

**AWARENESS AND UTILISATION OF TRANSLATIONAL APPS
AMONGST PROFESSIONALS IN MEDICAL TERTIARY
INSTITUTIONS IN BAYELSA STATE**

Dr. TEIBOWEL, MARIE THERESE

Institute of foreign language and
Biomedical translations (ifl-bt)
Bayelsa state medical university,
Yenagoa, bayelsa state

<https://doi.org/10.37602/IJSSMR.2022.5513>

ABSTRACT

The study investigated the extent of awareness and utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. A descriptive survey design was adopted for this study. Two research questions were raised to guide the study. The population of the study comprised all three hundred and forty-three professionals in the three medical tertiary institutions in Bayelsa State. A sample of 299 respondents was drawn from the population using a systematic random sampling technique. The instrument for data collection was an "Awareness and Utilization of Translation APP Scale (AUTAS)" developed by the researcher and validated by experts. The reliability coefficient of 0.82 was obtained using the Cronbach Alpha formula which was considered appropriate for this study. The research questions were answered using mean and standard deviation. The findings revealed that the level of awareness and the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State is low. It was recommended among others that medical professionals should be effectively exposed to biomedical translations as this will enhance the sustainability of medical practice in Nigeria.

Keywords: Awareness, Utilization, Translation, Apps, Medical, Professionals

1.0 INTRODUCTION

Although Biomedical translation does not occupy the most central position in the world of medicine, it certainly plays an important role in knowledge mediation, which involves sharing medical research results, publicizing new findings in the international scientific community, and marketing new medical products and services. It is an important area of medical science that has significantly encouraged the consumption of medical research globally. However, Padilla-Cabello (2022) observed that one of the greatest limitations to the practice of biomedical translation is the challenge of the language barrier. Also, Karwacka (2004) noted that the full benefit of the intent of biomedical translation cannot be harnessed in any system where language expertise is absent.

Communication remains an indispensable endeavor in human existence. It is a social skill that cuts across all areas of human endeavor. These skills are of particular importance to

human-focused professions, such as nursing, pharmacy, medical laboratory science, etc (Truglio, et. al., 2018). Ineffective communication between a patient and members of a therapeutic team can negatively affect the treatment outcomes. Foronda, et. al., (2016) reported that deficiencies in communication also lead to conflicts between members of the therapeutic team and increase the aggressive behavior of the staff toward patients. It is worth noting that the presence of conflicts and aggression promotes the development of avoidance which in turn can cause a deterioration of the long-term relationships between collaborators and patients in long term and it is considered as one of the rationales for professional burnout.

Alternatively, Ellison, (2015) submitted that good communication can enable better diagnosis, increases patient compliance with treatment recommendations, reduce the medical errors committed by personnel, and stirs positive mood and satisfaction in patients. Sequel to the above, the task to improve the quality of communication between medical practitioners and patients has become a global priority such translation has been recognized as a means to bridge the language barrier for enhanced communication.

Translation enables people from different languages to communicate effectively. It is all around us from families, universities, hospitals, courts, and clinics, to business meetings. The translation is a bridge for the spreading of information, knowledge, invention, and ideas. In pedagogy, translation is a fundamental basis for language learning. Translation can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. Translation encourages the students to recognize the relation of new knowledge to existing knowledge noticing and language awareness and highlights the differences and similarities between the new and existing language.

However, concerning the effectiveness, Kelly (2005) stated that the new technologies should collaborate with learning strategies. The integration of technology in learning should be directed to encourage the students in doing practice in order to attain translation competencies. Thus, the goal of designing activities for students is to build translation competence. The translator's competence ranges from cultural knowledge, specialization in a particular subject area, and self-confidence (Siregar, 2017).

Based on their subject and technology, the translation is divided into human translation and machine translation. In first, the translation process is entirely done by humans or with the assistance of computer technology. This type of translation is also known as computer-assisted translation (CAT). While the second is done by human-assisted machines. Thus, this kind of translation is also known as human-assisted translation. Technology offers translation memories (TMs), a program to build databases of source-text and target-text that can be re-used anytime. This tool saves the translator time in dealing with high repeated terms and phrases in the translation process. Inarguable, translation memories are a great aid for translation services that cut down time and increase productivity (Korošec, 2011:1). Translation applications also known as Translation apps are a series of software designed to assist users in performing single or various related tasks with the purpose of creating communication. The use of the Translation app represents a technology that is ubiquitous in nature, wireless, highly portable, and endowed with multimedia capabilities bringing a new dimension to the communication process (Falloon, 2010). The last ten years have witnessed an impressive increase in the use of Translation apps in medical practice and they have

attracted interest from the educational communities mainly due to their capabilities to enhance the assimilation of research findings. The use of translation apps allows the students to recognize the relation of new knowledge to existing knowledge noticing and language awareness and highlights the differences and similarities between the new and existing language, which in turn will break language barriers in medical practice.

The Nigerian government recognizes the importance of Information and Communication Technology (ICT) as a tool for the development of the country. It has stressed that ICT has a role to play in education both directly as a subject and indirectly as a tool to assist in education delivery and management. As a way to match actions with words, different projects have been launched to enhance the adoption of ICT in various sectors in the country, of which the health sector is a part. Observations have shown that despite the level of understanding of the usage of translation apps for enhanced sharing of information amongst medical personnel in developed nations and its availability, the developing countries of which Nigeria is part, are still not putting it to expected use. This study, therefore, is aimed at establishing empirical evidence of the level of awareness and the extent of utilization of translational apps amongst professionals in the medical tertiary institutions in Bayelsa State, Nigeria.

1.1 Purpose of Study

The main purpose of this study is to investigate the extent of awareness and utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. Specifically, the study achieved the following:

- i. To determine the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State.
- ii. To determine the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State.

1.2 Research Questions

The following research questions were formulated to guide the study:

1. What is the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State?
2. To what extent are the translational apps utilized amongst professionals in medical tertiary institutions in Bayelsa State?

2.0 METHODOLOGY

A descriptive survey design was adopted for this study. Lawrant (2018), referred to descriptive survey design as a design in which a group of people or items is studied by collecting and analyzing data from only a few individuals or items considered to be representatives of the entire group. The population of the study comprises all three hundred and forty-three professionals in the three medical tertiary institutions in Bayelsa State. In order to ensure a greater representation of the sample relative to the population and guarantee that minority constituents are well represented, the proportionate stratified random sampling

technique with a sample fraction ratio of 0.02 was used to draw out 299 respondents. The instrument for data collection was the "Awareness and Utilization of Translation APP Scale (AUTAS)" developed by the researcher. It consists of three (3) sections, namely; Section A, B, and C. Section A measured the demographic variables of the respondents, and Section B consists of 10 items on the respondents' awareness level. Section C consists of 10 items on the extent of utilization. The content and face validity of the instrument were done by two experts in test and measurement. The instrument was trial tested using twenty (20) respondents that did not participate in the research but possessed the same characteristics as the population of interest. The reliability co-efficient of 0.82 was obtained using the Cronbach Alpha formula which was considered appropriate for this study. The researcher administered a questionnaire to the respondents directly. In all, a 100% return rate was achieved. The research question was answered using mean and standard deviation.

Mean values of 2.50 and above were considered a high extent or level of awareness, while values below 2.50 were considered a low extent and low level of awareness.

2.1 Conceptual Framework



Figure 1: Schematic Diagram Showing Variables of the Study

3.0 RESULTS AND DISCUSSION

3.1 Results

Research Question 1

What is the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State?

Table 1: Mean and standard deviation of responses on the level of awareness of translational apps

S/N	ITEMS	X ₁	S.D ₁	REMARK
1	Google translate	2.74	0.501	A
2	Microsoft translator	2.50	1.02	A
3	itranslator translator	2.06	0.43	NA
4	Yandex translate	1.89	1.19	NA

5	Text grabber	1.60	0.79	NA
6	Trip lingo	1.69	0.89	NA
7	Sayhi translate	1.25	1.03	NA
8	Voice translator app	1.09	0.99	NA
9	Speak and translate	2.07	0.66	NA
10	translator	2.43	0.83	NA
	Grand mean	1.69		LE

Source: Fieldwork (2021). *A=Aware, NA=Not Aware

The table above shows the mean response of respondents on the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. The aggregate of 1.68 shows that the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State is low.

Research Question 2

To what extent are the translational apps utilized amongst professionals in medical tertiary institutions in Bayelsa State?

Table 2: Mean and standard deviation of responses on the extent to which translational apps utilized

S/N	ITEMS	X ₁	S.D ₁	REMARK
1	Google translate	2.66	0.46	HE
2	Microsoft translator	2.92	0.47	HE
3	itranslator translator	1.50	0.51	HE
4	Yandex translate	1.50	0.49	HE
5	Text grabber	1.97	0.47	HE
6	Trip lingo	1.31	0.48	LE
7	Sayhi translate	1.39	0.48	HE
8	Voice translator app	1.66	0.46	HE
9	Speak and translate	1.92	0.47	HE
10	Translator	1.63	0.49	HE
	Grand Mean	1.85		LE

Source: Fieldwork (2022) *LE=Low Extent, HE=High Extent

The table above shows the mean response of respondents on the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. The aggregate of 1.85 shows that the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State is low.

4.0 DISCUSSION OF FINDINGS

The results of research question 1 revealed the level of awareness of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. The results in research question 2 revealed the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. These findings are consistent with that of Siregar (2021) who reported that the use of translational apps is relatively low amongst medical practitioners. Also, Charles-Owaba (2020) reported that there is a general challenge among educators in Bayelsa state on the use of modern technologies for enhanced service delivery.

5.0 CONCLUSION

The study has established that the level of awareness and the extent of utilization of translational apps amongst professionals in medical tertiary institutions in Bayelsa State. Recommendation

Based on the conclusion, the following recommendations are made:

- 1) Translation medicine should be given more attention than it already has as a veritable tool for promoting sustainable medical practice.
- 2) Medical professionals should be effectively exposed to biomedical translations as this will enhance the sustainability of medical practice in Nigeria.
- 3) Government should endeavor to consolidate the gains of Bayelsa Medical University by considering additional budgetary allocations and partnerships with NGOs to promote the study of Foreign Languages in medical tertiary institutions.

REFERENCES

- Charles–Owaba, T., (2020). Mobile app and mathematics education: awareness and barriers. *Journal of Assertiveness*, 15(1), 6-10.
- Ellison, D., (2015). Communication skills. *Nurs Clin North Am* 50:45–57.
- Falloon, D. (2010). The Use of Geometry Learning Media Based on Augmented Reality for Junior High School Students. 201810Pconf.series.matters.Eng. 306, 1-10.
- Foronda C, Mac-Williams B, McArthur E. (2016). Interprofessional communication in healthcare: An integrative review. *Nurse Educ Pract* 19:36–40.
- Kondo, J., Rie, T., Tetsuya J., & Kei, K., (2020). Developing an interpersonal communication skill scale targeting female nursing students. *BMC Res Notes*; 13(43) <https://doi.org/10.1186/s13104-020-4896-6>

- Kondo, J., Rie, T., Tetsuya J., & Kei, K., (2020). Developing an interpersonal communication skill scale targeting female nursing students. BMC Res Notes; 13(43) <https://doi.org/10.1186/s13104-020-4896-6>
- Korošec M. (2011). The Internet, Google Translate and Google Translator Toolkit. (retrieved from <http://lodel.irevues.inist.fr/tralogy/index.php?id=113>)
- Padilla-Cabello, P., (2022). Key communication skills and how to acquire them. BMJ 325:697–700.
- Siregar, R., (2017). Designing Course: An Initial Approach To Translation Teaching. International Journal of Scientific & Technology Research, Vol. 6 (9), pp 321-324.
- Truglio-Londrigan M, Slyer J., T. (2018). Shared Decision-Making for Nursing Practice: An Integrative Review. Open Nurs Journal; 12:1–14.