

West German University Press – ISSN 2750-0594. Online ISSN 2750-0608

# INTERNATIONAL JOURNAL OF LANGUAGE AND TRANSLATION RESEARCH

## 4 (2024) 1



International Journal of Language and Translation Research (IJLTR) is a peer-reviewed, quarterly print/online journal with an editorial board of scholars in the fields of language teaching, linguistics, literature, and translation studies from different parts of the world. It welcomes the submission of research-based articles and reviews on various aspects of English language teaching/learning and translation. Submissions should comprise relevant theoretical foundations and pedagogical implications. They should further considerably contribute to related literature existing.

Users of the Journal have the right to read, download, copy, distribute, print, search, or link to the full texts of published articles under the following conditions: This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0).

## **International Journal of Language and Translation Research (IJLTR) 4 (2024) 1**

Publisher: West German University Press  
Bochum/Germany

IJLTR is a peer-reviewed, quarterly paper journal and ejournal with an editorial board of scholars in the fields of English language teaching, linguistics, literature, and translation studies from different parts of the world. It welcomes the submission of research-based articles and review articles on various aspects of English language teaching/learning and translation.

Submissions should comprise relevant theoretical foundations and pedagogical implications. They should further reflect a considerable contribution to the existing related literature. Users of the Journal have the right to read, download, copy, distribute, print, search, or link to the full texts of published articles under the license Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International ((CC BY-NC-SA 4.0).

### **Editorial Board**

Director-in-Charge: Hossein Vahid Dastjerdi

Editor-in-Chief: Mohammad Reza Talebinejad

Executive Editor: Hossein Heidari Tabrizi

Deputy Editor: Mehrdad Vasheghani Farahani

This is a PEER REVIEWED publication.

Contributions by any author, including those with any relation to the editorial board are double blind peer reviewed externally.

The *International Journal of Language and Translation Research* is a REFEREED academic journal published four times a

year both in print and  
electronic form

(<http://universitaetsverlag.com/en/journals.php> and <http://universitaetsverlag.com/en/ijltr.php>).

The journal is preparing to apply to be incorporated in the Emerging Sources Citation Index by Clarivate (ESCI, Web of Science, formerly Thomson Reuters).

All inquiries, manuscripts, job applications and books for abstracting/review should be sent to:

Ruhr University Bochum, P. O. Box  
“West German University Press, Bochum”,  
Universitaetsst. 150, 44801 Bochum,  
Germany

email: [ijltr@universitaetsverlag.com](mailto:ijltr@universitaetsverlag.com)

ISSN 2750-0594. Online ISSN 2750-0608

ISBN 978-3-89966-485-0

Order and subscription:  
[order@universitaetsverlag.com](mailto:order@universitaetsverlag.com)

### Instructions for contributors

Please format your paper in Microsoft Word or Open Office in the way it should appear in the journal and submit it to [ijltr@universitaetsverlag.com](mailto:ijltr@universitaetsverlag.com).

Individual and institutional subscription rates incl. (inter)national shipping (single issues and special issues): print version 49 € / year online & print combined version 99 € university site license (ip range) 398 € special issues 49 €

The online version is open access and is available 3 months after the paper journal.

### **Ethical Statement**

The Ethical Statement is based on the recommendations of the Publication Ethics Committee (COPE) Good Practices drafted in 2011.

1. Obligations of the editor:
  - 1.1. Neutrality. The intellectual content of submitted manuscripts is evaluated regardless of race, gender, sexual orientation, age, disability, religion, ethnicity, political philosophy of the authors.
  - 1.2. Confidentiality. All manuscripts should be treated as confidential documents. They must not be shown to anyone without the permission of the editor. Managers and editorial staff should not disclose information about the manuscript submitted to anyone except the author, reviewers and potential reviewers.
  - 1.3. Disclosure of information and conflicts of interest. Unpublished data contained in the submitted manuscript must not be used by editors or reviewers in their own research without the explicit consent of the author.
  - 1.4. Decision on publication. The editor of the journal decides on the publication of submitted articles. The editor is guided by the Editorial Committee's policy, taking into account the legal obligations regarding defamation, copyrights and plagiarism. The editor can share the decision with other members of the Editorial Board or with reviewers. In the event of an appeal of the decision of the Reading Committee, the editor may solicit two new reviewers.
2. Obligations of reviewers.
  - 2.1. Editorial decisions. Reviewers assist the editorial staff in making decisions and may also assist the author to improve the quality of the manuscript.
  - 2.2. Delays and deadlines. When a guest reviewer does not feel competent enough to evaluate the research presented in the manuscript, or if he finds himself unable to provide his report in time, he must inform the editor without delay in order to give him time to contact other reviewers.
  - 2.3. Standards of objectivity, civility and respect. The reports must be objective. Personal remarks and criticisms directed at the author or hurtful remarks directed at the text content are not eligible. The opinion of the reviewer must be clear, well-argued and respectful of the author.
  - 2.4. Indication of sources. The reviewer must identify appropriate publications not cited by the author. Any such indication must be accompanied by an appropriate comment. The reviewer should draw the editor's attention to any similarity, any overlap between the manuscript and previously published data.
  - 2.5. Disclosure of information and conflicts of interest. Information and ideas obtained through anonymous replay are confidential and should not be used for the personal benefit of the reviewer. Reviewers should not accept reviewing manuscripts where this may result in a conflict of interest arising from competitive, collaborative or other relationships with the authors.
3. Obligations of the authors.
  - 3.1. Information validity. The information contained in the manuscripts submitted for publication must present the results of the authors' research as well as an objective discussion of these results and their importance. The underlying data must be presented correctly. Fraudulent and consciously inaccurate information is considered unethical and unacceptable. The identification of research done by others must always be given. Authors should cite the publications that influenced the study in question.
  - 3.2. Originality and plagiarism. Authors must ensure that they have written a completely original study, and if they have used other people's books or statements, they must be properly cited.
  - 3.3. Multiple publications. An author should not submit manuscripts representing the same study to more than one journal (or book). Submitting the same manuscript in more than one journal is unethical and unacceptable. The journal accepts articles originally published in languages other than English. In these cases, the authors must give the reference of the first publication and be free from the copyright of the original publisher.
  - 3.4. Paternity of the manuscript. Only authors who have made a significant contribution to the study in question are considered to be authors. All those who contributed to the study must be present in the list of authors. If other people have been involved in some aspects of the research project, they should be mentioned in the acknowledgments. The lead author must ensure that all co-authors and only they are included in the list of authors of the manuscript, that the co-authors have seen and approved the final version of the manuscript, and that they have agreed to submission of the manuscript.
  - 3.5. Disclosure of information and conflicts of interest. All authors must indicate, as a result of their biographical presentation, any conflicts of interest that may affect their proposed publication. Funding for research projects that made the study possible must be indicated.
  - 3.6. Errors in publishing. If the author discovers an important error or an inaccuracy in its publication, its obligation is to quickly inform the editor and to consider, in agreement with the person in charge, the withdrawal of the article or the publication of the information about the error.

## The Status Quo of Medical English Translation by Contemporary Chinese Medical University Students: A Needs-based Study



Huanan Su <sup>1\*</sup>

<sup>1</sup> Ph.D., College of Arts and Sciences, University of the Cordilleras, Baguio City, Philippines

### Citation

Huanan, S. (2024). The Status Quo of Medical English Translation by Contemporary Chinese Medical University Students: A Needs-based Study. *International Journal of Language and Translation Research*, 4(1), pp.19-39.

### Abstract

#### Available online

#### Keywords:

Medical English  
Language  
Learning, Medical  
English  
Translation,  
Needs Analysis,  
Status Quo

The present study aimed to examine the current state of medical English translation and identify the specific requirements for medical English translation among Chinese medical university students in the present day. In order to delve into the topic more extensively, the present study endeavored to provide effective strategies for addressing the requirements of the majority of modern Chinese medical university students. A total of one hundred Chinese medical university students participated in the study and were specifically instructed to complete questionnaires that were carefully crafted to gather extensive data on the current state of medical English translation usage. The results showed a significant demand for the utilization of medical English translation among Chinese medical university students, along with a notable absence of guidance from medical lecturers in Chinese medical universities. Therefore, the findings of the study indicate that medical instructors should instruct medical students on how to intelligently choose and utilize appropriate strategies for translating medical English during their practice of learning the medical English language.

ترجمه متون انگلیسی پزشکی توسط دانشجویان پزشکی دانشگاه های معاصر چین: مطالعه مبتنی بر نیاز  
هدف از پژوهش حاضر بررسی وضعیت فعلی ترجمه انگلیسی متون پزشکی و شناسایی نیازهای خاص دانشجویان رشته پزشکی دانشگاه های چین در زمینه ترجمه متون پزشکی انگلیسی است. این پژوهش با هدف عمیق تر شدن در این موضوع، تلاش می کند تا استراتژی های مؤثری را برای برآوردن نیازهای دانشجویان رشته پزشکی دانشگاه های امروزی چین ارائه دهد. در این پژوهش، مجموعاً یکصد دانشجوی رشته پزشکی دانشگاه های چین شرکت کردند و به طور خاص از آنان خواسته شد تا پرسشنامه هایی را تکمیل کنند که برای جمع آوری داده های گسترده در مورد وضعیت فعلی استفاده از ترجمه انگلیسی پزشکی طراحی شده بود. نتایج نشان داد تقاضای قابل توجهی برای استفاده از ترجمه انگلیسی پزشکی در بین دانشجویان رشته پزشکی دانشگاه های چین وجود دارد، در حالی که راهنمایی قابل توجهی برای آنها از سوی مدرسان پزشکی در دانشگاه های پزشکی چین وجود ندارد. بنابراین، یافته های این مطالعه نشان می دهد که مدرسان پزشکی باید به دانشجویان پزشکی نحوه انتخاب هوشمندانه و استفاده از استراتژی های مناسب برای ترجمه متون انگلیسی پزشکی را در طول یادگیری زبان انگلیسی پزشکی آموزش دهند.  
کلیدواژه ها: یادگیری زبان انگلیسی پزشکی، ترجمه انگلیسی متون پزشکی، تجزیه و تحلیل نیازها، وضعیت موجود

<sup>1</sup> Corresponding Author's Email:  
Suhuanan943397038@gmail.com

## Introduction

Practices of translation, for language learners, have always been an indispensable tool when they learn languages (Du & Yan, 2015). However, for Chinese medical university students, when they are studying medical English, even though the role of a medical English translation method becomes much more important, there is a severe lack of proper medical English translation methods accessible for use. Whether there is a medical English translation method of their own, even whether there is a medical English translation method suitable for them to use, it has been playing a significant role for Chinese medical university students in their medical English learning practice (Huang, 2020).

Studies on the use of medical English translation all over the world, which began in the 1960s, have provided countless reference experiences and guidance for the vast number of medical English translation users (Fu, & Luo, 2012). Nevertheless, in China, who has a large population base, or in other words, who has a large number of medical students, there are very few researches related to the use of medical English translation.

In particular, in the new era of the 21<sup>st</sup> century in China, many problems and difficulties regarding the use of medical English translation have also continued to appear. In other words, there are very few relevant researches that have explored issues including what the needs of use of medical English translation are among contemporary Chinese medical university students as well as how to meet the needs for contemporary medical students in Chinese universities, ultimately helping them effectively use their own medical English translation methods and promoting their medical English learning practice (Tang, Tang & Chi, 2010).

The situation above related to the use of medical English translation also deeply reflects the urgent needs and demands of Chinese medical university students in their current medical English learning process. As is mentioned earlier, researches of medical English translation around the world has started in the 1960s, mainly aiming at the effectiveness and strategies of use of medical English translation in the process of medical English learning.

While at the same time, compared with studies on the use of medical English translation abroad, there is almost not any research on the issue in China. This has finally led to a situation in which most Chinese medical university students' needs or demands for the use of medical English translation have become stronger and stronger, making the problem become more and more

serious.

Upon analyzing the needs of a group of people or what is embedded in an issue, we can definitely help us as researchers see the manifestation of the corresponding problems more clearly. In general, the needs of the Chinese medical university students have triggered the certain problems to be mainly reflected in the following aspects.

Initially, not every Chinese college medical student has at least one medical English translation method of their own. And then, not every one of them does have relevant medical professionals to guide them to know how to correctly choose one medical English translation that suits them properly (Li & Ke, 2013). Finally, and most importantly, not every one of them does embrace relevant organizations or institutions to provide necessary training programs or training courses to guide them on how to correctly as well as flexibly use their medical English translation methods once or if they already have.

### **Research Purposes**

The current research intends to expose and analyze the status quo of use of medical English translation among contemporary Chinese medical university students. Specifically, as is mentioned at the beginning of the research, it aims to report what the needs of use of medical English translation are among contemporary Chinese medical university students. At the same time, it makes efforts to uncover how to meet the needs for the contemporary Chinese medical university students.

### **Research Questions**

Based on the research purposes, the current research tries to supply further interpretation to uncover those problems mentioned above in terms of use of medical English translation among contemporary Chinese medical university students by means of a needs-based analysis. Therefore, the research questions of the current research are as follows:

**RQ1.** What is the status quo of use of medical English translation of contemporary Chinese medical university students?

**RQ2.** What is the actual level of needs of use of medical English translation among contemporary Chinese medical university students?

### **Literature Review**

There are in general mainly three parts in literature review, including a basic introduction of use of medical English translation among Chinese medical university students, a theoretical focus on the knowledge of needs analysis as well as its relationship with language learning.

### **Medical English**

The so-called “Medical English”, to put it simply, it refers to a manifestation of the relevant application of English in medical disciplines. Since medical English is the way to use English as a language in medical subjects, medical English is not only a professional course, but also a professional major. The learning and application of medical English knowledge is the same as the learning of the language of English (Sun & Ji, 2019). Thus, a comprehensive study of medical English includes medical English listening, medical English speaking, medical English reading and medical English writing, etc.

Medical English, as a form of language learning, is also a kind of knowledge that the majority of medical professional learners must predominate and master. Medical English plays an important role in the language learning process of the majority of medical professional learners (Wang, Shang & Li, 2009). For instance, medical learners who have mastered a certain degree of medical English knowledge can better apply their medical English knowledge and can more easily read and understand different versions of medical English literatures. This can also more effectively promote the continuous improvement of the medical English knowledge storage as well as its application ability of the majority of medical professional learners.

### **Medical English Translation**

To a certain extent, a sort of medical English translation is obviously a tool for medical English learners to provide medical English knowledge as well as to provide medical English knowledge references, which is acting as a medical English knowledge database. We all know that a medical English dictionary is a reference book for words and phrases to provide phonology, meaning, explanation, sample sentences, usages, and so on, which has actually shown us how important a medical English translation method is for learners of medical English knowledge (Wang & Liu, 2023). At the same time, such a medical English translation method is also important and necessary

for the majority of medical professional learners.

It is known to all that in order to meet the needs of social development in today's world, the number of dictionaries has increased rapidly and dictionaries for different topics, different industries and different purposes have been developed. The situation of medical English translation is no exception; medical English translation is also divided into many types with different topics according to different medical majors or medical applications.

### **Use of Medical English Translation**

Speaking of translation use, we all know that a language translation has always been an indispensable tool in the process of learning languages. Especially when language learners are learning a foreign language, the use of a translation is particularly important. In the past, many researchers have explored how to promote foreign language learning through effective use of language translation. All over the world, many countries have already studied the status quo of English language translation use since a long time ago, which focuses on the effectiveness and strategies of using an English language translation in the process of English language learning.

However, in contrast, compared with studies on the use of English language translation, there are fewer and fewer researches on the use of medical English translation among medical learners. Moreover, many existing researches focus on general English translation use, while the use of specialized translation, including medical English translation, is relatively rare (Wang & Bo, 2019). For example, the majority of medical learners generally lack an understanding of the use of medical English translation. Therefore, in view of such a situation, the current research aims to provide reference information for the compilation and the use of medical English translation as well as for medical English teaching by means of investigating the actual situation of use of medical English translation among contemporary Chinese medical university students.

### **Use of Medical English Translation among Chinese Medical University Students**

The use of a medical English translation method is an indispensable part of the process of Chinese medical university students' learning of medical English knowledge. Similar to the situation around the world, most Chinese medical university students also have a lot to consider in terms of use of a medical English translation method. In general, although the majority of Chinese medical



university students understand the importance of use of a medical English translation method, they still do not pay enough attention to how to use a proper medical English translation accordingly.

Wang, Shang and Li (2009) have ever suggested such a fact that the use of medical English translation among Chinese medical university students lacks a sort of guidance of relevant professional medical teachers. It has ultimately led to the eagerness of Chinese medical university students to get guidance in this regard. This is because they know deeply that as medical learners, if they can learn some translation strategies to strengthen the learning of their medical English knowledge, it will be able to better help them use the resources of medical English translation actively. It will finally transform the general use of medical English translation among Chinese medical university students from a passive status to a positive one (Zheng, 2016; Zhu & Ma, 2017).

### Needs Analysis

The definition of needs analysis has once been made by Ma and Jin (2008) as follows:

*'...it is a technique and method for doing researches on needs through introspection, interviews, observations, and questionnaires.'* (Ma & Jin, 2008: 182)

In general, needs analysis belongs to the category of empirical investigations and studies. The needs analysis done by people is to understand the needs of the target environment, the inner needs of the targets, and the needs of the targets' expected changes in the external environment, so as to finally find out the problems in the investigations and studies, guiding the needs-based researches as well as improving the needs-based analyses.

It is precisely because needs analysis has outstanding application value in various fields in this new century that it has been widely applied in many fields including the field of economy, the field of education and the field of culture (Iwai, Kondo, Lim & Ray, 1999), etc. As a language educator, the current researcher has also deeply felt the impact of needs analysis on language education.

For example, in the field of language education, needs analysis plays a pivotal role in foreign language education researches. Researches of needs analysis have a long history of development, and they have also formed a relatively complete theoretical framework and theoretical system. There is also a big gap between the researches and discussions of needs analysis in China and abroad.

To a certain extent, this also shows that needs analysis researches abroad are more

comprehensive and more systematic than those in China. Moreover, most of the needs analysis researches are empirical survey researches, which also reflects such a fact that the research level of needs analysis among Chinese researchers is far behind that among foreign researchers.

### **Needs Analysis around the World**

The researcher of the current study believes that in the development process of needs analysis research abroad, based on the concept of needs analysis, the theoretical framework of target needs analysis and the technical means of needs analysis, the research and development process of needs analysis can be generally divided into several periods. In total, there are four stages including the budding period of research (from 1500 to 1920), the rising period of research (from 1920 to 1977), the development period of research (from 1977 to 2000) and the stable period of research (from 2000 till present).

Firstly, in the budding period of needs analysis research (from 1500 to 1920), Richards (2000) has ever pointed out that at the beginning of the 16<sup>th</sup> century, under the influence of European political changes and economic development as well as the Renaissance (from 14<sup>th</sup> century to 16<sup>th</sup> century), the dominance of Latin was threatened and was gradually replaced by French, Italian and English. Since then, based on that particular situation, language education has generally risen, and needs analysis research has entered the budding period of research.

Secondly, in the rising period of needs analysis (from 1920 to 1977), Yong (2013) pointed out that in the 1920s, the concept of “Needs Analysis (NA)” was put forward for the first time, and the needs survey was conducted for the first time as well. Thus, then the researches on needs analysis were continuously improved through different kinds of results from different surveys. The clarification of the concept of needs analysis marks the official opening of the curtain of needs analysis researches.

At the same time, the application of the results of the needs survey to improve the method of language education had also created a precedent for the language learning needs analysis research method. Taba has been the first one to incorporate needs analysis into language teaching curriculum, and it was also proposed that the language curriculum should follow seven steps, which is the very important first step for establishing such an important guiding position of language learning needs analysis for language education. These research results have had a

significant impact on the subsequent analysis of language learning needs, and have also been recognized by many language education experts and scholars.

Thirdly, in the development period of needs analysis (from 1977 to 2000), the theoretical framework and research methods of needs analysis have gone through more than 30 years from being proposed to being perfected. This period is also the full application of needs analysis researches in different disciplines. In particular, during this period, researches on English learning needs analysis were the main focus (Chan, 2010; Wang, 2000). The research content was complicated and the research results were relatively rich, which had made it called the development period.

Finally, the stable period of needs analysis refers to the period of continuous and rapid development from 2000 to the present. During this period, with the continuous maturity of needs analysis techniques and methods, many foreign scholars conducted numerous empirical researches based on needs analysis (Chen, 2009; Ma & Jin, 2008). For example, in the field of language education, Fiore (2000) has used interviews and questionnaires to analyze the Italian needs of the elderly in the Italian residential area of Sydney, Australia as well as those engaged in elderly services from the perspective of language learners. And it is shown that there is a great need for language learning, and it is necessary for the service staff to learn the language of Italian.

For another example, Iwai, Kondo, Lim and Ray (1999) have ever used a questionnaire to analyze the needs of medical students from Clemson University in the United States to learn Spanish from the perspective of those medical students, and have found that they have shown a strong need to learn Spanish writing skills in addition to how to apply Spanish dictionary use techniques, etc.

### **Needs Analysis in China**

After advanced theories and techniques of needs analysis abroad were introduced into China, in the early 1990s, many Chinese experts and scholars gradually improved their understanding of needs analysis and introduced them into various research fields (Huang, 2020). Most of the Chinese researches on needs analysis are empirical researches, they are classified into social, cultural and educational needs analysis researches. Nevertheless, there are still few results of theoretical researches on needs analysis. This is because most of the related researches tend to be

superficial, and mostly focus on mere introduction of surface researches.

In China, the role and characteristics of needs analysis model research and needs analysis are mainly reflected in the development of society, the inheritance of culture and the innovation of education. The application of needs analysis in the development of society is mainly reflected in that contemporary sociologists study the social needs of different social people in accordance with different social phenomena (Ma & Jin, 2008), so as to propose corresponding social needs frameworks and form theoretical results.

In terms of cultural inheritance, needs analysis mainly analyzes people's needs for an ever-developing culture. Specifically, in the new century, what kind of culture people need to enrich them and improve them, so as to adapt to the trend of social development.

In the field of education innovation, researches of needs analysis are mostly related to guiding education in today's China, especially in the field of language education (Huang, 2020). This is because the level of language application ability of a country directly reflects whether the country is better based on the world stage. The researches on needs analysis in the field of education innovation are mainly discussed regarding such aspects as education syllabus planning, education curriculum designing and education textbook compilation.

For instance, Wang and Guo (2016) investigate the English learning needs of college students from the perspective of the students, and apply the results of needs analysis to guide the formulation of the English education syllabus, the determination of English teaching content, and even English instruction evaluation.

### **Needs of Use of Medical English Translation All over the World**

The needs for the use of medical English translation inevitably reflect a demand of medical English learners in the process of medical English language learning. As mentioned ahead, for the use of medical English translation, it also reflects from another perspective of how medical English learners learn and apply a language efficiently (Sun & Ji, 2019).

In the whole world, academic language learning based on needs analysis, including language learning for specific purposes, etc., has become increasingly important. In China, in the researches of academic English learning based on needs analysis, the development of researches on medical English has become solid and rich due to the new theoretical frameworks and systematic

foundations.

Therefore, academic English learning experts and scholars from China are more focused on the specific impact of needs analysis research on academic English teaching as well as empirical investigations of it (Wang & Guo, 2016). Medical English learning based on academic English learning theoretical knowledge fully reflects the needs of the majority of medical English translation users. The needs are obviously necessary, strong, and even urgent.

To conclude, the needs of use of medical English translation fully reflects the application value of needs analysis theory. At the same time, it has also explained from another perspective that in China, there are thousands of medical English learners who have a need for medical English translation of their own.

In addition to such a need for have a medical English translation method of one's own, how to use them and how to learn and apply the use of medical English translation strategies correctly, efficiently and flexibly, are also crucial for the majority of medical English learners (Wang & Liu, 2023). Correspondingly, as a matter of fact, this is also the interest of the researcher of the current study as well as the ultimate goal of it

### **Methodology**

Regarding the research methodology, since the current research focuses on a needs-based analysis of use of medical English translation among contemporary Chinese medical university students, there are several aspects of information that the researcher wants to introduce here.

### **Participants**

The current research has selected a group of Chinese medical university students from different medical majors with different levels of medical English learning abilities from a medical university in China as the research participants. The total number of the research participants is one hundred. Among the selected Chinese medical university students, specifically, they come from the same medical university, but they have different translation use experiences in terms of medical English language learning. Their current majors are different, and the language learning environments they were exposed to are also different from each other before they enter the university. Selecting these college medical students based on such criteria is more conducive to the research in terms of the reliability and validity of this research topic.

### **Research Context**

The researcher has chosen a medical university from Guangxi Province, China as the research site. As is mentioned above, although all the research participants come from different places and they have occupied different translation use experiences in terms of medical English language learning, in the process of conducting the research, in order to collect relevant data more directly and objectively, the research participants were requested to take part in the same research site from the beginning to the end. This is also aimed at providing a more convenient and objective environment for data research as well as data analysis in the later stage of the research.

### **Instruments**

The current research has employed questionnaires as the main research instrument to collect data from the research participants.

As a quantitative research instrument, questionnaires help to facilitate the outcome of the research. Questionnaires can also be regarded as a research method. Therefore, the method of questionnaires is also a research method widely applied in many social surveys nowadays (Creswell & Creswell, 2018). The so-called questionnaires refer to the materials used for a variety of collections of data as well as statistics. Questionnaires in research will generally express questions in the form of questioning.

In the questionnaires of this research, the quantitative research is mainly to understand the needs of use of medical English translation among contemporary Chinese medical university students. At the same time, it is also meant to understand how the needs of use of medical English translation among them can be or should be met successfully.

### **Findings and Discussion**

In the findings of the current research, the researcher directly answers the research questions based on a detailed discussion of the data collected from the research questionnaires.

### **What is the Status Quo of Use of Medical English Translation of Contemporary Chinese Medical University Students?**

With the help of the questionnaires in the current research, the researcher has successfully obtained

strong research data to fully demonstrate the status quo of use of medical English translation among contemporary Chinese medical university students. The following is the most original and true research results after putting all the relevant data of the questionnaires in the current research into the quantitative statistical software of SPSS 23.0.

**Table 1**

*The Status Quo of Contemporary Chinese Medical University Students' Understanding of the Importance of Medical English Translation*

	FREQUENCY	PERCENTAGE	RATIO	ACCU. RATIO
VALID STRONGLY NOT IMPORTANT	5	5.0	5.0	5.0
NOT IMPORTANT	10	10.0	10.0	15.0
NO TO MATTER IMPORTANT	20	20.0	20.0	35.0
STRONGLY IMPORTANT	35	35.0	35.0	70.0
TOTAL	100	100.0	100.0	100.0

Based on the data in Table 1, it is clear that 65% of the research participants recognize the importance of medical English translation in their own medical English learning. Among them, 30% of the research participants think it is strongly important, while 35% think it is important. It is also shown that only 10% and 5% think it is not important or strongly not important at all.

The status quo of contemporary Chinese medical university students' understanding of a high level of the importance of medical English translation is actually confirmed by Chen (2019) as well as Wang and Guo (2016) in their researches on the use of medical English translation and EFL learning among Chinese medical university learners.

**Table 2**

*The Status Quo of the Number of Medical English Translation Methods Owned by Contemporary Chinese Medical University Students*

		FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID	NONE OWNED	65	65.0	65.0	65.0
	ONE OWNED	25	25.0	25.0	90.0
	TWO OR MORE OWNED	10	10.0	10.0	100.0
	TOTAL	100	100.0	100.0	

According to Table 2, it is obvious that although 65% (based on Table 4.1) of the research participants believe that medical English translation methods are very important, the ownership of medical English translation methods is not satisfactory, with a surprising 65% of the research participants who even do not own at least one medical English translation method. It is also shown that only 10% of the research participants have more than two medical English translation methods while 25% of the research participants just own one medical English translation method.

This status quo of the number of medical English translation owned by contemporary Chinese medical university students can be obviously recognized by Chen (2013) who has ever found that the ownership of medical English translation methods is not satisfactory enough to meet the needs of Chinese medical university learners.

**Table 3**

*The Status Quo of Frequency of Use of Medical English Translation of Contemporary Chinese Medical University Students*

		FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
--	--	-----------	------------	----------------	----------------



VALID NEVER	50	50.0	50.0	50.0
SELDOM	30	30.0	30.0	80.0
SOMETIMES	10	10.0	10.0	90.0
ALWAYS	10	10.0	10.0	100.0
TOTAL	100	100.0	100.0	

According to Table 3, it is clearly shown that the results are not optimistic for the frequency of use of medical English translation among the research participants. Although 35% (based on Table 2) of the research participants have at least one or more medical English translation, in sharp contrast, 80% of them basically do not use medical English translation. Among them, nearly 50% of the medical English translation methods are left unused by the research participants.

**Table 4**

*The Status Quo of Sources of Medical English Translation Owned by Contemporary Chinese Medical University Students*

	FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID FROM BOOKSTORES	25	25.0	25.0	25.0
FROM LIBRARIES	15	15.0	15.0	40.0
FROM ELECTRONIC MEANS	25	25.0	25.0	65.0
FROM THE INTERNET	35	35.0	35.0	100.0
TOTAL	100	100.0	100.0	

The data from Table 4 shows that when the research participants were asked about the sources

of the medical English translation they use, only 25% of them bought it from a bookstore, while 15% of them borrowed it from a library, and nearly 25% of the research participants had said what they used was an electronic version of the medical English translation. Another 35% of the research participants even said that the medical English translation they used came from the Internet by means of the online searching function, etc.

Huang's (2013) early survey on special purpose English teaching on needs analysis, together with Wang and Guo's (2016) research on use of medical English translation has definitely convinced what is shown from the above data.

### **What is the Actual Level of Needs of Use of Medical English Translation among Contemporary Chinese Medical University Students?**

The actual level of needs of use of medical English translation among contemporary Chinese medical university students is mainly reflected in the following two aspects, which include the needs of how to deal with the relevant new medical words in the medical field as well as at what time to use medical English translation in the actual medical English language learning practice.

**Table 5**

*How Contemporary Chinese Medical University Students Deal with New Medical Words in the Actual Needs of Use of Medical English Translation*

		VALID			
		FREQUENCY	PERCENTAGE	RATIO	ACCU.RATIO
VALID	SKIP NEW WORDS	30	30.0	30.0	30.0
	GUESS NEW WORDS	25	25.0	25.0	55.0
	ADOPT RELATIVE STRATEGIES	35	35.0	35.0	90.0
	HAVE NO IDEAS	10	10.0	10.0	100.0
	TOTAL	100	100.0	100.0	

Based on Table 5, it is fully shown that most of the research participants (90%) are able to deal with new medical words effectively. 30% of the research participants choose to skip the new medical words when they encounter them and wait until they finish the whole article in their reading. At the same time, 25% of the research participants choose to guess the meaning of the new medical words based on the context, and then check the meaning of them after finishing reading the entire text.

The results of the questionnaires also show that 35% of the research participants adopt the strategy of seeking help from a medical English translation method while reading the article since they want to have a full understanding of the medical reading materials. This has actually implied and reflected that the actual level of needs of use of medical English translation among contemporary Chinese medical university students is pretty high in general.

**Table 6**

*At What Time Contemporary Chinese Medical University Students Use Medical English Translation in the Actual Medical English Language Learning Practice*

	FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID TO KNOW THE PRAGMATIC MEANING	30	30.0	30.0	30.0
TO KNOW THE CULTURAL MEANING	30	30.0	30.0	60.0
TO KNOW THE BASIC MEANING	26	26.0	26.0	86.0
IT DEPENDS	14	14.0	14.0	100.0
TOTAL	100	100.0	100.0	

Table 6 has shown that, 86% of the research participants would rather choose to turn to medical

English translation for help when they encounter unfamiliar or new medical words. Specifically, 30% of the research participants choose to seek help from medical English translation when they want to know the pragmatic or cultural information of the medical English words. While 26% of the research participants choose to look up a medical English translation method just when they want to know the basic meaning of the new medical words.

What has to be noted is that, the results of Table 6 have great implications for the development of medical English lexicography and terminology. To emphasize, editors of medical English translation should strengthen the work of searching and collecting enough kinds of medical professional terms.

In view of this, just as Fu and Luo (2012) suggest, the compilation of medical English translation should therefore focus on the query function of medical academic terminology in English (Yong, 2013), so as to fully reflect and exclaim the professional characteristics and lexicographical excellence of contemporary medical English translation in the new century.

### **Conclusion**

The status quo of use of medical English translation has definitely reflected one of the ways for English language learners to learn the language of English. This is because of the fact that any kind of use of language translation belongs to the language learning of a certain language.

The newly explosive rise and historical development of translation use have brought major changes to a certain field of language education among many Chinese universities and colleges (Wang, Shang & Li, 2009). Since then, language educators and language learners can deeply feel those changes and their importance in their language teaching and language learning (Tang, Tang & Chi, 2010).

In that case, a full understanding of the relationship between the use of medical English translation and language learning goes to how, in the field of language education, the use of medical English translation among Chinese medical university students promotes and improves the teaching efficiency of language teachers and the language learning manners of language learners.

Besides, from a theoretical perspective, the status quo of the use of medical English translation among medical university students in China has helped most Chinese universities and colleges

establish a more comprehensive and scientific instructional system, especially for the language teaching and language learning in multimedia classrooms (Cao, 2018; Liu, 2017). Such situation has further provided an effective theoretical framework for the establishment of the instructional system for most of the Chinese universities and colleges.

When it comes to teaching methodology among medical English teachers, medical students' use of medical English translation has been excellent in the use of multi-modal resources for the Chinese university teachers and the cultivation of positive values for the Chinese medical university students. To a certain extent, it also focuses on conceptual understanding and knowledge mastery (Zhu & Li, 2013), attaching great importance to critical thinking and analytical application skills among contemporary Chinese medical university students while they are looking up medical words and phrases in a medical English translation database.

There is no wonder that, under the background of foreign language teaching reforms in Chinese universities and colleges, the country has a high demand for new foreign language talents with writing and translation skills (Chen, Hu, Shi & Zhang, 2012).

The specific status quo of use of medical English translation among Chinese medical university students will enlighten the vast majority of Chinese language educators in terms of changing teaching methods in foreign language writing and translation classes, which will guide them to help medical students to effectively use different kinds of medical English translation methods. This is actually a key issue and a promising topic worth being continuously explored by the majority of Chinese language educators and language researchers in the future.

Tang, Tang and Chi (2010) have ever said that when the socio-cultural theory becomes a new perspective to improve the thinking and literacy skills of language learners, the new literacy theory requires that any writing context should be closely connected with the world (Cao, 2018; Chen, 2013). At the same time, the Chinese medical university students in turn are given the opportunity as well as the power to make full use of different kinds of medical English translation learning methods, so as to liberate their language ability as well as their thinking creativity in their medical English learning practice ultimately.

### **Limitations**

Although the current study has provided detailed analytical interpretation of the findings regarding

the status quo of use of medical English translation among contemporary Chinese medical university students, it does have some shortcomings. Specifically, the number of research participants is not large enough, the amount of use of medical English translation accesses among the research participants is small and most importantly, some of the results and findings are basically dependent on questionnaires. Therefore, in the follow-up research on such topics or issues, what has been mentioned and listed above should be seriously taken into consideration and comprehensively treated so as to ultimately improve the reliability as well as the validity of the study.

## References

- Cao, Y. 2018. Construction of a Medical English Annotation-based Translation Teaching Model under the Background of “Internet +”. *Chinese Journal of Medical Education Technology*, 1, 100-104.
- Chan, V. 2010. Determining Students’ Language Needs in a Tertiary Setting. *English Teaching Forum*, 3, 1-8.
- Chen, B. 2019. A Review of Foreign Needs Analysis Research. *Foreign Language Teaching and Research*, 41(2), 125-131.
- Chen, F. 2013. *Research on Medical English Courses Based on Needs Analysis*. Nanchang: Jiangxi Normal University Press.
- Chen, J., Hu, X., Shi, Z., & Zhang, Y. 2012. Characteristics and Translation of Pharmaceutical English. *Journal of Hebei United University (Social Science Edition)*, 5, 155-157.
- Creswell, J. W., & Creswell, J. D. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5<sup>th</sup> ed.). Los Angeles, CA: Sage.
- Du, B., & Yan, Z. 2015. Strategies for Cultivating English Translation Ability of Medical Students. *Journal of Science, Technology and Economic Market*, 2, 23-28.
- Fu, S., & Luo, Y. 2012. The Definition of Teaching Medical English Translation and Its Construction Principles. *Journal of Changchun University*, 9, 1164-1166.
- Huang, L. 2020. Analysis of the Characteristics and Skills of Medical English Translation. *Science and Technology Journal*, 5, 20-26.
- Huang, Y. 2013. *A Survey of Special Purpose English Teaching Based on Needs Analysis-Taking*

- Medical English as an Example*. Nanjing: Nanjing Normal University Press.
- Hu, G. 2011. Research Focus and Theoretical Perspective of Ecological Translatology. *Chinese Journal of Translation*, 2, 5-9.
- Iwai, T., Kondo, K., Lim, & Ray, D. S. J. 1999. *Japanese Language Needs Assessment*. Honolulu: University of Hawaii. Second Language Teaching & Curriculum Center.
- Liang, M., Li, W., & Xu, J. 2010. *Translation Application Tutorial*. Beijing: Foreign Language Teaching and Research Press.
- Liu, B. 2017. Review and Prospects of Domestic Medical English Translation Research at the Beginning of the New Century. *Shanghai Translation Journal*, 4, 34-38.
- Li, X., & Ke, P. 2013. Pay Attention to Process-oriented Translation Teaching-Taking Commentary Translation and Peer Evaluation as Examples. *Shanghai Translation Journal*, 2, 46-50.
- Ma, H., & Jin, G. 2008. Analysis of Learning Needs in Medical English Teaching. *Journal of Chengdu University of Traditional Chinese Medicine*, 4, 41-56.
- Richards, J. C. 2000. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Sun, Q., & Ji, P. 2019. *Academic English (Medical)*. Beijing: Foreign Language Teaching and Research Press.
- Tang, C., Tang, Z., & Chi, H. 2010. Thoughts on Promoting the Reform of Professional English Teaching for Medical Graduate Students. *Medical Research and Education*, 27(6), 83-86.
- Wang, F., Shang, Y., & Li, Q. 2009. Practice and Thinking on Bilingual Teaching of Medical Genetics. *Medical Research and Education*, 26(6), 91-93.
- Wang, H., & Liu, S. 2023. Research on Smart Translation Education: Concepts, Paths and Trends. *Shanghai Translator*, 3, 47-51.
- Wang, J., & Bo, Z. 2019. Process-oriented Multiple Feedback Model for Translation Teaching: Concept, Design and Implementation. *Shanghai Translation Journal*, 1, 70-75.
- Wang, T., & Guo, C. 2016. Research on Medical English Vocabulary Teaching Based on Schema Theory. *Journal of Baotou Medical College*, 1, 140-142.
- Wang, Z. 2000. Needs Analysis and Student-centeredness: A Case Study of English Reading Class. *Journal of Zhengzhou University of Technology*, 3, 5-8
- Yong, W. 2013. Translation-assisted Medical English Textbook Compilation. *Journal of Xinxiang*

*Medical College*, 3, 238-240.

Zheng, L. 2016. The Characteristics and Teaching Practice of Medical English Translation from the Perspective of Stylistics. *Journal of Fujian Medical University*, 1, 59-64.

Zhu, D., & Ma, C. 2017. Linguistic Characteristics of Medical English and Its Translation Strategies. *English Square Journal*, 3, 22-23.

Zhu, W., & Li, X. 2013. The Enlightenment of Conceptual Integration Theory on Medical English Translation Teaching. *Journal of Inner Mongolia Normal University*, 10, 136-137.

Zhu, Y. 2020. Discussing the Commentary-based Medical English Translation Teaching Model Again. *Journal of Changchun Institute of Technology (Social Science Edition)*, 1, 66-69.

### **Biodata**

Huanan Su obtained a Doctor of Philosophy (Ph.D.) in English Language Studies (ELS) from the University of the Cordilleras in Baguio City, Philippines in August 2023. Huanan Su currently holds the position of Lecturer/Instructor at a Chinese medical institution. In this role, he is primarily responsible for teaching College English and Medical English to tertiary medical students in China. In addition, he instructs courses such as Vocational College English, College Comprehensive Medical English, Postgraduate Medical Academic English, and others. Su's academic research is on English Language Studies (ELS), with particular interest in Teaching English as a Foreign/Second Language (TEFL/TESL), English for Specific Purposes (ESP), Needs-based Analysis (NA) in Language Teaching and Learning, and related areas.

Email: [suhuanan943397038@gmail.com](mailto:suhuanan943397038@gmail.com)



© 2024 by the authors. Licensee International Journal of Language and Translation Research, Germany. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY NC 4.0 license). (<http://creativecommons.org/licenses/by-nc/4.0/>).