

A PROFESSIONAL TRANSLATION INTERNSHIP AT THE AGENCY FOR THE  
PROHIBITION OF NUCLEAR WEAPONS IN LATIN AMERICA AND THE  
CARIBBEAN (OPANAL)

A Degree Project presented by

SANDRA CRISTINA ZAPATA CARMONA

Submitted to the School of Languages of

The University of Antioquia in partial fulfillment

Of the requirements for the degree of

MASTER IN TRANSLATION

August 2020

Master of Arts in Translation



© Copyright by Sandra Cristina Zapata Carmona 2020

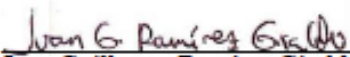
All rights reserved

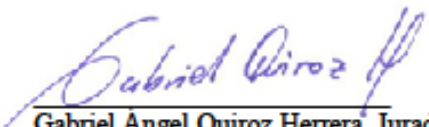
A PROFESSIONAL TRANSLATION INTERNSHIP AT THE AGENCY FOR THE  
PROHIBITION OF NUCLEAR WEAPONS IN LATIN AMERICA AND THE  
CARIBBEAN (OPANAL)

Tesis presentada por:


SANDRA CRISTINA ZAPATA CARMONA

Aprobada en cuanto a estilo y contenido por:

  
Juan Guillermo Ramirez Giraldo. Director de tesis.

  
Gabriel Angel Quiroz Herrera. Jurado.

  
Sandra Bibiana Clavijo Olmos. Jurado.

  
Paula Andrea Echeverri Sucerquia,  
Directora Escuela de Idiomas

*To my parents and my sister, for their unconditional love,*

*encouragement and support.*

## ACKNOWLEDGMENTS

Thanks to my academic advisor, Juan Guillermo Ramírez, for his timely suggestions to improve my written work. To my master's degree professors, Paula Montoya, Martha Pulido, Juan Manuel Pérez, Angie Tapia, Pedro Pávez, Juan Pablo Molina, Pedro Patiño, José Fernando Arismendy, Gabriel Quiroz, Carlos Muñoz, and Giovanni Diaz, for the valuable teachings I received from them, which have helped me to grow not only as a professional but also as a person.

I thank the University of Antioquia and its School of Languages, for the support given during the Master's program and for the economic help that both of them provided at the moment of doing this international internship in Mexico City; and their staff, for the constant disposition to help throughout these two years.

Last but not least, thanks to the OPANAL Secretariat and its staff members, for giving me the opportunity to be part of their Agency during my internship.

## ABSTRACT

# A PROFESSIONAL TRANSLATION INTERNSHIP AT THE AGENCY FOR THE PROHIBITION OF NUCLEAR WEAPONS IN LATIN AMERICA AND THE CARIBBEAN (OPANAL)

AUGUST 2020

M.A. SANDRA CRISTINA ZAPATA CARMONA, UNIVERSITY OF ANTIOQUIA

MEDELLÍN, COLOMBIA

Advisor: Dr. Juan Guillermo Ramírez Giraldo

The purpose of this Master's degree project was to describe a professional translation internship at the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL). The first section includes a theoretical framework about the current literature on the topics of translation in a professional context and translation in international organizations. The second section describes the methodology used during the project. The third section presents a description of the internship itself. Lastly, there is a discussion and some conclusions resulting from the internship and its contrast with the different theoretical elements consulted.

This project was carried out during the second half of 2019, as part of the second cohort of the Master's in Translation program of the University of Antioquia. The internship on which it is based took place from 2 September to 29 November 2019 in Mexico City. Six fortnightly reports were generated and later analyzed in order to describe the main findings and contrast them with theoretical insights.

Keywords: professional translation, professional practice, internship, translation practice, translation internship, international organizations, institutional translation

Palabras clave: traducción profesional, práctica profesional, pasantía, práctica de traducción, pasantía de traducción, organizaciones internacionales, traducción institucional

## LIST OF ACRONYMS

<b>CAT</b>	Computer-Assisted Translation
<b>CCAAP</b>	Committee on Contributions and Administrative and Budgetary Matters <i>(Comisión de Cuotas y Asuntos Administrativos y de Presupuesto)</i>
<b>EU</b>	European Union
<b>MT</b>	Machine Translation
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>RAE</b>	<i>Real Academia Española</i> (Royal Spanish Academy)
<b>UN</b>	United Nations
<b>WIPO</b>	World Intellectual Property Organization



## TABLE OF CONTENTS

Introduction .....	1
Justification .....	3
Objectives.....	5
1. Theoretical framework.....	6
1.1. Translation in a professional context.....	6
1.1.1. Main characteristics .....	7
1.1.2. Stress sources and challenges .....	10
1.1.2.1. Psychological pressure .....	10
1.1.2.2. Time and workload pressure .....	11
1.1.2.3. Teamwork pressure.....	12
1.1.2.4. Translation into a non-mother tongue .....	12
1.2. Translation in international organizations .....	14
1.2.1. Preliminary definitions .....	14
1.2.2. General characteristics .....	17
1.2.2.1. Mandatory terminology .....	18
1.2.2.2. Syntax .....	18
1.2.2.3. Style.....	20
1.2.2.4. Search for quality.....	20
1.2.3. Main issues or problematic areas .....	21
2. Methodology .....	25
2.1. About OPANAL .....	25
2.1.1. Internship program.....	26
2.1.2. Institutional documents.....	27
2.2. Translation approach .....	27
2.2.1. Methodological background: translation in the UN and the EU.....	27
2.2.2. Translation approach at OPANAL .....	28
3. Personal experience at OPANAL .....	31
3.1. Activities carried out.....	31
3.1.1. Activities directly related to translation.....	31
3.1.2. Creation of the manual of translation and style of OPANAL.....	36
3.1.3. Other internship activities .....	39
3.2. Analysis of the translation process .....	41
3.2.1. Source-texts analysis .....	41
3.2.2. Translation strategy and resources used.....	43

3.2.3. Translation problems.....	44
3.2.3.1. Pragmatic translation problems .....	45
3.2.3.2. Convention-related translation problems.....	46
3.2.3.3. Linguistic translation problems .....	47
3.2.3.4. Text-specific translation problems.....	48
3.2.4. Translation difficulties .....	50
3.2.4.1. Text-specific difficulties .....	50
3.2.4.2. Translator-dependent difficulties .....	52
3.2.4.3. Pragmatic difficulties .....	52
3.2.4.4. Technical difficulties .....	53
3.3. Skills developed .....	54
Discussion .....	57
Conclusions .....	61
REFERENCES.....	63
APPENDICES.....	66

## LIST OF TABLES

Table 1. Translated texts and their corresponding word count .....	33
Table 2. Edited and revised texts and their corresponding word count .....	35
Table 3. Extra-textual elements.....	42
Table 4. Intra-textual elements.....	43

## LIST OF APPENDICES

Appendix A. Internship terms .....	66
Appendix B. Report 1 .....	67
Appendix C. Report 2 .....	70
Appendix D. Report 3 .....	73
Appendix E. Report 4.....	75
Appendix F. Report 5.....	78
Appendix G. Report 6 .....	80
Appendix H. Part of OPANAL's glossary .....	82
Appendix I. Manual of translation of OPANAL.....	85
Appendix J. OPANAL Internship Certificate .....	106

## Introduction

The purpose of this project was to describe a personal experience of being a translator within an international organization, while approaching this professional practice from the theoretical, methodological and practical perspectives of *institutional translation*, and also taking into account the main characteristics of *translation in a professional context*, including the most common pressure sources derived from it. This project was also aimed at highlighting the process of translation in international organizations as a current and relevant topic, given that in Latin America this subject has not been described as much as, for instance, in Europe.

In addition, it should be noted that international organizations are one of the main settings where translation is needed, and this topic has been studied by several authors, such as Joscelyne (2000), Gómez González-Jover (2002), Jiménez (2002), Gouadec (2007), Cao & Zhao (2008), Kang (2009), García (2010), Hernández Francés (2010), Marugán (2010), Koskinen (2011), Sosoni (2011), Prieto Ramos (2014), Schäffner *et al.* (2014), Pouliquen (2016), Biel (2017), Svoboda *et al.* (2017), Drugan *et al.* (2018), Lafeber (2018), Šarcevic (2018), Svoboda (2018), among others.

Nowadays, this translation field attracts the attention of academic institutions and is even taught as an independent course (see, for instance, Cálamo & Cran, 2019a). Likewise, it is possible to say that the topic is appealing to authors and institutions mainly because translators in this area break down intergovernmental barriers and make the normal performance of many organizations around the globe possible.

This project was developed during the second half of 2019, as part of the second cohort of the Master's in Translation program of the University of Antioquia. The internship on which this project is based took place at OPANAL headquarters in Mexico

City, for three months, from 2 September to 29 November 2019, and the working languages were English and Spanish.

This work is divided into three main sections: 1. Theoretical framework, which includes the main aspects of professional translation and translation in international organizations; 2. Methodology, that describes the main methodological elements of translation processes in international organizations as well as the translation process chosen for this internship; 3. Personal experience at OPANAL, that is to say, an account of the different activities, the translation process carried out and the skills developed; and lastly there is a Discussion section and some Conclusions.

In summary, international organizations are a good employment option for translators who enjoy such multicultural settings, where many tasks have to be carried out and translation takes place in multiple areas of knowledge. Therefore, this translation demand is likely to remain, and a better and deeper knowledge in this field is important in order to help translators to do their work more efficiently.

## **Justification**

There are several reasons for choosing a translation internship in an international organization as this Master's program final project. In the first place, at a global scale, international organizations are one of the settings where translation is an essential service and is highly demanded. Inside these institutions, an efficient translation process is established as a priority and many other skills different from translating are necessary. Among these skills, we find that of being able to work independently but also as part of a team in a multicultural environment, working under pressure, and many others; hence, this appeared as a great opportunity to grow professionally.

In the second place, few descriptive studies documenting experiences in this field have been published to date, partially due to the fact that Translation Studies is a comparatively new area that only during the last few decades has become institutionalized. Therefore, this is a topic worth of being researched, considering that translation in international organizations has a long history and many practical experiences. Additionally, descriptive studies can offer a productive contrast between theory and practice that could be of help to improve translators' daily work.

In the third place, while having a background in medicine, before starting this postgraduate program the personal experience in the translation field was only empirical. This fact led to the search for a place to obtain professional experience as a translator and apply the learnings acquired during the Master's program, in a real-life work environment. Therefore, after three semesters of intensive study in the different Master's courses, an international organization as OPANAL appeared as a highly suitable option, and being accepted into its internship program has been extremely rewarding.

As a professional translator who is getting started, there were initially many questions regarding translation in international organizations. This project has been useful to understand several elements that are important in this field, mainly concerning how the standardization of grammar, style and vocabulary is exhaustively searched. Likewise, it has been possible to see to what extent the theoretical aspects of translation in international organizations are implemented in a real context.

Lastly, it should be noted that this project has been carried out taking into consideration bibliographical references that support, from theoretical and methodological points of view, an approach to translation in the field of *translation in international organizations*. An account is given of the fundamental characteristics of the texts of this area and methodological considerations for this translation practice are offered, including the fact that in these organizations the adequacy of translation decisions is set forth at an internal level, although an external reader may consider them as inadequate. In the same way, there is a discussion in which the theoretical elements consulted are contrasted with this personal experience at the internship site, and some observations about this matter serve as concluding remarks.



## **Objectives**

### **General objective**

To present a personal experience as a translator at the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL) and analyze the different findings and learnings derived from it.

### **Specific objectives**

- 1.** To give a general overview of translation in a professional context, in order to set a framework to develop this internship.
- 2.** To provide a survey of the literature on translation in international organizations with the aim of establishing the translation elements required in this area.
- 3.** To describe an internship experience at OPANAL and the tasks accomplished there, in order to present the main findings and problems.
- 4.** To contrast theoretical elements of translation in international organizations with the practical findings at OPANAL.

## **1. Theoretical framework**

This theoretical framework section is divided into two main subsections:

*Translation in a professional context*, which includes the main aspects of professional translation and its problematic areas; and *Translation in international organizations or institutional translation*, which includes the main characteristics of this field, such as the lexical, grammatical and stylistic aspects prioritized in these institutions, and the quality level that they demand from translators, as well as some issues or problematic areas of this translation field.

Even though the focus of this work is *institutional translation*, the characteristics of translating in a professional context are important to describe this personal experience, since, without such conditions, translation cannot be properly done. Moreover, in addition to the institutional component, this experience at OPANAL was intended to incorporate many of the demands, in terms of time and stress-related issues, that translators experience.

At this point, it should be noted that *interpretation* has been left out of the scope of this project and of the internship on which it is based. Only written translation is addressed given that the Master's in Translation program at the University of Antioquia corresponds, as described in the name, exclusively to written translation and not to interpretation.

### **1.1. Translation in a professional context**

This subsection addresses the main elements to consider when talking about a professional translator's daily work-life, that is to say, the minimum characteristics that a translator, as any other professional, should bear in mind in order to do their work in a way that is not only adequate but also in accordance with the good practices that any potential client or employer would demand from them. This involves taking into consideration not only an ideal work-environment situation but also many potential problems and pressure

sources, such as psychological, time-related and teamwork-related; all of which any beginner translator should take into consideration.

### **1.1.1. Main characteristics**

One of the authors that have studied the subject of translation in a professional context is Daniel Gouadec (2007), who in his book *Translation as a Profession* classifies translators into two main types, *in-house* and *freelance* translators, who, according to him, do not know about each other's world and act as if the other one did not exist. This author states that this aspect should be considered when approaching the translation profession, in order to avoid bias. He also describes translation as a complex and long process that includes many details and is not as easy as many people not related to the field think (Gouadec, 2007).

This author also classifies translation into two categories, *general* and *specialized translation*, and the professionals who do these kinds of translation are generalist translators and specialized translators. The former deal with all kinds of topics while the latter focus only on a few types of texts: literary, technical, commercial, financial, legal, biomedical and pharmaceutical, scientific, advertising and marketing, institutional, among others (Gouadec, 2007).

Regarding the aims and nature of translation, Gouadec (2007) claims that anything could be subject to translation, hence the wide action range for these professionals. In this context, “[t]ranslators may be called upon to translate just about anything. Any text, message, fragment of a message or code element may need to be translated” (p. 4). He explains that translation is a vital step in the process of disseminating not only goods but also services, products, etc. Therefore, any translation, regardless of the context, the client

or other elements, “must meet a number of requirements, both in the message conveyed and the way it is conveyed” (p. 5).

With that in mind, translation may be viewed as a useful tool from the strategic, economic, ideological and cultural points of view, since as Gouadec (2007) states:

[w]hile good translations help improve [...] product acceptance by adding value to the product or process [in question] (whether it be a book, a film, a tractor, [...] etc.), inadequate, poor, or disastrous translations can do [a big] damage to an export product or process. A poor translation automatically reflects badly on whatever it is supposed to support and promote, and worse still, on the company, organization or institution that actually disseminates it. (p. 10)

Taking the foregoing into consideration, the fulfillment of some basic requirements will have a positive effect on the quality of the translation product (target text). Moreover, as “[g]ood translators are well aware of both visible and hidden issues underlying translation” (Gouadec, 2007, p. 10), it is possible to say that translation is a profession that requires a wide set of skills and not just sitting in front of a computer and changing words from one language into another.

According to Gouadec (2007), the product of a translator’s work, called a translation or target text, should be:

- a. **Accurate:** the target text must be true to the facts within the limits of the domain or specialist field concerned.
- b. **Meaningful:** the message conveyed should be meaningful in the target language and culture even when concepts or their interpretations may vary from one culture to another.
- c. **Accessible:** any person reading the target text should be able to understand the information and the message conveyed. For this, the translator may have to adapt both the contents and the register to the level of the end-user.

- d. **Effective:** the target text should be effective both in communicating a message and in making sure that the message fulfils its initial purpose and nothing more than such purpose.
- e. **Compliant with any applicable restriction:** regarding linguistic and cultural standards and usages, rules, regulations, official standards about terminology, etc., that target communities may have.
- f. **Compatible with the defense of the client's interests:** the target text should achieve the desired effect (helping to convince, explain, inform, etc.), while avoiding any undesirable effects (for instance, causing anger or irritation on the buyer confronted with incomprehensible user instructions).

Something even more important is that the translator should produce efficient and cost-effective target texts, as Gouadec (2007) explains:

[e]fficiency and cost-effectiveness [could] mean omitting a section of the source document, summarizing [...], adding a section to provide information that is not present in the original text but is known by the translator to be vital for the end-user in the target culture, providing a five-page translation for a two-page source document or vice versa, translating only such items of information that are relevant to the end-user's needs or re-organizing a whole set of documents, etc. (p. 8)

In this regard, Joanna Drugan (2013) addresses the question of quality, explaining that a concern for quality has been evident as long as translation has taken place, but she notes that the industry's focus on quality has intensified recently. As she explains, nowadays translations are produced in a context that has changed notoriously since the 1990s, the demand for translations has increased and, given that without electronic tools it would not be possible to meet such increasing translation demands, the capacity of the tools that help to produce them has increased as well.

The recent focus on quality is also due to the general desire of translators and companies to establish standards for the translation profession, since "translation is

unregulated in most countries, notwithstanding the explosion in training programmes” (Drugan, 2013, p. 7), hence the need, as in many other industries, of internationally agreed standards for providing linguistics services. Furthermore, quality is even more important when dealing with legal issues, since “in the EU context [...] translated EU legal acts have a legal effect: they create rights, obligations and legitimate expectations” (Drugan *et al.*, 2018, p. 41).

### **1.1.2. Stress sources and challenges**

Given that any activity that involves responsibility carries with it stress in one way or another, a translator’s work environment is surrounded by many stress sources and challenges. The ones mentioned here do not necessarily apply exclusively to institutional contexts, and some of them may apply most of the times only to other professional contexts different from institutions or international organizations, but all of these issues could, at some point, be present in any translator’s life, be it *freelance* or *in-house*. In brief, the following are issues directly related to professional translation in general, including institutional contexts as well:

#### **1.1.2.1. Psychological pressure**

First, it is possible to say that in the case of freelance translators one psychological stress source is *having to search for work constantly*. This is a process that, for anyone, requires a significant investment of hours and motivation, and in the world of translation this is as valid as in any other area, if not more, taking into consideration that translators are currently mostly freelancers, including some translators for international organizations, who work primarily for translation companies, and not for their own end-customers (Jiménez, 2002).

Another psychological pressure source for any translator is the *feeling of lack of knowledge*. This is particularly true for generalist translators, since they must deal with the translation of documents that belong to many different subject fields, and in this case terminological research can be extremely time-consuming due to the lack of expertise in the specific area. This situation can only change if they specialize and obtain experience to a level that would allow them to decline projects concerning other topics (Gouadec, 2007).

A third psychological stress source, especially for freelance translators, is *uncertainty about the future*, since after finding clients they must devote a lot of time and effort, taking care of the quality of their work, in order to keep them. In the specific field of translation in international organizations the stress can be even higher, since very high-quality criteria are often imposed on translators working in this field (Cálamo & Cran, 2019d).

#### **1.1.2.2. Time and workload pressure**

On the one hand, in the case of in-house translators, they must adapt to a specific work schedule, which implies being available in a full-time modality, sitting in the same place for long periods of time, usually having a very short time to translate important documents in an accurate way, and depending on other people for time-management. As Jennifer Courtney and Mary Phelan explain, constraints in this sense are more common among tenured translators, since “[i]n-house translators are more restricted in terms of short breaks, as this will depend on company policy” (Courtney & Phelan, 2019, p. 105).

On the other hand, freelance translators manage their own time, finances, work-schedule, among other aspects, to an extent that many of them function as a single-person company. They must know how to handle many, if not all, of the steps of the translating process, which can be very easy or very difficult depending on the skills of every person.

Self-regulation becomes important in this context, “[f]reelance translators work from home or from a private office, they have more say over their working hours and how many breaks they can take throughout the working day” (Courtney & Phelan, 2019, p. 105).

### **1.1.2.3. Teamwork pressure**

This type of stress source differs a lot from one type of translator to another, since freelance translators work mainly from distance and alone, whereas in-house translators work with a group of people, be it translators or others (Gouadec, 2007). However, regardless of the setting, translators (especially in-house) need to know how to handle situations related to conflict management, in order to avoid confrontations due to differences of character, mindsets, etc. Many skills are needed to be able to overcome personal situations that, otherwise, could affect the normal development of the work dynamics.

The foregoing are some of the main problematic issues related to psychological, time-management and teamwork aspects, which could affect all kinds of translators, regardless of the physical settings in which they work (in-house or freelance). Some issues are more common in some contexts than others; however, all of them have to do with translation as a profession and it is important for any professional translator to have their own set of resources to address them in the best possible way.

### **1.1.2.4. Translation into a non-mother tongue**

The process of *translating into a non-mother tongue*, also called *inverse translation*, is an area that could be more precisely described as a challenge; however, given the difficulties that it entails, it can also become a stress source for any translator.



The practice of translation is more commonly carried out from a foreign language into the mother tongue; however, there exist many situations in which translators have to do their work in the opposite direction. For instance, international organizations are places where this kind of translation may be needed. This has been described by several authors, such as Donald Kiraly (2000), who states that these situations represent a particular field of difficulty for translators and that the difference does not lie in the translation competence but in the translator's confidence and their communicative competence.

This translation practice has been somewhat ignored by Western translation theory (Pokorn, 2005). Hence, as Alison Beeby (1996) explains, there is a difficulty to decide what name it should receive, "prose translation," "translation from the mother tongue," "inverse translation," etc. (p. 5). In different international organizations, such as the United Nations and the European Union, translators are expected to translate into their mother tongue or A language; however, regarding inverse translation this author states:

[This] practice is necessary in most countries. This has always been the case, and it is a growing trend in most parts of the world, particularly with the predominance of English as an international trade language. Translators of "exotic" languages often have to work into their B language. [...] The importance of English as an international trade language means that many Spanish translators sometimes have to work into English. [...] Translators trainers have the obligation to improve their students' performance in prose translation in areas where they are most likely to be working (Beeby, 1996, p. 6-7).

In this regard, while translation into a foreign language may be expected to cause more difficulties for the translator, the understanding of the native language text can be expected to be deeper, with more nuances and more accurate than in the case of translating from a foreign language. A constructivist approach to translation mentoring, where translators participate actively in their own learning process, would help these professionals to prepare themselves to translate from their native tongue into non-native tongues, since if we consider the translator as a multi-lingual and multi-cultural

communicator, and as the reality of the market shows, it is not true that translators must do their job only into their native tongue (Király, 2000).

In sum, it can be seen that translators face multiple difficulties and challenges such as translating into a non-mother tongue, all of them as part of their daily professional practice, and it is only by way of paying attention to those potential problematic situations that they can properly prepare to solve them, so that they can make their work more enjoyable and efficient.

## **1.2. Translation in international organizations**

This subsection is more specifically organized around characteristics and issues of professional translation as it pertains to institutional contexts, including some preliminary definitions, general characteristics and main issues or problematic areas.

### **1.2.1. Preliminary definitions**

#### **Institutional translation**

Firstly, it is necessary to talk about the concept of *institutional translation*, given that it covers the entire content of this project. As described by Ji-Hae Kang, this term refers, in a wide sense, to the translation that occurs in institutional settings, which is a problematic definition, partially due to the ambiguity of the concept *institution*. However, academics in the translation field often use the term *institutional translation* when referring to the translation carried out in or for *specific organizations* and also to refer to the translation done for *institutionalized social systems*, for instance, the health care system or the legal system, among others (Kang, 2009).

Regarding the study of institutional translation, although interest in institutional translation among academics is a relatively recent phenomenon, the practice of institutional

translation has a long history and, while approaches to this field are heterogeneous, they all share the assumption that translation is a socially situated practice. Its study deals, among other aspects, with the organizational, ideological and historical aspects of a translating institution, and how these aspects impact on translators and the translating process (Kang, 2009).

This kind of translation is carried out by teams of professionals with knowledge and skills that are complementary, who work under established procedures and translate based on explicit principles and language guidelines. The history of translation in Europe and other parts of the world shows a translation practice similar in terms of the procedures and specific roles. The practice of collective Bible translation is one example, a project commissioned by King James I of England in the 17<sup>th</sup> century, with 47 scholars divided into six committees, who were in charge of revising each other's work besides translating their own part of the text and all the work was done with specific guidelines provided by the king (Kang, 2009).

For his part, Gouadec (2007) states that in countries and organizations that hold the official status of being multilingual, it is possible to recognize a category of *institutional translation*, which, as he says:

[includes] any translation carried out in the name, on behalf of, and for the benefit of institutions. [...] institutions concerned include national and Community Parliaments, International Courts of Justice, European institutions, Ministries, [the] United Nations, [...] Central Banks, and many others. In fact, such institutions [...] have translations carried out in almost all possible domains and for all types of documents. (p. 36)

Some translators working for translating institutions are hired in an in-house modality, such as official translators serving as civil servants, while some others are externalized, usually by agencies that subcontract them. However, confidential information

is translated in-house, since confidentiality is essential and no one can translate important institutional documents without prior security screening (Gouadec, 2007).

### **International organizations**

Regarding international organizations, it is possible to differentiate between two wide blocks that have different ideologies and philosophies and use different style rules and terminologies (UNC, Kathrine R. Everett Law Library, 2020):

- **Traditional international organizations:** They typically do not carry governmental and law-making authority. Therefore, their documents are not legally binding, and their contents have an informative and guiding character. The main example is the United Nations, but there are also regional organizations and bodies like Mercosur, NATO, OAS, OPANAL, among others.
- **Supranational organizations:** Since they have *supranational* elements, documents are legally binding, which means that they have a legal character. Hence, the equivalence and the official value of the different linguistic versions are their differentiating characteristics. The best example is the European Union.

### **Translation in international organizations**

Following this conceptualization, *international organizations* are one of the many settings where *institutional translation* takes place. Therefore, when talking about *translation in international organizations*, it necessarily means that institutional translation is involved.

Several authors have studied the topic of translation in international organizations. Of interest to us here are specifically those whose research provides a theoretical ground for this project, such as Joscelyne (2000), Gómez González-Jover (2002), Jiménez (2002), Gouadec (2007), Cao & Zhao (2008), Kang (2009), García (2010), Hernández Francés

(2010), Marugán (2010), Koskinen (2011), Sosoni (2011), Prieto Ramos (2014), Schäffner *et al.* (2014), Pouliquen (2016), Biel (2017), Svoboda *et al.* (2017), Drugan *et al.* (2018), Lafeber (2018), Šarcevic (2018), Svoboda (2018). In this regard, it is possible to say that this subject has been of interest for these authors mainly because this kind of translation breaks down barriers among countries, bringing representatives of different countries together in order to make agreements and discuss issues that they may have in common.

With respect to the main examples previously mentioned, both the United Nations and the European Union manage official languages in which all their documents should be available, and working languages in which daily communication inside these institutions is carried out (United Nations, Dag Hammarskjöld Library, 2019). However, inside the European Union, given its supranational nature, multilingualism acquires a deeper dimension, because “it corresponds to a democratic will: every citizen of the Union should be able to be informed and express themselves in their own language” (Gómez González-Jover, 2002, p. 439).

In the European Union environment, multilingualism is a response to the need to respect the linguistic diversity of Member States. However, it also has the purpose of bringing European Union policies closer to its citizens, since all of them should be able to read the documents that concern them already in their own language. Therefore, the European Union documents are not mere translations, but official language versions that have the same value. Hence, inside the European Union we do not read a translation of a Regulation but its official version in the language in question (García, 2010).

### **1.2.2. General characteristics**

Among the main features of *institutional translation*, we find that it is collective, anonymous, and standardized in terms of vocabulary, syntax and style consistency

(Trosborg, 1997; as cited by Koskinen, 2011). These characteristics lead to a final element that is search for quality. All these features will be described herein, since any translation in an institutional context should take them into account.

#### **1.2.2.1. Mandatory terminology**

As in any other specialized field, terminology is essential, and this implies the existence of documentary references in every organization. Terminology corpora are characterized by their wideness: glossaries, terminology databases, resources on the Internet, translation memories, etc. Hence, it is not possible to present a free translation of a term already coined, since the translator must refer to the official glossaries and resources. These organizations have their own *primary and secondary terminological resources*, of which the manual of style is generally the first and most important (Sosoni, 2011).

In this regard, “[...] translators must follow institutional terminology established to designate univocal shared concepts in all the official languages, including all kinds of bodies, procedures and technicalities [...]. Such terms are regarded as the sacrosanct backbone of the common framework [...]” (Prieto Ramos, 2014, p. 319). In the case of Spanish, to deal with English terms of Latin origin, formal Spanish equivalents are usually sought, and for terms of Anglo-Saxon origin that have little formal resemblance to Spanish it is usual to look for solutions that are calques of English or solutions that imply an elevation of register, for example, the word “business” can simply mean work, however, its most common translation is “*negocios*” (Hernández Francés, 2010).

#### **1.2.2.2. Syntax**

Translators have little freedom to modify the grammatical structure of an original text, given that it is necessary for the texts in different languages to be parallel and

maintain equivalence and good stylistic quality. The foregoing in order to ensure “linguistic concordance among the [...] official languages of resolutions, decisions and other legal instruments negotiated [...]” (Cao & Zhao, 2008, p. 42). Regarding Spanish, translation in international organizations is characterized, as Ángel Hernández Francés explains, by a necessary paronymy or formal similarity between languages, which has always been a usual mechanism in translation. Spanish has often been “captive”, first of French and later of English, hence there is a tendency to use a type of Spanish subject to the lexical and syntactic forms of the original texts. This author attributes this circumstance to three main factors (Hernández Francés, 2010):

- **Purely linguistic factor:** International English (mainly administrative English) uses many words of Latin origin, related therefore to Spanish.
- **Sociolinguistic factor:** Given the place occupied by Spanish and the Spanish-speaking population in the world and the linguistic awareness of the Spanish-language translator, the Spanish translator feels insecure when the translation into Spanish moves away from the original, therefore does not formally separate from the original.
- **Practical factor:** Original texts are usually written in English, and generally by non-native speakers. Paronymy is, therefore, a resource which translators, constrained by the deadlines and the speed at which they must work, tend to use.

Lastly, the Spanish syntactic construction is affected. For instance, while English creates nominal conglomerates, Spanish needs to resort to *premodification* and *postmodification*, that is to say, prepositions and greater differentiation between functions of words. In this regard, we witness an abuse of the preposition “*de*” to join in Spanish the words that in English do not need a preposition, as if “*de*” were the only preposition to relate words, hence adjectives, prefixes or suffixes are left underused, such as in

“*principios de acuerdo*” instead of “*preacuerdos*”; or “*políticas de empleo*” instead of “*políticas laborales*” (Hernández Francés, 2010, p. 194).

### **1.2.2.3. Style**

Style rules have to do with keeping the approved spelling, grammar and writing patterns of the specific institutional documents or texts we are dealing with. The target text should keep a sense of naturalness and create the idea that such a text was written originally in that language (Koskinen, 2011). In the case of the Spanish used at an international level, it is shaped by the terminology and style of each international institution. The classic example is the constant introduction of neologisms foreign to our usual register which, by decision of the “client,” end up consolidating. To translate, for example, the term *empowerment*, the United Nations coined “*empoderamiento*,” whose use became normative (Marugán, 2010).

### **1.2.2.4. Search for quality**

According to Tomáš Svoboda *et al.* (2017), since the emergence of Translation Studies (TS) as a discipline in the 1970s, the quality aspect has been researched across various specialized fields. “One of these fields is Institutional Translation, where the quest for product and process quality underlies the *raison d’être* of in-house translation teams” (p. 1). Quality “is often understood as a degree to which the inherent characteristics of a product or a process fulfil the clients’ expectations” (p. 3).

In this regard, as stated by Svoboda (2018), the European Union and the United Nations are settings where the quality aspect of institutional translation has been researched the most. The concern for quality has led to the adoption of European quality standards, such as UNE-EN ISO 17100: 2015 (translation)<sup>1</sup> and ISO 9001 (quality

---

<sup>1</sup> Available at [iso.org/obp/ui/#iso:std:iso:17100:ed-1:v1:en](https://iso.org/obp/ui/#iso:std:iso:17100:ed-1:v1:en). Consulted in April 2020.



management systems)<sup>2</sup>, developed by the European Committee for Standardization (CEN)<sup>3</sup>. The UNE-EN ISO 17100: 2015 standard (modified by the UNE-EN ISO 17100: 2015/A1: 2017 standard) describes the skills that translators, revisors, proofreaders, etc., should have, and requires, among other things, that any translation be thoroughly revised by a third party.

Lastly, regarding the general characteristics of this field, it is possible to say that even though lexical, grammatical and stylistic consistency are searched for, translators still have a green light to enrich the style, for instance, diversity of connectors and synonyms are elements that test the skills of a good translator. Therefore, the margin left to diversify and provide fluency to the texts is still very broad and these organizations aspire to that linguistic wealth (Cálamo & Cran, 2019a).

### **1.2.3. Main issues or problematic areas**

The main issues or problematic areas of translation in international organizations are related to the above-mentioned continuing search for lexical, grammatical, and stylistic quality. Taking into consideration that documents of legal nature are particularly demanding in those aspects, the first two issues or problematic areas herein mentioned are *challenges to legal translators in institutional settings*, described by Susan Šarcevic (2018), and the third one refers to a general issue which is the use of MT and CAT tools:

#### **a. Interlingual concordance joined to internal harmonization**

A traditional institutional norm is the use of literal translation as the method for translating legal texts that are intended to be known and implemented all around the world. Therefore, the challenge for institutional translators is to produce accurate and reliable

---

<sup>2</sup> Available at <https://www.iso.org/iso-9001-quality-management.html>. Consulted in April 2020.

<sup>3</sup> Available at <https://www.cen.eu/Pages/default.aspx>. Consulted in April 2020.

texts that guarantee a good degree of interlingual concordance, while they ensure internal harmonization at the same time. The above requires adherence to rules established in translation and editing guidelines of every institution, as well as manuals of style that seek the harmonization of language use (Šarcevic, 2018).

### **b. Evolving terminology**

This issue refers to the fact that institutional translators must use the terminology that is already established and available in the terminological glossaries of the institutions.

Nevertheless, those tools are not always up to date and some terms are not reliable, for instance in IATE<sup>4</sup> or in UNTERM<sup>5</sup>, since legal terminology is constantly evolving, with new terms and concepts being included in the lexicon every day. This fact represents an important challenge for translators but at the same time gives them the opportunity to participate actively in shaping their language, which is “a sub-language that exist parallel to the national legal language but must be coordinated with it in order to function properly” (Šarcevic, 2018).

### **c. Use of machine translation and CAT tools**

As described by John Hutchins (1992), machine translation (MT) is the “standard name for computerized systems responsible for the production of translations from one natural language into another, with or without human assistance” (p. 3). One of its pioneers was Yehoshua Bar-Hillel, who in 1951 was appointed as a full-time researcher on the subject in the United States, which was one of the first countries to use this kind of technology, followed by the Soviet Union. The first powerful MT program, called Systran

---

<sup>4</sup> Available at <https://iate.europa.eu/home>. Consulted in April 2020.

<sup>5</sup> Available at <https://untermportal.un.org/unterm/portal/welcome>. Consulted in April 2020.

was “developed by Peter Toma (once a member of the Georgetown team) for Russian-English translation for the US Air Force, and [it entered] in operation since 1970” (p. 7).

Further research on the subject of MT has resulted in significant advances over the last decades. Regarding practical experiences on the use of MT in international organizations, Andrew Joscelyne (2000) argues that, by the time of his writing, the OECD Translation Division did not use MT in any form and this was apparently due to the fact that the heads of translation divisions at major international organizations strongly agreed that MT did not yet offer good reliability and quality. However, more recently, Bruno Pouliquen (2016) describes how there have been international organizations, such as the WIPO, where the use of MT has been widely implemented in their translation services as an initial step of the translation process, given the enormous workload that they must handle every day.

As regards the use of CAT tools in international organizations, they are important in order to ensure consistency of vocabulary, syntax and style of texts, together with, among others, style guides, revision procedures, and mentoring and training arrangements (Schäffner *et al.*, 2014). Different CAT tools are widely used in large international organizations, for instance, eLUNa was internally developed by and for the United Nations (Lafeber, 2018), and most European Union institutions use SDL Trados Studio 2015, which is customized to the specific needs of its translators, and the plan is to introduce a new server-based CAT environment integrated with IATE (Biel, 2017).

As we have seen along this theoretical framework, the main elements of institutional translation are related to lexical, grammatical, and stylistic consistency. In this regard, we can see that the main concerns or problematic areas involve topics related to the

continuing search for quality in those three main elements together with the use of technologies such as MT and CAT tools.

## **2. Methodology**

This project has a descriptive scope and reflects mainly the different stages of the internship and the translation decisions of the moment. In order to undertake this project, several elements were considered: In the first place, after being accepted into the Internship Program at OPANAL, as much information as possible was gathered in advance, regarding OPANAL and the activities to perform once there. In the second place, completing a 60-hour course called “Translation for International Organizations” was helpful in order to gain confidence on the theoretical, methodological and practical aspects of it and go deeper into translation of texts published by international organizations. After that course, it was decided that translation guidelines from large international organizations, such as the United Nations and the European Union, would serve as reference to define the translation process to carry out at OPANAL.

For that purpose, a theoretical framework was formulated, which introduces this work and includes a preliminary bibliographical research about translation in a professional context and translation in international organizations. This was complemented by theories learned during the Master’s in Translation program, specifically the ones presented in the works of Christiane Nord (2005) and Amparo Hurtado Albir (2001), which served as the theoretical grounds to describe and analyze the findings at OPANAL, in order to offer a discussion contrasting theory and practice and provide some conclusions in that regard.

### **2.1. About OPANAL**

As stated in its official website<sup>6</sup>, the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL) is an intergovernmental

---

<sup>6</sup> Available at [www.opanal.org](http://www.opanal.org)

organization whose members are the 33 States of Latin America and the Caribbean, which signed and ratified the Treaty for the Prohibition of Nuclear Weapons in Latin America and the Caribbean, known as the Treaty of Tlatelolco, in 1969. The Agency is responsible for holding meetings among Member States related to the purposes, provisions and procedures established by the Treaty, and the main bodies of OPANAL are the General Conference, the Council and the Secretariat.

OPANAL is the only regional body in the world devoted entirely to the achievement of nuclear disarmament and non-proliferation of nuclear weapons. It can be classified as part of the group of traditional international organizations, since it does not carry any law-making authority. Likewise, it is worth noting that during the term of this internship the persons working at OPANAL's Secretariat included its staff (composed of a Secretary-General, five officers and three support employees) and three interns.

### **2.1.1. Internship program**

In accordance with OPANAL's Terms of Internship (**Appendix 1**) and the Internship Manual (OPANAL, 2019), the purpose of the OPANAL Internship Program is to provide a work experience opportunity (without remuneration) in which interns receive the guidance and support of the OPANAL Secretariat, with respect to their duties, which include assistance in the preparation of meetings; research activities; preparation of documents and proposals writing in support of OPANAL programs; translation of documents (particularly, from English to Spanish and vice versa); and other tasks assigned by the Secretary-General.

Regarding the temporal and spatial conditions of the practice, this internship took place from 2 September 2019 to 29 November 2019 at OPANAL headquarters located in

Mexico City, with the following schedule: Monday through Thursday from 9:00 a.m. to 05:00 p.m. and Friday from 9:00 a.m. to 02:00 p.m.

### **2.1.2. Institutional documents**

The following are the types of documents that are produced within OPANAL and their respective nomenclature:

- Documents of the General Conference (CG/xx/20XX or, in the case of Special Sessions, CG/E/xx/20XX).
- Resolutions of the General Conference (CG/Res.xx/20XX or in the case of Special Sessions, CG/E/Res.xx/20XX).
- Documents of the Council (C/xx/20XX).
- Documents of the CCAAP (CCAAP/xx/20XX).
- Information Documents (Inf./xx/20XX).
- Notes from the Secretariat (S-xxx/20XX).

Most of the documents above are issued in both Spanish and English.

## **2.2. Translation approach**

### **2.2.1. Methodological background: translation in the UN and the EU**

Regarding the United Nations, the language regime has not changed since the creation of the organization and comprises six official languages: Arabic, Chinese, Spanish, French, English and Russian. The types of texts usually translated are work programs, budget documents, summary records, resolutions, decisions, responses from governments and organizations, letters, verbal notes, press releases, etc. In this regard, to translate a text of the United Nations, it is necessary to search first in primary sources: the Translator's Manual and the UNTERM web database. If the terms are not found in these

sources, it is recommended to search in secondary resources, and subsequently in other reliable official pages such as the EU or other specialized agencies (Cálamo & Cran, 2019b).

With regard to the European Union, its institutional translation differs from translation in the United Nations in an essential aspect, and it is the idea that European Union texts are not translations but official versions in different languages. In this regard, to translate a text of the European Union, it is necessary to look first in primary sources: the Interinstitutional Style Guide, references sent by the client (in the case of freelance translators), specific rules for each type of documents, references expressly mentioned, textual citations of legal documents or other reports, etc. Then, there are secondary sources such as EUR-Lex, IATE, EuroVoc, etc., and documents that are not directly related to the text but that are reliable. Lastly, it is recommended to consult other reliable official websites, such as the UN (Cálamo & Cran, 2019c).

### **2.2.2. Translation approach at OPANAL**

During the internship at OPANAL, the working languages were English and Spanish, and the translation process undertaken, which took as a reference the approaches of the United Nations and the European Union, was almost identical with every translated text and it included steps before, during and after translating, as follows:

- 1. Source-text analysis:** Texts were analyzed from a functional perspective, according to Nord's textual analysis parameters (extra-textual and intra-textual elements), since as this author says, "[...]before embarking upon any translation, the translator should analyze the text comprehensibly, since this appears to be the only way of ensuring that the source text (ST) has been wholly and correctly understood" (Nord, 2005, p.1).



- 2. Terminological resources selection:** The glossary, documents and dictionaries provided by OPANAL, as well as dictionaries and other terminological resources found on the Internet.
- 3. Translation tool(s) selection:** At OPANAL there are no CAT tools available. Only free machine translation could be considered as a tool, but it is not an official resource of OPANAL.
- 4. Specification of the translation brief:** In order to determine the objective and scope of the translations, which then guided the whole process for every text.
- 5. Translation proper:** In relation to the interlinguistic translation, or “*translation proper*” (Jakobson, 1959; as cited by Hurtado Albir, 2001, p.26), it has been done using mainly seven essential techniques or essential procedures which are “borrowing,” “calque,” “literal translation,” “transposition,” “modulation,” “equivalence,” and “adaptation” (Vinay & Darbelnet, 1958; as cited by Hurtado Albir, 2001, p. 257-259).
- 6. Note-taking about the problems arising:** For the classification of problems, Nord’s categories were used (Nord, 2005) and the techniques mentioned in the item above provided a useful answer to the problems found (Vinay & Darbelnet, 1958; as cited by Hurtado Albir, 2001, p. 257-259).
- 7. Edition and revision:** Satisfaction of the client’s or the audience’s expectations is one of the main yardsticks to evaluate translation quality according to Nord (2005) and, at OPANAL, as in any other international organization, translations are subject to internal quality control (Gouadec, 2007). In this case, for the translations at hand, the approval by the designated officer that served as supervisor was taken to assume that the translations were correct for the context and purpose that they were intended to fulfill. Therefore, while external readers may have their own assessment

of the quality of the translations presented in this project, the descriptive scope of this work precludes from making any amendments or changes to the translations presented herein.

Lastly, fortnightly reports were created on the activities carried out and, after having finished the internship, a description and analysis of the findings was carried out by contrasting them with elements on the subject field presented in the literature, and a reflection on different aspects of translation in the context of international organizations such as OPANAL was included. All the foregoing was carried out respecting the confidentiality of OPANAL texts, which varies depending on each specific type of text.

### **3. Personal experience at OPANAL**

This section addresses the elements corresponding to the personal experience as a translator at OPANAL. It includes the description and analysis of the findings during the internship and is divided into three subsections: Activities carried out, Analysis of the translation process, and Skills developed.

#### **3.1. Activities carried out**

As evidenced by the fortnightly reports (**Appendices 2 to 7**), six in total, attached in Spanish and including the external advisor's comments, the following are the main responsibilities assumed and activities carried out during the three-month internship at OPANAL:

- Translation, edition, and revision of institutional documents.
- Creation of the manual of translation and style of OPANAL.
- Standardization of the manuals describing the officers' functions.
- Revision of some translations in the OPANAL's website.

The responsibilities taken involved the application of knowledge acquired in the Master's in Translation program relating to the following subjects: documentary and terminology research, terminology management, Spanish-English and English-Spanish translation, editing, text revision, writing, and project management.

Here is a detailed description of the activities through which the responsibilities were assumed, and the knowledge was applied:

##### **3.1.1. Activities directly related to translation**

As the main purpose of this internship, most of the activities were related to the different steps of the translation process, carried out in a systematic and methodological way:

### **a. Documentary and terminology research**

This task was carried out to become familiar with the specific terminology and find the most adequate terms and expressions for the translations. It involved, from the first day of the internship until the last one, reading previous OPANAL documents such as summary records, work plans, agendas, among others; and consultation of official texts of other international organizations, both in English and Spanish, mainly the ones by the United Nations and the European Union.

In addition to the above, this task implied terminology research in different resources provided by OPANAL, such as dictionaries and documents, as well as in online bilingual and monolingual dictionaries and texts related to the topics translated. Likewise, fragments of speeches (for the commemoration of the 50<sup>th</sup> anniversary of OPANAL) and terms related to international treaties were searched in paper and online resources.

### **b. Terminology management**

During the whole internship, one of the tasks was to expand and edit the glossary (**Appendix 8**), which at the beginning of September only had a few terms. During the first fortnight, this task included reading and widening the glossary that they had already started to create in Excel format. During the second fortnight, the glossary already had 200 terms due to personal work and the help of the other interns and the Program Officer. By the third fortnight, the glossary had 236 terms, in the fourth fortnight 240 terms, in the fifth fortnight 246 terms and at the end of the internship it included 259 terms.

Regarding terminology, it is possible to say that in contrast with other international organizations whose language corresponds mainly to legal terminology with a binding character, at OPANAL the terminology is overall diplomatic and pragmatic.

### c. Translation

This was, as expected, the main duty of the internship. During the first fortnight, 1,842 words were translated; 10,202 in words during the second fortnight; 15,764 words in the third fortnight; 9,966 words in the fourth fortnight; 11,751 words in the fifth fortnight; and during the last fortnight, about 9,885 words were translated. In this regard, it should be noted that it was acknowledged, beforehand, that prior to and after the General Conference in November 2019 the translation of many documents was going to be required.

Documents were varied, also including some press-releases, and a contribution to the English adaptation of the title of an OPANAL book published in November 2019 (titled “*Textos básicos*” in Spanish, and “*Reference texts*” in English).

During the whole internship, there were mainly positive feedback comments together with some corrections that were of help to learn about the style that should be borne in mind for any OPANAL text.

As noted in **Table 1** below, during the three-month internship at OPANAL, 56,410 words were translated, most of them from Spanish to English, with only one project (**N.º 29 in Table 1**) being a translation from English to Spanish.

**Table 1.** Translated texts and their corresponding word count

N.º	Texts	Words
1	International seminar of representatives of NWFZ	448
2	1. Nombramiento del auditor externo	318
3	2. Presupuesto y Escala de Cuotas para el Ejercicio Económico 2020	245
4	3. Elección de los Estados Miembros de la CCAAP Período 2020-2023	357
5	4. Estados Financieros y Dictamen del Auditor Externo al 31 de diciembre de 2018	249
6	5. Nombramiento del auditor externo (resolución)	225
7	Medidas para que algunos Estados Miembros superen su situación de incumplimiento de las obligaciones financieras establecidas por el Tratado de Tlatelolco	690
8	1. Obligaciones financieras de los Estados Miembros: estado de recaudación de cuotas	472
9	2. Medidas para que algunos Estados Miembros superen su situación de incumplimiento de las obligaciones financieras establecidas por el Tratado de Tlatelolco	805
10	3. Presupuesto y Escala de Cuotas para el Ejercicio Económico 2020	251

11	4. Elecciones de los Estados Miembros de la CCAAP para el período 2020-2023	324
12	Estado de cumplimiento del artículo 14 del Tratado de Tlatelolco	287
13	Carta del OPANAL a los Estados Miembros sobre reunión técnica	196
14	Informe del Consejo a la Conferencia General (noviembre de 2019)	6,470
15	Resolución: Obligaciones financieras de los Estados Miembros. Estado de recaudación de cuotas	460
16	Traducción de cortesía: CV del Embajador Flávio Roberto Bonzanini	247
17	Traducción parcial y revisión: Summary record of the 316th Meeting of the Council	6,113
18	CG_17_2019_Educación para el Desarme y la No Proliferación de Armas Nucleares	1,738
19	Nota Verbal por postulación a la CCAAP	135
20	Press release - curso de opanal en Nicaragua	372
21	S-XX_2019 Conferencia General. Convocatoria	188
22	CGL.14.2019 voto agradecimiento	191
23	Agenda provisional CG #26 (noviembre de 2019)	224
24	CG_05_2019 Informe sobre la elección de Miembros del Consejo	285
25	CG_L.01_2019_Sistema_Control	780
26	CG_L.14_2019_Coordinaciones_OPANAL	132
27	CG_2019_Informe_declaraciones_interpretativas	3,190
28	CG_L.12_2019_Declaraciones_interpretativas	1,065
29	Inf_22_2019_74_UNGA_OPANAL_ELDMS <i>[from Spanish to English]</i>	637
30	CG_L.13_Proyecto_Resolucion_Elección del SG	247
31	CG_2019_Informe_elección_SG	467
32	C_22_2019_Acta_322_Reunión_Consejo	5,810
33	CG_04_2019_Informe_Sistema_Control	1,844
34	Press release High level Panel	532
35	CCAAP_11_2019_Presentación por el SG_Presupuesto y Escala de cuotas 2020	1,155
36	CCAAP_12_2019_Proyecto de Presupuesto anual y Escala de Cuotas ejercicio económico 2020	625
37	S_XX_2019 Vacantes CONSEJO OPANAL (traducido 30 de octubre)	422
38	CG_11_2019_Informe_SG	3,170
39	Agradecimiento al Secretario General Embajador Luiz Filipe De Macedo Soares	312
40	Comunicado - XXVI Conferencia General	292
41	Intervención de México en la XXVI Sesión de la Conferencia General	847
42	Intervención de Cuba en la XXVI Sesión de la Conferencia General	883
43	Intervención de Nicaragua en la XXVI Sesión de la Conferencia General	87
44	Intervención de Guatemala en la XXVI Sesión de la Conferencia General	302
45	Intervención de Chile en la XXVI Sesión de la Conferencia General	954
46	Intervención de Brasil en la XXVI Sesión de la Conferencia General	1,058
47	Intervención de Perú en la XXVI Sesión de la Conferencia General	531
48	Intervención de Belice en la XXVI Sesión de la Conferencia General	417
49	Intervención de Uruguay en la XXVI Sesión de la Conferencia General	616
50	Intervención de Paraguay en la XXVI Sesión de la Conferencia General	861
51	Intervención de Ecuador en la XXVI Sesión de la Conferencia General	999
52	Intervención de Colombia en la XXVI Sesión de la Conferencia General	506
53	Intervención de China en la XXVI Sesión de la Conferencia General	725
54	CG_06_2019_2019_Informe de la Conferencia General	5,654
	<b>Total</b>	<b>56,410</b>

#### **d. Edition and revision**

This task involved checking translations done by other people working at OPANAL. During the first fortnight, 15,910 words were edited and revised, including a previously translated summary record from Spanish to English and the proofreading of a 19-page-long text. During the second fortnight, the “Summary record of the 314 Meeting of the Council” (7,915 words) was edited. During the third fortnight, 300 words. During the fourth fortnight, 4,480 words. Lastly, during the fifth and sixth fortnights there was not edition or revisions of documents different from those translated those days, since during those weeks the priority was the General Conference and not previously translated documents.

As noted in **Table 2** below, the total amount of words edited and revised during the three-month internship at OPANAL was 33,083 words. Most of them were translations into English, and only one project (N.º 6) included both English and Spanish versions of a text.

**Table 2.** Edited and revised texts and their corresponding word count

<b>N.º</b>	<b>Texts</b>	<b>Words</b>
<b>1</b>	The Prohibition of Nuclear Weapons in Latin America Summary of the main working phases by Ambassador Emeritus Alfonso García Robles	9,129
<b>2</b>	Summary record of the 313th Meeting of the Council	6,061
<b>3</b>	Summary record of the 314th Meeting of the Council	7,915
<b>4</b>	Summary record of the 315th Meeting of the Council	5,198
<b>5</b>	Actualización: Informe del Consejo a la Conferencia General (noviembre de 2019)	250
<b>6</b>	CGL.14.2019 Voto Agradecimiento [ <b>Spanish and English</b> ]	50
<b>7</b>	Actualización: Informe del Consejo a la Conferencia General (noviembre de 2019)	400
<b>8</b>	CG_2019_Informe_elección_SG	512
<b>9</b>	The XXVI Special Session of the General Conference of OPANAL	568
<b>10</b>	Revisión de la información de los Estados Miembros en la página web (aprox. 3000 palabras)	3,000
	<b>Total</b>	<b>33,083</b>

### **3.1.2. Creation of the manual of translation and style of OPANAL**

The main additional activity or task, other than translating, was to write the first manual of translation and style of OPANAL. This was a task carried out from the beginning of the internship, upon request of the Program Officer, since until then no manual existed for that purpose at OPANAL. The resulting product of this task, **Appendix 9**, required the use of several and diverse resources, such as dictionaries, the Manual of Translation into Spanish of the United Nations, among many others, and the process included several stages:

#### **Initial stage**

In the first fortnight, when asking whether the only way to know the guidelines for translating a text in OPANAL was to read previous documents or if maybe there was a Manual of style for that purpose, the Internship program coordinator (Program Officer) said that one did not exist at OPANAL and that such a document was necessary, therefore it would be a great project to develop during the internship.

At an initial stage, the writing process for the Manual began while also translating, since, while doing so, notes of the main features to be considered were included in the manual. During the second fortnight, the Manual had four pages with information such as the type of Spanish and English variants to use, hyperlinks to files such as the OPANAL glossary and the official equivalents of different ministries and a list of additional resources to consult in case of doubts. During the third fortnight, it already had six pages and three defined sections: manual, dictionary of doubts and additional resources.



## **Second stage**

However, the real progress came after the Program Officer made some suggestions concerning the elements that should be included in the manual. After that, the structure of the manual took a better form and by the end of the fourth fortnight the translation manual already had eight pages and six sections: Types of documents, Spanish orthography, English orthography, Formats, Spanish and English dictionary of translation doubts and Additional resources.

## **Final stage**

During the fifth fortnight, the manual included 18 pages and six sections, which remained in the final product delivered to OPANAL. During the sixth fortnight the manual was completed with 20 pages and six sections in its table of contents. Therefore, the manual includes:

### **1. Types of documents**

This first part of the manual describes the different types of texts created at OPANAL and their corresponding formats. It includes links to find them easily and links to examples of each of them. The items included in this section are the following:

- General format.
- Specific formats: documents of the general conference, summary records, information documents, secretariat notes.

### **2. Spanish orthography**

This section of the manual includes different rules set by the RAE, such as:

- Punctuation marks.
- Use of capital letters.

- Use of proper names.
- Abbreviations.
- Dates.
- Time.
- Numbers.

### **3. English orthography**

This section of the manual includes different rules for English writing, but mainly the aspects that differ from Spanish:

- Punctuation marks.
- Use of capital letters.
- Use of proper names.
- Abbreviations.
- Dates.
- Time.
- Numbers.

### **4. Terminology**

This area includes the glossary link, and other terms related to OPANAL:

- Terminological glossary.
- Ministries of Foreign Affairs.
- Universities and academic centers.
- Paragraphs of common texts in Spanish and their translation into English.

### **5. Spanish and English dictionary of translation doubts**

This includes doubts concerning other relevant topics, such as:

- Grammatical doubts.

- Doubts regarding the lexicon: the language variants to use, etc.
- Other doubts: style doubts to preserve the structure of the texts; for example, in Spanish the list of attendees to a meeting of OPANAL, with their respective diplomatic positions, is distributed in one way, while in English it is different.

## **6. Additional resources**

The sixth and last part of the manual includes a list of internal and external resources, as well as dictionaries, manuals, books, web links, among others:

- OPANAL resources.
- External resources.

### **3.1.3. Other internship activities**

Some activities not directly related to translation were carried out that proved to be somewhat helpful to perform the main tasks in a more comprehensive manner. They were useful to better understand the context and see how it would be possible to contribute from the translation intern position to different processes usually carried out within OPANAL:

#### **a. Assistance in the preparation of meetings**

Since OPANAL develops its functions through meetings held with the presence of the representatives of its Member States, this task included the attendance and help in the organization of the following meetings during the term of the internship:

- Scheduled Council Meetings on 12 September, 3 and 29 October and the visit of UNAM students on 26 September.
- During the fifth fortnight, help in the organization of the XXVI Session of the General Conference, held on 7 November, through logistical assistance and transcription of the statements made by Nicaragua (82 words) and Guatemala (297 words).

## **b. Research activities**

At OPANAL, research is carried out in many different areas: on the one hand, in relation to information on the subject fields concerning the Agency, such as disarmament and non-proliferation of nuclear weapons; on the other hand, research of information regarding each OPANAL internal task. As it has been previously described, research related to the translation process, that is to say, documentary and terminology research, was carried out as part of this internship, for instance, looking for different speeches delivered by OPANAL founder, Alfonso García Robles, including the one at the UN General Assembly in 1967.

## **c. Preparation of documents and proposals writing in support of OPANAL programs**

Being the translation intern involved the task of helping in the translation to English of most of the documents issued during these three months, and also helping to solve some writing doubts when creating notification notes or other types of documents.

## **d. Other tasks assigned**

Other tasks assigned by the Program Officer and other OPANAL officers were:

- **Note-taking:** While listening to the UN General Assembly live, on the International Day for the Total Elimination of Nuclear Weapons (26 September) and at the OPANAL Council meetings of 3 and 29 October.
- **Project management:** Being in charge of guiding the project for the standardization of OPANAL officers' manuals, that is to say, to unify the formats of the six officers' manuals (header, font type, table of contents, etc.), through teamwork with the other interns.

- **Internship experience video:** Upon request of OPANAL, a video talking about the personal experience as an intern was recorded and published, on 22 November, on its social networks, (Facebook<sup>7</sup>, Twitter and Instagram) to promote the Internship Program.

### **3.2. Analysis of the translation process**

This subsection includes four parts: Source-texts analysis, Translation strategy and resources used, Translation problems, and Translation difficulties.

#### **3.2.1. Source-texts analysis**

This part includes an analysis of the source texts from a functional perspective and considering Nord's text analysis parameters, that is to say, extra-textual and intra-textual elements.

##### **a. Extra-textual elements**

As can be seen in the following **Table 3**, the sender of the texts was the OPANAL Secretariat or its Secretary-General. Their intentions were to inform the Member States about the different decisions made at OPANAL, about the financial situation of the Agency, and to communicate different messages to the Member States, from an invitation to a thank-you note. The recipients were the 33 Member States, sometimes all of them, other times some of them. All the documents were in writing, and the place where they were created was OPANAL headquarters in Mexico City. The time when they were produced ranges mainly from September to November 2019 but some of them date back to 2018. Their motive was to make information accessible to Member States. Lastly, the texts had referential, appellative and expressive functions.

---

<sup>7</sup> Video available at [www.facebook.com/OPANALsecretariat/videos/3124796980868840](https://www.facebook.com/OPANALsecretariat/videos/3124796980868840). Consulted in November 2019.

**Table 3.** Extra-textual elements

	<b>Documents of the General Conference</b>	<b>Resolutions of the General Conference</b>	<b>Documents of the Council</b>	<b>Documents of the CCAAP</b>	<b>Information Documents</b>	<b>Notes from the Secretariat</b>
<b>Sender</b>	OPANAL Secretariat	OPANAL Secretariat	OPANAL Secretariat	OPANAL Secretariat	OPANAL Secretariat	OPANAL Secretariat or Secretary-General
<b>Intention</b>	Inform Member States about the different decisions made at OPANAL.	Inform Member States about the different decisions made at OPANAL.	Inform Member States about the different decisions made at OPANAL.	Inform Member States about the financial situation of the Agency.	Inform Member States about different news and events of OPANAL.	Send different messages to Member States, from an invitation to a thank-you note, etc.
<b>Recipient</b>	The 33 Member States, sometimes all of them, sometimes some of them.	The 33 Member States, sometimes all of them, sometimes some of them.	The 33 Member States, sometimes all of them, sometimes some of them.	The 33 Member States, sometimes all of them, sometimes some of them.	The 33 Member States, sometimes all of them, sometimes some of them.	The 33 Member States, sometimes all of them, sometimes some of them. Also, other political representatives.
<b>Medium</b>	Written	Written	Written	Written	Written	Written
<b>Place</b>	OPANAL Headquarters in Mexico City	OPANAL Headquarters in Mexico City	OPANAL Headquarters in Mexico City	OPANAL Headquarters in Mexico City	OPANAL Headquarters in Mexico City	OPANAL Headquarters in Mexico City
<b>Time</b>	September to November 2019	September to November 2019	From 2018 to 2019	September to November 2019	September to November 2019	September to November 2019
<b>Motive</b>	Inform Member States.	Inform Member States.	Inform Member States.	Inform Member States.	Inform Member States.	Inform Member States.
<b>Text Function</b>	Referential. Appellative.	Referential. Appellative.	Referential. Appellative.	Referential. Appellative.	Referential. Appellative.	Expressive. Appellative.

**b. Intra-textual elements**

As noted in **Table 4** below, the content of OPANAL is institutional, the subject matters range from the topics addressed at the General Conference to greetings and thank-you notes by the Secretariat and the Secretary-General to Member States. The presuppositions are that Member States are familiar with OPANAL topics and aware of the contents of its reference texts. The text composition of its documents uses formal writing at all times. The non-verbal elements included in those texts are the OPANAL logo and some pie-charts used to explain mainly financial issues. Lastly, in relation to stylistic text-

elements, the documents use institutional lexicon, established sentence structures and, as for suprasegmental features, they use long formulaic sentences.

**Table 4.** Intra-textual elements

	<b>Documents of the General Conference</b>	<b>Resolutions of the General Conference</b>	<b>Documents of the Council</b>	<b>Documents of the CCAAP</b>	<b>Information Documents</b>	<b>Notes from the Secretariat</b>
<b>Content</b>	Institutional	Institutional	Institutional	Institutional	Institutional	Institutional
<b>Subject matter</b>	Topics addressed at the General Conference	Decisions made by OPANAL Member States	Summary records of Council meetings.	Financial situation and measures.	Reports by the Secretariat.	Greetings, invitations, thanks, etc.
<b>Presuppositions</b>	Member States are familiar with OPANAL topics and aware of the contents of its reference texts.	Member States are familiar with OPANAL topics and are aware of the contents of its reference texts.	Member States are familiar with OPANAL topics and are aware of the contents of its reference texts.	Member States are familiar with OPANAL topics and are aware of the contents of its reference texts.	Member States are familiar with OPANAL topics and are aware of the contents of its reference texts.	Member States are familiar with OPANAL topics and are aware of the contents of its reference texts.
<b>Text-composition</b>	Formal writing	Formal writing	Formal writing	Formal writing	Formal writing	Formal writing
<b>Non-verbal elements</b>	OPANAL logo. Pie-charts.	OPANAL logo. Pie-charts	OPANAL logo. Pie-charts	OPANAL logo. Pie-charts	OPANAL logo. Pie-charts	OPANAL logo.
<b>Stylistic text-elements</b>	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.	Institutional lexicon.  Established sentence structures.  Suprasegmental features: long formulaic sentences are used.

### 3.2.2. Translation strategy and resources used

It was necessary to establish a strategy and determine the resources to use during the translation process, to carry out a systematic approach:

## **Strategy used**

To determine a strategy, the specification of the translation brief was needed:

- Potential reader: Most of the times an expert on the topics of OPANAL.
- *Skopos* or objective: To produce target texts as literal as possible, which keep both the meaning and the form of the originals. Their function in the target language is the same as in the source language, that is to say, to inform experts in the area, for which a formal register is used.

In view of the foregoing specification, the strategy implemented for every translation during this internship was a translation as faithful to the original as possible.

## **Resources used**

- **Resources provided by OPANAL:** Terminological resources of OPANAL included dictionaries, documents, summary records, diplomatic notes, among others.
- **Online resources:** These included mainly bilingual dictionaries of finances and economics and websites of the United Nations and the European Union.
- **Machine translation:** Up to November 2019 this was not an official translation resource in OPANAL. However, given the high workload during the internship, MT tools available online were used for the initial translation of several texts and then those texts were edited and revised to produce appropriate translations.

### **3.2.3. Translation problems**

According to Nord (2005), “[...] translation problem[s are] objective [...] transfer task[s that any] translator, [regardless] of their level of competence and of the technical working conditions,” may find as part of their translating work (Nord, 2005, p. 167). This



author mentions four categories and here are some specific translation problems found, classified according to those categories, accompanied by the reasons why they are considered problems and followed by examples and the solutions given to each of them:

### 3.2.3.1. Pragmatic translation problems

This kind of translation problems result “from the contrast between the situation in which the source text is or was used and the situation for which the target text is produced (e.g. the audience-orientation of a text or deictic references to time or place)” (Nord, 2005, p.167).

#### **Example 1:**

**Addresses:** a confusion can arise due to lack of correspondence between the nomenclature systems used in different countries, it was therefore suggested not to translate the address of OPANAL on its website to avoid such confusions.

**Source text:** “*Calle Milton 61, Colonia Anzures, Delegación Miguel Hidalgo, C. P. 11590, Ciudad de México*”

**Context:** physical address of OPANAL on its website.

**Translation decision:** leave the address in its original language, as done by other international organizations<sup>8</sup>.

**Technique:** non-translation

**Target text:** “*Calle Milton 61, Colonia Anzures, Delegación Miguel Hidalgo, P. C. 11590, Mexico City*”

---

<sup>8</sup> Based on other websites where the address does not change regardless of the language, such as OAS website <http://www.oas.org/es/contactenos.asp>.

### 3.2.3.2. Convention-related translation problems

These translation problems are present due to “the differences in behaviour conventions between the source and the target culture (e.g. text-type conventions, measurement conventions, translation conventions)” (Nord, 2005, p. 167).

#### **Example 2:**

**Equivalent with different nuance(s) in target text:** when in the target language the exact equivalent is a word whose meaning would bring a different nuance to the message conveyed.

**Source text:** “[...] *la desvinculación del Embajador Luiz Filipe de Macedo Soares del cargo de Secretario General el próximo 31 de diciembre será una gran pérdida para el Organismo y para nosotros que hemos **convivido** regularmente con el Embajador durante los últimos años*”.

**Context:** it was a message of thanks from the representative of Brazil to the Secretary-General of OPANAL and required an expression that was more suitable for the context, since a literal translation would be “coexist” or “live together” and none of those would transfer the desired meaning in this case<sup>9</sup>.

**Translation decision:** the expression that was suitable for the context.

**Technique:** adaptation

**Target text:** “[...] *the departure of Ambassador Luiz Filipe de Macedo Soares from the position of Secretary-General on 31 December will be a great loss for the Agency and for us who have **interacted** regularly with the Ambassador over the last years.*”

---

<sup>9</sup> Source text in Spanish available at <http://www.opanal.org/wp-content/uploads/2019/12/7.-Brasil-ESP.pdf>.

### 3.2.3.3. Linguistic translation problems

This type of translation problems can arise “from the structural differences between source and target language (e.g. the translation of the English gerund into German or of German modal particles into Spanish)” (Nord, 2005, p. 167).

#### **Example 3:**

**A word that in the source language corresponds to one part of speech but in the target language could correspond to two different parts of speech:** This is a problem since only the sender of the source text can clarify to which part of speech the word corresponds.

**Source text:** “*El curso estuvo dirigido **magistralmente** por el Embajador Sergio de Queiroz Duarte, ex Alto Representante de Naciones Unidas para Asuntos de Desarme y actual presidente del Pugwash Conferences on Science and World Affairs [...]”<sup>10</sup>.*

**Context:** The way in which the course took place is being described with the word “*magistralmente*,” an adverb which could refer to the way someone expresses themselves (masterfully) or, in the context of teaching, a class in the form of a lecture by a recognized authority in the area.

**Translation decision:** Given the ambiguous nature of the text, an OPANAL officer was asked to clarify the meaning in context, after which a clarification was obtained that the term referred to the format of the lecture, not to the quality with which it was presented.

**Technique:** grammatical transposition

---

<sup>10</sup> Source text in Spanish of the press release on the course in Nicaragua, available at <http://www.opanal.org/curso-de-opanal-en-nicaragua/>.

**Target text:** “*The course was held in the form of master classes directed by Ambassador Sergio de Queiroz Duarte, former United Nations High Representative for Disarmament Affairs and current president of the Pugwash Conferences on Science and World Affairs [...]*”<sup>11</sup>.

#### 3.2.3.4. Text-specific translation problems

According to Nord (2005, p. 167), these translation problems arise “from the particular characteristics of the source text (e.g. the translation of a play on words)”:

##### **Example 4:**

**Terms of financial texts:** This was a problem because even when the glossary had several terms, many other subject-specific terms were not yet included.

**Source text:** “*El Fondo Especial de Recuperación tenía como objetivo agrupar en un solo fondo las **Partidas No Ejercidas**, las aportaciones del Organismo y el Fondo de Operaciones de manera que la presentación de los Estados Financieros reflejara la realidad del Organismo*”.

**Context:** This fragment was included in the Financial section of the Report to the General Conference on the Activities of the Council in 2019<sup>12</sup>.

**Translation decision:** An exact equivalent was not easily found in economics and finance resources, so it was necessary to consult directly with the person in charge of the administrative area of OPANAL and subsequently include the term in the glossary.

**Technique:** equivalence

---

<sup>11</sup> Target text in English of the press release on the course in Nicaragua, available at <http://www.opanal.org/en/opanal-holds-the-fourth-edition-of-the-course-on-disarmament-and-non-proliferation-in-nicaragua/>

<sup>12</sup> Source and target texts of this Report are not publicly available.

**Target text:** *“The Special Recovery Fund was aimed at grouping in a single fund the Non-Budget Items, the contributions of the Agency and the Working Capital Fund so that the presentation of the Financial Statements reflected the reality of the Agency.*

**Example 5:**

**International treaties:** these texts include terms that are very field specific and not likely to be found out of that context.

**Source text:** *“Suriname succeeded to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT) on 30 June 1976 in London”<sup>13</sup>.*

**Context:** OPANAL website content related to treaties.

**Translation decision:** A search in subject field documents showed that the most adequate translation of *“succeed to the treaty”* would be *“heredar el tratado”* and not *“suceder al tratado.”* These are some examples in context: *“Venezuela heredó el tratado de amistad, comercio y navegación suscrito en 1825 entre Colombia y Gran Bretaña y, en tanto nación independiente, en 1835, acordó hacer valedero el tratado original de tal suerte que éste siguió vigente en su totalidad”<sup>14</sup>*, and *“Ikeda heredó el tratado de seguridad bilateral y el sistema de seguridad social, y sobre esa base fomentó el desarrollo económico [...]”<sup>15</sup>.*

In addition, according to the UN Draft article on succession of States in respect of treaties<sup>16</sup>, *“‘succession of States’ means the replacement of one State by another in*

---

<sup>13</sup> Text in English available at <http://www.opanal.org/en/suriname/>.

<sup>14</sup> Extracted from: Maiguashca, Juan (Ed.). *Historia de América Latina Volumen 5 Creación de las Repúblicas y Formación de la Nación*. Universidad Andina Simón Bolívar. Ecuador. p. 472. Retrieved from <https://books.google.com.mx/books?id=cl3hxccRyd8C&pg=PA472>

<sup>15</sup> Extracted from: *Primeros ministros japoneses que hablaron ante el Congreso de los Estados Unidos*. p. 20 Retrieved from [https://www.japan.go.jp/src/221486/spring15es\\_20-21.pdf](https://www.japan.go.jp/src/221486/spring15es_20-21.pdf)

<sup>16</sup> Extracted from: UN Draft article on succession of States in respect of treaties with commentaries 1974, available at [https://legal.un.org/ilc/texts/instruments/english/commentaries/3\\_2\\_1974.pdf](https://legal.un.org/ilc/texts/instruments/english/commentaries/3_2_1974.pdf)

*the responsibility for the international relations of territory.*” The use of the word “*heredar*” in the contexts quoted above appeared consistent with the use proposed by the UN, and the translation proposed was accepted by the supervising OPANAL officer.

**Technique:** equivalence

**Target text:** “*Surinam heredó el Tratado sobre la No Proliferación de las Armas Nucleares (TNP) el 30 de junio de 1976 en Washington*”<sup>17</sup>.

### **3.2.4. Translation difficulties**

According to Nord, translation difficulties “are subjective and have to do with the individual translator and the specific working conditions” (Nord, 2005, p. 167). Here are some examples of specific translation difficulties that were somewhat more time-consuming to resolve, as well as the ways in which they were solved:

#### **3.2.4.1. Text-specific difficulties**

These are some difficulties related specifically to texts translated:

##### **- Names of universities**

According to the United Nations’ Manual of Translation into Spanish, names of universities are usually translated; however, there also exists some of them that should not be translated. The following examples belong to the OPANAL’s Report to the General Conference on the Activities of the Council in 2019,<sup>18</sup> where the universities that nominated the interns are mentioned.

---

<sup>17</sup> Text in Spanish available at <http://www.opanal.org/surinam/>. Both consulted in December 2019.

<sup>18</sup> As mentioned before, the source and target texts of this Report are not publicly available.

**Example 6:**

**Source text:** *Universidad de la República Mexicana*

**Translation decision:** This university does not have an official translation into English provided in its official website. In this regard, according to Google web search engine, when searching the term “*University of the Mexican Republic*” in quotation marks, there were 5 results and, after checking them all, it was found that they referred to the same university located in Mexico City. However, the decision to translate it that way was mainly based on the United Nations manual, and its official acronym in Spanish was left in parenthesis as a clear reference to the original.

**Technique:** literal translation

**Target text:** *University of the Mexican Republic (UNIREM)*

**Example 7:**

**Source text:** *Universidad de Antioquia*

**Translation decision:** This university name has an English translation in its official website, which was the main reason to use it. Furthermore, it is already widely used, since 440,000 results appeared when searching for the term “*University of Antioquia*” in quotation marks in Google web search engine, and they referred to the same university located in Medellín, Colombia.

**Technique:** literal translation

**Target text:** *University of Antioquia*

**- Formats that include tables or graphs**

Texts that include tables and graphs require different skills compared to plain texts, since without the adequate tools the translator has to handle such elements

manually, and the process of modifying them while translating can be very time-consuming.

- **Translation of speeches**

Speeches have their own difficulties, for instance, some parts that have misspellings may seem mistakes for the target reader, therefore it is necessary to explicit the problematic translation unit, for instance, by using “sic.”, among other issues.

#### **3.2.4.2. Translator-dependent difficulties**

The following were the main difficulties related to previous personal experience and knowledge:

- **Translation from Spanish to English**

It was a challenge because inverse translation requires different skills than translating into one’s mother tongue. It required more time searching for unusual terms and suitable grammar structures.

- **Dealing with pressure sources**

As expected in this profession, there were many stressful moments, mainly related to short deadlines, heavy workload, tiredness from addressing the same topic once and again, among others. Therefore, taking into consideration ergonomics was important to face these issues (active pauses, staying hydrated, etc.).

#### **3.2.4.3. Pragmatic difficulties**

The main pragmatic difficulty was the wide presence of outdated formulations and language structures in some specific texts, since sometimes they need some context about the time when the source text was written. Other pragmatic difficulties were:



- **Two terms with the same equivalent in the target language:** In the specific context of OPANAL, two terms in Spanish had only one equivalent in English.

**Example 8:**

**Source text:** “*período ordinario de sesiones*” and “*sesión ordinaria*”

**Context:** documents of the General Conference of OPANAL.

**Translation decision:** Currently, OPANAL does not speak of “*regular period of sessions,*” given that only one session is held for a few hours, in a single day. In previous years, sessions used to last several days, which is why it was called “*period,*” but not anymore.

**Technique:** equivalence

**Target text:** “*regular session*”

**Example 9:**

**Source text:** “*período extraordinario de sesiones*” and “*sesión extraordinaria*”

**Context:** documents of the General Conference of OPANAL.

**Translation decision:** It is translated the same as if there were only one “*special session*” given that in the context of OPANAL it refers to the same concept.

**Technique:** equivalence

**Target text:** “*special session*”

#### **3.2.4.4. Technical difficulties**

These were the main difficulties related to OPANAL work-environment:

- **Lack of a manual of translation and style**

This manual would help to easily identify the guidelines that must be followed when translating an institutional text of OPANAL. This difficulty gave rise to the

main challenge of this internship, which was to create the first manual of translation and style of OPANAL. Together with this element, the following were other technical difficulties:

- **Lack of easy-to-find text formats**

This was a difficulty because in order to start translating one important step of the process is the format adequation.

- **Incomplete glossary**

There were many terms not yet included in the glossary at the beginning of the internship. Therefore, they were included throughout the internship.

- **Lack of material in digital format**

There was important information only available in paper, which made it difficult to consult it when translating. The documentary research process may take a lot of time, and even more when, for instance, the text is a speech delivered many years ago and its existing official translation is not digitized in an editable format and has to be searched for “manually,” that is to say, by reading.

### **3.3. Skills developed**

Upon completion of the internship (see certificate as **Appendix 10**), and after three months of carrying out the above-mentioned activities and having solved different problems making use of various resources, it is possible to say that the following professional skills have been developed:

- **Translation of institutional documents**

This involves becoming familiar with the different guidelines that international organizations use, since, although each of them has its own style and parameters to write

its institutional documents, their similarities are more than their differences. Although the terminology has some specific terms that vary depending on the institution, many terms are common to all of them.

- **Terminology management**

Familiarization with institutional terminology, as well as edition and expansion of the glossary are tasks that should be constantly performed in a translation setting. At OPANAL, where no glossary had been properly developed, it was improved during the internship, and it is important to pay special attention to its updating in order to leave it in better conditions for future translators.

- **Writing skills**

During the process of creating the OPANAL's manual of translation and style, these skills were developed by becoming more aware of the main elements and the structure that a text of this kind should include for it to be a useful guide for translators and other professionals involved in the translation process.

- **Time management**

Especially when several translations have to be done at the same time, for example, for the General Conference (7 November 2019), where the translation of short documents had been required in the middle of the translation of longer texts and which were needed for within a few hours.

- **Teamwork**

To work with other professionals is valuable and enriching. In this case, this involved working with the other interns to expand the glossary and standardize the

manuals of OPANAL officers. Likewise, collaboration was necessary for the logistical tasks during the organization of the General Conference.

## Discussion

Considering the literature consulted and the findings at OPANAL that have been described and analyzed above, it is possible to say:

In the first place, as mentioned by Gouadec (2007), translation is a profession that implies to meet several requirements in order to present a good-quality work. However, in the actual professional practice is important not only to carry out the basic assignments but also being aware of what can be improved in the workplace, which includes not only translations, but also manuals, websites, etc., since languages are a living part of any environment that involves translation.

As it pertains to stress sources in a professional context, it is possible to say that those mentioned by Jiménez (2002), Gouadec (2007), Cálamo & Cran (2019d), and Courtney & Phelan (2019) are commonly experienced in a real context. Therefore, it is important to be prepared to deal with those stress sources during professional practice as a translator in order to make the work easier:

- To handle psychological factors such as the feeling of lack of knowledge on specific subjects, documentary and terminology research has been required.
- Time management and workload pressure had to do with complying with a specific work schedule; also, having to stay sitting at the same place for long periods of time and having a very short time to translate important documents in an accurate way. Therefore, this work can become monotonous and tiring, hence it is advisable to carry out other related tasks, to grow one's skills and avoid burnout.
- Teamwork-related pressure demanded assertive communication with colleagues.
- As regards the challenge of inverse translation, even though Beeby (1996) mentions that in international organizations translators are expected to translate into their

mother tongue, as this author also mentions inverse translation is a growing trend. For instance, at OPANAL most of the translation tasks involved working from Spanish to English. In this regard, as mentioned by Kiraly (2000), a constructivist approach to translation mentoring, where translators participate actively in their own learning process, would help these professionals to prepare themselves to translate from their native tongue into non-native tongues.

Regarding the distinguishing marks or elements of institutional translation, which are lexical, grammatical and style consistency (Trosborg, 1997; as cited by Koskinen, 2011), in the context of OPANAL lexical consistency concerns not only terms or words that belong to a specialized subject field, but also includes other elements, such as the preferred formalities, common phrases, and expressions that the organization has chosen to use. Grammar tends to be similar to that of English, perhaps due to the fact that in these settings the writing has been very much influenced by English language. Style consistency has to do with the use of proper punctuation marks, language variant, etc. If any of the above-mentioned is missing, institutional translation would be of lower quality.

As for the specific main issues or problematic areas of translation in international organizations, all the aspects mentioned were experienced:

With respect to the issue of *interlingual concordance joined to internal harmonization*, as described by Šarcevic (2018), literal translation was used very often, as well as the references of obligatory consultation. The difficulty of translating institutional texts lies in the number of stylistic standards that must be considered. Therefore, it is only through practice that is possible to learn how to use the appropriate register, and translators should take corrections as opportunities to improve.

With regard to evolving terminology, mentioned by Šarcevic (2018), compared to other international organizations whose language corresponds mainly to legal terminology with a binding character, at OPANAL the terminology is overall diplomatic and pragmatic. However, there are many specialized terms and, when there are several equivalents for one term, the subject matter to which every equivalent refers and its level of reliability should be borne in mind, hence documentary research is extremely necessary.

As regards the use of MT, while Pouliquen (2016) mentions that it is common nowadays in large international organizations, its use in a small organization such as OPANAL is, at present, not standardized. Instead, it is a resource that could be potentially used due to the amount of work for only one translator.

As mentioned by Schäffner *et al.* (2014), Biel (2017) and Lafeber (2018), CAT tools are important resources in international organizations, and different CAT tools are widely used in large international organizations such as the United Nations and the European Union. However, no CAT tools exist at OPANAL whatsoever, probably because the workload does not call for buying a license, and free software is not suitable for uploading full texts containing sensitive information. In this regard, even though this issue has been somewhat overcome with the help of machine translation, in the future it would be advisable that OPANAL could have access to CAT tools with the aim of making the translation process more efficient.

All the teachings and learnings from the Master's degree program have been important to complete this internship, especially the knowledge in subject fields such as technical-scientific translation, for the specialized topics addressed; legal translation, due to the terminology related to it; and documentary and terminology research, since the use of terminological resources is vital to solve different translation problems, which at

OPANAL were mostly pragmatic and text-specific, and to solve the difficulties, which were mostly text-specific and technical.

Lastly, after these three months of internship, it is possible to say that OPANAL's staff should continue the periodic revision and edition of the manual of translation and style, and the periodic updating of the terminology glossary. In the same way, scanning the texts of speeches and other documents would be useful to facilitate their consultation and the translation process itself.



## Conclusions

After having presented this report on the personal experience as a translator for OPANAL and having offered a discussion contrasting theory on the subject field with the practical findings, we may conclude:

1. This internship represented a very positive experience, both from the professional and personal points of view, where different skills were put into practice, mainly those related to translation. Furthermore, in a small organization as the OPANAL Secretariat is, it was possible to carry out activities not only in the specific professional area but in others as well, working with other interns or officers, learning about multiple subjects. This was enriching since translators need a wide set of skills, always growing and open to be diversified by the context in which they act, they must be willing to improve their skills in writing, editing, adapting, among many others.

2. Institutional translation is a very well-structured field. A systematic approach involves many resources. The most important one is a manual of translation, which, together with secondary resources, helps to make the process more efficient. However, it is not easy to master all sources since institutional texts are dense and require a thorough work to be acceptable. Consequently, the goal should always be the improvement through practice.

3. As described in the literature and evidenced in practice, stress sources and challenges for professional translators are many. In this regard, time-management and ergonomics are some aspects worth being considered in translation training, given that in the context of an international organization, where workload is steady and can become extremely monotonous and tiring, their enhancement would prove to be of help. These are tools that allow for better work disposition and contribute to facing the challenges that are part of daily work.

4. Among many challenging tasks, translating into a non-mother tongue is one that may be highly required in international organizations and other translating settings. Therefore, as a recommendation for translation training programs, even though it is not considered a standard at a global level, from the beginning of their professional training, translators should participate actively in their own learning process to overcome the difficulties that this task implies. For instance, they should be more aware of the source language nuances and make use of all kind of translation resources, their previous knowledge, and more terminological resources, to translate with a confidence comparable to that of translating into one's mother tongue.

5. Regarding *translation problems* in international organizations, it is possible to find all the categories described in the bibliography, but the frequency of each of them varies depending on the specific organization. For instance, in the case of OPANAL, the pragmatic and the text-related translation problems were the most common ones, and different translation techniques are required to solve them.

6. In the near future, this descriptive work could be of reference for other translators and professionals related to this field, to contrast theory on translation processes with real practices inside international organizations, not only the large ones, that have been greatly studied, but also small ones, and other places where institutional translation is carried out, since *descriptive research* on the topic could contribute to widen the material available with a view to improving such translation practices.

## REFERENCES

- Beeby Lonsdale, A. (1996). *Teaching translation from Spanish to English: Worlds beyond words*. Canada: University of Ottawa Press.
- Biel, Ł. (2017). Chapter 3: Quality in institutional EU translation: parameters, policies and practices. In Svoboda, T. Biel, Ł. & Łoboda, K. (Eds.) *Quality aspects in institutional translation*, 31–57. Berlin: Language Science Press.
- Cálamo & Cran. (2019a). *Panorama General*. In Traducción para organismos internacionales [online course]. 14 pp. Retrieved from <https://www.calamoycran.com>
- Cálamo & Cran. (2019b). *La traducción en el sistema de las Naciones Unidas*. In Traducción para organismos internacionales [online course]. 21 pp. Retrieved from <https://www.calamoycran.com>
- Cálamo & Cran. (2019c). *La traducción en la Unión Europea*. In Traducción para organismos internacionales [online course]. 16 pp. Retrieved from <https://www.calamoycran.com>
- Cálamo & Cran. (2019d). *Orientación profesional: trabajar para un organismo internacional*. In Traducción para organismos internacionales [online course]. 14 pp. Retrieved from <https://www.calamoycran.com>
- Cao, D., & Zhao, X. (2008). Translation at the United Nations as specialized translation. *The Journal of Specialised Translation*, 9, 39-54. Retrieved from [https://www.jostrans.org/issue09/art\\_cao.pdf](https://www.jostrans.org/issue09/art_cao.pdf)
- Courtney, J., & Phelan, M. (2019). Translators' experiences of occupational stress and job satisfaction. *Translation and Interpreting*, 11, 100-113. Retrieved from <http://trans-int.org/index.php/transint/article/view/848>
- Drugan, J. (2013). *Quality in professional translation: assessment and improvement*. London / New York: Bloomsbury. 222 pp.
- Drugan, J., Strandvik, I., & Vuorinen, E. (2018). Translation quality, quality management and agency: principles and practice in the European Union institutions. In Moorkens, J., Castilho, S., Doherty, S., Gaspari, F. (eds.). *Translation quality assessment: from principles to practice*. Berlin: Springer. pp. 39-68
- García, R. (2010). El multilingüismo en el Parlamento Europeo. In González L., & Hernández, P. (coords.). *Actas del IV Congreso «El español, lengua de traducción» 8 a 10 de mayo de 2008 Toledo*. Esletra: Madrid. pp. 189-190. Retrieved from [https://cvc.cervantes.es/lengua/esletra/pdf/04/022\\_garcia.pdf](https://cvc.cervantes.es/lengua/esletra/pdf/04/022_garcia.pdf)
- Gómez González-Jover, A. (2002). La equivalencia como cuestión central de la traducción en las instituciones de la Unión Europea. In Hernández, P., & González, L. (coords.). *Actas del I Congreso Internacional “El Español, Lengua de Traducción.”* Comisión Europea & Agencia EFE, Almagro. pp. 438-457. Retrieved from [https://cvc.cervantes.es/lengua/esletra/pdf/01/031\\_gomez.pdf](https://cvc.cervantes.es/lengua/esletra/pdf/01/031_gomez.pdf)
- Gouadec, D. (2007). *Translation as a profession*. John Benjamins Publishing, Amsterdam/Philadelphia.

- Hernández Francés, A. L. (2010). El español en las organizaciones internacionales. In González L., & Hernández, P. (coords.). *Actas del IV Congreso «El español, lengua de traducción» 8 a 10 de mayo de 2008 Toledo*. Esletra: Madrid. pp. 191-195. Retrieved from [https://cvc.cervantes.es/lengua/esletra/pdf/04/023\\_hernandez.pdf](https://cvc.cervantes.es/lengua/esletra/pdf/04/023_hernandez.pdf)
- Hurtado Albir, A. (2001). *Traducción y Traductología: Introducción a la traductología*. Madrid: Cátedra.
- Hutchins, W. J., & Somers, H. L. (1992). *An Introduction to Machine Translation*. London: Academic Press.
- Jiménez, L. (2002). *Relaciones entre servicios de traducción, empresas y traductores autónomos: presente y futuro*. In Hernández, P., & González, L. (coords.). *Actas del I Congreso Internacional “El Español, Lengua de Traducción”*. Comisión Europea y Agencia EFE, Almagro. pp. 562-565. Retrieved from [https://cvc.cervantes.es/lengua/esletra/pdf/01/039\\_jimenez.pdf](https://cvc.cervantes.es/lengua/esletra/pdf/01/039_jimenez.pdf)
- Joscelyne, A. (2000). The role of translation in an international organization. In Sprung, R. C., & Jaroniec, S. (Eds.). *Translating into success: cutting-edge strategies for going multilingual in a global age*. Netherlands: John Benjamins Publishing Company. pp. 81-96.
- Kang, J.-H. (2009). Institutional translation. In Baker, M. & Saldanha, G. (Eds.) *Routledge Encyclopedia of Translation Studies*. (2nd ed.). London and New York: Routledge. pp. 141-145
- Kiraly, D. (2000). *Translation into a non-mother tongue: from collaboration to competence*. In Grossman, M., Kovacic, I., & Snell-Hornby, M. (Eds.) *Translation into non-mother tongues: in professional practice and training*. Stauffenburg. pp. 117-123.
- Koskinen, K. (2011). *Institutional Translation*. In Gambier Y. (Ed.) *Handbook of Translation Studies 2*. Philadelphia: John Benjamins. pp. 54–60
- Lafeber, A. (2018). The skills required to achieve quality in institutional translation: the views of EU and UN translators and revisers. In Prieto Ramos, F. (Ed.) *Institutional translation for international governance. Enhancing quality in multilingual legal communication*. Bloomsbury: London. pp. 63-80.
- Marugán, C. (2010). El papel de la traducción en la internacionalización del español. In González L., & Hernández, P. (coords.). *Actas del IV Congreso «El español, lengua de traducción» 8 a 10 de mayo de 2008 Toledo*. Esletra: Madrid. pp. 197-201
- Nord, C. (2005). *Text analysis in translation: theory, methodology and didactic application of a model for translation-oriented text analysis* (2<sup>nd</sup> ed.). Amsterdam: Rodopi.
- OPANAL. (2019). *Internship Manual*. 10 pp.
- Pokorn, N. K. (2005). *Challenging the traditional axioms: Translation into a non-mother tongue*. Amsterdam; Philadelphia: John Benjamins Publishing.
- Pouliquen, B. (2016). *Practical use of machine translation in international organizations (invited lecture in Icon2016 conference, Varanasi, India, 19-20/12/2016)* [Slideshow]. World Intellectual Property Organization.

- Prieto Ramos, F. (2014). International and supranational law in translation: from multilingual lawmaking to adjudication. *The Translator*, 20(3), 313-331. <https://doi.org/10.1080/13556509.2014.904080>
- Šarcevic, S. (2018). Challenges to legal translators in institutional settings. In Prieto Ramos, F. (Ed.) *Institutional translation for international governance. Enhancing quality in multilingual legal communication*. Bloomsbury: London. pp. 9-24
- Schäffner, C., Sabina Tcaciuc, L., & Tesseur, W. (2014). Translation practices in political institutions: a comparison of national, supranational, and non-governmental organisations. *Perspectives: Studies in Translatology*. 22(4). 493–510. <https://doi.org/10.1080/0907676X.2014.948890>
- Servicio de Traducción al Español. Naciones Unidas. (2012). *Manual del Traductor*. New York. Retrieved from <https://onutraduccion.wordpress.com/manual/>
- Sosoni, V. (2011). Training translators to work for the EU institutions: luxury or necessity? *The Journal of Specialised Translation*, 16, 77-108. Retrieved from [https://www.jostrans.org/issue16/art\\_sosoni.pdf](https://www.jostrans.org/issue16/art_sosoni.pdf)
- Svoboda, T. (2018). Institutional translation in national contexts: quality assurance in governmental institutions across Europe. In Poirier, E. & Gallego Hernández, D. (eds.). (2018). *Business and Institutional Translation: New insights and reflections*. Québec: Cambridge Scholars Publishing. pp. 15-32
- Svoboda, T., Biel, Ł. & Łoboda, K. (2017). Chapter 1: Quality aspects in institutional translation: Introduction. In Svoboda, T. Biel, Ł. & Łoboda, K. (Eds.) *Quality aspects in institutional translation*. Berlin: Language Science Press. pp. 1–13
- UNC, Kathrine R. Everett Law Library. (2020). *International organizations*. Retrieved 29 March 2020 from <https://guides.lib.unc.edu/internationallaw/organizations>
- United Nations, Dag Hammarskjöld Library. (2019). *What are the official languages of the United Nations?* Retrieved 17 December 2019 from <http://ask.un.org/faq/14463>

## APPENDICES

### Appendix A. Internship terms



#### AGENCY FOR THE PROHIBITION OF NUCLEAR WEAPONS IN LATIN AMERICA AND THE CARIBBEAN

#### TERMS OF INTERNSHIP

The undersigned, hereinafter "the Intern," accepted to participate in OPANAL Internship Program for Member States, agrees to perform the following tasks and understands the terms of the Program as outlined below:

- 1) Duration: from 2<sup>nd</sup> September 2019 to 29<sup>th</sup> November 2019.
- 2) The Intern shall assist in:
  - a. Meeting preparations
  - b. Research activities
  - c. The preparation of documents
  - d. The translation of documents (English, Spanish, Portuguese and/or French, depending on the Intern's abilities)
  - e. The organization of records and archives.
  - f. Other tasks assigned by the Secretary-General
- 3) OPANAL does not give any stipend or remuneration in any way to interns. All costs related to the Intern's participation in the program must be borne by the applicant. She will have to make the proper arrangements for travel, migration permits, visas, accommodation, etc.
- 4) Insurance: OPANAL does not provide the Intern with any medical coverage. The cost for insurance will be borne by the Intern and the Intern will need to provide evidence of insurance valid in Mexico covering risks of sickness and accidents, for the full period of the internship.
- 5) Immigration policies: The Intern is fully responsible for complying with all relevant immigration policies set forth by the Mexican government.
- 6) Confidentiality: The Intern is required to keep confidentiality in any unpublished information acquired during the course of the internship and may not publish reports or papers on the basis of information obtained from his/her collaboration with OPANAL, unless authorized to do so by the Agency.
- 7) The Intern is expected to adhere to the following timetable:

Monday to Thursday – 9:00 to 17:00  
Friday – 09:00 to 14:00

The Intern understands and agrees to follow up the abovementioned on 27 JUN 2019 and acknowledges by signature below.

SIGNATURE:

NAME: Sandra Cristina Zapata Carmona

CC:ARMONAM

## Appendix B. Report 1



### Maestría en Traducción

### Prácticas de traducción Trabajo de investigación

#### INFORME PERIÓDICO DEL PRACTICANTE

Apellidos: Zapata Carmona	Nombre: Sandra Cristina
Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe – OPANAL (Ciudad de México)	
Fecha: jueves, 12 de septiembre de 2019	

A lo largo de la quincena anterior, indique cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

#### Actividades realizadas

Relacionadas con traducción: todas de español a inglés. - Documentación y búsqueda terminológica: lectura de diversos documentos propios del OPANAL, como actas y resoluciones, y textos oficiales de otras organizaciones internacionales. - Gestión terminológica: comencé a ampliar y editar el glosario terminológico ya existente. - Traducción: Un comunicado de prensa. Cinco resoluciones del área financiera para la Conferencia General del próximo 7 de noviembre. Ayudé aportando sugerencias para la adaptación del título de un libro del OPANAL que se publicará próximamente. Me encuentro en el proceso de traducción de las actas de las reuniones del OPANAL correspondientes al año 2018. - Edición/Revisión: de actas previamente traducidas de español a inglés.  Otras actividades de la pasantía: - Recibí capacitación en el manejo del Archivo e impresión de documentos y sobres. - Asistencia y toma de notas en reuniones programadas del OPANAL.
--



Decisiones tomadas

En cuanto al proceso de traducción, tomé decisiones de redacción y terminología con base en documentos previos del OPANAL y recursos en línea del área de finanzas y traducción jurídica e institucional. Por ejemplo: "suscripción de un contrato" lo traduje como "conclusion of a agreement", después de verificarlo con dichos recursos.

Con respecto al estilo, decidí basarme en documentos previos de OPANAL, para conservar la estructura de los textos, por ejemplo, en español la lista de asistentes a una reunión del OPANAL, con sus respectivos cargos diplomáticos, se distribuye de una forma, mientras que en inglés dicha distribución es diferente.

Capacidades desarrolladas

- Trabajo en equipo (por ejemplo para la ampliación del glosario y el archivo de documentos).
- Familiarización con la terminología institucional.

Responsabilidades asumidas

- Traducción de documentos oficiales.
- Inicio de la creación del manual de traducción y estilo del OPANAL.

Aplicación de conocimientos adquiridos en el programa

Todos los relacionados con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés, edición y revisión de textos.

Problemas encontrados

Ausencia de un manual de traducción que permita identificar fácilmente las pautas que se deben seguir a la hora de traducir un texto institucional del OPANAL.





**UNIVERSIDAD  
DE ANTIOQUIA**

Escuela de Idiomas

Recursos empleados o recursos que se sugiera obtener

Recursos empleados:

- Proporcionados por el OPANAL, como diccionarios, por ejemplo: UNIDIR (2003). *En buenos términos con la seguridad: diccionario sobre el control de armamentos, desarme y fomento de la confianza*, entre otros.
- Recursos en línea: diccionarios bilingües de finanzas y economía, páginas web de las Naciones Unidas y la Unión Europea.

Sugiero crear:

- Manual de traducción y estilo del OPANAL (ya se empezó a crear).
- Glosario terminológico (ya existía, pero ya se empezó a ampliar y a editar).

Comentarios del asesor externo

Durante la primera quincena de su pasantía, Cristina ha demostrado compromiso y habilidad con las tareas encomendadas, cumple con puntualidad y nivel exigido.

Algunos proyectos que se tiene planeado desarrollar son:

A corto plazo: revisión de traducciones de 2018 y documentos técnicos para la reunión anual del Organismo.

A largo plazo: manual de estilo y traducción, manual de pasantías.



## Appendix C. Report 2



**UNIVERSIDAD  
DE ANTIOQUIA**

Escuela de Idiomas

**Maestría en Traducción**

**Prácticas de traducción  
Trabajo de Investigación**

### INFORME PERIÓDICO DEL PRACTICANTE

Apellidos: Zapata Carmona      Nombre: Sandra Cristina

Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe - OPANAL (Ciudad de México)

Fecha: viernes, 27 de septiembre de 2019

A lo largo de la quincena anterior, indique cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

#### Actividades realizadas

Relacionadas con traducción (todas de español a inglés):

- Documentación y búsqueda terminológica: lectura de documentos previos del OPANAL (actas, resoluciones, etc.) y textos oficiales de otras organizaciones internacionales, tanto en inglés como en español.
- Gestión terminológica: ampliación del glosario terminológico (actualmente aproximadamente 200 términos)
- Traducción:
  - Documento: "Estado de cumplimiento del artículo 14 del Tratado de Tlatelolco" (287 palabras)
  - Carta dirigida a los Estados Miembros del OPANAL – 12 de septiembre (196 palabras)
  - Textos del área financiera (2.542 palabras): 4 resoluciones y otro documento del área financiera para la Conferencia General del próximo 7 de noviembre.
  - "Informe de las actividades del Consejo a la Conferencia General" (6.470 palabras)
  - Resolución: "Obligaciones financieras de los Estados Miembros. Estado de recaudación de cuotas" (460 palabras)
  - Traducción de cortesía: currículum vitae de un embajador (247 palabras)
- Edición/Revisión: "Summary record of the 314 Meeting of the Council" (7.915 palabras)

#### Otras actividades de la pasantía:

- Creación del manual de traducción y estilo (actualmente ya tiene 4 páginas con información como el tipo de variante de español e inglés que se debe utilizar, hipervínculos a archivos como el glosario y la traducción oficial de los ministerios y una lista de recursos adicionales para consultar en caso de dudas).
- Toma de notas al escuchar en vivo la Asamblea General de las Naciones Unidas, en el Día Internacional para la Eliminación Total de las Armas Nucleares (26 de septiembre)
- Toma de notas en presentación del OPANAL: Visita de alumnos de la UNAM.

Ciudad Universitaria: Calle 67 N° 53-108 Bloque 12, Oficina 105  
Teléfono: 219-27-97 Correo electrónico: [investigacionyregadoc@unad.edu.co](mailto:investigacionyregadoc@unad.edu.co)  
Medellín - Colombia



#### Decisiones tomadas

Basé mis decisiones de traducción, redacción y terminología en documentos previos del OPANAL y recursos disponibles en línea.

Algunas decisiones de traducción concretas fueron:

Los nombres de universidades en el informe de las actividades del Consejo, donde se mencionan las universidades que nominaron a los pasantes:

- Universidad de la República Mexicana: no tiene una traducción oficial al inglés, pero de acuerdo con las pautas proporcionadas por el Manual de traducción de las Naciones Unidas, las universidades, por lo general, se traducen, así que mi decisión fue traducirla y poner en paréntesis la sigla oficial en español con el fin de dejar una referencia clara al original: "*University of the Mexican Republic (UNIREM)*".

- Universidad de Antioquia: tiene una traducción al inglés que es ampliamente utilizada, por lo cual mi decisión fue utilizarla (*University of Antioquia*).

En cuanto al estilo, continué basándome en documentos previos del OPANAL, para conservar la estructura de los textos.

#### Capacidades desarrolladas

- Manejo del tiempo.
- Trabajo en equipo (para la ampliación del glosario).
- Gestión terminológica (edición y ampliación del glosario).
- Redacción de un manual.

#### Responsabilidades asumidas

- Traducción de documentos institucionales.
- Creación del manual de traducción y estilo del OPANAL.

#### Aplicación de conocimientos adquiridos en el programa

Todos los relacionados con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés, edición, revisión de textos y redacción.

#### Problemas encontrados

Ya se está trabajando en la creación del manual de traducción, pues es evidente su necesidad. Además, aún falta agregar muchos términos al glosario, ya que, por ejemplo "partidas no ejercidas" se traduce como "*non-budget items*", sin embargo, dicho término no se encuentra fácilmente en recursos de economía y finanzas, por lo cual fue necesario consultar directamente con la persona encargada del área de administración del OPANAL y posteriormente se incluyó dicho término en el glosario.



**UNIVERSIDAD  
DE ANTIOQUIA**

**Escuela de Idiomas**

Recursos empleados o recursos que se sugiera obtener

Recursos empleados:

- Proporcionados por el OPANAL, como diccionarios y textos básicos.
- Recursos en línea: diccionarios bilingües, páginas web de las Naciones Unidas y la Unión Europea.

Sugiero:

- Continuar con la creación del Manual de traducción y estilo del OPANAL (ya en curso).
- Continuar ampliando el glosario terminológico.

Comentarios del asesor externo

En la segunda quincena de su pasantía, Cristina ha demostrado compromiso y habilidad con las tareas encomendadas, cumpliendo a tiempo y con el nivel exigido.

Durante estas dos quincenas, Cristina ha traducido 19 documentos que en total suman 35,149 palabras.



Ciudad Universitaria: Calle 57 N°. 59-100 Bloque 13, Oficina 105  
Teléfono: 219-37497 Correo electrónico: [investigacionyposgrados@unma.udea.edu.co](mailto:investigacionyposgrados@unma.udea.edu.co)  
Medellán - Colombia

## Appendix D. Report 3



UNIVERSIDAD  
DE ANTIOQUIA

Escuela de Idiomas

Maestría en Traducción

Prácticas de traducción  
Trabajo de investigación

### INFORME PERIÓDICO DEL PRACTICANTE

Apellidos: Zapata Carmona

Nombre: Sandra Cristina

Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe - OPANAL (Ciudad de México)

Fecha: martes, 15 de octubre de 2019

A lo largo de la quincena anterior, indique cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

#### Actividades realizadas

##### Relacionadas con traducción:

- Documentación y búsqueda terminológica: como en las quincenas anteriores, lectura de documentos previos del OPANAL y textos oficiales de otras organizaciones internacionales.

- Gestión terminológica: ampliación del glosario terminológico (actualmente 236 términos).

- Traducción (15.764 palabras):

##### De español a inglés:

Traducción parcial y revisión: Summary record of the 318th Meeting of the Council (6113)

CG\_17\_2019\_Educación para el Desarme y la No Proliferación de Armas Nucleares (1738)

Nota Verbal por postulación a la CCAAP (135)

Press release - curso de OPANAL en Nicaragua (372)

S-XX\_2019 Conferencia General. Convocatoria (188)

CGL.14.2019 voto agradecimiento (191)

Agenda provisional CG #26 (noviembre de 2019) (224)

CG\_05\_2019 Informe sobre la elección de Miembros del Consejo (265)

CG\_L.01\_2019 Sistema Control (780)

CG\_L.14\_2019\_Coordinaciones OPANAL (132)

CG\_2019\_Informe\_declaraciones\_interpretativas (3190)

CG\_L.12\_2019\_Declaraciones\_interpretativas (1065)

CG\_L.13\_Proyecto\_Resolución\_Elección del SG (247)

CG\_2019\_Informe\_elección\_SG (487)

##### De inglés a español:

Inf\_22\_2019\_74\_UNGA\_OPANAL ELDMS (637)

- Edición y Revisión (300 palabras):

Actualización del Informe del Consejo a la Conferencia General 2019 (250)

CGL.14.2019 voto agradecimiento (EN y ES) (50)

##### Otras actividades de la pasantía:

- Creación del manual de traducción y estilo (ya tiene 6 páginas y 3 secciones definidas: manual, dicario y recursos adicionales).

- Homologación de los manuales de los funcionarios del OPANAL: unificar los formatos de los 6 manuales, incluidos el encabezado, el tipo de fuente, la tabla de contenido, etc. (en equipo).

- Toma de notas en reunión del Consejo del OPANAL (03 de octubre)

Ciudad Universitaria, Calle 67 No. 53-108, Bloque 12, Oficina 105  
Teléfono: 218 57 97 Correo electrónico: [investigacionposgraduat@idiomas.udea.edu.co](mailto:investigacionposgraduat@idiomas.udea.edu.co)  
Medellín - Colombia



**Decisiones tomadas**

Mis decisiones de traducción, redacción y terminología se siguen basando en documentos previos del OPANAL y recursos disponibles en línea.

Algunas decisiones de traducción concretas fueron:

- "Periodo extraordinario de sesiones" se tradujo igual que "sesión extraordinaria", es decir, "special session" dado que en el contexto del OPANAL hace referencia al mismo concepto.
- Cuando en el documento original se menciona textualmente "declaraciones hechas (por X país o en X idioma)", se ha decidido dejar, junto con la traducción del fragmento, la expresión "unofficial English translation by OPANAL Secretaría", con el fin de explicitar que lo expresado originalmente no se encontraba en el idioma del texto actual, pero sin hacer demasiado extenso el texto, como ocurriría, por ejemplo, dejando fragmentos en el idioma original junto con la traducción.

**Capacidades desarrolladas**

- Manejo del tiempo, especialmente cuando se deben realizar varias traducciones a la vez, por ejemplo, para la Conferencia General (Nov. 2018), se ha requerido la traducción de documentos cortos en medio de la traducción de textos más largos.
- Trabajo en equipo (para la ampliación del glosario y la homologación de los manuales de los funcionarios del OPANAL).
- Gestión terminológica (adición y ampliación del glosario).
- Redacción de un manual de traducción.

**Responsabilidades asumidas**

- Traducción de documentos institucionales.
- Creación del manual de traducción y homologación de manuales de funciones.

**Aplicación de conocimientos adquiridos en el programa**

Todos los relacionados con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés e inglés-español, edición, revisión de textos, redacción, gestión del proyecto de homologación de manuales.

**Problemas encontrados**

Aun es necesario ampliar el manual de traducción.  
Falta agregar varios términos al glosario.  
Hay información importante que solo se encuentra en papel, lo cual dificulta su consulta al momento de traducir.

**Recursos empleados o recursos que se sugiera obtener**

- Recursos empleados:
- Proporcionados por el OPANAL, como diccionarios y textos básicos.
  - Recursos en línea: como en el mes anterior (diccionarios bilingües, páginas web, etc.).
- Sugiero:
- Continuar la edición del Manual de traducción y estilo.
  - Continuar la ampliación del glosario terminológico.
  - Digitalizar algunos textos del OPANAL que solo se encuentran en papel.

**Comentarios del asesor externo**

Durante esta quincena, Cristina ha cumplido con las tareas encomendadas de parte de la Secretaría del Organismo. Ha demostrado profesionalismo, puntualidad y un nivel alto en la calidad de los trabajos entregados.



## Appendix E. Report 4



### Maestría en Traducción

### Prácticas de traducción Trabajo de Investigación

#### INFORME PERIÓDICO DEL PRACTICANTE

Apellidos: Zapata Camona	Nombre: Sandra Cristina
Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe - OPANAL (Ciudad de México)	
Fecha: miércoles, 30 de octubre de 2019	

A lo largo de la quincena anterior, indique cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

#### Actividades realizadas

<p><b>Relacionadas con traducción:</b></p> <ul style="list-style-type: none"><li>- Documentación y búsqueda terminológica, especialmente búsqueda de fragmentos de discursos y términos propios de tratados internacionales (<i>succession, accession, etc.</i>)</li><li>- Gestión terminológica: ampliación del glosario terminológico (actualmente 240 términos).</li><li>- Traducción (9966 palabras):</li></ul> <p><b>De español a inglés:</b></p> <ul style="list-style-type: none"><li>C_22_2019_Acta_322_Reunión_Consejo (5810)</li><li>CG M 2019 Informe Sistema Control (1814)</li><li>Press release High level Panel (532)</li><li>CCAAP 11 2019 Presentación por el SG Presupuesto y Escala de cuotas 2020 (1155)</li><li>CCAAP_12_2019_Proyecto de Presupuesto anual y Escala de Cuotas para 2020 (625)</li></ul> <p><b>Edición/Revisión (4480 palabras):</b></p> <ul style="list-style-type: none"><li>Actualización: Informe del Consejo a la Conferencia General (noviembre de 2019) (400)</li><li>CG 2019 Informe elección SG (512)</li><li>The XXVI Special Session of the General Conference of OPANAL (568)</li><li>Revisión de la información de los Estados Miembros en la página web (aprox. 3000 palabras)</li></ul> <p><b>Otras actividades de la pasantía:</b></p> <ul style="list-style-type: none"><li>- El manual de traducción ya tiene 8 páginas y 8 secciones: Tipos de documentos, Ortografía en español, Ortografía en inglés, Formatos, Diccionario de español e inglés y Recursos adicionales.</li><li>- Aprendizaje y ayuda logística durante la Reunión del Consejo del 29 de octubre.</li></ul>
---



#### Decisiones tomadas

Decisiones de traducción, redacción y terminología basadas en documentos previos del OPANAL y recursos disponibles en línea, como documentos de las Naciones Unidas y otros relacionados.

Después de realizar una búsqueda en diversas fuentes, algunas decisiones de traducción concretas estuvieron relacionadas con términos que se emplean en un ámbito muy específico (tratados internacionales). Fuera de dicho contexto es muy poco común encontrarlos, por lo cual se prestan para dudas al momento de traducirlos:

- *"succeded to the treaty"*: "heredó el tratado" (propuesta de traducción pendiente de aprobación antes de publicarla en la página web)
- *"acceded to the treaty"*: "se adhirió al tratado" (anteriormente en la página web salía "adhirió a tratado").

#### Capacidades desarrolladas

- Manejo de tiempo, especialmente para traducciones que se requieran para dentro de unas pocas horas.
- Gestión terminológica (edición y ampliación del glosario).
- Redacción de un manual de traducción.

#### Responsabilidades asumidas

- Traducción de documentos institucionales (como en semanas anteriores)
- Creación del manual de traducción (como en semanas anteriores)
- Revisión de traducción en la página web del OPANAL.

#### Aplicación de conocimientos adquiridos en el programa

Todos los relacionados con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés e inglés-español, edición, revisión de textos, redacción.

#### Problemas encontrados

Cuando se trata de traducciones que incluyen la traducción textual de discursos pronunciados, los cuales ya tienen una traducción oficial, el proceso de documentación puede resultar bastante dispendioso, y más cuando un discurso fue pronunciado hace muchos años, ya que tal vez su traducción no se encuentra digitalizada en formato editable y debe buscarse en él de forma "manual", es decir, leyendo.

Hay momentos en los que hay que trabajar bajo presión, principalmente cuando la traducción de un documento se requiere para dentro de unas pocas horas y el formato de dicho documento incluye tablas o gráficas cuyo contenido también debe traducirse. El tiempo limitado se presta para que se cometan errores de traducción que fácilmente podrían haberse evitado al realizar una revisión más del documento.





**UNIVERSIDAD  
DE ANTIOQUIA**

**Escuela de Idiomas**

Recursos empleados o recursos que se sugiera obtener

Recursos empleados:

- Proporcionados por el OPANAL, como diccionarios y textos básicos.
- Recursos en línea: diccionarios bilingües, páginas web de organismos internacionales, etc.

Sugiero:

- Continuar la edición del Manual de traducción y estilo.
- Continuar la ampliación del glosario terminológico.
- Está pendiente digitalizar un texto de discursos que sería muy útil tener de forma digital.

Comentarios del asesor externo

En esta quincena, Cristina ha realizado cumplidamente las tareas encomendadas por parte de la Secretaría del Organismo. Ha demostrado profesionalismo, puntualidad y disposición por aprender y utilizar lo ya aprendido.



Ciudad Universitaria: Calle 57 N°. 53-08 Bloque 12, Oficina 105  
Teléfono: 210-57-97 Correo electrónico: [investigacionyposgrado@idiomas@udea.edu.co](mailto:investigacionyposgrado@idiomas@udea.edu.co)  
Medellán - Colombia

## Appendix F. Report 5



**UNIVERSIDAD  
DE ANTIOQUIA**

Escuela de Idiomas

**Maestría en Traducción**

**Prácticas de traducción  
Trabajo de investigación**

**INFORME PERIÓDICO DEL PRACTICANTE**

Apellidos: Zapata Carmona	Nombre: Sandra Cristina
Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe - OPANAL (Ciudad de México)	
Fecha: jueves, 15 de noviembre de 2019	

A lo largo de la quincena anterior, indica cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

Actividades realizadas

<p>Relacionadas con traducción (todas de español a inglés):</p> <ul style="list-style-type: none"><li>- Documentación y búsqueda terminológica: como en semanas anteriores.</li><li>- Gestión terminológica: ampliación del glosario terminológico (actualmente 246 términos).</li><li>- Traducción (11.751 palabras): S_XX_2019 Vacantes CONSEJO OPANAL (422) CG_11_2019 Informe SG (3170) Agradecimiento al Secretario General Embajador Luiz Filipo De Macedo Soares (312) Comunicado - XXVI Conferencia General (292) Intervención de México en la XXVI Sesión de la Conferencia General (847) Intervención de Cuba en la XXVI Sesión de la Conferencia General (883) Intervención de Nicaragua en la XXVI Sesión de la Conferencia General (87) Intervención de Guatemala en la XXVI Sesión de la Conferencia General (302) Intervención de Chile en la XXVI Sesión de la Conferencia General (954) Intervención de Brasil en la XXVI Sesión de la Conferencia General (1058) Intervención de Perú en la XXVI Sesión de la Conferencia General (531) Intervención de Belice en la XXVI Sesión de la Conferencia General (417) Intervención de Uruguay en la XXVI Sesión de la Conferencia General (616) Intervención de Paraguay en la XXVI Sesión de la Conferencia General (861) Intervención de Ecuador en la XXVI Sesión de la Conferencia General (999)</li></ul> <p>Otras actividades de la pasantía:</p> <ul style="list-style-type: none"><li>- Creación del manual de traducción y estilo: ya tiene 18 páginas y 6 secciones (Tipos de documentos, Ortografía en español, Ortografía en inglés, Terminología, Diccionario de español e inglés y Recursos adicionales).</li><li>- Apoyo en la organización de la XXVI Sesión de la Conferencia General, llevada a cabo el 7 de noviembre y preparación de sus memorias: ayuda logística, transcripción de las intervenciones de Nicaragua (82 palabras) y Guatemala (297 palabras).</li></ul>
--

Ciudad Universitaria: Calle 67 N.º 53-108 Bloque 12, Oficina 105  
Teléfono: 214-57-97 Correo electrónico: [investigacionyprogramas@unna.edu.co](mailto:investigacionyprogramas@unna.edu.co)  
Medellín - Colombia



**Decisiones tomadas**

Algunas decisiones concretas fueron:

- Una adaptación: la palabra "convivir" se tradujo como "interact with", puesto que se trataba de un mensaje de agradecimiento hacia alguien y era la expresión que más se adecuaba al contexto.
- Se sugirió reemplazar en español "período ordinario de sesiones" por "sesión ordinaria", ya que actualmente en OPANAL no se habla de "período de sesiones", pues únicamente se celebra una sesión durante unas horas, en un solo día; antes duraban varios días, por lo cual se denominaba "período".
- Se sugirió no traducir la dirección física del OPANAL en su página web, ya que, en general, las direcciones deben permanecer en su idioma original, con el fin de evitar confusiones por falta de correspondencia entre los sistemas de nomenclatura usados en los diferentes países.

**Capacidades desarrolladas**

- Manejo del tiempo.
- Gestión terminológica (edición y ampliación del glosario).
- Redacción de un manual de traducción.
- Trabajo en equipo (para la organización de la Conferencia General y ampliación del glosario).

**Responsabilidades asumidas**

- Traducción de documentos institucionales (como en semanas anteriores).
- Creación del manual de traducción (como en semanas anteriores).
- Ayuda logística: impresión de copias antes y durante de la Conferencia General, entre otros.

**Aplicación de conocimientos adquiridos en el programa**

Todos los relacionados con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés e inglés-español, edición, revisión de textos, redacción.

**Problemas encontrados**

Aunque ya está muy avanzado en cuanto a contenidos básicos se refiere, sigue siendo necesario completar el manual de traducción, para identificar fácilmente las pautas que se deben seguir a la hora de traducir un texto institucional del OPANAL.

**Recursos empleados o recursos que se sugiera obtener**

Recursos empleados:

- Proporcionados por el OPANAL, como diccionarios y textos básicos.
  - Recursos en línea: diccionarios bilingües, páginas web de organismos internacionales, etc.
- Sugiero:
- Continuar la creación del Manual de traducción y estilo.
  - Revisar y actualizar periódicamente el glosario terminológico.
  - Sigue pendiente digitalizar un texto de discursos, para facilitar su consulta.

**Comentarios del asesor externo**

Durante esta quincena, Cristha demostró compromiso y disposición con el Organismo en el marco de la celebración de la XXVI Sesión de la Conferencia General. Su colaboración fue invaluable antes, durante y después de este evento, tanto en tareas enfocadas a la traducción como a la logística del evento.



## Appendix G. Report 6



**UNIVERSIDAD  
DE ANTIOQUIA**

Escuela de Idiomas

**Maestría en Traducción**

**Prácticas de traducción  
Trabajo de investigación**

### INFORME PERIÓDICO DEL PRACTICANTE

Apellidos: Zapata Carmona	Nombre: Sandra Cristina
Empresa: Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe - OPANAL (Ciudad de México)	
Fecha: viernes, 29 de noviembre de 2019	

A lo largo de la quincena anterior, indique cuál ha sido su experiencia en la empresa en los siguientes ámbitos:

#### Actividades realizadas

<p>Relacionadas con traducción (todas de español a inglés):</p> <ul style="list-style-type: none"><li>- Documentación y búsqueda terminológica: como en semanas anteriores.</li><li>- Gestión terminológica: actualización del glosario terminológico (ahora tiene 259 términos).</li><li>- Traducción (aprox. 10.000 palabras): Intervención de Colombia en la XXVI Sesión de la Conferencia General (508) Intervención de China en la XXVI Sesión de la Conferencia General (725) CG_06_2019_2019_Informe de la Conferencia General (5654) Traducción en la página web: área de la Conferencia General (aprox. 3000 palabras)</li><li>- Edición/Revisión (aprox. 500 palabras): Actualización de varias resoluciones de la Conferencia General Notas diplomáticas de recibo de pago por parte de Estados Miembros</li></ul> <p>Otras actividades de la pasantía:</p> <ul style="list-style-type: none"><li>- Creación del manual de traducción y estilo: se completó el manual con 20 páginas y 5 secciones (Tipos de documentos, Ortografía en español, Ortografía en inglés, Terminología, Duda de español o inglés y Recursos adicionales), con el contenido básico en cada una de ellas.</li><li>- Realización de un video sobre mi experiencia en el OPANAL para promover el Programa de Pasantías en las redes sociales del Organismo (publicado el 22 de noviembre)</li><li>- Se presentaron los manuales homologados (cuya revisión se había suspendido por las tareas prioritarias relacionadas con la Conferencia General).</li></ul>
---

#### Decisiones tomadas

<p>Algunas decisiones concretas fueron:</p> <ul style="list-style-type: none"><li>- Después de consultar varias fuentes, se presentó la propuesta de cambio de la expresión "sucedió al tratado" por "heredó al tratado" en la página web del OPANAL, en el área de firma y ratificación de tratados por parte de cada país; la cual fue aprobada por la funcionaria encargada.</li></ul>
---

Ciudad Universitaria: Calle 67 N°. 53-108 Bloque 12, Oficina 105  
Teléfono: 219-57-97 Correo electrónico: investigacionyposgrados@uda.edu.co  
Medellán - Colombia



# UNIVERSIDAD DE ANTIOQUIA

## Escuela de Idiomas

### Capacidades desarrolladas

- Manejo del tiempo.
- Gestión terminológica (edición y ampliación del glosario).
- Redacción de un manual de traducción.

### Responsabilidades asumidas

- Traducción de documentos institucionales (como en semanas anteriores).
- Creación del manual de traducción (como en semanas anteriores).

### Aplicación de conocimientos adquiridos en el programa

Todas las relacionadas con las actividades previamente mencionadas: búsqueda terminológica, documentación, gestión terminológica, traducción español-inglés e inglés-español, edición, revisión de textos, redacción.

### Problemas encontrados

- No fue posible escanear el libro de discursos que se tenía pendiente, pues las tareas de traducción fueron siempre prioritarias.

### Recursos empleados o recursos que se sugiera obtener

#### Recursos empleados:

- Proporcionados por el OPANAL, como diccionarios y textos básicos.
- Recursos en línea: diccionarios bilingües, páginas web de organismos internacionales, etc.
- Manual de traducción y estilo del OPANAL.

#### Sugiero:

- Continuar la revisión y edición periódicas del Manual de traducción y estilo.
- Realizar la actualización periódica del glosario terminológico.
- Escanear los textos de discursos y otros que puedan ser útiles de forma digital, con el fin de facilitar su consulta.

### Comentarios del asesor externo

Durante esta última quincena, Cristina demostró ser una colaboradora comprometida y dedicada. Las tareas encomendadas las entregaba de manera rápida y de buena calidad. En sus trabajos de traducción se pudo notar que las observaciones hechas anteriormente, fueron acatadas y acopladas por lo que no hubo necesidad de hacer correcciones a los trabajos entregados.



## Appendix H. Part of OPANAL's glossary

SPANISH	ENGLISH
accede to the treaty	adherirse al tratado
Acta	Summary record
acta taquigráfica	verbatim record
Adjuntar	Enclose
Ajuste (ajustar algo)	Redress (something)
Ajuste (Derecho)	Adjustment
Ajuste (fiscal)	fiscal consolidation
Alcaldía	Mayor's Office, City Hall
alcaldía (municipalidad)	Municipality
ámbito de aplicación territorial	territorial scope
Ante esta situación	Against this backdrop
Apelar	Appeal
Aplicación	Enforcement
Aprobación	approval, adoption
arma trampa	booby-trap
Asamblea General de Naciones Unidas	United Nations General Assembly
asumir funciones	take office
asuntos meramente formales	<i>pro forma</i> affairs
Cancillería	Ministry of Foreign Affairs, Foreign Ministry
carrera de armamento	arms race
ceder la palabra	give the floor
Comisión de Buenos Oficios	Committee of Good Offices
Comisión de Cuotas y Asuntos Administrativos y de Presupuesto (CCAAP)	Committee on Contributions and Administrative and Budgetary Matters
comité/comisión	Committee
Compromiso	commitment, obligation, provision
Comunicado	Communiqué
Conferencia de Zonas Libres y Mongolia	the IV Conference of Nuclear-Weapon-Free-Zones and Mongolia, 2020
Consultor Jurídico	Legal Counsel
control de armas	arms control
Coordinación	coordination office
Coordinadora General de Asesores y Asuntos Internacionales del Gobierno de la CDMX	General Coordinator of Advisors and International Affairs of Mexico City's government
cuenta contable	book account
cuestión de orden	point of order
cumplimiento, observancia	Compliance
Cuota	(assessed) contribution
decisión soberana / derecho soberano	sovereign right
declaración interpretativa	interpretative declaration
Despacho	Office
Despliegue	Deployment

Diario Oficial de la Federación (México)	Federal Official Gazette
Diputado/a (México)	Congresswoman / Congressman
Director(a) General de Asuntos Multilaterales y Económicos	Director General for Multilateral Economic Affairs
Disarmament	Desarme
discurso, intervención	Statement
documento de posición	position paper
documento de trabajo	working paper
ejercicio financiero	financial year
embajador ante	ambassador to
Enfatizar	highlight, emphasize, stress
escala de cuotas	scale of assessed contributions
estado de recaudación de cuotas	status of collection of assessed contributions
estados financieros	financial statements
Estados Miembros del Consejo	Member States of the Council
Estados Miembros del OPANAL	Member States of OPANAL
Estados Observadores	Observer States
Estados Partes	States Parties
Financiar	fund, support, sponsor
Fondo de Operaciones	Working Capital Fund
fórmula de transacción	Compromiso
gestiones (diplomáticas) / ajustes	Démarches
Grupo de trabajo composición abierta (GTCA)	Open-ended Working Group (OEWG)
heredó el tratado	succeeded to the treaty
inter alia	entre otros, entre los demás
Jefatura de la Ciudad de México	Mexico City's government
Línea de acción	Course of action
mandato, plazo, período	Term
medios, recursos, peculio	Wherewithal
Memorandum de Entendimiento	Memorandum of Understanding
mesa de la Conferencia General	bureau of the General Conference
mina antipersonal	antipersonnel mine
Normas que Regulan el Funcionamiento de la Secretaría	Standards to Govern the Operations of the Secretariat
notas de recordatorio de pago	reminder notes
nuclear-weapon free zone in a densely populated region	zona libre de armas nucleares en una región densamente poblada
ocupar la presidencia	take the chair
offer the floor	ofrecer la palabra
Oficial de Investigación y Comunicación	Research and Communication Officer
Oficial de Programas	Program Officer
Organismo	Agency ( <i>cuando se refiere a OPANAL</i> )
Organismo Internacional Observador	Observer International Organization
partida no ejercida	non-budget item
PrepCom de la Conferencia de Examen del TNP	III Preparatory Committee for the 2020 Review Conference of the Parties to the NPT

Prerrogativa	Privilege
presente y sonante	present and voting
Presidencia	Chairmanship
Presidencia	Presidency
Presidente	President
Presidente de la CCAAP	Chairperson of CCAAP
<i>prima facie</i>	"a primera vista"
Primera Comisión de la Asamblea General	First Committee of the General Assembly
procedimiento de silencio	silence procedure
Pronunciarse	give judgement
propuestas de enmienda	amendment proposal
recaudación de cuotas	collection of assessed contributions
Reglamento de la Conferencia General	Rules of Procedure of the General Conference
Reglamento del Consejo	Rules of Procedure of the Council
reglamento del personal	regulations of the staff
Reglamento financiero	Financial regulations ( <i>es plural</i> )
Reivindicación	Claim
Reparación	Redress
representante alterno	alternate representative
reunión abierta	open-ended meeting
reunión paralela	side-meeting
revisión de cuentas	auditing, auditing of accounts
saldo a favor	balance in favor
Secretario General	Secretary-General
Secretario General Adjunto/a de Naciones Unidas	United Nations Under-Secretary-General
Sesión Extraordinaria	Special Session
Sesión Ordinaria	Regular Session
Sistema de Control (solo en referencia al del Tratado)	Control System (ambas con mayúsculas)
situación financiera	financial situation
someter a discusión/ aprobación	submit for discussion/ approval
someter a votación	proceed to the vote
SRE Mexico	Ministry of Foreign Affairs of Mexico
Subpoena	comparecencia, auto de comparecencia, citación
Subsecretario	Vice Minister / Under-Secretary
tomar la palabra	Take the floor
Tratado sobre la Prohibición de Armas Nucleares – TPAN	Treaty on the Prohibition of Nuclear Weapons – TPNW
visita de campo	field visit
votación normal	roll-call vote
Zona de Aplicación	Zone of Application



## Appendix I. Manual of translation of OPANAL

### Manual de traducción y estilo del OPANAL

Modificado: 29 de noviembre de 2019

#### Tabla de contenido

Introducción .....	1
1. Tipos de documentos.....	2
1.1. Formato general .....	2
1.2. Formatos específicos .....	3
1.2.1. Documentos de la Conferencia General .....	3
1.2.2. Actas .....	4
1.2.3. Documentos de información .....	5
1.2.4. Notas de la Secretaría .....	6
2. Ortografía en español .....	9
2.1. Signos de puntuación .....	9
2.2. Mayúsculas .....	10
2.3. Nombres propios.....	10
2.4. Siglas.....	10
2.5. Fechas .....	10
2.6. Horas.....	10
2.7. Números.....	11
3. Ortografía en inglés (traducción) .....	11
3.1. Signos de puntuación.....	11
3.2. Mayúsculas .....	11
3.3. Nombres propios.....	11
3.4. Siglas.....	11
3.5. Fechas .....	12
3.6. Horas.....	12
3.7. Números.....	12
4. Terminología .....	12
4.1. Glosario terminológico .....	12
4.2. Ministerios de Relaciones Exteriores .....	13
4.3. Universidades y centros académicos .....	15
4.4. Párrafos de textos comunes en español y su traducción al inglés... 15	
5. Dudario de español e inglés .....	16
5.1. Dudas gramaticales.....	16
5.2. Dudas sobre el léxico.....	16
5.3. Otras dudas .....	16
6. Recursos adicionales .....	19
6.1. Recursos propios de OPANAL.....	19
6.2. Recursos externos .....	19

## Introducción

El Manual de traducción y estilo del OPANAL tiene como objetivo servir como guía para la realización de traducciones de español a inglés y viceversa, facilitando el proceso de traducción y procurando la uniformidad de los documentos institucionales, los cuales representan una marca distintiva del Organismo.

El Manual tiene 6 secciones principales: Tipos de documentos, Ortografía en español, Ortografía en inglés, Terminología, Dudario de español e inglés y Recursos adicionales; dichas secciones incluyen los parámetros más importantes que se deben considerar al momento de traducir un documento del OPANAL, ya sea en español o en inglés.

El Manual fue preparado tomando como referencia traducciones previas de documentos institucionales del OPANAL (2019 y anteriores) y para temas generales, es decir, que no son exclusivos del OPANAL, se emplearon recursos de traducción adicionales a los cuales se puede recurrir para obtener más información, por ejemplo, manuales de otras organizaciones internacionales, de los cuales el más importante es el Manual del Traductor del Servicio de Traducción al Español de las Naciones Unidas, tanto su versión en PDF como en línea. Asimismo, recursos de ortografía en español, como el *Diccionario panhispánico de dudas*, entre otros.

¡Feliz traducción! ☺

## 1. Tipos de documentos

Esta sección incluye el formato general que llevan todos los documentos del OPANAL y, posteriormente, describe cada tipo de documento con sus características específicas.

### 1.1. Formato general

- a. **Tipo de letra:** Times New Roman (tamaño 12 en el texto y 11 en la tabla de contenido).
- b. **Espaciado:** 1.15 o 1.5 (*ver ejemplos de documentos*)
- c. **Márgenes:** Izquierdo y derecho 2.5 cm, Superior e inferior: 3.0 cm
- d. **Encabezado de la primera página:** encabezado del OPANAL como está en el formato de los documentos del Consejo (la palabra “OPANAL” en tamaño 14, siguiente línea 10 y la tercera en tamaño 13).
- e. **Encabezado de la segunda página y siguientes:** corresponde a la nomenclatura (código alfanumérico) de cada documento (por ejemplo, CG/xx/20XX), ubicado en la esquina superior derecha de la página.
- f. **Tabla de contenido:** algunos documentos, como los manuales y las memorias de la Conferencia General, tienen tabla de contenido, la cual se crea por menú “REFERENCIAS” y en fuente “negrita”. Los numerales y subnumerales son números arábigos y todos llevan punto final.

**Sangría** (para numerales y subnumerales, según el nivel):

1. **XXX** (0 y 0.75) → Nivel 1

1.1. **XXX** (0.5 y 1.5) → Nivel 2

1.1.1. **XXX** (0.75 y 2.0) → Nivel 3

1.1.1.1. **XXX** (1.0 y 2.5) → Nivel 4

g. **Numeración de páginas:** en la esquina inferior derecha (Times New Roman, tamaño 12)

h. **Notas al pie:** Times New Roman (tamaño 9)

## 1.2. Formatos específicos

Estos son diferentes tipos de documentos generados por el OPANAL y su respectiva nomenclatura ([Nomenclatura documentos](#)):

### Nomenclatura:

- Documentos de la Conferencia General (CG/xx/20XX o, en el caso de Sesiones Especiales, CG/E/xx/20XX)
- Resoluciones de la Conferencia General (CG/Res.xx/20XX o en el caso de Sesiones Especiales, CG/E/Res.xx/20XX)
- Documentos del Consejo (C/xx/20XX)
- Documentos de la CCAAP (CCAAP/xx/20XX)
- Documentos de información (Inf./xx/20XX)
- Notas de la Secretaría (S-xxx/20XX)

### Tipo de distribución de los documentos:

<b>EN</b>	<b>ES</b>
General	General
Restricted	Limitada/Reservada
Provisional	Provisional
For participants only	Para los participantes únicamente

A continuación, los formatos de cada tipo de documento, los respectivos enlaces donde se pueden encontrar y algunos ejemplos:

### 1.2.1. Documentos de la Conferencia General

**Formato en español:** [Formato Conferencia General \(ES\)](#)

**Ejemplo de encabezado en español:**



**OPANAL**  
Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe

### Conferencia General

XXVI Sesión  
7 de noviembre de 2019  
Punto 11.1 de la Agenda

CG/09/2019  
Original: español

**Ejemplo de encabezado en inglés:**



**OPANAL**  
Agency of the Prohibition of Nuclear Weapons in Latin America and the Caribbean  
**General Conference**

CG/09/2019

### 1.2.2. Actas

**Formato en español:** *Formato Consejo (ES)*

**Ejemplo de encabezado en español:**



**OPANAL**  
Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe  
**Consejo**

312ª Reunión  
8 de febrero de 2018

C/02/2018Rev.

**Formato en inglés:** *Formato Consejo (EN)*

**Ejemplo de encabezado en inglés:**



**OPANAL**  
Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean  
**Council**

320<sup>th</sup> Meeting  
Date

C/xx/2019

**Title**

### 1.2.3. Documentos de información

**Formato en español:** [Formato Documentos Inf. \(ES\)](#)

**Ejemplo de encabezado en español:**



**OPANAL**  
Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe  
**Secretaría**

---

13 de agosto de 2019

Inf.10/2019Rev.6

**Formato en inglés:** [Formato documentos Inf. \(EN\)](#)

**Ejemplo de encabezado en inglés:**



**OPANAL**  
Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean  
**Secretariat**

---

Inf.20/2019  
7 October 2019

#### 1.2.4. Notas de la Secretaría

Hay notas que son firmadas por el Secretario General y otras que firma un oficial de la Secretaría. Ambos tipos de notas se redactan en un formato específico, cuyo encabezado es igual para ambas, pero diferente al de los demás documentos, y se imprimen en hojas con el membrete del OPANAL.

*Ver ejemplos de cartas firmadas por la Secretaría y el Secretario General, en español e inglés:*  
[Minutario digital](#).

**Formato en español:** [Membrete \(ES\)](#)

**Formato en inglés:** [Membrete \(EN\)](#)

##### a. Notas no firmadas por el Secretario General:

**Ejemplo de encabezado en español:**



ORGANISMO PARA LA PROSCRIPCIÓN DE LAS ARMAS NUCLEARES EN LA  
AMÉRICA LATINA Y EL CARIBE

S-610/2019

**Ejemplo de encabezado en inglés:**



AGENCY FOR THE PROHIBITION OF NUCLEAR WEAPONS IN  
LATIN AMERICA AND THE CARIBBEAN

S-625/2019

24 October 2019  
Mexico City

**b. Notas firmadas por el Secretario General**

**Ejemplo en español:**



S-533/2019

ORGANISMO PARA LA PROSCRIPCIÓN DE LAS ARMAS NUCLEARES EN LA  
AMÉRICA LATINA Y EL CARIBE

Ciudad de México, 9 de septiembre de 2019

Señor Secretario General:

Me es muy grato dirigirme a usted y agradecerle nuevamente, en seguimiento a nuestra conversación telefónica del pasado 2 de septiembre de 2019, su apoyo y consentimiento para que la XXVI Sesión de la Conferencia General del Organismo para la Proscripción de las Armas Nucleares en la América Latina y el Caribe (OPANAL) se realice el 7 de noviembre de 2019 en el salón de conferencias de ese Instituto Panamericano de Geografía e Historia (IPGH).

La Secretaría del OPANAL se pondrá en contacto con la Secretaría del IPGH para coordinar las gestiones necesarias para el evento. Desde luego, cabe reiterar que, todo el equipo y actividades requeridas para y durante la realización de la XXVI Sesión de la Conferencia General que normalmente ocurre entre las 10:00 y las 14:00 hrs, correrán a cargo del personal del OPANAL, no habiendo cargo financiero ni de ninguna otra índole para el IPGH.

Aprovecho la ocasión, Señor Secretario General, para reiterarle las seguridades mi más alta consideración.



*L. F. de Macedo Soares*

Embajador Luiz Filipe de Macedo Soares  
Secretario General

MMM

Excmo. Sr. César Fernando Rodríguez Tameo  
Secretario General del Instituto Panamericano de Geografía e Historia



Ejemplo en inglés:



S-583/2018

AGENCY FOR THE PROHIBITION OF NUCLEAR WEAPONS IN  
LATIN AMERICA AND THE CARIBBEAN

Mexico City  
9 October 2018

Mme High Representative,

I thank you for your letter dated 8 October 2018 inviting me, on behalf of the Bureau of the 73<sup>rd</sup> session of the First Committee of the United Nations General Assembly, to participate in the high-level exchange on the "Current state of affairs in the field of arms control and disarmament" that will take place on 17 October.

I will be pleased to represent the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean – OPANAL in the high-level exchange and I would kindly request you to transmit my gratitude to the Bureau of the 73<sup>rd</sup> session of the First Committee.

I take note of the modalities you suggested in your letter.

It will be a pleasure for me to meet you in your office on Monday, 15 October at 12 noon.

I avail myself of this opportunity to reiterate to you, Mme High Representative, the assurances of my high consideration and esteem.

Ambassador Luiz Filipe de Macedo Soares  
Secretary-General



Mme Izumi Nakamitsu  
Under-Secretary General and  
High Representative for Disarmament Affairs

## 2. Ortografía en español

### 2.1. Signos de puntuación

Al momento de escribir, la puntuación es el principal signo de estilo y contribuye a expresar con claridad las ideas. Su función es delimitar las unidades del discurso para facilitar la interpretación correcta de los textos y ofrecer informaciones adicionales sobre el carácter de esas unidades. Entre ellos se encuentran: el punto, la coma, el punto y coma, los dos puntos, los paréntesis, los corchetes, la raya, las comillas, los signos de interrogación y exclamación y los puntos suspensivos.

**Punto:** sirve para señalar una pausa fónica más o menos larga y un ligero descenso de tono, a diferencia de la coma, que supone un ligero ascenso. Después del punto se escribe siempre mayúscula.

**Coma:** señala una pequeña pausa. Se separan con coma:

- los distintos elementos de una numeración, menos el último que irá precedido por una conjunción.
- las palabras, los sintagmas y construcciones paralelas que se repiten.
- el vocativo (palabra con la que llamamos o nos dirigimos a alguien) del resto del enunciado.

**Punto y coma:** en español, este signo señala una pausa más intensa que la coma pero menos que el punto y seguido. Puede separar oraciones gramaticalmente autónomas, pero muy relacionadas por el sentido y tiene una especial utilidad para separar enumeraciones de frases o sintagmas complejos. Hoy en día se usa poco.

**Comillas:** marcan el principio y el final de una cita textual o de expresiones que se destacan por su singularidad. En OPANAL se utilizan las comillas altas o inglesas (“ ”). Se emplean para expresar que el texto entrecomillado es cita literal de lo dicho o escrito por alguien. Las aclaraciones al texto citado van por fuera de las comillas y separadas de este mediante los signos de puntuación correspondientes.

**Uso del punto y de la coma al cerrar comillas:** en español, cuando hay comillas, el punto o la coma van después de cerrarlas.

### **El guion y la raya:**

- Guion (-): como signo de unión entre dos números, para indicar un rango o para separar los componentes de una palabra compuesta.
- Raya (–): se encierran entre rayas los incisos o explicaciones y de principio de intervención en un diálogo.

### **2.2. Mayúsculas**

Se escriben con mayúscula las palabras significativas de la denominación de entidades, instituciones, organismos, organizaciones, partidos políticos, asociaciones, etc.: *Universidad Complutense, Asociación de Damnificados por el Terremoto de Lorca, etc.* (Paredes García *et al.*, 2014, p. 91)

### **2.3. Nombres propios**

Los nombres extranjeros se escribirán respetando la grafía del original, sin ponerles ningún acento que no tengan en el idioma a que pertenecen ni quitarles símbolos propios de él.

### **2.4. Siglas**

Es importante asegurarse de que su significado se entiende. Si es necesario usar una sigla que no es ampliamente conocida, se debe escribir su forma completa, seguida de la sigla entre paréntesis, la primera vez que aparece en el texto.

### **2.5. Fechas**

En español, la fecha debe estar en la siguiente forma: 7 de noviembre de 2019.

### **2.6. Horas**

En los documentos del OPANAL en español se usa el sistema de 24 horas y los minutos se separan de las horas con un punto. No se emplean, por consiguiente, las abreviaturas “a.m.” ni “p.m.” ni las palabras “de la mañana” o “de la tarde”. *Ejemplo:* se suspende la sesión a las 16.35 horas y se reanuda a las 17.10 horas, entre las 8.00 y las 11.30 horas.

Se puede usar indistintamente: es la 1.00 hora / es la 1.00 horas.

Si la hora pasa de la una, la fórmula adecuada es: *la sesión de emergencia se levantó a las 1.30 horas.*

## 2.7. Números

**Cardinales y ordinales:** los cardinales y ordinales del uno al diez se escriben con letras. *Ejemplo:* Cuarta Conferencia

**Monedas:** el símbolo se escribe después de la cifra y con un “espacio duro” (Ctrl+Shift+Espacio) entre la cifra y este. *Ejemplo:* 50,000 USD

**Separador de mil y separador decimal:** por tratarse de un organismo internacional con sede en México, se utiliza la coma como separador de mil y el punto como separador decimal.

## 3. Ortografía en inglés

### 3.1. Signos de puntuación

**El punto y la coma:** en inglés, cuando hay comillas, el punto o la coma van antes de cerrarlas.

Los demás signos de puntuación se emplean como en español.

### 3.2. Mayúsculas

Se siguen las mismas pautas que en español.

### 3.3. Nombres propios

Se siguen las mismas pautas que en español.

### 3.4. Siglas

Al igual que en español, es importante asegurarse de que su significado se entiende. Si es necesario usar una sigla que no es ampliamente conocida, se debe escribir su forma completa, seguida de la sigla entre paréntesis, la primera vez que aparece en el texto.

### **3.5. Fechas**

En inglés, la fecha debe estar en la siguiente forma: 7 November 2019

### **3.6. Horas**

En los documentos del OPANAL en inglés, se usa el sistema de 12 horas y los minutos se separan de las horas con un punto. Se emplean, por consiguiente, las abreviaturas “a.m.” y “p.m.” *Ejemplo: The meeting was opened at 11.05 a.m.*

### **3.7. Números**

Se siguen las mismas pautas que en español.

## **4. Terminología**

### **4.1. Glosario terminológico**

En el [Glosario terminológico](#), que se encuentra en formato de Excel para facilitar la búsqueda en él, se pueden encontrar los términos, en español e inglés, relacionados con los siguientes temas:

- OPANAL
- Desarme nuclear
- Cargos diplomáticos
- Siglas
- Adjetivos, adverbios y conjunciones
- Sinónimos (opciones) de sustantivos, adjetivos y verbos
- Nombres de organizaciones, países, cargos más comunes, etc.
- Fórmulas y frases comunes (vocabulario del OPANAL)

Además, a continuación se encuentra más terminología correspondiente a las temáticas tratadas por el OPANAL:

## 4.2. Ministerios de Relaciones Exteriores

### Estados Miembros

País	Idioma original	Inglés	Español	Fuente
Antigua and Barbuda	EN	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Argentina	ES	Ministry of Foreign Affairs and Worship	Ministerio de Relaciones Exteriores y Culto	cancilleria.gob.ar
Bahamas	EN	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Barbados	EN	Ministry of Foreign Affairs and Foreign Trade	Ministerio de Relaciones Exteriores y Comercio Exterior	un.org
Belize	EN	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Bolivia	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Brasil	PT: Ministério das Relações Exteriores	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	itamaraty.gov.br
Chile	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	minrel.gob.cl
Colombia	ES	Foreign Ministry	Cancillería	oas.org
Costa Rica	ES	Ministry of Foreign Affairs and Worship	Ministerio de Relaciones Exteriores y Culto	un.org
Cuba	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	minrex.gob.cu
Dominica	ES	Ministry of Foreign and CARICOM Affairs	Ministerio de Relaciones Exteriores y Asuntos de CARICOM	cancilleria.gov.co y minres.gob.cu
Ecuador	ES	Ministry of Foreign Affairs and Human Mobility	Ministerio de Relaciones Exteriores y Movilidad Humana	cancilleria.gob.ec
El Salvador	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Granada	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Guatemala	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	oas.org
Guyana	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	icc-cpi.int

Haití	FR: Ministère de Affaires Etrangères	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	
Honduras	ES	Ministry of Foreign Affairs	Secretaria de Relaciones Exteriores	un.org
Jamaica	EN	Ministry of Foreign Affairs and Foreign Trade	Ministerio de Relaciones Exteriores y Comercio Exterior	un.org
México	ES	Secretaria de Relaciones Exteriores	Ministry of Foreign Affairs	un.org
Nicaragua	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Panamá	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	mire.gob.pa
Paraguay	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	itlos.org
Perú	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	rree.gob.pe
República Dominicana	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
St. Kitts and Nevis	EN	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
St. Vincent and the Grenadines	EN	Ministry of Foreign Affairs, Trade and Commerce	Ministerio Comercio, Relaciones Exteriores y Comercio Internacional	un.org
St. Lucia	EN	Department of Foreign Affairs	Departamento de Relaciones Exteriores	un.org
Suriname	NL: Ministerie Van Buitenlandse Zaken	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org (EN), cancilleria.gov.co (ES), minrex.gov.cu (ES), itimaraty.gov.br (ES)
Trinidad and Tobago	EN	Ministry of Foreign Affairs and CARICOM	Ministerio de Relaciones Exteriores y Asuntos de CARICOM	cancilleria.gov.co
Uruguay	ES	Ministry of Foreign Affairs	Ministerio de Relaciones Exteriores	un.org
Venezuela	ES	Ministry of People's Power for Foreign Affairs	Ministerio del Poder Popular para las Relaciones Exteriores	mppre.gob.ve

### Estados no miembros

<b>País</b>	<b>Idioma original</b>	<b>Inglés</b>	<b>Español</b>	<b>Fuente</b>
Reino Unido	EN	Foreign and Commonwealth Office/Foreign Office	Ministerio de Relaciones Exteriores y de la Mancomunidad de Naciones	www.gov.uk

#### 4.3. Universidades y centros académicos

Los nombres de universidades y centros y organismos académicos y de investigación se deben consultar en UNTerm y, si no figuran ahí, en su web; si tienen versión en español, se debe usar la traducción que figure en ella, y, si no tienen, se traducirán siempre, salvo cuando el nombre no sea descriptivo.

#### 4.4. Párrafos de textos comunes en español y su traducción al inglés

En el libro “[Textos básicos](#)” del OPANAL se encuentran los documentos principales o de referencia del Organismo, en español e inglés, además en francés y portugués, por lo cual, se encuentra la traducción en dichos idiomas de todos los párrafos correspondientes a dichos textos.



## 5. Dudario de español e inglés

### 5.1. Dudas gramaticales

#### Verbos:

**Auxiliar del tiempo futuro:** se emplea el auxiliar “*shall*” (por ejemplo, en disposiciones establecidas en resoluciones)

**Posición de los adverbios:** se pueden ubicar los adverbios al principio, en medio o al final de una frase ([Adverbs position](#)).

#### Preposiciones:

***divided in vs. divided into:*** excepto en el caso de frases como “*divide in half*” y “*divide in two*”, se debe usar la preposición “*into*”, ya que “*divide*” hace énfasis en separar, romper o cortar un todo en secciones o partes, cambiando así el estado o la forma de algo. Cuando “*half*” y “*two*” se usan como adjetivos, el verbo compuesto correcto es “*divide into*”.

### 5.2. Dudas sobre el léxico

**¿Qué variante del idioma usar?** En español: neutro. En inglés: estadounidense (*ver actas de 2018 y anteriores:* [Actas en inglés](#))

**¿Qué registro usar?** En inglés y en español se utiliza un registro alto o formal.

**¿Se escribe *presidente o presidenta*?** Pueden usarse ambas formas para referirse a la forma femenina (Real Academia Española, 2015; Fundéu BBVA).

### 5.3. Otras dudas

#### Cargos diplomáticos

En la página de asistentes a una reunión o sesión, en español se escribe el nombre de la persona precedido por su cargo diplomático, en un mismo renglón, así:

<b>Colombia:</b>	Tercera Secretaria Lina Andrea Villalba Muñoz
<b>Cuba:</b>	Consejera Sonia Hernández Camacho

En esa misma página de asistentes, pero en su versión en inglés, el cargo diplomático se escribe en un renglón aparte, así:

<b>Colombia:</b>	<b>Ms. Lina Andrea Villalba Muñoz,</b> Third Secretary
<b>Cuba:</b>	<b>Ms. Sonia Hernández Camacho,</b> Counselor

### **Sobre las citas textuales o discursos**

Se traducen tal cual, así que no se corrigen y, en caso de que haya una parte que pudiera parecer un error, se pone “sic” entre paréntesis o corchetes, para especificar que se trata de algo dicho de forma tal cual.

### **Direcciones**

Por lo general, las direcciones físicas no se traducen, esto con el fin de evitar confusiones, ya que los sistemas de nomenclatura varían de país a país y a veces no tienen equivalentes entre sí. Por ejemplo, en Colombia existe la denominación de “carrera”, la cual no tiene un equivalente específico en otro idioma.

### **Formación de plurales en inglés**

Al formar el plural de un término compuesto, la palabra significativa del compuesto debe quedar en plural. La palabra significativa puede ser:

- (a) el primer elemento de una palabra compuesta, por ejemplo: *all previous Secretaries-General*
- (b) el segundo elemento de la palabra compuesta, por ejemplo: *under-secretaries-general*
- (c) el último elemento de la palabra compuesta, por ejemplo: *vice-presidents*

## Estilo del embajador de turno

Ser directo, evitar redundancias.

Algunas palabras y expresiones:

idea: goal/aim

at the framework → in the framework

realización de un evento → organization of the event

convocar a → invited the X

“in said meeting” → in that meeting

reunión abierta → open-ended meeting

almost → nearly

Member States who attended the meeting.

plan de trabajo del Consejo: work plan of the Council

elaborated: prepared

the President informed the attendees that...

with the agreement → after asking the Member States if they agreed...

Note number → “Note S-XXX/2019”

draft of the resolution/communiqué... → draft memo/reso...

call for a technical meeting → call a technical meeting...

paréntesis: brackets not parenthesis

tratar un tema: deal with...

propuesta: proposal, after...

Argel, Argelia (español): Algiers, Algeria (inglés)

budgetary issues (cuestiones presupuestales) → budgetary reasons

constraining the guarantees → limiting the guarantees

conveyed/argued → mentioned, noted, communicated

No hubo comentarios sobre este tema → No Member State commented on this matter

## 6. Recursos adicionales

A continuación, una lista de enlaces, libros, diccionarios, manuales, etc., que sirven como referencia para obtener más información.

### 6.1. Recursos propios de OPANAL

- OPANAL (2019). Textos básicos 1969-2019. Secretaría del OPANAL: [Textos básicos de OPANAL.pdf](#)
- Lista de documentos y resoluciones (en inglés): [List Documents and Resolutions.pdf](#)
- Financial Regulations: [Financial Regulations.pdf](#)
- Interpretative declarations: [Interpretative declarations.pdf](#)
- [Resolution 298 \(XIII\). Use of Nuclear Energy for Peaceful Purposes: Resolution 298 \(XIII\).pdf](#)

### 6.2. Recursos externos

1. Real Academia Española y Asociación de Academias de la Lengua Española. (2012). *Ortografía básica de la lengua española*. Hernández Gómez, E. (coord.). Espasa Calpe.
2. Cambridge Dictionary. *Adverbs and adverb phrases: position*. En: <https://dictionary.cambridge.org/us/grammar/british-grammar/adverbs-and-adverb-phrases-position>
3. *Diccionario de UNIDIR (Instituto de las Naciones Unidas para la Investigación sobre el Desarme): En buenos términos con la seguridad: diccionario sobre control de armamentos, desarme y fomento de la confianza*. En: <http://www.unidir.org/files/publications/pdfs/en-buenos-terminos-con-la-seguridad-diccionario-sobre-control-de-armamentos-desarme-y-fomento-de-la-confianza-en-548.pdf>
4. Fundéu BBVA. [www.fundeu.es](http://www.fundeu.es)
5. Gasparini Alves, Péricles. Cipollone, Daiana Belinda (eds.). *Las zonas libres de armas nucleares en el siglo XXI*. Naciones Unidas. Instituto de las Naciones Unidas para la investigación sobre el desarme. (En español y en inglés).
6. García Robles, A. (1967). *The Denuclearization of Latin America*. Carnegie Endowment for International Peace.
7. Larousse. (1996). *Ortografía Reglas y ejercicios*. 24ª reimpresión.
8. Luiz Filipe de Macedo Soares (ed.) 2017. *A world free of nuclear weapons: is it possible? How could it be achieved? An exchange of views by some leading experts*.
9. Paredes García, F., García, S.A., Paredes Zurdo, L. (2014). *Las 500 dudas más frecuentes del español*. Instituto Cervantes.
10. Manual del Traductor del Servicio de Traducción al Español de las Naciones Unidas:  
Versión en línea: <https://onutraduccion.wordpress.com/manual/>  
Versión en PDF (octubre de 2012): [Manual del traductor PDF](#)
11. Real Academia Española. (2015). *Diccionario panhispánico de dudas*. Penguin Random House.
12. <http://www.spanish-translator-services.com/espanol/diccionarios/legal-ingles-espanol/>

13. Termium Plus. En: [https://www.btb.termiumplus.gc.ca/tpv2guides/guides/wrtps/index-eng.html?lang=eng&letr=indx\\_catlog\\_d&page=9DuoA7PwRCZM.html](https://www.btb.termiumplus.gc.ca/tpv2guides/guides/wrtps/index-eng.html?lang=eng&letr=indx_catlog_d&page=9DuoA7PwRCZM.html)
14. United Nations Correspondence Manual: a guide to drafting, processing and dispatch of official United Nations communications. New York : UN, 2000
15. United Nations Documents. <https://undocs.org/en/A/PV.1587>
16. Para cargos y nombres de los Representantes de Estados Miembros:  
[https://www.oas.org/en/protocol/protocol\\_db.asp?sType=015](https://www.oas.org/en/protocol/protocol_db.asp?sType=015)

## Appendix J. OPANAL Internship Certificate



Organismo para la Proscripción de las Armas Nucleares  
En la América Latina y el Caribe (OPANAL)

certifica que

**Sandra Cristina Zapata Carmona**

participó en el  
Programa de Pasantías en la Secretaría del OPANAL  
del 2 de septiembre al 29 de noviembre de 2019

Ciudad de México, 29 de noviembre de 2019

Embajador Luiz Filipe de Macedo Soares  
Secretario General