Web-based Learning Technologies in Translation Studies: Undergraduate Students' Views

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ABSTRACT

Aim. The impacts of web-based learning technologies have been widely investigated across different countries in many fields of university studies. In Lithuania, however, little known research has investigated their use in translator training. Thus, the present study attempts to address this gap by analysing undergraduate translation students' experience of and their views regarding the use of web-based learning technologies in their studies.

Methods. In the present small-scale qualitative research, the data was drawn from 34 essays written by undergraduate majors in translation and analysed using the inductive content analysis.

Results. The study revealed some categories and subcategories of educational benefits and challenges caused by the use of these technologies as seen by the students themselves.

Conclusion. The results demonstrate that most students considered that using web-based learning technologies was both a positive and a negative experience, several students viewed this experience as being solely positive and one student's experience was negative. To overcome negative effects, it is recommended to raise students' awareness of the potentially harmful effects caused by excessive use as well as to develop the skill of managing the amount of time spent using them.

Cognitive value. The present study is one of the first focused on the use of such technologies by future translators in Lithuania to date. Even though its sample size is small, its findings deepen our understanding of translation students' views regarding the use of such technologies in their studies. In this way, the study contributes to the theoretical considerations and empirical procedures in the field and calls for further research.

Keywords: web-based learning technologies, video tools, web-conferencing tools, website creation tools, translator training, undergraduate students' views, higher education

Introduction

Since 2000, web-based learning technologies have gradually become part of education processes at all levels of education, higher education being no exception. Their integration for teaching and learning became unavoidable and particularly speedy in 2020-2022, during the Covid-19 pandemic. At that time, universities in many countries were forced to move from traditional teaching to online teaching, which was the only means of continuing the study process in general. Therefore, it is not surprising that before, during and especially after the pandemic numerous investigations that analysed the impacts of technologies have been conducted across different fields of study worldwide. Researchers (Adedoyin & Soykan, 2023; Baczek et al., 2021; Carrilo & Flores, 2020; Kidd & Murray, 2020; Lee & Huh, 2018; Pal & Patra, 2021; Tam, 2022, among others) analysed the best practices and challenges of integrating web-based learning technologies in online or blended learning, studied effective ways of using such technologies for teaching and learning, as well as explored teacher and student perceptions of their use (Alharbi & Meccawy, 2020; Balula et al., 2020; Brilianti & Fauzi, 2020; Burkšaitienė, 2023; Burkšaitienė & Selevičienė, 2017; Buzzetto-More, 2015; Hirci & Pisanski Peterlin, 2020; Jankauskaitė-Jokūbaitienė, 2023; McLain, 2019; Pisanski Peterlin & Hirci, 2014; Selevičienė & Burkšaitienė 2015, 2016, 2024; Taskiran et al., 2018; van den Berg & de Villiers, 2021, among others).

An overview of the relevant research shows that the impacts of integrating technologies in translator and interpreter education have been explored. Investigations have been carried out in two major directions. The first one concentrated on Machine Translation, its integration into translator and interpreter curricula and on the development of new competences / competencies relevant to the language industry (Braun et al., 2020; Ehrensberger-Dow et al., 2023; Flanagan & Christensen, 2014; Kenny & Doherty, 2014; Mellinger, 2017; Moorkens, 2018; Nitzke et al., 2019; Pym, 2013, among others). The second analysed teaching methods that incorporated web-based learning technologies in translator and interpreter study programmes as well as studied teachers' and future translators' perceptions of applying them for teaching and learning (Braun et al., 2020; Hirci & Pisanski Peterlin 2020; Lee & Huh 2018; Pisanski Peterlin & Hirci, 2014; Sánchez-Castany, 2023, Valtchuk & Class, 2021, among others).

In Lithuania, however, this field has been under-researched as investigations carried out in higher education have mainly explored the impacts of web-based learning technologies for teaching and learning ESP and EFL (Burkšaitienė & Selevičienė, 2017; Jankauskaitė-Jokūbaitienė, 2023; Selevičienė & Burkšaitienė, 2015, 2016,

2024). To the best of our knowledge, no research into their use in translator and interpreter training has been conducted yet. Therefore, this small-scale qualitative investigation aimed at contributing to the field by addressing two research questions: (a) what is translation majors' experience of using web-based learning technologies in their undergraduate studies? and (b) what are the student-viewed benefits and challenges of applying such technologies?

This paper reports on the results of a small-scale study conducted at a University in Lithuania. It starts with the literature overview followed by the research methodology. Then, research limitation is described, and the results discussed. Finally, conclusions and implications for further research are presented.

Terminology

The term "web-based learning technologies" was introduced in "Typology of Free Web-based Learning Technologies" by Matt Bower and Jodie Torrington (2020), which is the most recent typology of such technologies to date. The term refers to the tools that meet the main four criteria, i.e., they are all free of charge, can be accessed online, allow their users to create digital content and share it with other users and they are used solely for educational purposes (Bower & Torrington, 2020). The 2020 typology covers 226 web-based learning technologies that fall into 40 types covered by 15 clusters.

Literature Overview

The overview of the relevant research literature shows that the integration of web-based learning technologies in higher education has produced numerous educational benefits in different study programmes, such as engineering, science and business study programmes (Buzzetto-More, 2015; Pal & Patra, 2021), sports education and teacher training programmes (Kidd & Murray, 2020; van den Berg & de Villiers, 2021). Their benefits have been also established when used for teaching and learning ESP and EFL (Aldukhayel, 2021; Alharbi & Meccawy, 2020; Balula et al., 2020; Burkšaitienė & Selevičienė, 2017; Estaji & Salim, 2018; Selevičienė & Burkšaitienė, 2015, 2016, 2024; Wang, 2015), and in translator and interpreter training (Braun et al., 2020; Ehrensberger-Dow et al., 2023; Flanagan & Christensen, 2014; Kenny & Doherty, 2014; Mellinger, 2017; Moorkens, 2018; Nitzke et al., 2019; Pym, 2013; Valtchuk & Class, 2021), among others. For instance, Nicole Buzzetto-More (2015) integrated *YouTube* in online, hybrid and web-assisted courses at an American university. According to Bower and Torrington (2020), this tool belongs to the cluster of Video tools and allows its users to use video content for teaching and learning and for broadcasting one's own videos. Buzzetto-More (2015) analysed 221 business students' attitudes

towards the value and usefulness of *YouTube* and established that it raised the study participants' interest in the course and fostered their participation.

The use of *YouTube* was also investigated by Debajyoti Pal and Syamal Patra (2021) at two universities in India. The authors used it in courses combining traditional face-to-face and online learning and explored 232 engineering, science and business management undergraduate and post-graduate students' perceptions of its use. It was found that the students' attitudes were positive towards both such a mode of the course delivery and the course content.

The literature also demonstrates that web-based learning technologies have been extensively used for teaching and learning ESP and EFL. According to Eglė Selevičienė and Nijolė Burkšaitienė (2024), during the period from 2019 until 2021, from among a wide variety of web-based learning technologies outlined in the typology mentioned above, 10 types of tools (attributed to 8 clusters) have been investigated in ESP studies in different countries. From among these types, *image based tools* (i.e., *Instagram* and *Word clouds*) and *website creation tools* (i.e., *blogs* and *wikis*) were the ones that were used the most, followed by *assessment tools* (i.e., *Socrative*), *multimodal production tools* (*i.e., Padlet*), *Learning Management Systems* (i.e., *Edmodo*), among others.

It has been reported that the tools integrated in different ESP courses supported both ESP language skills, vocabulary acquisition and transferable skills. It is worth noting that *wikis* from among the most often used tools it was *wikis* that were explored the most. This can be explained by their user-friendly nature and affordances. Mainly, *wikis* allow their users to collaboratively create content, modify and delete it and / or comment on the content created by others (Bower & Torrington, 2020). It was established that *wikis* produced multiple benefits for teaching and learning ESP. For example, Yu-Chun Wang (2015) and Masoomeh Estaji and Hoda Salim (2018) used the tool under experimental conditions for collaborative writing in ESP writing courses. Wang (2015) conducted a small-scale experiment and used this tool for learning Business English at a university in Taiwan. It aimed at fostering 24 study participants' Business English writing skills (including the use of organisation of a text, register, grammar and content). The results demonstrated that the students from the experimental group accepted the experimental format of learning well and outperformed their peers in the control group. It was also found that such a learning environment not only promoted the students' writing skills but also strengthened their confidence and developed their communication skills. Similarly, Estaji and Salim (2018) used *wikis* in an experiment conducted in an ESP writing course at an Iranian university. The findings showed that the undergraduate computer and mechanical engineering students who studied in a *wiki* learning environment demonstrated statistically better results in ESP writing than those students who studied under traditional learning conditions.

According to Bower and Torrington (2020), *web-based assessment tools* allow their users to create different types of online quizzes, to receive immediate grading and feed-

back, as well as to create flashcards, memorisation assignments and games. It has been reported in the literature that when used in ESP courses, *Socrative*, one of such tools, produced multiple positive benefits. It promoted students' language skills, fostered their motivation and satisfaction, supported academic success and developed their competency of assessment. To illustrate, a group of Portuguese researchers (Balula et al., 2020) integrated *Socrative* into university courses of Business English. In their longitudinal research, the authors chose this tool to support students' learning of Business English terminology. The findings showed that *Socrative* fostered the students' motivation to learn the terms and supported their academic success; however, it was also found that its use did not impact the students' ability to use them in texts.

Socrative was also used for learning Business English at a University in Saudi Arabia (Alharbi & Meccawy, 2020). In contrast to the investigation conducted by Ana Balula et al. (2020), in this research, the tool served for formative assessment of business terms and grammar and was used instead of traditional paper-based assessment. The authors reported that it was well accepted by the students during the course and that they preferred it over the traditional assessment method in the future.

The literature shows that the use of *Vlogs (video blogs)* has been beneficial for both learning ESP (Brilianti & Fauzi, 2020) and EFL (Aldukhayel, 2021; van den Berg & de Villiers, 2021). Even though this tool is not included in the 2020 typology, its affordances suggest that it can be attributed to the cluster of Video tools as it is an activity that combines blogging and using some video content which can be shared on video-sharing platforms. The research conducted by Dukhayel Aldukhayel (2021) at a Saudi Arabian university is an example illustrating the positive effects of *vlogs* on students' EFL listening skills. The author investigated 389 students' and 29 teachers' perceptions of the use of this tool. It was established that it not only promoted the study participants' EFL listening skills, but also supported their vocabulary acquisition and promoted their engagement in the course. Besides, it was found that not only the students, but also their teachers perceived the tool as being useful. However, it was also noted that the success of using *vlogs* was pre-determined by the teachers' ability to help their students prepare for learning in a vlog learning environment.

Another study demonstrating the use of *vlogs* for the development of EFL language skills was conducted by Liandi van den Berg and Jacobus de Villiers (2021) at a South African University. To promote undergraduate sports business management students' EFL communication skills, small-scale research was conducted. The purpose of using the tool was twofold. On the one hand, the students had to create and deliver their own *vlogs* while using the teacher-created practical conceptual framework. On the other hand, *vlogs* were used by the teachers as a tool to assess both the students' competencies and the student-created content. It was concluded that the gradual use of such a learning framework promoted the study participants' communication skills, which was seen as being vital for the success in their future careers.

Research in Translator and Interpreter Education

As it has been mentioned above, research of using technologies by future translators and interpreters has been extensive. This can be explained by new challenges arising from the changes in their profession. For example, Machine Translation (MT) and post-editing (PE) have become prevailing trends in the language industry (ELIS, 2021). Therefore, it is not surprising that translator and interpreter trainers have been investigating the ways of adapting their university curricula to the new professional reality. The overview of the literature published during the period from 2013 to 2023 shows that researchers were intensively investigating the integration of MT into translator and interpreter curricula and the development of new translator competences/competencies (Ehrensberger-Dow et al., 2023; Flanagan & Christensen, 2014; Kenny & Doherty, 2014; Mellinger, 2017; Moorkens, 2018; Nitzke et al., 2019; Pym, 2013; Sánchez-Castany, 2023, among others). For instance, Dorothy Kenny and Stephen Doherty (2014) discussed the new role of Statistical Machine Translation (SMT) and ethical issues related its use and called for its integration into translator training curricula. Similarly, Christopher Mellinger (2017) emphasised that the use of MT in the language industry was rising and suggested that it should be integrated in multiple modules in translator training curricula, whereas Joss Moorkens (2018) integrated Neural Machine Translation exercises in order raise the students' awareness of the strengths and weaknesses of this technology.

The need to integrate MT into translator and interpreter curricula has been inseparable from the need to equip novice professionals with new skills and competences/competencies. Thus, more than a decade ago, witnessing the growing use of MT, Anthony Pym (2013) called for a change in future translator's skills suggesting that "learning to learn, learning to trust and mistrust data, and learning to revise with enhanced attention to detail" (p. 488) were the three skill types that are vital for future professionals. In 2014, Marian Flanagan and Tina Christensen attempted to adapt freely accessible PE guidelines to the existing translator training curriculum at a university in Denmark. With this purpose in mind, the authors explored translator trainees' interpretations of the guidelines. It was reported that the interpretations resulted in the identification of existing gaps in the trainees' PE competency, which in turn, led to the revision of the curriculum. In 2017, Mellinger emphasised that managing terminology and post-editing are the competences that future translators should necessarily acquire upon completion of their studies. Similarly, Jean Nitzke, Anke Tardel and Silvia Hansen-Schirra (2019) urged for promoting future translators' digital competencies. To this end, the authors created six online courses with the focus on localisation and several competencies (PE being among them) and discussed the ways and the extent of their integration into translator training curricula.

The newest research in the field has investigated the challenges that translators are facing at present and the most recent translator competences the need for which has just emerged. To illustrate, according to Maureen Ehrensberger-Dow, Alice Benites and Caroline Lehr (2023), due to the speedy and extensive use of MT, it has become evident

that not all members of the industry are fully aware of the pitfalls that it entails. Therefore, the researchers suggested that translators should be equipped with a new competence, which they called the competence of MT literacy consulting. It was noted that translators should be not only capable of using MT, but also capable of consulting their clients with regards to both MT-generated advantages and shortcomings. To foster this competence, the authors created some training scenarios aimed at both developing future translators' Artificial Intelligence literacy and at equipping them with the new competence.

Teaching methods that incorporated web-based learning technologies in translator and interpreter study programmes as well as teachers' and future translators' perceptions of applying these technologies for teaching and learning have also been explored (Braun et al., 2020; Falco, 2017; Hirci & Pisanski Peterlin, 2020; Lee & Huh, 2018; Pisanski Peterlin & Hirci, 2014; Sánchez-Castany, 2023; Valtchuk & Class, 2021, among others). For example, in translator training, the use of *wikis* was explored by Agnes Pisanski Peterlink and Nataša Hirci (2014) and Hirci and Pisanski Peterlink (2020). In their 2014 research, the tool was used to investigate graduate translation students' participation in two types of collaborative translation tasks. In the first one, the students could choose any type of collaboration, whereas in the second one, structured student collaboration was requested. The findings showed that the latter type of collaboration promoted pair work, and that the students used more collaboration types while carrying out the second task. In their 2020 investigation, *wikis* were used in translation and revision tasks. The authors compared face-to-face collaboration and digital collaboration (in which *wikis* were used) and established that the students who used *wikis* made more revisions of their translations than those who collaborated face-to-face. Besides, the students considered that wiki-based revisions were less time-consuming than the revisions carried out under face-to-face collaboration.

Another web-based tool used in translator training was *concept maps* (Falco, 2017). It should be mentioned that just like *vlogs*, this tool is not included in the 2020 typology. However, its affordances suggest that it can be included in the cluster of *image based tools* as it allows its users to develop images (e.g., mind maps) that can be shared among its users (Bower & Torrington, 2020). In Gaetano Falco's study (2017) conducted at a university in Italy, *concept maps* were employed as a teaching methodology to promote graduate translation students' legal competences. The research findings revealed both the tool's benefits and drawbacks. On the one hand, it helped the students to learn contract law-related terminology and developed knowledge of the subject. On the other hand, it was perceived as a time-consuming process that had to be conducted continuously, which did not allow for immediate results.

In interpreter training, the use of *Virtual learning environments* (*video conferencing* and *3 D virtual world*) was analysed by Sabine Braun, Elena Davitti and Catherine Slater (2020) at a university in the UK. The environments were used for collaborative learning aimed at fostering the first-year graduate students' competence of remote interpreting. The authors established that, on the one hand, both learning environments were well

perceived by the students, supported their collaborative learning and the competence of remote interpreting. On the other hand, it was found that the learning success heavily depended on student preparation and the teacher-provided support.

Another tool used in interpreter training was *Facebook* (Valtchuk & Class, 2021). According to Bower and Torrington (2020), it is attributed to the cluster of *social networking systems* and allows creation of learner communities of practice. Oleksandra Valtchuk and Barbara Class (2021) used a *Facebook* group chat to support learning in a graduate programme of Conference Interpreting at a university in Switzerland. The findings of their qualitative study demonstrated that, on the one hand, the tool enabled future conference interpreters to create a community of practice, and that the students perceived their participation in the community as socially beneficial. On the other hand, the authors warned that members of student *Facebook* communities of practice can be exposed to several immediate and / or future risks. The former risks include a threat to one's personal data and cyber-bullying, whereas the latter may arise after the graduation as the result of the students' over-self-disclosure while participating in such communities during their study years (Mills, 2011, cited in Valtchuk & Class, 2021, 3).

The overview of the available literature shows a gap regarding the application of web-based learning technologies in the field of translator training in Lithuania. The present research attempted to contribute by exploring undergraduate translation students' experience of and their views regarding the use of such technologies in their studies.

Method

Research Participants

The present small-scale qualitative research was conducted at a university in Lithuania. Thirty-four second-year undergraduate majors in translation (27 females and 7 males) were the research participants. Their age varied from 21-23. All the students were informed about the purposes of the research and gave their consent to the use of their responses for it. They could withdraw their consent by the end of June 2024. The students were also informed that their identities will be anonymous and will not be disclosed. Prior to the research, most students had some experience of using the Learning Management System *Moodle*.

Data Collection and Analysis

The data was collected from the students' essays "The role of education technologies in my studies" written at the end of the spring semester of academic year 2023/2024.

The data was analysed in three stages using inductive content analysis, which is recommended when no prior research has analysed the phenomenon (Elo & Kyngäs, 2007). First, the students' texts were read several times, and units of analysis were established. Then, the categories and subcategories were identified; finally, examples illustrating each subcategory were chosen.

The sample size of this study could be recognised as its main limitation. However, it should be noted that at the time of the research it included all second-year undergraduate majors in translation.

Results

The findings of this small-scale research show that the study participants' views regarding their use of web-based learning technologies in translation studies differed. Twenty-four students reported that their experience was both positive and negative, 9 students viewed it as being solely a positive experience, and 1 student viewed it as a negative experience. The inductive content analysis of the students' responses revealed five types (subcategories) of student-reported positive outcomes (categories) and three types (subcategories) of student-reported challenges / negative outcomes (categories) that the use of technologies produced (Table 1). As the students described both benefits and challenges, multiple benefits and / or challenges, the number of responses exceeds the number of the students. The student-viewed positive and negative outcomes are presented separately (see Table 1). Also, while choosing examples to illustrate the subcategories, the most characteristic ones have been selected.

Table 1

Student-viewed Positive and Negative Outcomes

Category	Subcategory
1. Positive outcomes	1.1. Supported learning and deepened understanding of the study subject (n = 22) 1.2. Widened/simplified access to educational resources (n = 15) 1.3. Improved skills (n = 14) 1.4. Saved time (n = 8) 1.5. Fostered physical and mental health (n = 2)
2. Challenges / negative outcomes	2.1. Health issues (n = 8) 2.2. Technical problems (n = 8) 2.3. Information reliability-related challenges (n = 3)

Source. Own research.

Category 1: Student-viewed Positive Outcomes

This category comprises the biggest number of responses (n = 61) presented by 33 students, the number of positive outcomes ranging from one to three depending on the student. Sixty-one responses include the benefits described by the students who stated that their experience of using such technologies was solely positive (n = 9) and by those who mentioned some negative outcomes as well (n = 24). It should be noted here that one student from the total of 34 study participants described only negative outcomes of using web-based learning technologies. The findings regarding all student-viewed negative outcomes are described in a separate section below.

The student-viewed positive outcomes fall into five subcategories. The *first subcategory* reveals that technologies, such as *wikis*, *blogs*, *vlogs* and *YouTube* supported learning a new foreign language, were useful for building vocabulary and / or deepened one's understanding of the study subject (reported by 22 students). This can be best illustrated by the following extracts from the students' essays:

> <…> Education technologies, undoubtably, have many advantages. This is because some of them, particularly blogs & wikis contain much data and facts that students, including myself, can use in their studies. When it comes to podcasts, vlogs, and many other educational videos on YouTube, they allow gathering of additional information that might be useful in the studies of many students. From my personal experience, <…> these technologies help to learn a new language <…>. (S 9)

> In my opinion, listening to podcasts or reading blogs deepens your understanding of what you're learning and helps memorising the information better. In addition, listening to podcasts and reading blogs helps me build vocabulary and improves my pronunciation. (S 24)

The *second subcategory* demonstrates that the use of web-based learning technologies (such as *web-conferencing tools)* and the *Learning Management System Moodle* widened and / or simplified access to educational resources, including open access online resources (e.g., encyclopaedias, online dictionaries, research articles, etc.) and to study materials provided by university teachers (reported by15 students). For instance:

> While studying we use Moodle, ZOOM & TEAMS, which has improved accessibility. This means that a student can easily join a lecture and work more effectively since one can find all study materials in one place <…>. (S 15)

> In my studies, education technologies help me to easily access various types of information <…> I can access different encyclopaedias, research papers, etc. that are especially helpful <…> and incredibly important to my student life as it is often described as the essence of every university student's academic journey. (S 7)

> Nowadays I cannot imagine not using technologies in my studies since they bring many benefits to my learning. Firstly, Moodle. I have used it for a long time now. It allows me to access all the study materials <…>. (S 22)

The *third subcategory* shows that technologies promoted different skills (reported by 14 students), including their language skills (n = 7), technical skills / skills of information search (n = 4) and study management skills (n = 3), for example:

<...>MS TEAMS allow me to communicate with people all over the word. For example, Arqus Café is a very interesting project in which I am participating to learn Spanish from native speakers and improve my communication skills. (S 2)

<…> In addition, listening to podcasts and reading blogs helps me build vocabulary, improve pronunciation and speaking skills. (S 24)

At first, it was difficult to find the information I needed because it always looked as if I was using the wrong sources. But as I kept doing loads of searches, I finally understood where to find the most useful information. So, technologies helped me to understand how to find the information I need instead of wasting my time on useless searches. (S 32)

<…> Education technologies make learning more productive and organised. For example, it is much easier to do assignments on your computer or tablet and upload them on Moodle. <…> I certainly found it helpful in terms of organising my study assignments <…>. (S 13)

The *fourth subcategory* demonstrates that the use of technologies helped the students to save time (reported by 8 students), which is best seen from the following extracts:

I have used many resources and technologies, such as wikis, corpora, educational videos on the online streaming platform YouTube, and many more. They tend to be useful as they allow me to save time which I would otherwise have to spend in the library. (S 28)

<…> In conclusion, <…> Moodle [is] the best time saver and the most comfortable place for everything study related. (S 27)

The *fifth subcategory* is supported by two students' responses. Even though this number is small, the responses are important in that they demonstrate that these students discovered (potential) positive outcomes that the use of technologies can make on their health:

Education technologies can also have a big effect on one's health. Mobile telephone apps, podcasts, blogs, vlogs <…> can help one feel more relaxed, happier, get better sleep, just feel better in general. (S 31)

<…> We sometimes want to express ourselves and show who we really are. This could be solved with podcasts, blogs, vlogs and so on. These <…> might help with mental health as it would give us a task related to art, which is always a good thing. (S 33)

Category 2: Student-viewed Negative Outcomes

This category includes three subcategories that emerged from the responses provided by 19 students. The *first subcategory* shows negative / potentially negative effects of technologies on one's mental and physical health, including their potentially addictive

impact, headaches, eye pains, back pains and tiredness (reported by 8 students). These findings demonstrate that, on the one hand, some students were aware of the potentially harmful effects of the excessive use of web-based technologies:

> Education technologies, if used too often, may be detrimental to health. Spending a lot of time daily in front of a screen and staring at the tiny pixels can cause a computer vision syndrome. For this reason, it is important to accurately measure the amount of time spent on screens. (S 29)
>
> You can become addicted to technologies. They can be substitutes for books, real communication with others, and people can fall out of the habit of live emotions. Educational technologies have changed our learning styles, so it is harder to get to know lecturers or other students better. (S 16)

On the other hand, these findings also show that some students lack the skill of managing the amount of time spent using such technologies, which causes health problems:

> <…> Education technologies are detrimental to my health. My eyes hurt because I spend too much time in front of the computer every day. <…> Besides, I frequently lose the sense of time and am unable to control the time spent using modern technologies. (S 14)

The *second subcategory* illustrates that external factors such as technical problems (reported by 8 students) can cause / caused much stress, anxiety and confusion, for instance:

> Education technologies are prone to deprive you of the joy of studying because many students can face serious Internet connection issues, which are always causing much stress and confusion. For example, sometimes I can't upload my home assignments on Moodle because of bad Internet connection. <…> (S 8).
>
> <...> ZOOM or TEAMS may not always work properly, and this causes stress. For example, I faced a problem when the TEAMS stopped working during a test, which made me feel very anxious. (S 9)

The *third subcategory* reveals that the use of web-based learning technologies posed information reliability-related challenges (reported by 3 students). These included difficulty of identifying inaccurate or misleading information and / or relying on such information, using it in one's studies, as well as facing negative consequences resulting from its use:

> Firstly, not all information found in online articles or blogs seems to be accurate, hence, students may be misled. (S 9)
>
> <…> Wikipedia or Blog.com can negatively affect students' work as anyone can edit or write any article and upload any type of information there. As a result, the information <…> can be completely incorrect. Secondly, the students' work can be negatively affected by such false information, which has happened to me (I failed an assignment), so I learned not to trust Wikipedia or Blogs very much. <…> (S 10)

Lastly, the findings show that one student's experience was negative. The latter student stated that their preference is live communication, which suggests that this student has not realised the potential of web-based learning technologies yet: "<…> In my opinion, <…> live communication is the best, because in this way we not only improve our language skills but also learn how to be professionals." (S 5)

Discussion and Conclusion

The findings of this small-scale research demonstrate that the study participants' experience regarding the use of web-based learning technologies in translation studies were diverse. That is, nine participants viewed it as a solely positive experience, 24 participants reported that it was both a positive and negative experience, and one student stated that it was negative.

It was established that *website creation tools* (i.e., *wikis* and *blogs*), *vlogs* (the tool which can be attributed to *video tools*), *YouTube* (*a video sharing* tool), *Moodle (Learning Management System)*, and *web-conferencing tools* (e.g., *Zoom*) were viewed by the study participants as beneficial for their studies. The findings demonstrate that these tools not only supported learning a (new) foreign language, improved students' language skills, deepened their understanding of the study subject and saved their time, but also that they were viewed as potentially beneficial to one's health.

The findings that *wikis* and *vlogs* had a positive effect on the students' language competence supports the results of both large-scale and small-scale studies conducted by a number of researchers (Wang, 2015; Estaji & Salim, 2018; van den Berg & de Villiers, 2021). More specifically, these findings are in line with the results reported by Wang (2015) and Estaji and Salim (2018) who found that *wikis* promoted their students' ESP writing skills. They are also in accord with the results of van den Berg and de Villiers (2021) who established that *vlogs* promoted their sports business management students' communication skills. Besides, they support Aldukhayel's (2021) results that *vlogs* developed the students' EFL listening skills, as well as promoted their vocabulary acquisition.

An important finding is that web-based learning technologies were reported as being not only harmful, but also beneficial to one's health. On the one hand, this study disclosed that external factors, such as technical problems, were viewed by the students as a source of stress, anxiety and confusion. This finding is accord with the results of Ghaleb El Refae et al. (2021) and Burkšaitienė (2023). The authors concluded that unstable Internet connection, Internet disruptions, outdated equipment and one's inadequate computer skills can hinder the process of learning, which causes stress and anxiety.

It was also established that some students' health-related problems resulted from the excessive use of web-based learning technologies. This supports the results reported

by Burkšaitienė (2023) who found that mental and physical health problems were among the main problems that Lithuanian undergraduate translation students encountered during the Covid-19 pandemic. It is worth mentioning that the present study was conducted almost two years after the pandemic, however, it is obvious that the need to support the students whose health was negatively affected by technologies still exists. To this end, students' awareness of the potentially harmful effects caused by the excessive use of web-based learning technologies should be raised, as well as the skill of managing the amount of time spent using them should be developed.

On the other hand, the finding regarding the students' views that technologies may support one's mental and physical health seems to be promising even though only two students acknowledged such potential benefits. This suggests that other students' understanding of beneficial effects that web-based learning technologies can make on their health could be promoted.

Lastly, the finding that 26% of the students stated that their experience was solely positive is promising. The extract below can best summarise these students' views: "They [technologies] have affected my life and studies in a positive way." (S 32)

Because of its small sample size, the present research does not allow for wide generalisations. Therefore, further research is recommended. It could be conducted on a large sample size and include not only undergraduate students in Translation studies, but also in other fields of Humanities. This would allow for wider discussions regarding students' experience of using web-based learning technologies in university studies. Finally, research into teacher-provided and / or institution-provided support to the students who experience some challenges in using web-based learning technologies and students' views regarding such support could be carried out.

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