga što se puši, odnosno pije prikazano je stapanjem različitih mogućih tumačenja. To je **prikazivanje** pomoću jezičnih obrazaca i dvosmislenosti vrsta ikoniciteta (Widdowson 1984b). Izraz znakova nalikuje njihovu kovencionalnom značenju. Pjesma čini ono što znači. U jednostavnom se obliku ova vrsta ikoniciteta često nalazi u grafitima: „I can't spel“ (trebalo bi pisati „I can't spell“, kao hrvatski primjer može poslužiti „Ne znam pisat“ u usporedbi s „Ne znam pisati“ op. prev.)[ii] ili „I used to be able to finish things but now I“ („Nekada sam mogao dovršiti započeto, ali sada“).

Međutim, preostaje važno pitanje evaluacije, na koje nijedna analiza koja je samo formalna ne može dati odgovor. Može li oglas poput onoga za Cointreau, bez obzira na to koliko je vješt u uporabi jezika, reći bilo što toliko važno kao „Pipe Song“? Oglas za Cointreau naručen je za samo jednu svrhu, a to je prodaja, dok je „Pipe Song“ stvorena slobodno, za bilo koju svrhu koju pjesnik želi. Formalistička i stilistička kritika često bez mnogo rasprave pretpostavljaju da je sažimanje značenja putem paralelizma, odstupanja, isticanja i prikazivanja dobro samo po sebi. Pa ipak, ne postoji potrebna korelacija između sredstava kojima se ostvaruje gustoća značenja u nekom tekstu i pozitivne evaluacije tog teksta. Iako se o njemu često ne govori, to je glavni problem književne stilistike (discipline koja je potaknula Jakobsonov rad na odnosu između jezičnih odabira i značenja u literaturi). U poeziji, baš kao i u glazbi, između vrijednosti i formalne složenosti ne postoji nužna veza. Iako se čini da egzegeza formalne složenosti objašnjava snagu pjesme, i time zadovoljava kritičara koji ne može tolerirati ono neobjašnjeno, postoje mnoge pjesme čija snaga ne popušta na takav način. Oglašavanje još više narušava ovaj pristup po tome što se često odlikuje jednakom formalnom složenošću kao lirsko pjesništvo, no njegova se evaluacija od strane kritike prilično razlikuje. Na to ćemo se pitanje vratiti u 10. poglavlju.

6.4. Paralelizam u oglasima: primjer

Paralelizam se može naći na svim razinama: u grafologiji ili fonologiji, u leksiku i gramatici, u semantici i diskursu. Različite razine paralelizma mogu supostojati[iii] u istom tekstu.

Primjerice, oglas u jednom američkom časopisu za dječji napitak Sunny Delight prikazuje majku kako toči Sunny Delight u čaše koje joj pružaju četiri dječje ruke. Ispod slike nalazi se sljedeći tekst:

> 'I FOUND A WAY TO BE A GOOD MOTHER AND STILL BE A GREAT MOM.'
>
> Every time you buy Sunny Delight, you win two ways. You're still a good mother because you're giving your kids something healthy. Plus, they'll think you're great because they're getting something delicious. Kids love the refreshing taste of orange, tangerine and lime. You'll love the vitamins they get in every glass.

> 'PRONAŠLA SAM NAČIN DA BUDEM I DOBRA MAJKA I DIVNA MAMA.'
>
> Svaki put kada kupite Sunny Delight, nagrada je dvostruka. I dalje ste dobra majka jer svojoj djeci dajete nešto zdravo. Osim toga, vaša će djeca misliti da ste divni jer dobivaju nešto ukusno. Djeca vole osvježavajući okus naranče, mandarine i limete. Svidjet će vam se što u svakoj čaši dobiju vitamine.

Ovdje možemo prepoznati grafološki paralelizam[iv] između sintagmi 'Good Mother' (hrv. 'dobra majka', op.prev.) i 'Great Mom' (hrv. 'divna majka' op.prev.)[v] jer obje sintagme počinju istim velikim početnim slovima (ponavljanje koje može uočiti čak i netko tko ne zna ni engleski jezik ni latinicu). Možemo prepoznati i fonološki paralelizam[vi] jer se u obje sintagme, kad se izgovore, ponavljaju glasovi istim redoslijedom: /g/ /m/ /g/ /m/. Prepoznajemo i leksički paralelizam: 'great' je sinonim riječi 'good', a 'mother' je sinonim riječi 'mom'. (Denotativno ekvivalentne sintagme 'Good Mother' i 'Great Mom' imaju veoma različite konotacije i mogu se razlikovati s obzirom na diskurs u kojem se pojavljuju, prema tome tko bi ih upotrijebio obraćajući se kome i u kojoj situaciji.)

Prepoznajemo i pet paralelnih gramatičkih konstrukcija. (U sljedećoj su analizi samo paralelni elementi gramatički označeni.)

1.	S/NP	VP	Od/NP	RCI	VP	C/NP[2]
	(I)	(found)	(a way	[	(to be)	(a Good Mother)])
and	∅	∅	∅ ∅	[(still	(∅ be)	(a Great Mom)])
2.	S/NP	VP		Od/NP		
Every time	(you)	(buy)		(Sunny Delight)		
	(you)	(win)		(two ways)		
3.	S/NP	VP				
	(you)	('re)	(still)	(a good mother)		
because	(you)	('re giving)	(your kids)	(something healthy)		
4.	S/NP	VP	Od			
Plus,	[(they)	('ll think)	[(you) ('re) (great)]]			
because	[(they)	('re getting)	(something delicious)]			
5.	S/NP	VP	Od/NP			
	(Kids)	(love)	(the refreshing taste (of (<orange, tangerine and lime>))			
	(You)	('ll love)	(the vitamins [(they) (get) (in (every glass))])			

Ovi su gramatički ekvivalenti pojačani leksičkim ponavljanjem, jer se u drugom elementu svakoga para struktura u istim gramatičkim odsječcima ponavljaju neke riječi iz prvog elementa: 'be' u 1., 'you' u 2., 'you' u 3., 'they' u 4., 'love' u 5. Učinak toga je, kao u *Baladi o tamnici u Readingu*[viii] stvaranje ekvivalentnog značenja među jedinicama koje su leksički različite, no pojavljuju se u istim gramatičkim položajima:

to be a Good Mother	= to be a Great Mom
buy Sunny Delight	= win two ways
being a good mother	= giving your kids something healthy

[2] S/NP = subjekt/imenska skupina; VP = glagolska skupina; Od/NP = izravni objekt/imenska skupina; RCl = odnosna surečenica; C/NP = dopuna/imenska skupina

they think you're great = they're getting something delicious

the refreshing taste = the vitamins they get in every glass[ix]

of orange, tangerine and lime

Postoje i dvije paralele u diskursu. Prva je između majke na slici i 'vas' čitatelja. Zbog toga je ona afroameričkog porijekla[x] u časopisu čije je čitateljstvo afroameričkog porijekla (časopis *Ebony*), i gleda izravno u čitatelja. Druga je paralela ona između dva načina doživljavanja odnosa: odnos prema ljudima koji u njemu ne sudjeluju, ili odnos prema ljudima koji su njegov dio. U prvoj perspektivi biti majka odnosi se na položaj u društvu, a u drugoj na odnos osobe s njezinom djecom.

6.5. Proizvod kao stapanje javnog i privatnog

Proizvod kao posrednik između javnog i privatnog čest je u oglasima koji su namijenjeni ženama, jer obećaje pomirenje između naizgled međusobno suprotstavljenih tvrdnji o ženstvenosti i feminizmu. Dobar je primjer toga oglas za Actimel koji počinje s 'Biti i manekenka i majka može biti veoma zahtjevno' (vidi odjeljak 4.6.). Čini se da je samo ime 'Actimel' osmišljeno stapanjem suprotnosti: action (hrv. 'aktivnost', op.prev.) i mellowness (hrv. 'blagost', op.prev.). Poput mnogih drugih, taj oglas naizgled nudi poruku pomirenja, u obliku upotrebe proizvoda, između nemogućih zahtjeva koje je teško uskladiti.

Stapanje javnog i privatnog može se izraziti i izravnije. Skandalozno nelogičan, i zbog toga zabavan i lako pamtljiv primjer pojavljuje se u oglasu za donje rublje Charnos. Prikazana je profinjena mlada žena u kafiću u Francuskoj, trenutak nakon što je samouvjereno vratila svoju narudžbu. U pozadini se vidi konobar kako odlazi. U tekstu oglasa piše:

Zbog čega se usudila vratiti svoj espresso? Je li to zbog njezinog donjeg rublja?

a ispod

Budite hrabri u Feveru. Provokativno donje rublje. Isprobajte ga. S Charnosom.

U kutu je umetnuta fotografija iste žene kako leži, zadubljena u svoje misli, u crnom čipkastom donjem rublju. U ovom oglasu ono što je tradicionalno važno u seksualnoj sferi odjednom postaje važno u susretu s osobom iz uslužne djelatnosti, iako to ostaje neopaženo i nebitno. Igra riječi 'isprobajte ga' omogućuje tekstu oglasa da se u isto vrijeme odnosi na obje sfere.

6.6. Odstupanje[xi] u oglasima

Kao u književnosti, i u oglašavanju se jezik često upotrebljava na načine koji se razlikuju od konvencionalnih. Tako nastaju područja jezika 'koja se ne mogu generirati gramatikom engleskog jezika, ali se unatoč tome mogu interpretirati' (Widdowson 1972). Primjerice, na leksičkoj razini često je stvaranje novih riječi ('provodkative', hrv. '*provotkativno*', op.prev.; 'cookability', hrv. '*?kuhljivost*', op.prev.)[xii]. Na gramatičkoj razini pojavljuju se tehnike poput **konverzije**, pri čemu se riječ koja pripada jednoj vrsti riječi ponaša kao da pripada nekoj drugoj vrsti riječi. Widdowson (1975: 15) to ilustrira na primjeru stiha iz Shakespeareove tragedije *Antonije i Kleopatra*, u kojemu se riječ 'boy' (hrv. 'dječak, mladić', op.prev.) upotrebljava kao glagol. Očajna Kleopatra razmišlja o samoubojstvu te o tome kako će u budućim dramatizacijama njezina života njezinu ulogu igrati, kako je to bilo na elizabetanskoj pozornici, glumac mladić:

And I shall see some squeaking Cleopatra boy my greatness.[3xiii]

[3] „A ja ću gledat nekakvu kriještavu Kleopatru – dječaka što umanjuje kraljevskost moju“ (preuzeto iz: Shakespeare, William. *Antonije i Kleopatra.* Zagreb: Nakladni zavod MH. Prijevod A.Šoljana)

U oglašavanju se, jednako tako, imenice jednostavno pretvaraju u glagole ('B&Q it'; 'RAC to it')[xiv]. Već smo spomenuli da se takva upotreba u stilistici ponekad naziva odstupanjem. (Leech 1966, 1969)

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http://hjp.srce.hr/

http://www.proz.com/

Endnotes

[i]After consulting my colleague who had the whole poem in the part of the book he was translating, I decided to keep the original name since he said he would not translate the poem. However, taking into account that the author refers to the content of the poem in my part of the book, I decided to translate the title in the brackets, so the reader is informed about the theme of the poem. My first translation was „Pjesma o luli“ (Eng. 'a poem about the pipe'), but since the author of the poem actually addresses the pipe, I decided to translate it as „Pjesma luli“ (Eng. 'a poem to the pipe')

[ii] I have decided to write Croatian equivalents here in order illustrate the author's point to a potential non-English-speaking reader. I believe I have managed to convey the idea from the original text.

[iii] Although maybe strange to a reader who is not very familiar with linguistic texts in Croatian, the Croatian term "supostojati" (Eng. 'coexist') is actually quite commonly used in texts belonging to the domain of linguistics and therefore I decided for that solution. Since my second major is linguistics, I have encountered this term for countless times over the past few years.

[iv] I have encountered serious problems with translating the term "graphological parallelism". What was confusing me is that graphology is the study of handwriting, and the meaning of the term is not connected to handwriting. Finally, I have managed to find a relevant source dealing with both graphological and phonological parallelism in Croatian, so I decided for "grafološki paralelizam".

[v] Although the reader would not have a problem understanding what the author wanted to exemplify having only English examples, I tried to find Croatian equivalents which also work and illustrate what the author wanted to show, and I believe I managed to do so.

[vi] Here I have also had some trouble with terminology, since there are not many relevant linguistic articles in Croatian where "phonological parallelism" is mentioned. However, a colleague who consulted an expert confirmed my solution from the literature.

[vii] Because English and Croatian are structurally very different, providing the reader with a Croatian analysis would not make much sense, because there would be no parallelism in the example. That is the reason I have decided to translate the whole ad, so the reader can understand what it is about, and then I have kept the original English analysis, and provided the Croatian equivalents for syntactic elements in the footnote.

[viii] In my opinion, it was enough to put just the translation of the title of the Oscar Wilde's *Ballad of Reading Gaol*, and I did not incorporate any explanation within the text, because the *Ballad w*as ready referred to earlier in the book.

[ix] Translating these parallel constructions would not have much sense either (see Endnote vii), since the grammatical positions of the words would change due to the different structure of English and Croatian.

[x] I decided to change the word "black" (Cro. 'crn, crnac') and use a politically correct phrase, a person of "African-American descent" (Cro. 'osoba afroameričkog porijekla').

[xi] I was trying to decide between the term "devijacija" and "odstupanje" (Eng. deviation) since the both Croatian terms appear in linguistic texts, and sometimes the authors even mention them as synonyms. However, "odstupanje" is more common in linguistic texts, so I have decided to use that solution.

[xii] Because of the great language structure differences between the two languages, coinage is much more common word formation process in English than in Croatian. In the case of Eng. '*provodkative*', it also works in Croatian, since the Croatian word 'provokativno' in Croatian is borrowed and very similar to its English counterpart, 'provocative', as well as English 'vodka' and Croatian 'vodka' or 'votka' (both borrowed from Russian 'vodka') However, the other example, '*cookability*', does not have such an obvious equivalent in Croatian, which confirms

that cionage is not as usal process in Croatian as is in English, and in Croatian it works only in a small number of cases. English morphology is such that it enables word plays and coinage in a much greater scale than Croatian does. The Croatian equivalent for the '*cookability*' example could be something like 'kuhljivost', but it is not as clear as its English counterpart, and some Croatian readers would probably not understand it.

[xiii] Again, because of the structural differences between English and Croatian, functional conversion does not appear in Croatian. Croatian has a more complex morphology and strictly differentiates between the word formation of different word classes. This is the reason why in Croatian it is not possible to use a noun as a verb, as described in the example (see Endnote xiv).

[xiv] As explained in the Endnote xiii, Croatian words cannot change word classes freely, so there is no Croatian equivalent for the two examples from the text. There is a similar example in Croatian, in the ad for Erste banka, “A s kim vi bankarite?“ The verb “bankariti“ is not a Croatian verb, but it follows the Croatian rules of word formation. It is derived from the noun “banka“ (Eng. 'bank'), and an average target audience receiver is able to convey the meaning of the new verb.

Translation 3

Rovan, Daria and Nina Pavlin-Bernardić. “Problemi u učenju.” In: Jokić-Begić, Nataša (ed.) *Psihosocijalne potrebe studenata*. Pp 17-28.

Glossary of terms

SOURCE TERM	TARGET TERM	SOURCE
student	university student	Bujas
opća gimnazija	general-program secondary school	Bujas
fakultet	college => UNIVERSITY	Bujas
gradivo	material, TEACHING MATERIAL	Bujas
kolegij	course	Bujas
seminarski rad	seminar paper, TERM PAPER	http://www.princeton.edu/~erp/erp%20seminar%20pdfs/paperss pring09/mikusheva.pdf
osnovna škola	elementary school	Bujas
srednja škola	secondary school	Bujas
ispit	examination, EXAM	Bujas
ocjena	grade	Bujas
prolazna ocjena	passing grade	Bujas
negativna ocjena	failing grade	Bujas
prosjek ocjena	grade average	http://www.hks.harvard.edu/degrees/registrar/faculty/exams-and-grading/grades
intelektualne sposobnosti	intelctual abilities	"Handbook of Educational Psychology", http://books.google.hr/
visokoškolski sustav obrazovanja	higher education system	Bujas
srednjoškolski sustav obrazovanja	secondary education system	http://www.educationzing.com/us/
proces učenja i poučavanja	learning and teaching process	http://hrcak.srce.hr/34411
visoko obrazovanje	higher education	Bujas
pristup učenju	approach to learning	http://www.suite101.com/content/deep-and-surface-learning---is-one-learning-approach-better-than-a284688
dubinski pristup učenju	deep approach to learning	http://www.suite101.com/content/deep-and-surface-learning---is-one-learning-approach-better-than-a284688
površinski pristup učenju	surface approach to learning	http://www.suite101.com/content/deep-and-surface-learning---is-one-learning-approach-better-than-a284688
strateški pristup učenju	strategic approach to learning	http://www.ltu.qut.edu.au/development/curriculumde/RES_Deep-Surface-Learning.pdf
strategija učenja	learning strategy	http://www.learningstrategies.com/Home.asp
akademski uspjeh	academic performance, AC. ACHIEVEMENT, AC. SUCCESS	http://www.activelivingresearch.org/files/Active_Ed.pdf

materijali za učenje	learning materials	http://learningmaterials.co.uk/
upravljanje vremenom	time management	Hrvatsko-engleski poslovno-upravni rječnik
nastavnik (sveučilični)	university teacher	Bujas
akademsko postignuće	academic achievement	http://www2.ed.gov/programs/titleipart a/index.html
razvoj vještine	skill development	http://siteresources.worldbank.org/EDUCATION/Resources/278200-1126210664195/1636971-1126210694253/DFID_WB_KS_Final Report_7-31-06.pdf
akademske sposobnosti	academic abilities	http://www.hbs.edu/doctoral/program-overview/from-the-executive-director-all.html
obrazovni kontekst	educational context	http://www.leapsproject.org/assets/publications/SSRN-id1484551.pdf
organizacija studija	organization of study	http://www.igi-global.com/bookstore/chapter.aspx?TitleId=27878
metoda poučavanja	teaching method	http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED386140&ERICExtSearch_SearchType_0=no&accno=ED386140
akademsko okruženje	academic environment	http://712educators.about.com/cs/discipline/a/environment.htm
adaptivni pristup učenju	adaptive approach to learning	http://www.knowledgefactor.com/Archived%20insights
literatura	literature, ASSIGNED READING	Bujas
popis literature	assigned reading	Bujas
opis kolegija	course description	http://education-portal.com/course_description.html
proces ocjenjivanja	assessment process	http://www.ajpe.org/legacy/pdfs/aj640406.pdf
stjecanje informacija	information acquiring	http://www.tn.gov/education/ci/ss/doc/SS_Process_Standards.pdf
pohrana informacija	information storing	http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy6/edpsy6_long.htm
dosjećanje informacija	information retrieval	http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy6/edpsy6_long.htm
kognitivna strategija učenja	cognitive learning strategy	http://www.eadulteducation.org/adult-learning/instructional-approaches-to-teaching-cognitive-learning-strategies/
ponavljanje	review	Bujas
prerada informacija	information processing	http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy6/edpsy6_long.htm
razumijevanje	comprehension	Bujas
analiza (znanja)	analysis	Bujas

sinteza (znanja)	synthesis	Bujas
primjena (znanja)	application	Bujas
organizacija	organization	Bujas
pojam	concept	Bujas
sažetak	summary	Bujas
stručni izraz	technical term	"Generation 1.5 in College Composition", http://books.google.hr/
definicija	definition	Bujas
shema	scheme	Bujas
mentalna mapa	mind map	http://www.microsoft.com/education/analyticalvisio.mspx
elaboracija	elaboration	Bujas
kritičko promišljanje	critical thinking	http://www.iskconeducation.org/download/BAILIN,CASE,COOMBS%20&%20DANIELS%20-%20Common%20misconceptions%20of%20critical%20thinking.pdf
kritički sud	critical judgment	http://www.iskconeducation.org/download/BAILIN,CASE,COOMBS%20&%20DANIELS%20-%20Common%20misconceptions%20of%20critical%20thinking.pdf
praktična primjena	practical use	http://international-development.eu/about-us/
Power Point prezentacija	PowerPoint presentation	http://office.microsoft.com/en-us/powerpoint-help/reduce-the-size-of-your-powerpoint-files-HA001116882.aspx
slajd	slide	Bujas
bilješke	notes	Bujas
matematički problem	mathematical problem	http://jwilson.coe.uga.edu/emt725/PSsyn/Pssyn.html
apsolvent	degree-exam candidate, BOLJE OPISNO	Hrvatsko-engleski poslovno-upravni rječnik
sociologija	sociology	Bujas
tjelesni invaliditet	physical disability	Bujas
akademske obaveze	academic obligations	"Universities: American, English, German" http://books.google.hr/
raspored predavanja	schedule (of classes), TIMETABLE	Bujas
jutarnja smjena	morning shift	"Double-shift Schooling: Design and Operation for Cost-effectiveness", http://books.google.hr/
popodnevna smjena	afternoon shift	"Double-shift Schooling: Design and Operation for Cost-effectiveness", http://books.google.hr/
MUDRO postavljanje ciljeva	SMART goal setting	http://www.projectsmart.co.uk/smart-goals.html
mjerljiv cilj	measurable goal	http://www.projectsmart.co.uk/smart-goals.html

uvremenjen cilj	timely goal	http://www.projectsmart.co.uk/smart-goals.html
dostižan cilj	attainable goal	http://www.projectsmart.co.uk/smart-goals.html
relevantan cilj	relevant goal	http://www.projectsmart.co.uk/smart-goals.html
prikupljanje literature	literature collecting	http://www.irp.wisc.edu/publications/dps/pdfs/dp104994.pdf
kompetentnost	competence	Bujas
ljetni ispitni rok	summer examination period	http://www.kent.ac.uk/registry/student-records/exams/timetable/index.html
ispitni rok	examination period, EXAM PERIOD	Bujas
tečaj uspješnog učenja	successful learning course	http://www.creativelearningcentre.com/downloads/lsia/CSCC%20Ell.%20Kennedy%20LS%20research%20US.pdf
tečaj organizacije vremena	time management course	http://www.timemanagementtraining.com/
podcilj	subgoal	http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=1986-15757-001
kolokvij	quiz/ MID-TERM TESTS, END-OF TERM TESTS	Bujas
ključni pojmovi	key concepts	http://www.cfkeep.org/html/stitch.php?s=2814408673732&id=21236525961418
razvoj ličnosti	personality development	http://ethemes.missouri.edu/themes/748
adaptivne emocije	adaptive emotions	http://triceratops.brynmawr.edu/dspace/bitstream/handle/10066/1427/2008DoddJ.pdf?sequence=1
neadaptivne emocije	non-adaptive emotions	http://triceratops.brynmawr.edu/dspace/bitstream/handle/10066/1427/2008DoddJ.pdf?sequence=1
anksioznost	anxiety	Bujas
prag tolerancije na stres	stress tolerance threshold	http://www.umaryland.edu/smccampuscenter/wellnesshub/online_resources/Resiliance.pdf
ispitna anksioznost	examination anxiety, TEST ANXIETY	http://spi.sagepub.com/content/26/5/617.abstract
okolinski faktori	environmental factors	http://hbswk.hbs.edu/item/6635.html
poticajni uvjeti	favorable conditions	http://www.alumni.hbs.edu/bulletin/2002/february/update.html
kriterij ocjenjivanja	assessment criterion (Pl. criteria)	http://www.hbs.edu/teaching/docs/Guidelines-for-Effective-Observation-of-Case-Instructors.pdf
aktivacija stečenog znanja	activation of acquired knowledge	"Issues in Education", http://books.google.hr/
povratna informacija	feedback	Bujas
socijalna usporedba	social comparison	http://faculty.babson.edu/krollag/org_site/soc_psych/festinger_soc_com.html
akademsko odlaganje	academic procrastination	"Problemi u učenju" (ST)

visokoprioritetne obveze	high-priority obligations	https://www2.blackrock.com/webcore/litService/search/getDocument.seam?venue=PUB_INS&source=CONTENT&serviceName=PublicServiceView&ContentID=39233
obveze manjeg prioriteta	lower-priority obligations	https://www2.blackrock.com/webcore/litService/search/getDocument.seam?venue=PUB_INS&source=CONTENT&serviceName=PublicServiceView&ContentID=39233
samoregulacija	self-regulation	http://www-rohan.sdsu.edu/~rothblum/doc_pdf/procrastination/AcademicProcrastinationFrequency.pdf
samopoštovanje	self-esteem	Bujas
samoefikasnost	self-efficacy	http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html
samootežavajuće ponašanje	self-aggravating behavior	"Methods of Operations Research", http://books.google.hr/
relativna sposobnost	relative ability	"Handbook of Educational Psychology", http://books.google.hr/
orijentacija na izvedbu	performance orientation	http://epm.sagepub.com/content/68/3/464.abstract
orijentacija na ovladavanje	mastery orientation	http://epm.sagepub.com/content/68/3/464.abstract

LEARNING PROBLEMS

Daria Rovan and Nina Pavlin-Bernardić

Nataša (19) is a freshman history major. She has completed a general-program secondary school, where she had very good grades. When her university classes started, she was soon overwhelmed by obligations. There was much more material that had to be learned, and it was often necessary to study several books for only one course, and also write term papers. In the elementary and secondary schools Nataša would mostly study by first reading the chapter she was studying to see what it was about, and then she would repeat the material a few times out loud until she would memorize it. Now she realizes that this way she does not have enough time to learn all required materials for exams, she has failed some exams, and other grades are passing, but she is not satisfied with her grade average. Since she puts a lot of time into studying, she has begun to doubt her intellectual abilities and is often unhappy because of that.

At the beginning of their university studies, all students encounter a new situation they need to adjust to. Different students are faced with different changes in the process, so, for instance, some students start a life hundreds of kilometers away from their families, some have to make completely new friends, while some face financial problems. But what all students have in common, despite their differences, is adjusting to the higher education system, which is in many ways different than the secondary education system.

A number of research studies of the learning and teaching processes in higher education provide an insight into how students perceive the transfer to this level of education, and how it can be made easier for them and enable them to become more successful. Generally, the quality of the learning process in higher education can best be described through the ways students approach to learning (Biggs, 1993). For instance, an approach to learning can be meaning-oriented and understanding-oriented, and this is called a *deep approach to learning*. This approach to learning is characterized by linking new information to previous knowledge and experience, looking for patterns and rules within acquired information, a careful and critical argumentation, conclusion accuracy check, an active

interest for the content of the course. However, the orientation to the reproduction of the learning material is also possible, and this is called a *surface approach to learning*. This approach is manifested in studying without thinking of its purpose, a routine memorizing of facts and procedures, and an attitude toward the course as if it were comprised of unrelated components of knowledge. A *strategic approach* implies choosing an appropriate learning strategy for maximizing the chances for a good academic performance and it is connected to consistent learning efforts, identifying the right learning materials, an efficient time management, and meeting teachers' demands. A number of research studies have shown that those three approaches to learning are related to different learning outcomes (academic achievement, skill development, satisfaction, etc.), with the deep and strategic approach being related to favorable academic outcomes, and the surface approach being related to poor academic outcomes. (Biggs, 2001; Lizzio et al., 2002; Watkins, 2001).

Choosing a specific approach to learning depends on the interaction of a student's characteristics (previous knowledge, academic abilities, personality traits, values, etc.) with the characteristics of the educational context (the organization of studies, teaching methods, the challenging quality and structure of courses, etc.). In doing so, the way the student experiences the academic environment, how successfully s/he estimates requirements s/he needs to meet, and how successfully s/he chooses ways to cope with those demands are extremely important. This challenge is particularly evident at the beginning of the studies, and it can often have a strong influence on further course of an individual's studying.

Although students themselves have the key role in choosing the way they will approach their studying, their teachers can make the process of choosing an efficient approach to learning much easier for them. Students who perceive their working obligations as too demanding (e.g. a too excessive assigned reading list they cannot read in the given time period), that the criteria are unclear, and that examinations measure literal studying (e.g. if they need to know isolated facts, without connecting them into a whole) are more likely to choose the surface approach to learning. In contrast, students who perceive teaching as being of quality, that goals are clear, and that they have a certain independency within the process of learning will probably adopt the deep and strategic approaches to learning. This can, for example, be accomplished by a thoroughly prepared course description, with clearly set and elaborated goals, which the teacher adheres to during the course of teaching and in the assessment process, or by providing the students with the possibility to choose specific topics or parts of subject matter they will deal with in their term papers.

However, a part of students will meet additional problems in adopting an efficient approach to learning. Among the most common barriers to successful studying are underdeveloped learning strategies, time management[i] and goal setting difficulties, test anxiety, and procrastination on fulfilling academic obligations. These issues will be dealt with in detail further in this text.

Underdeveloped learning strategies

The transition from secondary school to university is a great change for students in terms of the amount of studying material and the way to learn it. The studying material is more extensive, it often requires a thorough processing and understanding, as well as critical examination. For some courses students need to read and learn the content of several books, and while studying them, they need to know well how to differentiate between what is important and what is not. This is the reason university teachers can expect some students will have difficulties because of this change, especially in the first year of studies. If we remember Nataša from the example at the beginning of this chapter, we can see she was repeating the material mechanically while studying, without using other learning strategies, and when the amount of materials became more excessive, this strategy was no longer sufficient for her.

Learning strategies are specific procedures we undertake in order to make information acquiring, storing, or retrieval easier, and in order to make learning easier, faster, and more fun (Oxford, 1990). Cognitive learning strategies can be divided into three types (Vizek Vidović, Vlahović-Štetić, Rijavec and Miljković, 2003):

1) *Repetition* is a literal or brief, multiple review of information, without making any effort to process it. Naturally, it is often necessary to use this strategy, but it is not good to use it exclusively, because knowledge that is stored in this way is not well connected with other knowledge, and it is often subject to forgetting. Furthermore, it does not provide us with a sufficient depth of knowledge that would enable the understanding of different ideas within an area (Lynch, 2006). Since the expected type of examination affects the way students study (Grgin, 2001), it is desirable for teachers not to request in exams only the demonstration of

knowledge that can be acquired by mechanical repetition, but also higher levels of knowledge, such as its understanding, analysis, synthesis, and application.

2) *Organization* refers to organizing learning material in a systematic way. The way to organize learning material can be to identify the most important parts of the material and the most important concepts (Sorić and Palekčić, 2002). This includes activities such as underlining the important concepts, drawing tables, diagrams, and graphic figures in order to make the learning material more structured, as well as writing short summaries and making lists of technical terms and definitions. Also, making diagrams showing relations between superior and subordinate concepts and drawing mind maps can be of great help in the learning process. A teacher can inform his/her students about the usefulness of this learning strategy, and s/he can also use it as a model in class by means of presentations in which diagrams show relations between various concepts. It is preferable to use various pictures, tables, or summaries at the end of every part of the learning material, etc.

3) *Elaboration* is a process of broadening new information by adding to or connecting with what we already know (Vizek Vidović et al., 2003). This strategy also includes critical thinking of the material being learned. A teacher can encourage his/her students to use this strategy while learning by asking them in class if they recognized which areas already dealt with it is connected to. Furthermore, s/he can encourage them to give their critical judgment on the subject topic, to come up with their own examples or the possibilities of practical use of concepts discussed.

Consequently, the knowledge about the existence of different learning strategies can make it easier for teachers to understand problems their students have while learning, as well as to adjust the content they lecture about in such a way that it encourages using organization and elaboration strategies, and not only repetition. They[ii] can also help students by explaining to them clearly what the exam looks like, and what type of knowledge they expect in order for students to earn a passing grade (e.g. how the students show them that they understand the material, and that they did not just learn it mechanically).

Today most teachers use PowerPoint presentations in class and make them available to their students. However, students need to be warned this does not mean they should not make notes in class at all, because slides often do not contain everything the teacher has talked about, but only the main points. Making notes is useful because it helps students concentrate and focus, as well as organize information (Boch and Piolat, 2005). This helps more to students with a lesser degree of previous knowledge, and it is especially useful to write

illustrative examples that the teacher or other students mention, because later they make the understanding of the material easier.

If the material involves mathematical problems, it is useful to encourage students to summarize and highlight different examples of problems in their notes after class, as well as different ways necessary to solve them. If a problem can be solved in multiple ways, it is useful for them to write down all those ways, because later on this will make the understanding and independent problem solving easier (Tonković, 2009).

Time management and goal setting difficulties

Bojan (27) has completed his course of studies in sociology, but has not taken the final examination yet. He is a student with a severe physical disability. In everyday functioning he is dependent on the help of other people, for example for transportation or when getting dressed, which is hard for him and creates big organizational problems, says Bojan. His big wish is to complete his education. However, he faces problems with organizing time for studying as well as with persistence on a daily basis, so he is often not motivated for fulfilling his academic obligations. Those motivation and organization problems are an even bigger issue for him than for students without disabilities because difficulties with performing usual everyday activities leave him with much less time for studying.

Due to the objective difficulties Bojan has which require a lot of his time on a daily basis, he needs to use the time intended for him to study much more efficiently than other students in order to achieve similar results. It is, therefore, necessary for him to plan and organize his studying time well. Students often have difficulties with organizing their time for studying because of greater obligations they have at the university, which they need to coordinate with their social life and other obligations. Also, an additional problem in organization can be their timetable – while lectures in elementary and secondary schools are organized in morning or afternoon shifts, at many universities students have lectures all day long, with breaks they often do not use efficiently.

The SMART goal setting model has become very popular in educational institutions and companies in the last two decades (e.g. Conzemius & O'Neal, 2006). This model of goal

setting is also supported by research results (e.g. Locke and Latham, 2002). The acronym SMART refers to the characteristics of a goal necessary in order for it to be met efficiently. A goal needs to be specific, measurable, attainable, relevant, and timely[iii].

A goal should be *specific*, i.e. very clear and elaborate, since unclear goals provide unclear results. Therefore, goals need to include a detailed description of what a student wants to accomplish, deadlines to do that (which is in accordance with the timeliness criterion), and activities and subgoals the goals will include. So, it is not enough to say "I will write my final paper by the end of the semester," and such attitude is more likely to lead to a failure, than if a student elaborates on all subgoals that lead to accomplishing of the final goal.

A *measurable* goal is set in such a way that its accomplishing can be measured in one way or another. After the deadline for accomplishing the goal has expired, both the student and the teacher have to be able to decide by a review if the goal has been accomplished or not. Most students are not used to set goals in this way, and they should be provided understanding and assistance to do so. For example, if they need to submit their term papers within a few weeks, the students will set a weekly goal such as "I have to start working on the introduction of the paper," while a measurable goal would be "By the end of this week I want to write five pages of the introduction of the paper."

A goal should also be *attainable*, i.e. challenging, but realistic for the current level of a student's competence. Setting unattainable goals discourages students and leads to a decline in motivation. For instance, a goal for some students can be "I want to pass all exams by the end of the summer exam period, with excellent grades," but it would be better to say "I want to pass all exams that are mandatory requirements for the enrollment into the next semester with grade average of 4.5," if that is, of course, in accordance with their abilities and previous grades. Clearly, setting goals that can be achieved too easily is not good either ("I will study for two hours every week"), because this neither affects motivation favorably, nor does it lead to accomplishing the final goal.

The *relevance* criterion ensures that the goals set are in accordance with a student's global professional and life goals. For example, if a student's ultimate goal is to pass all exams from a semester within due period, then the goal "I will take guitar and foreign language lessons two months prior to the end of the semester" is not relevant within this context. A more relevant goal would be "I will take a course in successful learning or time management."

A *timely* goal is set in such a way that its beginning and ending are specified, because leaving out the element of time gives space for delay. For every goal it is necessary to specify which subgoals it includes (for instance, collecting of the assigned reading, defining the structure of the term paper, writing the introduction, writing different chapters, etc.) and the time needed to accomplish them. Other than setting a global goal ("I need to submit the term paper in three months"), it is best for students to set goals on a weekly basis as well, i.e. what part of the goal they want to accomplish within the respective week. Their teacher can also help by setting deadlines for certain parts of the goal. For instance, if students should work on a group term paper, it is possible for a teacher to set the date by which they need to send the topic of the paper agreed upon, the list of references to be used, chapters the paper will include, etc.

Hence, the student Bojan from the example at the beginning of this chapter should elaborate his goals for each course according to the SMART model, and then make a weekly studying plan, in which he will take fixed obligations that are time consuming into account. In order to use the available time as efficiently as possible, Bojan could use longer breaks between lectures to study or do smaller assignments. If he specifies parts of the studying material he wants to study daily and defines clearly the time he will use for studying, the probability for him to meet those smaller subgoals and be more motivated is much greater.

Test anxiety

Josipa (19), a student in the first year of history studies, has prepared for a mid-term test in a compulsory course. She has studied the assigned reading quite thoroughly, it seemed to her she had acquired all the key concepts, but she was worried about writing the test well. A good grade in this course was very important to her because she wanted to prove to herself that she is good in her studies and that enrolling into the university was not a mistake, and also in order for her parents to see she was taking her studies seriously. When she came to take the test, she was surprised to see the test had only one question that required a very elaborate answer. She was extremely worried, her heart started pounding, she started to sweat, and lost a lot of time trying to calm down as much she could. She passed the test, but

felt remorse because she was not able to show everything she had learned due to the time lost and the strong excitement.[iv]

Knowledge students will acquire, as well as grades they will earn at the university are of great importance for their future careers, so it does not come as a surprise that a whole range of emotions, often very intense, is related to studying. During his/her studies every student must have had a chance to experience enjoyment in studying, hope, pride, but also boredom, anger, and anxiety. Emotions are very significant in the education process because they affect students' motivation, their performance, and personality development (Pekrun, 2009). Adaptive emotions like enjoyment in studying help with goal setting, make creative problem solving easier, and are a precondition for an efficient self-regulation of studying. Non-adaptive emotions like excessive anxiety, helplessness, or boredom are negatively correlated to academic achievements, result in quitting further education, and impair psychological and physical health.

Among unpleasant emotions mentioned, test anxiety has been a subject of interest in the most research studies that have confirmed this emotion is often present among students, both before and while taking exams (Zeidner, 1998). Test anxiety is an emotion related to predicting failure in the present or upcoming test situation (Pekrun, 2009). Students prone to test anxiety have a particularly low stress tolerance threshold in evaluation situations and are prone to perceiving these types of situations as a threat to the feeling of self-esteem.

The very mechanism of test anxiety effect will be explained in greater detail in the next chapter dealing with the issue of anxiety, while this chapter specifies the relation between the features of the educational context and the appearance of test anxiety. More specifically, the probability that the emotion of test anxiety appears with a student depends on the way s/he estimates the educational context s/he is in. Certainly, this estimate depends on the student's beliefs (e.g. expecting failure, self-assessment of abilities, self-efficacy of beliefs on learning process control), but it also depends to a great extent on the objective features of the educational context (e.g. difficulty of subject matter or type of examination).

It has been found in previous research that the ways of teaching and examining also strongly affect the onset of test anxiety (Zeidner, 1998). A lack of structure and clarity in the way of teaching, as well as too demanding assignments, contribute to the appearance of test anxiety, particularly with students expecting failure. A lack of structure and transparency in a

test situation also contributes to anxiety among students (e.g. insufficient information about teachers' demands, materials students need to master, and the way of assessing).

According to the results of numerous research studies, environmental factors play a significant role in the appearance of test anxiety among school and university students (Pekrun, 2009). It follows that teachers can do a lot that this unfavorable emotional reaction appears with as low intensity as possible, and with as low number of students as possible. Teachers that find in their approach an efficient way to make the students familiar with the material they teach and encourage them to study actively, and teachers who show enthusiasm and interest create enabling conditions for education, that will definitely lead to more pleasant, and fewer unpleasant emotions related to learning. However, there is a range of specific guidelines that can help teachers create teaching conditions that will lead to a decrease in the incidence of test anxiety.

Strategies for reducing test anxiety among students (Alderman, 2004; Pekrun, 2009; Pintrich and Schunk, 2002; Woolfolk, 2005):

- Clearly define course requirements and explain assessment criteria
- Provide students with clear instructions on the assessment process (exam duration, number of questions, way of answering etc.)
- Adjust the difficulty of questions or problems in the test and their sequence (questions or assignments should be of different difficulty and sequenced from easier to more difficult)
- Make easier for students to activate acquired knowledge (e.g. by providing an introduction before a question or problem, asking additional questions in oral examination, etc.)
- Give more time for completing the test to students with very explicit test anxiety
- Remind students not to be too fast or too slow in solving tests, and, should they not know how to answer a question or solve a problem, to skip it and come back to it later
- In oral examination, give a student enough time to think and enable him/her to make a draft of the answer before s/he starts to answer the question
- Check what a student has learned using other methods alongside classical exams: *homework, group projects, portfolios with solved problems*
- Provide students with a clear and detailed feedback on the quality of their work (in order for them to be able to form an estimation of acquired knowledge as accurately as possible)
- Emphasize to students that acquiring necessary competences is more important than their performance in comparison with other students

- Reduce social comparison and public display of exam results (public lists with exam results are an additional source of stress for many students)

Academic procrastination

Trpimir (25), has completed his course of studies in the English language and literature, but has not taken the final examination yet. He has serious problems with procrastination on his obligations. He usually delays writing term papers and studying for exams until the very last moment so he sometimes even misses scheduled exams. He explains procrastination on his academic obligations to himself as a consequence of multiple family commitments, but he is aware of his time management issues. Given that he is actually very interested in his studies, the fact he cannot accomplish his assignments on time surprises him to a great extent.
As long as he can remember, Trpimir has felt badly about situations when he lets down his own expectations, as well as expectations of others, especially his parents. The more important the upcoming exam, the greater Trpimir's fear from the potential failure. This is the reason he often feels uneasy even just from looking at a book, and it is hard for him to start studying, although he really wants to pass the exam, earn as good grade as possible, and learn as much as possible. In order to account for procrastination on his obligations to himself, being a responsible young man, Trpimir has been very committed in taking a great part of family commitments on himself, on a much greater scale than his parents expect. And when he finally started studying, there simply was not enough time left for him to go through all the assigned materials. Trpimir barely managed to pass the exam, and he justified his poor success by saying "I have begun studying too late, next time I will definitely begin sooner". However, next time the situation was the same. Trpimir's results are far poorer than his abilities because he procrastinates on his obligations systematically and studies at the last moment.

Academic procrastination refers to delaying the beginning or finishing activities that are intended to be accomplished (Steel, 2007). It is usually demonstrated in a way that high-priority obligations are replaced by those of lower priority, which creates a false justification for the procrastination on accomplishing obligations.

Academic procrastination is the most common form of self-aggravating behaviors students engage into in order to protect the feeling of self-esteem (e.g. deliberately investing less effort, making excuses due to health problems, mood swings, etc.). Self-aggravating behaviors refer to creating a certain barrier (either imagined or real) to one's own achievement, so that a student has an excuse for a potential failure prepared in advance (Urdan and Midgley, 2001). For instance, students will often procrastinate on their obligations such as studying for mid-term tests or writing term papers. If they wait until the last moment to start working on accomplishing their obligations, it is likely they will not be as successful as they would be should they have started working on time.

Since this type of behavior as a rule ends up in poorer performance or failure, one might assume that a student, faced with such unfavorable consequences, will no longer engage in such behavior. However, what happens is quite the opposite, because with this type of behavior one can very efficiently "protect" his/her sense of self-esteem. More precisely, if a student experiences failure, s/he can assign his/her failure to the lack of commitment. This is the way to protect the sense of one's self-esteem, because there is no need to assign the failure to one's lack of abilities. At the same time, if in spite of procrastination on studying the student is successful, s/he can attribute this to his/her high abilities. Given that s/he has not invested enough effort in studying, precisely his/her abilities are the only possible explanation left. In contrast, if a student tries hard and does not procrastinate on studying, and still delivers poor results, it is highly probable s/he will conclude his/her abilities are poor, which negatively affects his/her sense of self-esteem. Previous research has shown that school and university students[v] with low self-regulation, low self-respect, and low self-efficacy are particularly prone to academic procrastination (Midgley and Urdan, 1995; Shanahan and Pychyl, 2007).

Among the most important environmental factors that affect engaging into self-aggravating behaviors are assessment requirements school and university students encounter (Pintrich and Schunk, 2002). When students estimate that their teacher assesses their abilities comparing them to the abilities of others, it is more probable they will engage into procrastinating on their obligations than when they estimate the things being assessed are their efforts, progress, mastering tasks. The teachers' focus on relative ability, good grades, and competition among school or university students is known as *performance orientation*, whereas the focus on efforts, mastering tasks, and individual progress is called *performance orientation*. If in the educational environment the focus is mastering, we can expect a lower

incidence of self-aggravating behaviors (Urdan and Midgley, 2001). Furthermore, providing students with quality feedbacks helps build the feeling of self-efficacy and, as a consequence, the feeling of self-esteem, which lowers the possibility that students will engage into self-aggravating behaviors.

The challenge of choosing the right approach to learning is expressed the most on the higher education level. The materials that need to be learned are as a rule very complex, the students are expected to master all strategies necessary for them to learn the required material, and to be very independent in doing so. At a certain point of their studies, nearly all students face a problem in this complex process, and their teachers can help them a lot in overcoming these issues as quickly and as efficiently as possible. If teachers show interest in the area they teach and a desire to make it familiar to the students through their approach to teaching, if they care about students, their success and their opinions, if they give quality feedbacks, set clear goals, and encourage students' independence, they will encourage their students to choose an efficient approach to learning (Ramsden, 2003). Such a support from teachers will be of great importance to all students facing learning problems, as well as other aggravating circumstances.

Endnotes

[i] In the Croatian text there are two terms – "organizacija vremena" and "upravljanje vremenom". First I have decided to retain two terms in the translation – "organization of time" and "time management". However, after reading the entire text, and especially the part dealing with the issue, I realized the authors used the two terms as synonyms, so I decided to write "time management" in most cases because it is a more usual collocation in English, and it actually describes better what is talked about.

[ii] In the original text there was, in my opinion, an unnecessary shift from the 3rd person plural to the 2nd person plural. In order to retain consistency within the translation, I have decided to retain the 3rd person plural. I used the pronoun "they" (Cro. "oni"), referring to "teachers", instead of "you" (Cro. "vi"). Also, I have decided to use the verb "can" in Simple Present, because the use of future tense in this context functions in Croatian, but in English it does not.

[iii] I have changed the order of the characteristics of a goal in order for them to create the English acronym, SMART. I have retained this new order in paragraphs lower in the text in which the characteristics are explained (one in each paragraph). Croatian equivalents were used and sequenced in such a way they create the Croatian acronym, MUDRO, the meaning of which is close to the meaning of the English SMART.

[iv] The authors have mixed tenses in the original text, and when I translated it into English it sounded somewhat confusing, so I have decided to put the entire section into the past tense.

[v]Since we have agreed on using the US English spelling and as neutral terms as possible (regarding US and British English), I have decided to translate "učenici i studenti" with "school and university students" in spite the fact I found the term "pupil" for "učenik" in our glossary of terms, because "pupil" is used in British English exclusively.

Translation 4

Lewycka, Marina. *Two Caravans*. Penguin Books, 2008. Print. Pp 161-167.

Pet kupaonica

U Jagodama Sherbury[i] radilo se potpuno drugačije nego na Leapishovoj oronuloj farmi jagoda. Posao je bio bolji, kao i plaća i prikolice. Bilo je popratnih sadržaja kao što su odvojeni štagalj sa stolom za stolni tenis, zajednička prostorija, televizor i telefon. Čak su i jagode bile bolje, ili su barem izgledale sličnije po veličini i boji. A ipak sam se svako jutro otkako sam bila ovdje budila s osjećajem praznine, s velikom ništavilom u sebi na mjestu gdje je nedostajalo nešto bitno.

Ne, zasigurno mi nije nedostajao onaj ukrajinski rudar. Ovdje je bilo mnogo ukrajinskih mladića, a nijedan od njih nije me uopće zanimao. Možda se samo radilo o veličini mjesta, pedesetak prikolica parkiranih jedna do druge u redovima toliko blizu jedna drugoj da je to više bio gradić nego farma. Nije se mogla vidjeti šuma, kao ni obzor, a ujutro vas nisu budile ptice, nego kamioni i muškarci koji su lupali drvenim paletama po dvorištu. Niste mogli čuti vlastite misli jer su ljudi neprestano razgovarali ili slušali radio. Glava mi je bila puna pitanja i trebalo mi je malo mira i tišine.

U redu, znam da se čini snobovski, no ovi Ukrajinci nisu bili moj tip. Htjeli su samo slušati pop glazbu i razgovarati o glupim stvarima kao što je tko će s kime u krevet. Oksana, Lena i Tasja ponavljale su: „Hej, Irina, baš si se svidjela Borisu.“ Ta svinja. Zaobilazila sam ga u širokom luku. Seks iz zabave nije me zanimao. Još čekam da naiđe *onaj pravi*.

Majka je zasigurno mislila da je tata[ii] *onaj pravi*. Tužno je što to još misli. Sinoć sam je nazvala iz govornice, na njezin račun. Nisam je htjela uzrujati pa sam joj samo rekla da sam otišla s one farme i da sam sada na drugoj. Majka je počela plakati i rekla mi da dođem kući, i koliko je usamljena. Odbrusila sam joj da zašuti i ostavi me na miru. Rekla sam da nije ni čudo da je tata otišao od kuće ako ga je tako gnjavila. Znala sam da to nisam trebala reći, no samo mi je izletjelo. Kad sam spustila slušalicu, i ja sam počela plakati.

Danas nakon posla sjedila sam na svom ležaju i pokušavala čitati knjigu na engleskom, no nisam se mogla koncentrirati. Svako malo bih se rasplakala bez razloga. Što mi je bilo? *Irina, trebala bi ponovno nazvati mamu. Trebala bi se ispričati. Da, znam, ali...* Obukla sam

traperice i pulover jer je već postalo hladno, i krenula do govornice. Zamolila sam nekoga za kovanice. Nekoliko se ljudi ondje motalo. Tada sam ga ugledala.

Nisam ga nikako mogla zamijeniti za nekoga, čak ni s leđa: jakna od umjetne kože, štakorasti konjski rep. Stajao je na vrhu stuba, kucao na vrata ureda i navirivao se unutra. Želudac mi se okrenuo. Je li se to moja mašta poigravala mnome? Zatvorila sam oči i ponovno ih otvorila. Još je bio ondje. Možda ću ga odsad vidjeti gdje god pogledam. *Ne, ne razmišljaj tako. Ako si dozvoliš da tako razmišljaš, njegova si. Samo bježi. Bježi.*

*

Draga Sestro[iii]

Još sam u Doveru gdje postajem uhvaćen u prolaze Vremena no imam posve novu vijest za tebe.

Dok sam jučer čekao Andrija na pristaništu onaj vragolasti mzungu iz prikolice s jagodama Vitalij odjednom se pojavi i stade nas nagovarati na putovanje u drugi grad na pokolj pilića[iv]. Tada se velika Množina okupi i stade vikati i govoriti u jezicima[v] neki su čeznuli biti dijelom pokolja a neki su prokleli Vitalija i prezreli njegovo ime. Jedan je čovjek zavapio da je Vitalij *moldavska muška igračka* i pohranio sam tu izreku u pamćenje jer me muči njezino značenje.

No kad smo otišli onamo gdje bijahu pilići Andri održi veleban govor o Samopoštovanju u kojemu reče da bivaju stvari koje se ne smiju počiniti čak ni za novac bijaše to kao da Naš Gospodin tjera kamatare iz hrama. I tako pilići bijahu spašeni i dovedosmo sa sobom natrag Tomaža i Martir[vi] i Jolu koji se ondje skrivahu i vratismo ih u Poljsku. Bijah jako tužan što se rastajemo pogotovo zbog Tomaža i njegove gitare.

U Doveru smo sreli Sina Zloga[vii] i Andri ga je pitao za obitavalište divotne beračice jagoda Irine jer je ta dama njegova dragana i govori da je moramo otkriti prije no što je Sin Zloga obljubi i uspostavi nad njom Podmuklu Vladavinu. Požurujući njezino Spasenje vozili smo se nanovo ovom zemljom zelenom poput visoravni Zombe s gustim drvećem i cvjetajućim grmljem na vrhovima brežuljaka. Tada se Andri raspitivao za moju zemlju i rekoh mu da su naša brda i ravnice velebne ljepote i naši su ljudi znani po najtoplijim srcima u Africi i sve je neravno. Tvoja zemlja zvuči baš poput Ukrajine rekao je bratskim tonom.

Rekoh mu da je u razdoblju suše sve prekriveno crvenom prašinom. U Ukrajini je prašina crna reče.

Andri je dobar čovjek srca punog bratske ljubavi. Iako ima žensko ime i engleski mu je loš osim Toby Makenzija[viii] on je najbolji mzungu kojega sam ikad upoznao. Možda ima afričko srce isto i njegov pas. Isto je veleban vozač jer nas je izbavio iz mnogih nedaća zagovorom sv. Kristofora čiji medaljon uvijek nosim oko vrata koji mi je dao otac Augustin uz molitvu da me sigurno vrati u Zombu.

Katkad sanjam o ljepotama Zombe i dobrim Sestrama od Bezgrešnog začeća u obližnjoj Limbi koje me primiše nakon smrti naših roditelja i nakon što naše sestre pođohu na rad u Lilongwe a ti moja najstarija najponosnija najvoljenija sestro dobi Stipendiju za Njegovateljicu u Blantyreu te bijah posamljen[ix].

Onda mi je dobri otac Augustin postao poput oca i prije no što stigoh u Englesku govoraše mi o Svećenstvu nježnim riječima prijazno rekavši mi da bih bio vrhunski svećenik i da bih mogao ići u sjemenište u Zombi kako bih naučio Tajne što je vrlo poželjivo[x] za mene jer gladujem i žeđam za Znanjem. I reče reći ćeš Zbogom Smrti jer umire samo tijelo a ne duša i pjevat ćeš u Zboru Anđela.

No Zbogom Smrti znači također i Zbogom Kanalnom Znanju[xi] koje je zemaljsko zadovoljstvo i zbog toga mi je srce nemirno draga sestro. Jer moram donijeti Odluku.

Dok smo se vozili priupitah svoga mzungu prijatelja Andrija shvaćaš li srce Božje? Odgovori mi da to nitko ne shvaća i ako je problem nerješiv čemu trošiti vrijeme brinući se zbog njega? Tada nas dovede na isto lisnato mjesto gdje smo jednoć već stali i jedosmo poput Sljedbenika kruha i ribe. No još bijah nezadovoljan i upitah Andri brate jesi li ikada iskusio kanalno znanje?

Nakon nekih vremena[xii] reče Emanuele zašto me to pitaš? I iznijeh svoj nemir preda nj rekavši ako odaberem kanalno znanje proći ću dolinom smrti[xiii]. Andri zatrese glavom i glasom poput opsjednuta čovjeka reče prijatelju zašto postavljaš sva ova velika pitanja? Zašto neprestano govoriš o kanalu? Zašto neprestano misliš o smrti? Premlad si za to mišljenje. Danas je samo jedno veliko pitanje nama: gdje je Irina???

*

JA SAM PAS TRČIM NJUŠKAM GAZDA KAŽE IDI TRAŽI MIRISE ŽENKE OD VRPCE OKO VRATA NJUŠKAM NAĐEM DRVO S MIRISOM OVE ŽENKE ALI ONA NIJE TAMO NAĐEM SMRDLJIVI PAPIR OD LJUDSKE HRANE S MIRISOM ŽENKE KAŽEM GAZDI NE RAZUMIJE TRČI TRAŽI NJUŠKAJ KAŽE NJUŠKAM TRČIM JA SAM PAS[xiv]

*

Zašto ovaj beskorisni pas trčkara uokolo u krugovima i njuška stare komadiće papira i opuške cigareta na tlu umjesto da slijedi njezin trag? Znači li to da više nije ovdje? Andrij osjeti zebnju oko srca. Koju je ono drugu farmu jagoda Vulk spomenuo? Sherbury? Možda bi trebao pogledati ondje.

Skretanje za Sherbury nalazi se nekoliko kilometara dalje uz cestu. Na početku uzbrdice odmah uspori i oprezno prebaci u prvu brzinu da bi došao do vrha brda. Prođu ugibalište s drvoredom jablana i ondje dolje ugleda njihovo polje jagoda, montažnu kuću sa zaključanim vratima, mušku prikolicu, čak i pregradu ženskog tuša koju je načinio. Sve se čini toliko poznatim, a opet tako udaljenim, kao mjesta iz djetinjstva na koja se ponovno vraćao. Na dnu polja su vrata ograde gdje je drugačiji, bezbrižniji Andrij Palenko nekoć gledao aute kako prolaze i sanjario o plavuši u Ferrariju.

Ako je još živa i skriva se, pomisli, možda bi došla ovamo. Okrene auto, prođe kroz vrata te parkira pokraj kuće. Polje izgleda zapušteno. Očito nitko ne bere ove jagode već neko vrijeme. Mnoge su prezrele i trunu na tlu. Korov se uzdiže između redova jagoda.

Emanuel skoči dolje i donese sve posude iz njihove prikolice, te ih krećući s donje strane polja počinje puniti jagodama. Za svaku bobicu koju stavi u posudu, stavi i jednu u usta. Bi li ga trebao pokušati spriječiti? Nema veze. Nije kraj svijeta ako mu kasnije i bude nedostajalo malo jagoda u posudama.

Netko je ponovno podupro njihovu mušku prikolicu ciglama, no ozračje unutra je zapušteno i pusto: uginule muhe uz prozore, paučina, miris plijesni i ustajalosti koji nikada nije primijetio dok su ovdje živjeli. Pogleda svoj stari ležaj, prljavi madrac s mrljama od znoja. Ni to nikada nije primijetio. Andrij Palenko koji je nekoć ovdje spavao bio je drugi čovjek. Već ga je prerastao, kao tijesne cipele. To se dogodilo tako brzo.

Hm. Evo nekih znakova nedavne aktivnosti: nekoliko čaša u sudoperu s blagim mirisom alkohola u njima i iskorišteni prezervativ na podu pokraj bračnog kreveta. Ovdje se sastaju neki tajni ljubavnici. Nasmije se. Uzme prezervativ i zamota ga u papir te ga baci u kantu za smeće prije no što ga Emanuel ugleda. No Emanuel se zaljuljao u svojoj staroj mreži, i leži ondje s blaženim izrazom lica, lagano se njišući. Andrij se samo na trenutak ispruži na bračnom krevetu i zagleda se kroz prozor u polje gdje je nekoć bila ženska prikolica. Obuzme ga tmuran osjećaj. Zatvori oči.

Sveca mu! Odjednom je šest i petnaest! Protrese Emanuela da ga probudi.

„Hajde, prijatelju. Idemo!“

Da sve ubrzaju, odvoje prikolicu od Land Rovera i ostave je da je kasnije pokupe. Tiho, a da ne kaže Emanuelu, uzme iz ruksaka pištolj s pet metaka i ugura ga u džep hlača.

Farma jagoda u Sherburyju samo je nekoliko kilometara dalje. Izgleda više kao tvornica nego kao farma, industrijsko mjesto bez duše s velikim halama za pakiranje i kamionima koji čekaju da ih natovare. Ovdje nema polja jagoda, no iza niske žičane ograde nalazi se polje puno prikolica, deseci prikolica, bezimenih pravokutnih kutija parkiranih blizu jedna drugoj poput automobila na parkiralištu. Uđe Land Roverom u dvorište i pogleda uokolo.

Na zgradi od cigle na kraju dvorišta nekoliko stepenica vodi do vrata na kojima piše „ured“. Zatvoreno je, no ljudi dangube na dnu stepenica. Prilazi im nasumce: „Tražim djevojku iz Ukrajine. Zove se Irina.“ Upućuju ga u jednu prikolicu za drugom, brbljajući o tome tko gdje živi, ostavljajući ga da čeka. Hajde, hajde. Vrijeme prolazi, a oni se ne miču s mjesta.

Endnotes

[i] I was not sure whether I should translate “Sherbury Country Strawberries“ or keep the original name, but since the company does not really exist, and since my colleagues decided to translate “Buttercup Meadow“, I decided to put a Croatian name so the potential reader that might not know English would not have problems with understanding this, and I wanted to be coherent.

[ii] Although Mamma and Pappa are capitalized in the book, I decided to put small initial letters in the translation because in Croatian it is not common to write those words capitalized. English is more flexible when it comes to capitalization than Croatian so in an English text it can function, bit in Croatian it just draws unnecessary attention. Most of my colleagues agreed on this.

[iii] Emanuel, being educated by Father Augustine and nuns, has a specific way of expressing himself. He often uses “big“ words, apparently he read the Bible a lot. Throughout his letters to his sister, he uses numerous wrong or unusual collocations, archaic words, sometimes he makes up words that look like they belong to the English language and one can easily understand them, but they actually do not. He uses words and phrases form the Bible, and writes some words capitalized, probably because they were capitalized in religious books he had read while being educated. I have tried to retain similar characteristics in the translation, using some archaic words and phrases, verb forms that are not used as much today as they once were. My colleagues and I have agreed to capitalize the words that are capitalized in the original text, and to try to retain as many characteristics of Emanuel's expression as possible. Here I have decided to capitalize “Sister“ because Emanuel here addresses his sister. Later on he does not capitalize it, so I have not either. Emanuel also does not use commas, so I have not used it either (in the letter, of course). I have not explained all of my interventions because there would be too many explanations, but here I have explained the types of Emanuel’s mistakes and how I have dealt with them. Additional explanations I have added for the most prominent interventions.

[iv] As I have said in the Endnote iii, Emanuel often uses unusual collocations, so I have chosen “pokolj pilića“ instead of “klanje pilića“, which would be a stylistically unmarked translation.

[v] Again, a reference from the Bible, “to speak in tongues”, from the First Epistle to the Corinthians, 14:39.

[vi] Emanuel confuses Marta's name for a martyr. In some letters he even calls her Catholic Martyr. Because she is so religious, he probably thinks either her real name is Martyr, or others just call her that. My colleagues and I have decided to write “Martir“ in the translation, because it is similar to Marta, has the same connotations, and it is possible for a foreigner to confuse some phonemes in a word they do not know from before, especially because of Emanuel's background.

[vii] I have found “Spawn of Evil“ in The Gospel According to Matthew (13:38), and it was translated as “sinovi Zloga“.

[viii] Taking into account Emanuel's apparent problem with names, I have decided to make a mistake here too and put “Toby“ in the wrong case.

[ix] I have decided to make up a word here, just as Emanuel says he was “beloned“. That word does not exist in standard English, just as “posamljen“ does not exist in standard Croatian, but I believe both words are transparent and one can understand what Emanuel wanted to say.

[x] Emanuel says “desirous“ instead of “desirable“, and “desirous“ does not exist in English, so I have decided to use “poželjivo“ instead of “poželjno“.

[xi] “Canal Knowledge“ is a reference to “carnal knowledge“, a euphemism for sexual intercourse, also originating from the Bible. I have translated it with “kanalno znanje“, since Andriy does not understand Emanuel and asks why he always talks about canals.

[xii] Usually in Croatian one would say “nakon nekog vremena“, but I have used this unusual form because Emanuel also uses an unusual form in English, “after some whiling“. My colleagues have also agreed on this.

[xiii] Another Bible reference, Psalm 23:24.

[xiv] This is a part where the dog is thinking. There are no sentences here, just his thoughts one after another, without much coherence, so I have tried to keep it like that in the translation as well. However, I have decided to postmodify “ribbon-on-neck female” and “man-food paper” in the translation with relative clauses because constructions like that do not function in Croatian, unlike English.