The Provision and Development of Training Resources for Croatian-English Translators

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Abstract

In the Croatian translation market, English has for some time been the number one language, and there is a vast number of texts from all sorts of genres that are translated into Croatian. Conversely, the volume of translation from Croatian into English is small but steadily growing. This direction of translation presents challenges to many if not most Croatian-English translators who are L1 (or A-language) speakers of Croatian and who often encounter difficulties when translating into their L2 (or B-language). This paper contextualises this practice by presenting data on the volume of books translated in this language direction, and on the profiles of those who work from Croatian into English. Our main focus is on how to train translators to work in this language direction and in particular, which resources are available to trainee and practising translators to acquire or augment skills. An overview is given of the various translation-related resources that have been published over the last 40 years and of the particular functions that they sought to fulfil. Over the last 10–15 years, handbooks for specific language combinations have become a commonplace resource that provide a grounded and step-by-step approach to key concepts and terms, followed by original texts and model translations that are accompanied by annotations. In line with this contemporary trend in pedagogical resources, we present and discuss a handbook published in 2019, entitled *Translating from Croatian into English: a handbook with annotated Translations* that was edited by the authors. We describe how the handbook addresses both trainees as well as practitioners in a practical way by outlining a functionalist approach to translation. In the handbook, principles of text analysis are presented in a clear and direct way and show how a translator may be guided to achieve a functionally appropriate translation into English. The contribution of the handbook to translator training and the translation market in Croatia (and beyond) is discussed with the prediction that the growing volume of Croatian-English translation will likely require the production of further resources specific to this language combination.

Keywords: Croatian-English translation, translation studies, translation pedagogy, translation training, translation resources

Introduction

In Croatia, translation has a long and rich tradition. In the late Middle Ages, monasteries along Croatia's Adriatic coast were centres for the translation of religious and literary texts from Latin and Ancient Greek into the local language, resulting in the first (multi-lingual) Croatian dictionary *Dictionarium quinque nobilissimarum Europae linguarum Latinae, Italicae, Germanicae, Dalmaticae et Ungaricae* ('Dictionary of the five most noble European languages – Latin, Italian, German, Dalmatian and Hungarian') published by Faust Vrančić in 1595. Soon afterwards, the first Croatian grammar appeared, written in Latin by Bartol Kašić, *Institutionum linguae illyricae libri duo* ('The Structure of the Illyrian Language in Two Books'). Since then, we observe that translators have continued to be key protagonists in Croatian history. For example, in 1830, Ljudevit Gaj, a Croatian writer and translator from German and Hungarian published an orthography that codified the use of graphemes and diacritic symbols for Roman-script Croatian. In the nineteenth century, translation from German, Hungarian, Venetian and Florentine Italian enriched Croatian literary expression and popular as well as scientific thought, and translators functioned also as codifiers of standard expression. Since the middle of the twentieth century, English has become the language that translators in Croatia now work in most often. The volume and diversity of texts translated between Croatian and English has increased greatly in recent years and this means that there is a high demand for translators and for many of them to work bi-directionally across a wide field of text genres.

This paper focuses on learning resources for trainee and practising translators working in the Croatian-English language combination. The paper is structured in the following way. In section 2, we provide an overview of the Croatian-English translation market together with data on directionality of translation, i.e., the volume of translation from English into Croatian, and from Croatian into English. Section 3 focuses on Croatian into English translation and the profiles of translators working in that language direction. In Section 4 we list and evaluate pedagogical texts – textbooks, handbooks, guides, critiques etc. – that have been published over the last forty years and used as resources in the teaching of translation at Croatian universities and for self-taught practitioners. Section 5 outlines the pedagogical and conceptual basis for a resource, edited and recently published by both authors of this paper, entitled *Translating from Croatian into English: a handbook with annotated translations.* We outline recent developments in translation

pedagogy and the conceptual basis of handbooks for specific language combinations. We then briefly go through the handbook and explain how its step-by-step format provides key preliminaries such as concepts and terms with examples from English and Croatian. The centrepiece of the book is eleven Croatian original texts and their translations into English with annotations that identify specific translation problems and the strategies that professional translators have employed to address these. The conclusion in Section 6 contextualises the contribution to translation pedagogy that the handbook aims to make.

Overview of the Croatian-English translation market and directionality of translation

Over the last 30 years, the volume of translations from English into Croatian and from Croatian into English (and from and into other European and non-European languages) has grown substantially. It is not possible to provide exact figures on the volume (i.e. number of words, pages and texts) because the sheer mass of different text genres (e.g. laws, patents, medical histories, tourist information, marketing materials, legal documents) used in different forms and formats (e.g. bound report, A5 brochure, online survey, hard copy) and with different word counts (e.g. from a 1-word medical term to financial or legal documentation that can encompass millions of words) make this impossible to measure and quantify. We do have reliable data on at least one form of text, namely translations that appear as printed books that have a designated ISBN number. For decades, UNESCO collected and collated data on published translations that have appeared in book form from all its member states (i.e., nearly all countries in the world) and published this on its *Translationum* database. We present the numbers of books translated in both directions overall below according to the nine main fields or thematic areas identified by UNESCO. Table 1 presents this for the time period 1992 (the year in which Croatia's independence was recognised and where the vast majority of books published in that country were clearly identifiable as being translated into or from Croatian) to 2015 (when UNESCO ceased to systematically collect this information from member states' national bibliographical and cataloguing registries).

Table 1. Books translated between English and Croatian published anywhere worldwide 1992–2015 (UNESCO, n.d. a)

Field/Theme	English into Croatian	Croatian into English
Fictional literature	4,510	132
Applied sciences	1,716	112
Philosophy, psychology	1,290	9
Law, social sciences, education	1,178	234
Religion, theology	1,113	33
History, geography, biography	449	271
Arts, games, sport	400	402
Natural and exact sciences	337	36
Other	378	17
Total	**11,371**	**1,246**

Table 1 shows us that the number of books translated from English into Croatian is over nine times greater than the number of books translated from Croatian into English. This reflects the considerable differences in the number of books published in each language; the number of book titles published in English each year is approximately 600,000 (UNESCO, n.d. b). This is nearly 100 times greater than the number of books published in Croatia in Croatian, which in 2012 was 6,166 (tportal.hr, 2013). The levels of interest, need or demand for publications from the other language groups are also quite different. In Croatia, this level is high for English-language publications while in English-speaking countries the equivalent level for Croatian-language publications is low.

Although the statistics for published books are only indicative of, and not an accurate representation of the total number of types of texts that are translated, they provide us with an insight into the variety of text

genres and of the language direction that translation commonly occurs in. At the outset, we can deduce that translators working in the English-Croatian language combination are much more likely to be engaging in translation work from English into Croatian, rather than Croatian into English.

We will look briefly at the *Translationum* list to see if there are predictable patterns to the fields or thematic areas and volume that books published are in. With regard to English books translated into Croatian, popular (as well as 'high-brow') English fiction is a high-volume area of translation (Labaš & Mihovilović, 2011) and this is not surprising to anyone who has been in a Croatian bookshop. A high volume of translation in the field of applied sciences is also unsurprising, as is the area of philosophy/psychology with the latter field possibly consisting of a large number of translations of 'self-help' books (Imre, 2014). Looking at the other direction, from Croatian into English, the highest volume field/thematic area is 'arts, games, sport', which may be surprising. Successfully targeting readers interested in cultural artefacts, perhaps in the form of pictorial books featuring architecture or other cultural sites or features may account for this group being the most popular (Skoko, 2004). Similarly, books on Croatian history, geography and biographies could be published targeting a similar kind of English-speaking readership and this may account for this as the second most popular group. Translation of Croatian literature into English is only the fourth-most frequently translated type of text.

Most Croatian-English translators are located in Croatia and are themselves usually native-speakers of Croatian, with high level, but not native-like proficiency in English. A principle of some approaches to translation is that a translator should work only *into* his/her native- or dominant language, which we hereafter refer to as their L1 (which is synonymous with the term 'A-language', Snell Crampton, 1989; Kelly, 2006). As can be extrapolated from the data presented in Table 1, most translations of books are produced in the language direction from English into Croatian. As most work in this area is from English into Croatian, most Croatian-English translators, as L1 Croatian speakers, are upholding the afore-mentioned principle of translating into their L1.

Translation from Croatian into English and the linguistic profiles of Croatian-English translators

We move now to translation from Croatian into English, which will be our focus for the remainder of this paper. Although the volume of translation in this direction is not so large, it is the 'harder' direction for most Croatian-English translators to work in, due to the fact that, as mentioned, that most of them are Croatian L1 speakers. The number of Croatian-English translators with English as their L1 is comparatively small. Croatian is not widely taught or learnt as a foreign language and few people of non-Croatian background learn the language, or at least not to a level required to be able to work as translators. Many if not most of the English L1 translators are Croatian-origin emigrants of the second- or third generation who have grown up in Anglophone countries with English as their dominant language. Even still, the number of English L1 translators with this profile is modest, and not big enough to address the total volume of Croatian into English translation, which is now considerable. Therefore, both in and outside of Croatia, the bulk of Croatian into English translation work, is performed by Croatian L1 translators, working into their L2 or non-dominant language. To give an idea of how many people in Croatia are working as translators we refer to statistics from the past 10 years or so.[1] Šonje (2014: 32) quotes figures collected by the Croatian Bureau of Statistics in 2012 which reported that there were 759 people registered as providers of translation services. More recent data collected by Tuđa (2018) that encompass both those who work solely as translators and well as those who provide these services alongside others shows that there are "*1,466 freelance translators and 418 translation companies*" in Croatia.

These translators have the advantage of fully understanding the Croatian original text, or 'source text', of being part of the Croatian-language readership, or 'source text audience' and being familiar with culture and society that the source text was created in, i.e., the 'source culture'. However, they have the disadvantage of having to produce a translation, or 'target text' in a language that is their L2. They need to do this for an English-speaking audience, or 'target text audience' that they may not be closely familiar with, and for an English-language culture (if 'one' English-language culture exists; it is probably more accurate to say that

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[1] We note that not all translators in Croatia work in the English-Croatian language combination and that many work in other languages such as German, French and Italian. But it is likely that the majority of them work in the English-Croatian language combination, as this is the one that has the largest volume of work by far.

there are 'multiple' English language cultures), or 'target culture' that the translators, by their own admission, may not always fully understand. The desire to avoid these challenges is what underpins the principle mentioned in Section 2: that translators should work into their L1 only. However, when one considers the volume of translation that is performed globally on an annual basis, *from* languages such as Chinese, Arabic, Russian and Japanese (just to name some 'big languages') and from nearly all 'smaller languages' across the world, it is clear that *most translations* are performed by translators who are working from their L1 into their L2. This is empirical evidence that translation can be performed into the L2 (Campbell, 1998; Pokorn, 2005).

Translators working into English as their target language face a number of challenges. The obvious ones are linguistic: as L2 users, they are required to produce target texts that contain appropriate lexical and terminological choices, grammatically correct sentences and adhere to English orthographical and punctuation norms. Moving beyond this, the translator works from a brief, i.e., instructions from the commissioner of the translation work about the anticipated recipients of the translation, for whom it is being prepared, and in some cases, the desired purpose of the translation for the target text audience. If the commissioner gives further information about adaptation of the target text to closely match specific features of the target audience, e.g., use of metric vs. imperial measures, or employing a sociolect specific to a particular occupational group, then this may be viewed as an example of localisation.[2] Localisation is an activity or intervention that occurs in addition to (i.e., after) translation or within the translation process as an added feature (Pym, 2014).

Further linguistic challenges for the translator are register, i.e., using a stylistic or specific level of formality that conforms to the required genre, context, setting and purpose of the text. For translators working into English as their L2, parallel texts, i.e., English-language texts on the same topic or of the same function as the source text, are useful models regarding the choice of linguistic forms relating not only to register, but terminology, collocations, phraseological and idiomatic constructions amongst others (Pearson, 2014).

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[2] Although there is no consensus on how to define localisation, we should point out that our use of the term localisation differs from its usual meaning in Translation Studies, which can be summarized as "*a new form of translation marked by the digital medium*" (Fischer & Nisbeth Jensen, 2012:111).

For Croatian L1 translators translating into English, English as the 'target language' could, as alluded to, be more accurately described as *Englishes*. While UK and US English remain the most prestigious varieties (along with differences in pronunciation and spelling conventions between them), English is, in reality, a polycentric language (Phillipson, 2000). This means that there is no single variety of English that is the defining and authoritative version. There are differences between the varieties of English spoken in the inner circle countries of the UK, UK, Ireland, Canada, Australia, New Zealand, Singapore and so on, and the same applies to the varieties of English spoken in outer circle countries such as India, Pakistan, Nigeria, Kenya, Zimbabwe, India, Singapore, Malaysia, and The Philippines (Kachru, 1992). Croatia belongs to the expanding circle of countries in which English has had no historical or governmental status as an official language. Those in Croatia who know English can take comfort from the fact that they belong to the majority of the world's users of English who are not L1 but L2 users of the language. The challenge that this number of Englishes presents for the Croatian into English translator is that linguistically and orthographically s/he needs to use *a* particular variety of English, usually either UK or US English. The policy of the European Union is and remains that in official communication within EU institutions, UK English is to be used, notwithstanding the UK's departure from the EU. Where the brief requires the translator to use a particular variety of English for a specific target text audience, the translator should endeavour to do so.

A development that has occurred along with the ascent of English as the global lingua franca is that consumers of texts translated into English are themselves very often not L1 users of English. This means that Croatian into English translators can often be translating for an English-language target text audience that is itself very heterogeneous, with different levels of assumed or shared knowledge, and variation in the way that they use and consume texts. This means that translators into English typically use linguistic forms that are broadly understood and common to all or a large number of varieties of English. At the same time the translator avoids those forms or constructions that are specific to one or a smaller number of varieties, unless a brief to localise the translation requires him/her to do so.

A retrospective survey of materials and resources for translation training

Although translation is an age-old activity, it has only started to develop as an area of specialised training and a field of academic study in the second half of the twentieth century. Before this, where translation was taught in a systematic way, it was usually taught as a specialist language exercise for high-level learners of a foreign language, firstly to translate texts from the foreign or L2 into their native or L1, and then for very advanced-level students to translate from their L1 into their L2. Translation has been and is still sometimes taught as a particular 'stream' (*prevoditeljski smjer*) within foreign-language departments as part of graduate programs at Croatian universities, as well as elsewhere.

Translation is a text-based activity, and the teaching materials used in translation classes taught at the upper levels of secondary school or in the lower years of undergraduate philology programs usually consisted of texts that students had gained familiarity within language acquisition classes. For example, if students had just used texts such as personal narratives, forms of business correspondence or advertising brochures in the foreign language as a resource in class to extend their learning and to improve their proficiency in the foreign language, these same texts could be used as source texts from which students translated into their L1. For more advanced level students, the instructor would often give students texts of a similar genre and thematic content in the L1 and require students to translate these into their L2 (Laviosa, 2014). Students would then use the foreign language texts that they have already worked with as 'models' or 'parallel texts' that guide them in their production of the target text in their L2 (Cook, 2010).

The use of 'real' or slightly abridged texts in undergraduate and postgraduate translation programs is common. Translation instructors typically select source texts across fields that are commonly required in the translation market (e.g., laws, patents, medical histories, tourist information, marketing materials), supply these to their students outside their normal contact hours, students translate them at home individually or in groups, and submit their prepared translations to instructors, with feedback provided in workshops or tutorial classes (Kiraly, 2012). We do not focus here on the plethora of source texts that are used in translator training as their number and scope is too broad. Instead, we focus on those resources that are not texts for translation, but on the resources that

have been published as textbooks, handbooks, guides or other resources that are contributions to translation pedagogy.

One of the first and most important books was Vladimir Ivir's *Teorija i tehnika prevođenja* ('Theory and Technique of Translation') published in 1978. Ivir's book provided a comprehensive overview of concepts and terminology, and the social function, historical tradition, and different modes of translation, including sight translation and interpreting. It situated translation as an activity in models of communication that emerged in the 1970s, e.g., Hymes' (1974) SPEAKING model, discussed the use and value of translation aides, touched on the social status of translators, and gave a systematic break-down of most sub-disciplines of linguistics – phonology, orthography and use of graphemes, lexicon, syntax and morphology – to demonstrate how translators apply their knowledge in these fields to produce accurate and appropriate source texts. Ivir's book was aligned to work on the large-scale Croatian-English Contrastive Project led by Rudolf Filipović (1985; 1987; 1993), but the impact of his publications reached beyond this project, and his publications were and still remain widely read inside and outside Croatia (Ivir, 1969; 1987; 1995).

Another prominent publication was the 550-page *Prevođenje: suvremena strujanja i tendencije* ('Translation: contemporary directions and trends') edited by Mihaljević-Djigunović and Pintarić (1995). This volume contained a large number of contributions, from theorists, researchers, trainers and practitioners. In the following year, Erich Prunč's *Posljedice prevođenja. Priručnik za prevoditelje* ('The consequences of translation. A handbook for translators') appeared. The book is based on a comparison of a Croatian source text, Franjo Tuđman's *Bespuća povijesne zbiljnosti. Rasprava o povijesti i filozofiji zlosilja* (lit. translation: 'Wastelands of historical reality: A discussion on the history and philosophy of aggressive violence'), with its published English translation bearing the title *Horrors of War: Historical Reality and Philosophy*, trans. by Katarina Mijatović and its German translation (*Irrwege der Geschichtswirklichkeit. Eine Abhandlung über die Geschichte und die Philosophie des Gewaltübels*, trans. by Vesna Ivančević and Jasna Schmidt). Prunč's handbook contains an error analysis of non-target forms located in the German target text and provides a contrastive linguistics-based presentation of the correspondence and non-correspondence of various structures, together with commentary on certain translation principles.

Literary translation has been the focus of two publications. Grgić (2005) edited a collection of papers on literary translation entitled *Prevođenje kulturâ. Iskustva u prevođenju kulturâ* ('Translating cultures. Experiences in the translation of cultures'). A collection of essays and critiques from Josip Tabak, entitled *O prijevodima i prevođenju* ('About translations and translation'), was compiled by Grgić Maroević and Maroević (2014) which provided the views and insights of one of Croatia's most productive and prolific literary translators. Error-analysis focused studies on translation are provided by Premur in *Modeli prevođenja* ('Models of translation') (2005), and in *Aspekti teorije prevođenja* ('Aspects of the theory of translation') (2006). A textbook by Bratulić (2010) entitled *Found in Translation. Handbook with Exercises* has the primary aim of being a workbook resource for advanced learners with translation exercises functioning as a key exercise to achieve this. Her book is an example of the re-emergence of translation in language learning foregrounded above (Laviosa, 2014).

Two recent books have been published that have significantly advanced Translation Studies in Croatia. The first is edited by Stojić, Brala-Vukanović and Matešić (2014), *Priručnik za prevoditelje. Prilog teoriji i praksi* ('A handbook for translators. A Contribution to theory and practice'). The handbook contains 18 contributions from linguists, translation academics and practitioners divided into five sections that cover key areas relevant to both practice and training: the act of translation with an introduction to theoretical concepts; an overview of different fields of translation with chapters on literary translation, consecutive and simultaneous interpreting, and audio-visual translation; technical registers and translation with contributions on specialist language, business and commercial discourse, and legal texts; features of Standard Croatian relevant for translators; and papers on computer-assisted translation tools and inter-cultural communication in translation.

The second book is Pavlović's (2015) *Uvod u teorije prevođenja* ('An introduction to theories of translation') that provides an overview of the fundamentals of translation theories. It covers the following: equivalence, inter-cultural communication, text linguistics and discourse-based theories about translation; deconstructionism, feminism, post-colonial theory and Cultural Studies approaches to translation; a description of *Skopos* theory and functionalism, translator competencies and translation ethics; cognitive and professional aspects of translation processes; globalisation, internalisation, localisation, contemporary tools

and resources, the role of translation in globalisation and in localisation and its effects on a language group's culture.

As can be seen, a variety of pedagogically and research-focused resources have been published over the last 40 years or so, from theoretical overviews to error-analysis critiques, and from advanced-level textbooks to studies on literary translation. However, no resource specifically addresses the 'harder' direction of translation from Croatian into English, and no resource provides a step-by-step approach to text analysis of source texts and a commentated guide to target texts. A recently published resource seeks to fill this gap.

A handbook for Croatian into English translation

In recent years a number of translation handbooks have appeared for various language combinations. The approach to translation adopted in many of them is a 'task-based' one that can be described as containing:

concrete and brief exercises that help to practice specific points […] leading along the same path towards the same end, or task [understood as] a chain of activities with the same global aim and a final product. On the way, both procedural (know-how) and declarative (know-what) knowledge are practiced and explored. (González Davies, 2004: 22–23).

Handbooks based on this approach include those for German-English translators (Gallagher, 1996), French-English translators (Armstrong, 2005), Dutch-English translators (Fenoulhet & Martin, 2015) and Italian-English translators (Cragie *et al.*, 2016). In particular, Schäffner's (2001) popular and well-received handbook for English-German translators containing nine original texts in English and German translations with annotations has proven influential in the development of step-by-step, task-based resources for trainee translators.

Influenced by the format of Schäffner's (2001) handbook which itself built on the work of Reiss and Vermeer (1984/2014) and that of Chesterman (2016) and influenced by models provided by resources in other language combinations, the co-authors of this paper edited a training resource, *Translating from Croatian into English: A Handbook with Annotated Translations* published in 2019. We outline here the approach and format of the handbook that addresses students undergoing formal training as well as those who are 'self-taught' practitioners.

In line with other contemporary resources, the handbook has a 'preliminaries' section (chapters 1–3) that introduces key information,

while the bulk of the handbook is devoted to the practice of translation itself (chapters 4–14). All notions and examples presented in the preliminary sections are directly relevant to translators in the Croatian-English language combination. The first section discusses translating into one's L2, an issue relevant to the overwhelming majority of Croatian into English translators. The handbook identifies quality issues and characteristics that translators need to be mindful of when preparing a target text in their L2. The next area presents key translation concepts and terms. These are set out clearly with examples drawing on both English and Croatian to demonstrate what the concepts and terms refer to.

The theoretical approach underpinning the handbook is then introduced, namely 'functionalist translation' based on *Skopos* theory (Reiss & Vermeer, 1984/2014). This theory advocates that translation, as a first step, should involve the identification of what the function of a source text is in its source culture and for a source language audience. Identification of this then guides the translator in preparing a target text so that it should *achieve the same function* in the target culture for a target culture audience. Further, an explanation is given of what *text types* are, as well as a definition of *genre*. Examples are then given of the linguistic forms that characterise a particular genre in English compared with the linguistic forms that characterise the same genre in Croatian. Through the examination of features at the textual level pointing to the similarities as well as the differences between English and Croatian texts, we show that it is important to understand this level first, so that the translator is informed and able to avert difficulties at further stages. This is an approach that underpins translation practice and contemporary pedagogy: firstly, the text as a whole and its 'macro-level' features are identified and understood; secondly, the translator considers the organisation of 'mid-level' areas such of individual sections, paragraphs or other features such as graphs, visuals etc.; thirdly, at the 'micro-level', the translator works on the translation of sentences and individual lexical items.

Two remaining areas are presented in the preliminaries section. The first is identifying 'translation problems', i.e., subjective difficulties that translators encounter, which can be sub-classified according to whether they are 'pragmatic translation problems', 'intercultural translation problems' or 'interlingual translation problems' (Nord, 1997). Examples of translation problems are given from English and Croatian source texts. The last area is an overview of 'strategies', that is "changing or reducing

the message in some way" or "preserv[-ing] the message but chang[-ing] the means, such as [via] the use of paraphrase, approximation, restructuring" (Chesterman, 2016: 85). We apply and adapt Chesterman's (2016) sub-categorisations of strategies, i.e., syntactic, semantic and pragmatic strategies, and match these with the type of translation problem (pragmatic, intercultural or interlingual) that they are most likely to be employed for. Examples are provided to show how strategies are applied and what kinds of translations into English or Croatian they may yield.

The second and larger part of the handbook is made up of 11 chapters. Each chapter addresses a specific genre. These are: news reports; newspaper commentaries; administrative reports; legal contracts; financial reports; medical research articles; art history monographs; historical texts; forewords to non-fictional texts; tourist brochures; and cooking recipes. Most of these genres are common for translators to work with, and the choice of source texts can be considered representative of such a variety of texts.

The structure of the chapters is uniform with each consisting of six sections. The first section provides key information about the source text, such as: title; author; date of production; country of production; text type and genre; and format. Second, a translation brief that corresponds to the instructions provided by the commissioner of the translation is given. In the third section, background information relevant to the context and content of the source text are presented. In the fourth section, specific features of the translation into English are discussed. The English target texts TT are models only and not examples of an authoritative translation. There are many ways to approach translation and our overall focus is to describe the steps taken in the production of the target text. Annotations then follow at the end of each chapter that identify the translation problems located in each source text, together with the strategies employed to overcome these.

Conclusion

This paper has provided a brief overview of features and trends in Croatian-English translation and resources available to trainee and practising translators. Given the steady increase in the number of people working in the translation and language services industries in Croatia (and elsewhere) due, in part, to the growth in Croatia's export industries (tourism, IT, agriculture, textiles and wood-based products), and to

'accelerating' events such as the country's accession to the EU in 2013 and its presidency of the Council of the EU in the first half of 2020, it is likely that the need and demand for translator training resources will continue. The publication, *Translating from Croatian into English: A handbook with annotated Translations* is a recent contribution to this need for training. In the future, we look forward to more resources that will enable the skill development of trainees and provide further professional development for practising translators.

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Sažetak

U ovom radu se daje kratak pregled značajki i trendova u hrvatsko-engleskom prevođenju i literature dostupnoj studentima i profesionalnim prevoditeljima. S obzirom na stalni porast broja djelatnika u prevoditeljskim službama u Hrvatskoj (i inozemstvu), što je posljedica rasta hrvatske izvozne industrije (turizam, informatika, poljoprivreda, te proizvodi od tkanina i drveta), kao i značajnih događaja kao što je ulazak Hrvatske u EU 2013., odnosno predsjedavanju RH Vijećem Europe u prvoj polovini 2020, izvjesno je da će se potreba i potražnja za prevoditeljskom literaturom nastaviti. Publikacija, *Translating from Croatian into English: A handbook with annotated Translations* je nedavno objavljeni doprinos ovoj rastućoj potrebi za obukom prevoditelja.