

SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities & Languages		
COURSE CODE	MODL5104		
COURSE NAME	Translation in Specialised Areas		
SEMESTER	1	YEAR	2013

2. Table of Contents	
	Page
1. Location of the Course	1
2. Table of Contents	1
3. Staff Contact Details	1
4. Course Details	2
5. Course Timetable	3
6. Rationale for the Inclusion of Content and Teaching Approach	3
7. Assessment	3
8. Academic Honesty and Plagiarism	4
9. Course Schedule	5
10. Expected Resources for Students	7
11. Course Evaluation and Development	7
12. Other Information	7
13. Appendix	7

3. Staff Contact Details			
Course Convenor			
Name	Sean Cheng	Office	MB278
Phone	9385 2314	Email	sean.cx@unsw.edu.au
Contact Time and Availability	10am-12pm Tuesday (by appointment)		
Program Convenor			
Name	Dr Mira Kim	Office	MB274
Phone	9385 2389	Email	mira.kim@unsw.edu.au

Other Teaching Staff:

Language	Direction	Name	Email
Chinese	to EN	Alisa Tian	alisa.tian@gmail.com ; alisa.tian@unsw.edu.au
French	to LOTE	Celine Guerin	celine.trad@gmail.com
French	to EN	Kylie Ritchie	kylie-ritchie@bigpond.com
Indonesian	Both	Suzan Piper	suzan.piper@gmail.com ; wot@iprimus.com.au
Japanese	to EN	Deborah Miyashita	deborah.miyashita@mq.edu.au

Japanese	to LOTE	Masako Ogawa	soul.earth@bigpond.com
Korean	to LOTE	Gyun Hee Choi	pyungwhac@hotmail.com
Korean	to EN	Bradley Wilke	bradwilke@hotmail.com
Spanish	to EN	Simon Tapply	simon@verbatimls.com
Spanish	to LOTE	Erika Gonzalez	itzul.erika@gmail.com ; e.gonzalez@unsw.edu.au

4. Course Details	
Credit Points	6
Summary of the Course	This course provides students with practical experience in two-directional translation at professional Translator level in specialised fields such as information technology, science, law and medicine. It aims to help students to develop and apply language-specific problem-solving techniques to overcome translation challenges. The course consists of a 1-hour lecture and 2-hour tutorial in each week. Tutorials are taught by professional translators in language-specific groups.
Aims of the Course	<ol style="list-style-type: none"> 1. To understand the essence of translation process through pre-translation analysis, translation practice, as well as review and discussion. 2. To develop language-specific translation techniques by connecting translation theories and practice in lectures and tutorials. 3. To understand the role of translation in the context of some specialised topics by attending lectures that offers insights to specific contexts.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Be able to produce a professional translation following the process of text analysis, research, drafting and revision with the help of various translation resources. 2. Be able to write reflections that identify language-specific translation challenges, explain the application of relevant theories to overcome the challenges, and justify translation choices. 3. Be able to identify and describe topic specific translation issues and adjust translation choices accordingly.
Graduate Attributes	<ol style="list-style-type: none"> 1. Understanding of the discipline in its interdisciplinary context 2. Capable of independent and collaborative enquiry 3. Rigorous in analysis, critique, and reflection 4. Able to apply knowledge and skills to solving problems 5. Capable of independent, self-directed practice 6. Information literate

5. Course Timetable
* <i>Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.</i>

Wk1-4 and Wk6-7: English> LOTE; Wk8-13: LOTE>English				
Class Type	Day	Time	Location	Teachers
Lecture	Tuesday	1:00 - 2:00 PM	QUAD 1027	Sean Cheng
Chinese 1	Tuesday	4:00 - 6:00 PM	Matthew 104	Sean CHENG (wk1-6) /Alisa Tian (to English, wk7-9, 11-13)
Chinese 2	Tuesday	6:00 - 8:00 PM	Matthew 125	Sean CHENG /Alisa Tian (to English)
Chinese 3	Wednesday	3:00 - 5:00 PM	ElecEng 218	Sean CHENG /Alisa Tian (to English)
Chinese 4	Wednesday	5:00 - 7:00 PM	ElecEng 218	Sean CHENG /Alisa Tian (to English)
French	Friday	12:00 AM - 2:00 PM	QUAD G025	Celine GUERIN (wk1-6) / Kylie RITCHIE (wk7-9, 11- 13)
Indonesian	Thursday	2:00 - 4:00 PM	ElecEng 219	Suzan PIPER
Japanese	Friday	2:00 - 4:00 PM	Movern Brown G6	Deborah MIYASHITA (to English)
Korean	Friday	11:00 AM - 1:00 PM	Goldstein G01	Gyunghee CHOI (to Korean) WK 1-6
Korean	Thursday	5:00 - 7:00 PM	Morven Brown G6	Brad (to English) WK 7-9, 11-13
Spanish	Tuesday	4:00 - 6:00 PM	QUAD 1049	Erika GONZALEZ (wk1-6)/ Simon TAPPLY (wk7-9, 11-13)

6. Rationale for the Inclusion of Content and Teaching Approach

The teaching approach used in this course combines presentation of lectures covering theory, text analysis and contextual information followed by practical interactive tutorials where the theory is applied to the practice.

While lecture content covers the basic translation skills and industry context, tutorials usually involves peer review and discussion of homework, teacher's explanation and pre-translation analysis of the text of the week.

7. Assessment

Assessment Task	Description	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
EN-LOTE Text 5 Assessment	Marking of EN-LOTE text 5 homework: Translation – 20 marks Reflection – 10 marks Marked by EN-LOTE tutors	30	1,2,3	3 - 6	Week 6
LOTE-EN Text 5 Assessment	Marking of LOTE-EN text 5 homework: Translation – 20 marks	30	1,2,3	3 - 6	Week 12

	Reflection – 10 marks Marked by LOTE-EN tutors				
Final Exam	Translation of 2 texts 20 marks per translation Commencing students can choose 2 texts into their mother tones Continuing student must choose one from EN-LOTE and one from LOTE-EN	40	1,3	4 - 6	Formal Exam Period 8-26 NOV

- **Please note that no submission, late submission or incomplete submission of weekly homework will attract 1-point deduction per submission, maximally 10 marks deduction for 10 weekly submissions.**
- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- This course has a formal examination which will be scheduled in the **formal examination period from 8 – 26 November**. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. **Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.**
- **Grades**
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>
See under “13 Other Information” for more information on Submission of Assessment Tasks and Late Assignments.

8. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures

can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

9. Course Schedule

Week	Lecture Topic	Texts	Tutorial content
1	General Introduction: Aims & Outcomes Weekly schedule Assessment Using Moodle	English text 1: Medical	1. Community building: getting to know each others, identifying needs and expectations, explaining what is going to happen in the following weeks;
30JUL			2. Divide students in to groups for practicum as well as for general group discussions.
			3. Settle weekly homework deadline and submission method
			4. Pre-translation analysis of text 1
2	Marking Criteria; Writing Reflection	English text 2: Technical	1. Student review and discuss the previous week's homework translations by bringing a hard copy of their homework every week so that they can look at each others' work and comment.
6AUG			2. Tutors' feedback and explanation on specific problems.
			3. Pre-translation analysis of this week's text
3	Introduction to Scientific and Technical Translation	English text 3: Technical	As in week 2
13AUG			
4	Introduction to Medical Translation	English text 4: Legal	As in week 2
20AUG			

5	Introduction to Legal translation	English text 5: Legal	As in week 2
27AUG			
6	Translating scientific and technical texts	no text	1. Marked text 5 translations and reflections are handed back to students for discussion
3SEPT			2. Reflect, review and conclude what they have learnt from translating in that direction
			3. Q&A or other necessary activities
7	Translating medical texts	LOTE text 1	Similar to week 1 Introduction needed if tutors are different
10SEPT		prepared by LOTE-EN tutors	
8	Translating legal texts	LOTE text 2	As in week 2
17SEPT		prepared by LOTE-EN tutors	
9	Scientific and technical translation: problems; strategies and case study	LOTE text 3	As in week 2
24SEPT		prepared by LOTE-EN tutors	
11	Medical translation: problems; strategies and case study	LOTE text 4	As in week 2
15OCT		prepared by LOTE-EN tutors	
12	Legal translation: problems; strategies and case study	LOTE text 5	As in week 2
22OCT		prepared by LOTE-EN tutors	
13	On translation in specialised areas: a summary	no text	As in week 6
29OCT			

10. Expected Resources for Students
Recommended Readings
<i>Understanding The Australian Legal System by John Carvan</i> (can be found in the library or purchased at UNSW bookshop)
<i>Legal Dictionary for Australians by Peter Alderson</i> (can be found in the library or purchased at UNSW bookshop)
<i>Key Terms in Translation Studies by Giuseppe Palumbo</i> (can be found in the library or purchased at UNSW bookshop)
<i>The Little Green Grammar Book by Mark Tredinnick</i> (can be purchased at UNSW bookshop)
<i>The Little Red Writing Book by Mark Tredinnick</i> (can be purchased at UNSW bookshop)
<i>The Little Penguin Handbook</i> by Lester Faigley (Great guide for academic writing, can be purchased at UNSW bookshop)
<i>An Introduction to Systemic Functional Linguistics</i> by Suzanne Eggins (can be found in the library or purchased at UNSW bookshop)
* <i>Medical Translation Step by Step Learning by Drafting</i> by Vicent Montalt Resurreccio and Maria Gonzalez Davies (can be found in the library or purchased at UNSW bookshop)
* <i>Legal Translation Explained</i> by Enrique Alcaraz and Brian Hughes (can be found in the library or purchased at UNSW bookshop)
* <i>Scientific And Technical Translation Explained</i> by Jody Byrne (can be found in the library or purchased at UNSW bookshop)

11. Course Evaluation and Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

12. Other Information
<p>For more detailed information relating to the information below and other important administrative information, see <i>A Companion to Course Outlines</i>, available on the School of International Studies website at: http://intlstudies.arts.unsw.edu.au/undergraduate/ under "Administration".</p>
<p>Submission of Assessment Tasks</p> <p>Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from http://intlstudies.arts.unsw.edu.au/undergraduate/ under "Administration". It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it. Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.</p>
<p>Late Submission of Assignments</p> <p>Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter. The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.</p>
<p>OHS</p> <p>UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/</p>
<p>Attendance</p> <p>Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.</p>

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Appendix 1: Reflection Guide and Criteria

Appendix 2: Pre-translation analysis Guide and Translation Criteria

Appendix 1: Reflecting on Translations

In MODL5104 Translation in Specialised Areas, you are asked to submit a reflective journal together with your weekly translation homework. This brief guide will help you understand what to aim for when submitting your translation reflections to make sure you benefit from this task.

The reflections are important learning tools, and that is why the point allocated for submitting your weekly homework will only be given when you submit both your translation and reflection.

Efficient learning tool

In a number of educational settings, reflections are regarded as a very useful tool for efficient learning that will allow students to develop analytical and critical thinking skills and creative problem solving skills. As you may know, these are part of the generic skills required for university graduates in Australia. Reflective writing is also believed to promote students' capacity to engage in independent and reflective learning while communicating their learning process with their teachers. At the same time, such reflections will enrich the discussions to be held in classes.

This is why a reflective journal task has been chosen for you as you are being trained as professionals who should be able to reflect on your professional work critically and analytically. While writing your reflections on a regular basis, you will be able to develop translation skills to identify translation challenges quickly and appropriately, and justify your translation choices professionally.

For those who may not be familiar with reflective writing, here are some suggestions. In your reflective journals, you can record your thoughts on translation problems and shifts and explain what they were and why you thought they were necessary. In reflecting, you will deepen your understanding, as you will need to identify why you made such translation decisions. As part of this process, you may uncover areas for further investigation or develop a plan for action in order to resolve recurring problems or challenges. At this stage of your learning, it is important to engage deeply with the process of translation, and to do so you need to make this process as visible as possible to yourself.

You may also use your journals to discuss problems you were not able to solve. However, simple statements like "this was too difficult and I couldn't find a solution" are hard to be considered as reflective. You will at least need to describe what you thought made the problem difficult, and which steps you took as you tried to solve the problem. For example, if you struggled with finding an idiomatic translation for a difficult term or expression, write down how you researched possible solutions and why the ones you found were not satisfying. List any additional options you identified for dealing with the problem.

The reflections are not the place to ask your tutor questions; you will have the opportunity to do so in the tutorials. If you identify any areas that you have not yet sufficiently understood (for example due to the lack of your background knowledge of the text topic), you can also think about how to go

about it (e.g. additional research and readings or discussions with peers) and describe it in your journal.

Given that you have a word limit (150-200 words), you may not be able to discuss all the issues, in which case you can identify one or two “burning” questions or issues and discuss them.

Levels of development in critical thinking

As you may have gathered from the above, reflective writing involves several levels, and these levels will be reflected in the marking of the reflections that will accompany your assessment task (text 5 and text 10).

At the most fundamental level, translation reflections are **a record of basic observations and responses** (e.g. “I struggled with x, I was able to solve y”, etc.). However, merely recording such observations does not demonstrate true reflection and you will therefore need to go further.

At the next level, there is **expansion on fundamental observations and responses at a practical level**, (e.g. “x is a problem because this concept does not exist in the other culture”, or “there are several possible translations for y, which have slightly different connotations or are used in different registers”), that is, relevant additional information is provided.

At an even higher level, you would **explore potential solutions and add a theoretical dimension**. Which solutions did you try and why, and how did you arrive at your final decision? Are you satisfied with your solutions, and if not, why not? What would be necessary to make the solutions better, and what lessons can you learn for the future?

For **continuing students**, your reflections are a perfect place to connect your translation practice to the theory you have engaged with in your other courses: You could, for example, justify your translation choices from a functional perspective, or discuss them under aspects of equivalence, or foreignization/domestication. For **beginning students**, this is obviously not possible right at the beginning of the semester, but you will soon gain theoretical background, and for the marked translations of text 5 in both halves of the semester you will also be expected to include a theoretical dimension.

Marking Criteria for translation reflection

Problem identification			
2		1	0
Identified one or two problems with appropriate reasons		Identified one problematic passage, or one problematic passage and one superficial problem, with superficial reasons	Identified no problematic passage from the text or only a superficial problem, without reasons
Decisions and solutions			
4	3	2	1
Presented alternative solutions and appropriately defended choice in light of theory; or appropriately defended choice with well structured explanation	Presented alternative solutions and defended choice without reference to theory	Presented alternative solutions only without defence	Presented no alternative solutions
Evaluation			

4	3	2	1	0
Included an evaluation of choices (satisfactory or not) in light of theory	Included an evaluation of choices with explanation but no theory	Included an evaluation of choices only (satisfactory or not)	Failed to include an evaluation of choices	

Appendix 2: MODL5104 Translation Review Guides

The Guides have been written to help you to review your own or your peers' draft translations produced as an integral part of assignments in MODL5103 and MODL5104. They are based on *Meaning-oriented Assessment of Translations* (Kim 2009).

First of all, you need to remind yourself of the context of a translation concerned asking a number of questions such as:

- What is the subject area; what is the purpose of the text; when was the ST produced (Field)?
- What is the relationship between the author and the reader of the Source Text and that of the Target Text (TT) (Tenor)?
- Is the ST a written text or spoken text (Mode)? Is the TT required to be produced in the same mode as the ST?
- Where is the translation to be published? (This is essential information you need to consider if your language like Chinese and Spanish is spoken in different parts of the world.)

After re-considering the contextual variables, you need to review the TT making sure if the TT has conveyed messages of the ST in the following multi-dimensional meaning domains accurately and naturally and if it has made translation shifts when necessary. You need to identify inaccurate translation choices as well as inappropriate or unnatural choices in different domains of meaning.

You are encouraged to think critically on which domain of meaning a particular translation error or issue has impact and to indicate the affected domain by using the following symbols [initials in upper case for accuracy issues (E, L, I and T) and initials in lower case for naturalness issues (e, l, i, t)].

If you are reviewing your peers' translations, do not hesitate to appreciate their excellent translation choices using an asterisk (or more) next to an initial. For example, if you want to say, "Wow, you've handled a very complicated experiential meaning accurately, you can give "E*". Or if you want to say, "I really like your choices of Themes in TT for its internal coherence", you can give "t*".

Meaning	Explanation	ST	TT	Comment	Symbol
Experiential	Experiential meaning concerns events and ideas such as who did what, how, where, when and why.	The Korean War broke out in 1950.	North Korea invaded South Korea in 1950.	Experientially inaccurate because ST doesn't provide information who invaded whom but when the Korean War started.	E
		The last decade has witnessed unprecedented change in the telecommunications sector.	In the last decade we have witnessed unprecedented change in the telecommunications sector.	In some languages, inanimate participants are not chosen in material or mental clauses. Therefore the translation shift may be considered very much needed.	e*
Logical	Logical meaning concerns the relationship between the clauses.	She grew up to be a good teacher.	She grew up in order to be a good teacher.	The relationship between the two clauses in ST is enhancing (consequence) but that in TT is enhancing (purpose).	L
		The body makes all the cholesterol it needs, which means we don't need to eat any in our diet.	The body makes all the cholesterol it needs. We don't need to eat any in our diet.	Chinese has a tendency to make the link between the clauses implicit.	l*
Interpersonal	Interpersonal meaning concerns the author's position, appraisal,	Australia's first female prime minister attack on the Conservative	Australia's first female prime minister critics on the Conservative	"Attack" implies much stronger negativity than critics.	l

	modality, politeness, formality etc.	opposition leader, Tony Abbott. Every driver must stop at red light.	opposition leader, Tony Abbott. Every driver is obliged to stop at red light.	If there is no equivalent of “must”, it can be rephrased with an expression with the highest obligation such as “be obliged to”.	i*
Textual	Textual meaning concerns text flow, cohesion and coherence.	The Government considers that keeping trade flows open is an important part of the solution to the economic downturn.	Australian government considers that keeping trade flows open is an important part of the solution to the economic downturn.	In ST, it is clear that “the Government” is the Australian Government. In TT it can be spelled out when the definite article does not exist or is rarely used in TL.	t*
		Cheese is a generic term for a diverse group of milk-based food products. Cheese is produced in wide-ranging flavors, textures, and forms.	Cheese is a generic term for a diverse group of milk-based food products and is produced in wide-ranging flavors, textures, and forms.	Some languages prefer not to repeat Theme if it is recoverable in the context.	t*

Assessment Rubric

If you want to assess your own translation or your peer's translation, you can use the rubric suggested below:

Band	Short description	Detailed description	Numeric indicator
5+	Publishable as it is	No need to revise	100
5	Professional	No accuracy issues but a couple of minor unnatural choices	85-99
4	Para-professional	<ul style="list-style-type: none"> • A couple of minor accuracy issues with or without a couple of unnatural choices; or • No accuracy issues but a few unnatural choices 	75-84
3	Minor revision required	<ul style="list-style-type: none"> • A major accuracy issue and a couple of minor accuracy issues with or without a few unnatural choices; • A few minor accuracy issues with or without a few unnatural choices; or • No accuracy issues but several unnatural choices 	65-74
2	Major revision required	<ul style="list-style-type: none"> • A couple of major accuracy issues with or without a few unnatural choices; • Several minor accuracy issues with or without a few unnatural choices; or • No accuracy issues but a number of unnatural choices 	50-64
1	Unacceptable	<ul style="list-style-type: none"> • Too many major and minor accuracy issues; or • Too many unnatural choices 	Below 50

A couple of = 1 – 2

A few = 3 – 4

Several = 5 – 7

A number of = 8 – 10

Too many = more than 10

Reference

Kim, Mira (2009) Meaning-oriented assessment of translations: SFL and its application to formative assessment. In *Testing and Assessment in Translation and Interpreting*, eds. Claudia Angelelli and Holly Jacobson, 123-157. Amsterdam & Philadelphia: John Benjamins.