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RESEARCH ARTICLE

A FULL MEDICAL ABBREVIATIONS TRANSLATION: A CASE STUDY OF YEMENI MEDICAL LABORATORIES PARTICIPANTS AT UNIVERSITY OF LAHEJ

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Abstract

This study focused on the second-year students of bachelor's degree Program, Department of Medical Laboratories, Radfan University College, University of Lahej, Yemen. The total number of the participants were 50 boys and girls. The descriptive analytical study used only one instrument of academic scientific research for collecting data, that was participants' translation test. The main aim of this paper was to identify the main challenges and problems faced by the second level medical laboratories students in giving the full form abbreviation and its translation into Arabic. Medical abbreviations and their translation into Arabic are very important to get the creative translation and the proper meaning. The participants' translations and giving the full form of the English abbreviations shown that they are still facing some challenges and difficulties in remembering and writing the full meaning of the abbreviations and their creative translation because of their lack daily practice and focusing only on the abbreviation overlooking the words of these abbreviations and its Arabic translation. This study also revealed that, the second-year students of Medical Laboratories did not have a good background about abbreviations which are very important in the field of Medical Laboratories.

Keywords: Medical laboratories; Challenges; Field of medical; Full form of abbreviations; University of Lahej.

Introduction

This study focused on the second-year students of Medical Laboratories Department, Radfan University College, University of Lahej. the problem of giving the full form of abbreviations and giving the good translation. The main problem which faces students in general and medical participants of laboratories at Radfan university college in particular. Because of understanding the full form of abbreviation and how to translate it into Arabic lead to giving the best treatment for patients. The main objective of this research was to identify the main types of errors that medical laboratories participants make when providing full English abbreviation and their Arabic translation. Medical abbreviations are one of the most essential topics at all stages of their learning and after because all the time they will deal with medical abbreviations. Learning of medical Abbreviations play an important role in the process of creative translation in their working place. The importance of translating abbreviation creatively and get the proper meaning paving the way to good deal with patient's drugs.

Statement of the Problem

As one of the English translation teachers of English Language Department I also observed that most of the participants of Department of Medical Laboratories, at University of Lahej, face problems in detection the full

abbreviation and give the best translation in Arabic, in addition, the second year students of Medical Laboratories, have studied the abbreviations in their first term of the first academic year (2023-2024). Medical English and abbreviations at all stages of studying make the participants familiar with the English abbreviations, their full form and their Arabic translation and meaning. Detection of abbreviations and understanding the full form of English Medical abbreviation make doctors, pharmacist handed the best drugs. Williams and Chesterman (2002. P. 58.) explained that empirical research "seeks new data, new information derived from the observation of data and from experimental work; it seeks evidence which supports… hypotheses or generates new ones".

Research Objectives

1. To identify the main types of errors that medical laboratories participants make when providing full English abbreviations and their Arabic translations.
2. To measure the frequency of each error type across fifteen common medical abbreviations.
3. To propose evidence-based solutions derived from error patterns rather than general recommendations.

Questions of the Study

1. What are the main types of errors committed by the second-year medical laboratories participants when translating English medical abbreviations into Arabic?
2. What is the frequency distribution of these error types across fifteen common medical abbreviations?
3. How can error analysis inform better teaching strategies for medical abbreviations?

Significance of the Study

Understanding and knowing the full abbreviation and the ability to translate it into Arabic is very important, so as a university teacher and taught the course Medical English at the second semester as one of the academic courses to Medical laboratories at Radfan university college- University of Lahej, I observed the significance of understanding Medical abbreviations by Medical Laboratories students. Thus, this study would benefit the medical students in general and medical laboratories student in particular. Students of the medical laboratories will understand to get the full form of any medical abbreviations and the creative translation into Arabic to know the best diagnosis and drug. As mentioned before, during teach the course of medical English to the medical laboratories students I saw the participants confused, misused, and merge among medical abbreviations and that lead to misunderstand and mistranslation. Besides, this study would also contribute for improving the first-year level students' performance in pay attention to the medical abbreviations and their Arabic translation to handed the true medicine to patients. Finally, this study would contribute to identify the errors and difficulties faced by the medical laboratories students in the course called medical English II, Medical Laboratories Department, Radfan University College.

Literature Review

Translation in different fields help students of English in arts and sciences to get the proper meaning, because translation according to Elewa (p.9. 2016), means the transfer of written texts from one language to another. Qamhaiah 2020. P. 101), Acronym is the name for an abbreviation that forms a pronounceable word. (Chabner 2017). Ibid (p. 75) any of these abbreviations may appear with or without periods and with either a

capital or a lowercase first letter, for example ac, or a.c. means *before meal*s (ante cibum). For translation from English into Arabic we mostly spell out abbreviated forms and acronyms because they are not common in Arabic. The translator has to find out the full form of the English abbreviation or acronyms to give the translation. Then s / he has to translate the full form into Arabic. Ibid (p. 138). Translating medical acronyms abbreviations into Arabic and before that understanding the full form is very important to get the creative translation. Arabic is completely different from English with relation to usage of acronyms. In English, there is no attendance and preference to use acronyms in almost all topics. On the other hand, in Arabic the use of acronyms is very rare. Therefore, a translator from English into Arabic will surely find it difficult to grasp and disambiguate acronyms and translate their core meanings into Arabic. (Abbas, 2015. p. 43.). Medical translation is a precarious field since it is concerned with issues relating to the life and health of the human being. This field embraces peculiar Latinate and Greek terminologies, initialisms, abbreviations, acronyms, and eponyms. When translating these constituents from English into the Arabic language, translation challenges occur due to non-equivalence and inconsistency' Mohammed, s. (2022).

The literature reviewed above has direct implications for analyzing the results of this study. First, Navarro's (2005) observation that a single abbreviation (like CF) can have up to 15 different meanings explains why participants in this study confused HR (Heart Rate) with "Human Resources" and DX (Diagnosis) with "Dexamethasone." Both abbreviations have multiple potential meanings, and participants lacked the contextual knowledge to select the correct medical one.

Second, Abbas, 2015 claimed that Arabic rarely uses acronyms helps explain the high no-response rates for clinical abbreviations like C/O (58%) and O/e (52%). Participants who are not exposed to abbreviation culture in their native language struggle to recognize and remember abbreviations in English.

Third, Montalt and Davies' (2014) discussion of abbreviation ambiguity supports the classification of formal similarity errors found in this study, where participants confused CC (Cubic Centimeter) with "Credit Card." The letters themselves are neutral; meaning is derived from context, which participants in this study failed to use effectively.

Difficulties and Medical Participants

Many of the medical students in Yemen, study the courses of English free from mentioning any medical abbreviations directly and ignoring them. Thus, on the other hands, majority of English words have multiple meanings, like the word *solution* which means *answer* in English and حل *hel* in Arabic but the course's teachers in first stage of learning hidden or ignored the medical meaning in Arabic which is محلول *mahlol* this difficulties make the participants deal with the word *solution* again to look up its meaning. Of course, this method takes new time to look up the new meaning which may have been taken before. On the other side, no attention to abbreviations and acronyms or ignored them during their teaching lead to make the participants unable to deal with any abbreviation and ignored its valuable. Longman Dictionary defines difficult as "hard to do, understand, or deal". Participants of Radfan University college in level two encounter some difficulties and problems in understanding the creative translation of some medical abbreviations in course "Medical English". Further, the problem of translating the full meaning of abbreviations back to the weak background in the field of abbreviations which is main subject in medical specialization.

Encouragement of Learning Medical English abbreviations

According to Byram (2004: p. 425) motivation is one of the two key learner characteristics which determines the rate and success of foreign language L2 learning (the other being aptitude): motivation provides

the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process. Abbreviations and acronyms are sources of polysemy. According to Navarro (2005: p. 193), the abbreviation of can have at least 15 meanings: calibration factor, cancer free, cardiac failure, Caucasian female, chemotactic factor, Chiari Frommel, chick fibroblast, Christmas factor, citrovorum factor, clotting factor, colony factor, complement fixation, contractile force, coronary flow and cystic fibrosis. The acronym BAL can mean blood alcohol level, broncho-alveolar lavage and British antilewisite. rDNA can mean ribosomal DNA and recombinant DNA. And many more, Vicent Montalt Maria González Davies. p. 285. 2014. An acronym is the name for an abbreviation that forms a pronounceable word. (Chabner 2017. P. 111.

Integration of AI in Medical Education

Artificial intelligence (AI) has rapidly developed a valuable companion in medical education, and research demonstrates that AI language models are capable of attaining great correctness degrees. AI can be integrated alongside them to enhance efficiency, deepen understanding, and adapt them to individual learning styles. Its strength lies in helping participants apply knowledge in practical ways while saving time on routine study tasks. Participants should consider using paid AI tools, which are typically much more capable than free versions, as well as specialized models like Open Evidence. Every student approaches learning differently. AI can be tailored to complement learners' personal study habits, whether they prefer mnemonics, case applications, or structured review schedules. The key is to use AI as a supportive tool that makes preparation easier, not as a replacement for active learning. Boehringer and Boyle (p. 19. 2026).

Design of the Study

This study employed a descriptive analytical design. The design is descriptive because it measures the current performance of participants through a translation test. It is analytical because it goes beyond description to classify the types of errors participants made using error analysis.

The study used one instrument for data collection: a participants' translation test consisting of 15 common medical abbreviations. Oxford Dictionary (1974, p. 893) defines a test as "examination…to find its quality, value, composition."

After collecting the test papers, the researcher classified responses into three categories: (1) good translation (accurate full form + accurate Arabic translation), (2) weak translation (incorrect full form OR incorrect Arabic translation), and (3) no translation (no answer provided).

All weak translations were then analyzed to identify specific error types: formal similarity errors, semantic confusion errors, and no response errors.

Population of the study

The population of this study was selected from the second Medical Laboratories students (fifteen males and thirty-five girls female) of the academic year (2024-2025) who studied the course of medical English II in the first year (2024-2023) in Radfan University College - University of Lahej.

Participants of the Study

This study drew on the active participation of fifty participants from second level, Department of Laboratories, Radfan University College, at University of Lahej. The number of female participants were thirty-five girls, while the number of the male participants were fifteen boys.

Validity and reliability

The validity of the research instrument was established through expert review by specialists in medical terminology and translation studies, who confirmed the relevance and appropriateness of the selected medical abbreviations. The study involved 50 students from the Faculty of Medical Laboratories at Radfan University College.

The reliability of the instrument was ensured through the use of clear and consistent scoring criteria for evaluating students' translations. All responses were assessed according to the same standards to maintain consistency and stability of the results.

Results and Discussion of the Study

The collected data through the participants' test were tabulated, analyzed, and interpreted with statistical figures to reflect the results of the study better. The items of the participants' test included fifteen abbreviations the first part was about mention the full form, and the second part was translating the full abbreviations into Arabic.

Table (1): Sex of the Participants

Participants		
Sex	**Frequency**	**%**
Female	35	70%
Male	15	30%
Total	**50**	**100%**

The statistical figure showed that the number of female participants were thirty-five; 70% and the number of male respondents were only fifteen, 30%. This implied that the female participants were active in participation and more in number than the male participants because this new department in the area encourage the families to send their daughters to join the medical section; Department of Laboratory, Radfan University college, university of Lahej.

Table (2): Participants' translation of the abbreviation ER = Emergency Room غرفة الطوارئ

Participants' translation	Frequency	%
Good Translation	22	44%
Weak Translation	25	50%
No Translation	3	6%
Total	**50**	**100%**

In this abbreviation (**ER),** the participants were asked to give the full form and translate it. Their responses were different from one to another, for example according to the first part of the question (full form) some of them gave one part only from the abbreviation ER and wrote *emergency* and ignored the second part R which means *room*. On the second hand, twenty-two participants translated the abbreviation correctly with 44% into **غرفة الطوارئ**, while twenty-five of the participants 50% misunderstand the abbreviation and the full form and

translated it into weak translation *Electronic Ray* because they confused with the similar letters of the abbreviation ER, finally, 3 (6%) of the participants did not provide any translation.

Table (3): Participants' translation of the abbreviation MD = Medical Doctor طبيب

Participants' translation	Frequency	%
Good Translation	26	52%
Weak Translation	14	28%
No Translation	10	20%
Total	**50**	**100%**

As shown in Table 2, the participants asked to translate and write the full abbreviation of the letters MD, the majority of them 52% translated and gave the correct translation طبيب, while 28% of them provide weak translation because they misunderstand the creative translation, on the other side 20% of handed their papers free from any translation.

Table (4): Participants' translation of the abbreviation RN=registered nurse ممرضة مناوبة - ممرض مناوب

Participants' translation	Frequency	%
Good Translation	24	48%
Weak Translation	10	20%
No Translation	16	32%
Total	**50**	**100%**

The participants were asked to give the best translation and mention the full form of the abbreviation RN. The majority of them 48% understand the question and translate it correctly into الممرضة المناوبة - الممرض المناوب but 20% went away and mention bad translation because they misunderstand the full form which led to weak translation, finally, 32% found it difficult that appeared from their unwritten papers. This high number may because misunderstand the best translation, especially when they gave the correct full form and unable to translate.

Table (5): Participants' translation of the abbreviation ID=identification هوية

Participants' translation	Frequency	%
Good Translation	15	30%
Weak Translation	23	46%
No Translation	12	24%
Total	**50**	**100%**

In this item, the participants asked to give the full form of the abbreviation ID, then translate it into Arabic. Only 30% of them provide the best translation while the majority of them 46% went away to give the creative translation. Only 24% gave no answer. Because may they can't understand the meanings of the abbreviation.

Table (6): Participants' translation of the abbreviation HR=heart rate معدل ضربات القلب

Participants' translation	Frequency	%
Good Translation	33	66%
Weak Translation	8	16%
No Translation	9	18%
Total	**50**	**100%**

As shown in table six the participants were providing the good translation where 66% of them succeeded to the creative translation while 16% of them went away and gave bad translation because they misunderstand the abbreviation and this led to give far translation because the abbreviation HR has famous words like *human sources* and this confused them. On the other hand, 18% of them handed their test paper clear and free from any answer because they confused and did not diced which answer is better than what.

Table (7): Participants' translation of the abbreviation BP = Blood pressure ضغط الدم

Participants' translation	Frequency	%
Good Translation	48	96%
Weak Translation	2	4%
No Translation	0	0%
Total	**50**	**100%**

Here, the participants have high frequencies and they were succeeded and gave the creative translation where 96% of them translate the abbreviation into the right translation *Blood pressure* which means ضغط الدم (Dhaght Ad- dem) And 4% of them commit mistake and gave bad translation like *blood plastics* which have another translation, but there is no one 0% of the participants back his/her paper free from any attempt.

Table (8): Participants' translation of the abbreviation XR = X-rays الأشعة السينية

Participants' translation	Frequency	%
Good Translation	26	52%
Weak Translation	23	46%
No Translation	1	2%
Total	**50**	**100%**

In this table the participants merge between the common dialects of people which name this abbreviation as (أشعة أكس) instead of الاشعة السينية that means 46% of the answers were weak translation. On the other hand, 52% of the participants were succeed and translated the abbreviation correctly into الاشعة السينية. Finally, only one student 2% left his paper free from any answer.

Table (9): Participants' translation of the abbreviation DX =diagnosis التشخيص

Participants' translation	Frequency	%
Good Translation	23	46%
Weak Translation	16	32%
No Translation	11	22%
Total	**50**	**100%**

As shown in table 8, the participants were succeeding with high percent, especially when 46% of them provide the right translation and full abbreviation which is diagnosis = تشخيص (Taskhees). 32% were un succeed and translated the abbreviation into the name of medicine *Dexamethasone* because they misunderstand the full form of the abbreviation which led to bad translation. The last part of the translation were 22% who returned their test free from any translation.

Table (10): Participants' translation of the abbreviation HT =Hypertension ارتفاع ضغط الدم

Participants' translation	Frequency	%
Good Translation	13	26%
Weak Translation	11	22%
No Translation	26	52%
Total	**50**	**100%**

Here, the participants succeeded to give the good translation where 26% of them gave the full abbreviation and translated it correctly into ارتفاع ضغط الدم on the other side, 22% un succeed to give the good translation and translated it into ضغط الدم which have another abbreviation which is BP. Finally, the majority of the participants 52% returned their test free from any attempt.

Table (11): Participants' translation of the abbreviation CT =Computerized Tomography تصوير مقطعي

Participants' translation	Frequency	%
Good Translation	18	36%
Weak Translation	13	26%
No Translation	19	38%
Total	**50**	**100%**

As shown in table 11, only 36% of the participants were gave the full abbreviation and translated it correctly into تصوير مقطعي (Tasweer Mghta'ai). But 26% un succeed to give the good translation and translated it wrongly into التصوير المغنطيسي (At-tsweer almghnateesi). On the other side, 38% of them were returned their test without any attempt.

Table (12): Participants' translation of the abbreviation CC = Cubic Centimeter سنتيمتر مكعب

Participants' translation	Frequency	%
Good Translation	6	12%
Weak Translation	29	58%
No Translation	15	30%
Total	**50**	**100%**

In this item, only 12% of the participants succeeded in providing the creative translation. While 58% failed to get the intended translation and full abbreviation especially when they gave the full abbreviation of CC into *credit card* and misunderstand the full abbreviation led to give far translation بطاقة أتمان instead of *cubic centimeter* سنتيمتر مكعب. 30% did not respond and handed their translations' paper test without any attempt.

Table (13): Participants' translation of the abbreviation C/O = Complains of يشكو من

Participants' translation	Frequency	%
Good Translation	17	34%
Weak Translation	4	8%
No Translation	29	58%
Total	**50**	**100%**

In this abbreviation, the majority 58% of the participants returned their test free from any attempt, while 34% of them mentioned the full abbreviation and translated it correctly into . يشكو من 8% un succeed and gave weak translation like قياس الكمية which has far meaning.

Table (14): Participants' translation of the abbreviation O/e = On examination عند الفحص

Participants' translation	Frequency	%
Good Translation	12	24%
Weak Translation	12	24%
No Translation	26	52%
Total	**50**	**100%**

Here the participants who gave the full form on examination عند الفحص and translated it correctly were 24%, and the same 24% percent misunderstand and gave weak translation like observed expected which has far meaning. However, more than half of the participants 52% returned their papers free from any answers.

Table (15): Participants' translation of the abbreviation WHO = world health organization منظمة الصحة العالمية

Participants' translation	Frequency	%
Good Translation	41	82%
Weak Translation	1	2%
No Translation	8	16%
Total	**50**	**100%**

(Table 15 shows 82% of the participants succeeded to give the full abbreviation and translated correctly into *world health organization* منظمة الصحة العالمية . Only 2% of the participants found difficulties and translated it badly into اثناء الفحص الطبي.While 16% of the participants returned their test papers free from any attempts.

Table (16): Participants' translation of the abbreviation SOB = Short of Breath ضيق التنفس

Participants' translation	Frequency	%
Good Translation	18	32%
Weak Translation	8	16%
No Translation	24	48%
Total	**50**	**100%**

As appeared in table 16, 32% of the participants gave the full abbreviation *Short of breath* and succeeded to give the good translation ضيق التنفس. 16% of the answers were weak translations because the participants un succeeded and translate it into عينة الدم because the abbreviation SOB similar with (blood sample) and if the full abbreviation was wrong that means the translation will be wrong. Finally, the majority 48% back their test papers clean from any translation.

Error Analysis

Based on the classification of weak translations from Tables 2-16, three main error types were identified:

Type 1: Formal Similarity Errors

This error occurs when the participants confuses a medical abbreviation with a non-medical term that has the same letters. (table 17).

Table (17): A medical abbreviation with a non-medical term

Abb.	Correct Meaning	participants' Error	Frequency
ER	Emergency Room	Electronic Ray	25 (50%)
CC	Cubic Centimeter	Credit Card	29 (58%)
ID	Identification	ID Card (non-medical)	23 (46%)
XR	X-rays	Ex-Ray	23 (46%)

Type 2: Semantic Confusion Errors

(table 18)

This error occurs when the participants confuses the abbreviation with another medical term that has a related but different meaning.

Type 3: No Response Errors (highest Rates)

This error occurs when the participants leaves the answer blank. (table 18).

Table (18): The participants leaves the answer blank

Abb.	Full Form	No Response	%
C/O	Complains of	29	58%
HT	Hypertension	26	52%
O/e	On Examination	26	52%
SOB	Short of Breath	24	48%
CT	Computed Tomography	19	38%

Summary of Error Distribution

(table 19)

Table (19): Summary of Error Distribution

Error Type	Total Occurrences	%
Formal Similarity	100	30%
Semantic Confusion	48	14%
No Response	209	56%
Total	**238**	**100%**

Comparative Analysis of Participants Performance

The results in Tables 2-16 show dramatic variation in student success rates. This section explains why participants succeeded on some abbreviations but failed on others.

Why was BP (96%) much easier than CC (12%)?

Two factors explain this difference:

1. Exposure frequency: BP (Blood Pressure) is encountered daily in hospitals, clinics, and even home health monitoring. CC (Cubic Centimeter) is a unit of measurement often written in full or replaced by "ml" in clinical contexts.

2. Non-medical competition: CC competes directly with "Credit Card," a highly frequent non-medical term. BP has no common non-medical competitor. Every credit card displays "CC" (e.g., Visa CC), reinforcing the non-medical meaning daily.

Why did 50% of participants translate ER as "Electronic Ray"?

This is a formal similarity error (see Table 17 in Error Analysis). The letters E and R appear in many contexts. Participants retrieved the most familiar combination rather than the medical one. In physics courses, participants encounter "ER" in contexts like "energy ratio," but they have rarely seen "Emergency Room" written as ER in their English medical textbooks.

Why were no-response rates high for C/O (58%) and O/e (52%)?

These are clinical shorthand terms used in patient notes, not in standard medical English textbooks. The curriculum emphasizes diseases (diabetes, hypertension) and anatomy (heart, liver) but neglects the language of patient charts. Participants cannot translate what they have never been taught. Why did 22% of participants confuse HT with BP?

This is a semantic confusion error (see Table 18 in Error Analysis). Participants correctly associated HT with blood pressure but did not know the precise distinction: BP is a measurement, while HT is the medical condition of abnormally high blood pressure. This indicates partial knowledge rather than complete ignorance.

Findings of the Study

The researcher collected the participants' test papers and compared their rendering with the creative translation (answer key). The researcher found out the following findings:

- Many participants haven't learnt the full form of abbreviation by heart.
- Many participants keep in mind the abbreviation only instead of the full form of abbreviation.
- Many participants mistranslated the full form of the English abbreviation into Arabic.
- Similarity, some of abbreviations with others led to misunderstanding and mistranslation.
- The most frequent errors were misinterpretation errors were the most common type of error associated with the fifteen medical abbreviations studied. This suggests that ambiguity and similarity among abbreviations remain significant challenges in medical communication.
- By identifying the most common types of errors made by students, instructors can better understand areas of difficulty and develop targeted instructional strategies to address them**.**

Recommendations

According to the translations and results of this study, the researcher arrived at the following points:

- Limitation all abruptions by participants in all the college medical courses and train on it to make their minds able to remember.
- Translators / teachers of Medical English to the sections of medical should help their participants to improve their participants to follow up and update their backgrounds by reading the last laboratory medical periodical journals and leaflets and focus on the modern abbreviations.
- learners of the medical courses must keep in touch with any abbreviations; English medical laboratory should wave the way to their learners to get enough time for practicing full abbreviation of medical laboratory terms in the classroom.
- Designers of Medical courses responsible for designing the syllabus of the English courses in general and Medical abbreviations, to make medical Laboratory participants able to get the correct abbreviation.
- Finally, following up the updates of medical news and modern abbreviations make participants memories rich with new abbreviations and able to face any ambiguities and able to get the full abbreviation and intended meaning.

Conclusion

The medical English language II course is not enough to make the laboratories participants familiar with all abbreviations and their translation into Arabic. So, bad results which appeared from the results of their test when falling in giving the full form and the creative translation. Elaborating on the course and adding enough medical abbreviations and how to get the creative translation is necessary to make them familiar with the useful abbreviations and good translation.

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Appendices

Appendix A: The Translation Test (Original)

Student Translation Test – Medical English Abbreviations

Name (Optional): _____

Gender: Male [ ] / Female [ ]

Date: _____

Instructions: For each abbreviation below, write the full English form and then translate it into Arabic.

Abbreviation	Full English Form	Arabic Translation
ER		
MD		
RN		
ID		
HR		
BP		
XR		
DX		
HT		
CT		
CC		
C/O		
O/e		
WHO		
SOB		

Appendix B: Answer Key (Correct Answers)

Abbreviation	Full English Form	Correct Arabic Translation
ER	Emergency Room	غرفة الطوارئ
MD	Medical Doctor	طبيب
RN	Registered Nurse	ممرض مناوب / ممرضة مناوبة
ID	Identification	هوية / رقم تعريف
HR	Heart Rate	معدل ضربات القلب
BP	Blood Pressure	ضغط الدم
XR	X-rays	الأشعة السينية
DX	Diagnosis	تشخيص
HT	Hypertension	ارتفاع ضغط الدم
CT	Computed Tomography	تصوير مقطعي
CC	Cubic Centimeter	سنتيمتر مكعب
C/O	Complains of	يشكو من
O/e	On Examination	عند الفحص
WHO	World Health Organization	منظمة الصحة العالمية
SOB	Short of Breath	ضيق التنفس

مقالة بحثية

الترجمة الشاملة للاختصارات الطبية: دراسة حالة على طلبة المختبرات الطبية بجامعة لحج-اليمن

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المُلخّص

ركزت هذه الدراسة على طلبة المستوى الثاني في برنامج البكالوريوس بقسم المختبرات الطبية، كلية ردفان الجامعية، جامعة لحج، اليمن. بلغ العدد الإجمالي للمشاركين في الدراسة 50 طالبًا وطالبة. واعتمدت الدراسة المنهج الوصفي التحليلي، واستخدمت أداة واحدة فقط من أدوات البحث العلمي الأكاديمي لجمع البيانات، وهي اختبار الترجمة الخاص بالمشاركين. هدفت هذه الدراسة إلى تحديد أبرز التحديات والصعوبات التي يواجها طلبة المستوى الثاني بقسم المختبرات الطبية في كتابة الصيغة الكاملة للاختصارات الطبية وترجمتها إلى اللغة العربية. وتُعد الاختصارات الطبية وترجمتها إلى العربية ذات أهمية كبيرة لتحقيق ترجمة دقيقة وإيصال المعنى الصحيح. وأظهرت نتائج اختبارات المشاركين أنهم ما زالوا يواجهون تحديات وصعوبات في تذكر وكتابة الصيغة الكاملة للاختصارات الإنجليزية وترجمتها ترجمة سليمة إلى اللغة العربية، ويرجع ذلك إلى قلة الممارسة اليومية وتركيزهم على الاختصار نفسه مع إغفال الكلمات التي يتكون منها الاختصار ومعناها العربي. كما كشفت الدراسة أن طلبة المستوى الثاني بقسم المختبرات الطبية لا يمتلكون خلفية معرفية كافية حول الاختصارات الطبية، على الرغم من أهميتها البالغة في مجال المختبرات الطبية.

الكلمات المفتاحية: مختبرات طبية؛ التحديات؛ المجال الطبي؛ الصيغة الكاملة للاختصار؛ جامعة لحج.

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