Translating Business Agility into Language for Specific Purposes Teaching An Exploratory Study on Digital Tools and Genres

Nervino, Esterina

Published in:
Iperstoria

Published: 01/01/2023

Document Version:
Final Published version, also known as Publisher's PDF, Publisher's Final version or Version of Record

Published version (DOI):
10.13136/2281-4582/2023.i21.1295

Publication details:
Nervino, E. (2023). Translating Business Agility into Language for Specific Purposes Teaching: An Exploratory Study on Digital Tools and Genres. *Iperstoria* , *Spring/Summer 23*(21), 67-84. https://doi.org/10.13136/2281-4582/2023.i21.1295

Esterina Nervino

Translating Business Agility into Language for Specific Purposes Teaching

An Exploratory Study on Digital Tools and Genres

Abstract

Prior to 2020, digital tools were considered an opportunity to enhance students' learning experience. However, the Covid-19 pandemic turned them into a necessity to enable business continuity when face-to-face interaction was not possible. While 2020 exposed areas in which infrastructure and digital literacy could be improved and pushed institutions to find timely solutions, 2021 was a year of uncertainty that required flexibility to quickly adapt class content and assignments from in-class to online mode. This also required a change in syllabi to reflect the increasing need for agility in business, and therefore in communication, creating a gap between language for specific purposes and the application of knowledge in the workplace. In the post-pandemic world, digital tools are still part of teaching and learning activities; however, both teachers and students are renegotiating their use. This paper provides examples of technology being integrated into teaching activities to enhance students' learning experience, with a focus on the adaptation of existing content to different teaching modes. The examples include the simultaneous use of different digital tools while conducting classes on Zoom and the adaptation of syllabi guidelines for virtual presentations. The Test-Teach-Test Paradigm was adopted to review the use of two new game-based learning tools aimed at anticipating the use of virtual worlds (e.g., the metaverse) for teaching purposes. The paper draws similarities between consumer and student behaviour in the adoption of technology and provides pedagogical implications for university teachers showcases new tools in an effort to increase student motivation and engagement.

Keywords: *digital literacies, LSP, virtual worlds, multimodality, Covid-19*

1. Introduction

Prior to 2020, digital tools were considered an opportunity to enhance students' learning experience. However, the Covid-19 pandemic turned them into a necessity to enable business continuity when face-to-face interaction was not possible. Emergency Remote Teaching (ERT), initially seen as a "temporary solution to an immediate problem" (Bozkurt and Sharma 2020, ii), has requalified the pandemic as a catalyst for digital transformation. This shed light

on the digital divide between countries, sectors, individuals, and all actors involved at both infrastructure and literacy levels.

While 2020 exposed areas in which infrastructure and digital literacy could be improved and pushed institutions to find timely solutions, 2021 was a year of uncertainty that required flexibility to quickly adapt class content and assignments from in-class to online mode. This also required a change in syllabi to reflect the increasing need for agility in business, and therefore in communication, creating a gap between the material available to teach Language for Specific Surposes (LSP) and the application of this knowledge in the workplace.

This paper aims to provide examples of technology being integrated into teaching activities to enhance students' learning experience, with a focus on the adaptation of existing content to reflect the changes in the adoption of technology in different professions and as a consequence on the need to LSP teachers to adapt the syllabi.

The examples include the simultaneous use of different digital tools while conducting classes on Zoom and the adaptation of syllabi guidelines for virtual presentations. The Test-Teach-Test Paradigm (TTT-P) (Nash 2013) was adopted to review the use of two new game-based learning tools aimed at anticipating the use of virtual worlds (e.g., the metaverse) for teaching purposes. This approach was adopted because it allows the teacher to model the activity while students are conducting it and at the same time work with them to improve the efficacy (Nash 2013). The paper draws similarities between consumer and student behaviour in the adoption of technology and provides pedagogical implications for university teachers showcases new tools in an effort to increase student motivation and engagement. The following sections review the literature on the role of technology and the adoption of technology in a classroom environment to discuss pros and cons for both students and teachers.

2. Research background: the role of technology in teaching and learning

Castronova states that "marketing must go where the people are, and so, synthetic worlds are the logical next frontier" (2005, 22). However, while these worlds represent an opportunity because of their numbers, "marketers must beware: synthetic worlds offer the opportunity to be part of a dream—or to kill it" (Castronova 2005, 22). Applying Castronova's (2005) statement to teaching and learning, engaging 'netizens'—i.e., students who were born in the digital age, as defined by scholars investigating users' behaviour on digital communication platforms (Kozinets 2010; Posteguillo 2003)—can generate positive results or be counterproductive.

In a world in which students are constantly connected, their first encounter with a foreign language often happens at pre-school age through technology such as videos, TV programmes,

and video games. This contributes to the increasing importance of integrating technology into teaching across different disciplines and approaches (e.g., project-based, collaborative, social, and game-based learning), which is shown to improve learning experiences, ensure synchronic and asynchronic learning, promote inclusivity, enable content sharing, and facilitate student interaction. The author (Mancuso and Nervino 2017) has also previously explored the use of technology to facilitate the development of cultural competence by connecting students from different countries to engage into group activities or expose students to different scenarios to understand the key role of culture within communication.

The integration of technology into language teaching has been widely studied over the past twenty-five years (Levy and Stockwell 2022; 2006; Hocky and Dudeney 2018; Chapelle, Cotos and Lee 2015; Lin 2014; 2013; Dudeney and Hockley 2012; Guichon 2012; Prensky 2012; 2001; McCarthy 1999; Levy 1997). Although the integration of technology may bring positive effects to teaching and learning such as reduction of commuting time, flexibility on location, and in case of class recording made available to students, opportunity for teachers to archive materials and for students to work at their own pace, a full integration is unachievable and the degree of integration highly depends on motivation, content, students, and methodology (McCarthy 1999; 1996). While research on the matter often refers to students, some scholars recognise that teachers are the first to use technology to resemiotise content and are, therefore, the ones who are able to decide on the successful integration of technology in language teaching (Torsani 2015; Hong 2010). The Covid-19 pandemic led to several studies on the use of technology in teaching and learning (Hartle 2022; Walters et al. 2022; Bakhurst 2021; Chan, Bista and Allen 2021; Charania et al. 2021; Chamberlain et al. 2020; Gallego-Gómez, De-Pablos-Heredero and Montes-Botella 2021; Hafner 2021; van der Bom and Pfundt 2021; Lee 2020; Moser, Wei and Brenner 2020; Popa et al. 2020; Wiederhold 2020), contributing to the literature focusing on corpus-assisted language learning (Hafner and Miller 2021a), online assessment (Charania et al. 2021; Patra, Ravi and Chaudhary 2021; Ketab, Clarke and Haskell-Dowland 2015), the use of social media for language learning (Hafner and Miller 2021b), the development of mobile learning (Reinders and Pegrum 2016; Pegrum 2014), and the use of multimodality in LSP (Hartle, Facchinetti and Franceschi 2022; Plastina 2013).

To add to the literature, this paper reviews three examples of the integration of new digital tools into teaching and learning activities and the adaptation of LSP syllabi to employers' needs that emerged from the pandemic crisis. The examples include the adoption of a virtual brainstorming tool (Section 3.1.1), the development of Zoom etiquette for virtual presentations for a subject taught by the author at the City University of Hong Kong (Section 3.1.2), and a social platform

and a virtual world tool presented by the author during a workshop with teachers designed for the language centre of the Università degli Studi di Modena e Reggio Emilia (Section 3.2).

3. Unlocking the potential of technology

3.1 Teaching during uncertain times

In 2021, while the world was slowly going back to 'normal', teaching activities were still oscillating between face-to-face, hybrid, and online modes. Conversations among teachers and students were dividing people according to their preference for face-to-face and online mode. For students, the motivations behind the preference of a mode over another mainly concerned the duration of the commutes from home to university, schedule, and other personal reasons. For teachers, those reasons added to the need to adapt syllabi originally designed for face-to-face teaching to a hybrid or online mode and the adoption of technology. Furthermore, while research has been moving forward with studies on digital literacies and emerging genres (e.g., virtual meetings, social media, WhatsApp messages, Wechat), teaching material available for LSP courses is often outdated and only covers well established genres, particularly in professional communication (Bovée and Bovée, 2021; Guffey and Lowey 2016). While organisations in Asia have shifted their communications from emails to WhatsApp, Wechat, or other instant messaging platforms for both internal and external communication (e.g., Meta launched WhatsApp Business in 2018), researchers have started investigating interactions on those tools (Zarouali et al. 2021), and teachers have to develop their own material to cope with the integration of those tools in professional communication.

While teaching subjects related to LSP, it is therefore crucial to understand the needs of organisations that will hire students after their graduation and integrate those into the curriculum. Following a needs analysis approach (Hyland 2006), the following information was gathered:

- the platforms used by professionals across different sectors in both internal and external communication
- specific use (meetings, project management)
- hybrid and emerging genres (WhatsApp communications, virtual meetings, virtual presentations)

"Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous

process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation—the means of establishing the effectiveness of a course" (Hyland 2006, 93). In this case, relevant information was collected from different stakeholders, including local host organisations for student internships, private companies based in Hong Kong collaborating with the author, but also other teachers and students. In addition, the author's previous work experience in the private sector in Asia contributed to the understanding of some business dynamics to be integrated into the curriculum.

These new communication practices require a revised skill set that transcends the use of specific platforms and focuses on conveying messages in an effective way with a diversified range of semiotic resources at one's disposal (Kress and van Leeuwen 2001). While syllabi generally explore digital genres related to external communication and cover writing and multimodal skills across different media such as Google Sites, Sway, Facebook, Instagram, and Wix.com, internal communication usually takes place through emails and meetings.

In 2021, the author was assigned the course 'Communication Strategies for Business Projects,' attended by 40 people. Its aim was to introduce students to business models and tools to conduct field research such as Porter's competitive forces (Porter 1979) and SWOT analysis and business report writing strategies, including Hyland's metadiscourse (2005) and Aristotle's rhetorical triangle.

Taught in the Department of English of the City University of Hong Kong, the course focused on how to use English as a market research tool for inquiry, learning, innovative thinking and communicating within a chosen industry. During the course, a company based in Asia was involved to provide a real case study. In addition to lectures, students were involved in several activities: a briefing delivered by the company to explain the case study and provide instructions for the final project, a workshop with the university library staff in charge of business database resources to learn how to retrieve information from different digital archives, a workshop with a trade analyst from a research company to learn how to combine data retrieved from different sources, visualise them and make them accessible to readers. Ultimately, students discovered and mastered rhetorical conventions associated with business and professional communication in the digital era (e.g., virtual presentations) and different digital tools were introduced for different purposes, primarily Miro.com for brainstorming activities. Following the use of these tools, the author collected feedback through open discussion with students and referred to the formal feedback collected through the teaching and learning questionnaire submitted by students at the end of the course. Moreover, Miro.com and two additional digital tools, namely Soqqle, a social media platform, and Classlet, a virtual world environment, were introduced to

teachers, during a workshop, to understand teachers' perspective on the integration of technology in language teaching.

3.1.1 Virtual brainstorming on Miro.com

Miro[1] is an online collaborative whiteboard platform. The free-of-charge platform setup was used to conduct an online in-class activity during which the students were divided into Zoom break-out rooms for group discussion. Students were given twenty minutes during two out of thirteen classes and were asked to conduct a move analysis of four business reports shared with them previously and write down the moves on the post-it notes (Fig. 1).

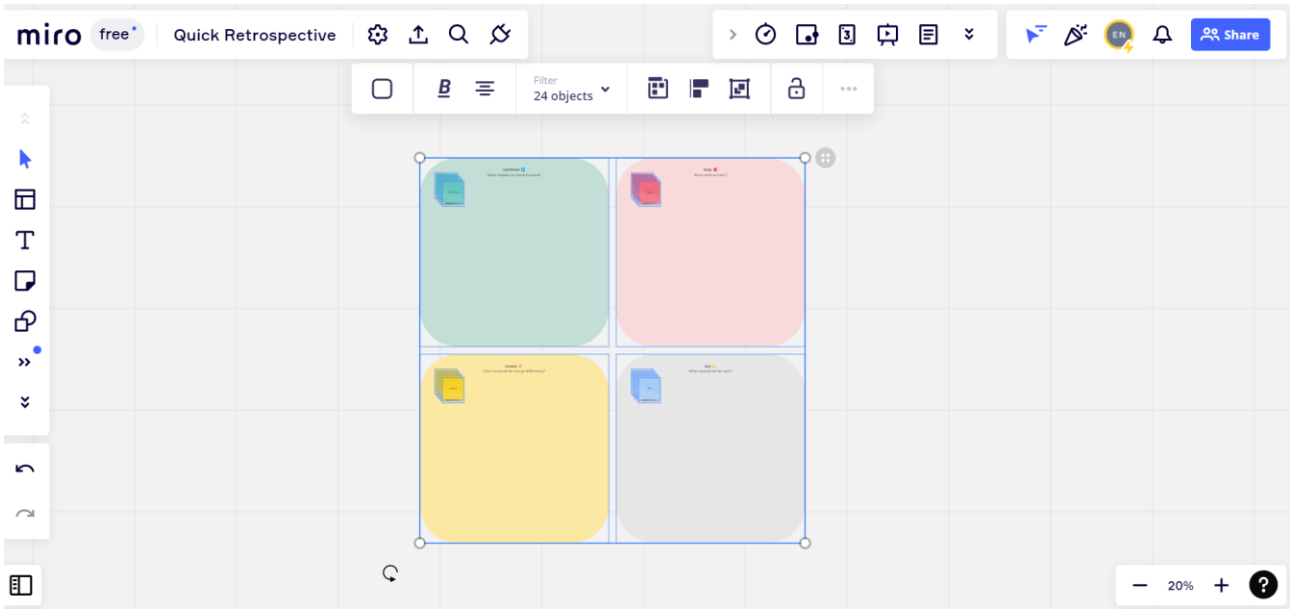

Fig. 1: Miro interface for brainstorming template

This interface was selected and shared with students because it resembles a physical whiteboard. Each student could use a different post-it note to contribute to the discussion or delegate a group member to write the notes on the same post-it for everyone. Each group chose a different colour to distinguish the notes from other groups, but all groups could see each other's notes. The board was then saved and left available for all students so that they could review it at a later stage and refer to the notes while working on their final assignments.

The platform offers several templates for different activities, one of which is project management; however, after a few classes, the students were more inclined to use the built-in discussion board of Canvas by Infrastructure (Canvas), the learning platform provided by the

[1] Miro.com. Last visited 20/01/2023.

university, which was less interactive but more familiar to them and provided a record of the online in-class discussion for review. This demonstrates how students may prefer to use platforms with which they are already familiar, as it takes time to learn how to navigate the different tools of new platforms, even if they are very user-friendly. Students' feedback was collected during online discussions in which the author clearly asked which platform they would prefer to use for following activities and to motivate their answer. A spontaneous remark was also made by students in the teaching and learning questionnaire submitted at the end of the semester. Similar feedback was also provided by the 30 teachers during the workshop conducted at the Università degli Studi di Modena e Reggio Emilia in Italy. As with consumers engaging with new communication platforms to find information about products or buy them, students, too, prefer user-friendly designs; however, regardless of the design, users in general tend to prefer to navigate virtual environments they are familiar with.

3.1.2 From face-to-face to virtual presentations

One of the assignments for the subject 'Communication Strategies for Business Projects' is an oral presentation. The syllabus was adjusted to shift the face-to-face presentations on the content of a group project to Zoom, and a Zoom etiquette was developed by the author for the students to prepare for the assignment, but also for their future career. While it was a given that the etiquette for oral presentations would remain in place, additional aspects had to be considered and adjusted to a communicative medium that, on the one hand, not being in the same room but behind a screen would remove the anxiety of speaking in front of an audience and provide more confidence but, on the other, would affect kinetic aspects such as eye contact, gestures, and movement in space.

While searching for resources providing an etiquette for virtual meetings or web conferences in the library database, the results showed that while Zoom etiquette had been discussed in the media (Dow Jones Institutional News 2020; Morris 2020; Pilita 2020), academic literature was yet to contribute to this topic given the longer publishing process. For the course, Guffey and Lowey's textbook (2016) was used as the reference and integrated with newly elaborated content addressing the change of medium. Guffey and Lowey's Chapter 12 (2016, 389-423) is devoted to oral presentations and, besides providing guidance on the multimodal arrangements of slides, includes instructions on posture, eye contact, and gestures. Those instructions were revised and adjusted to suit an online mode and read as follows:

Type of suggestion	Suggestion
Technology-focused suggestions (added by the author)	• Choose a quiet room to connect • Make sure your connection is stable • Do a technical test for the presentation • Mute yourself when somebody else speaks
Camera-focused suggestions (added by the author)	• Choose the right angle to give your presentation (medium-shot, equal angle in Kress and van Leeuwen's [1996] terms) • Use a virtual background (e.g., alignment between team members; neutral background to avoid visual noise) • Look at the camera (e.g., establish eye contact)
Gestures	• Animate your body (e.g., gestures) • Vary your facial expression
Voice	• Vary your tone of voice (e.g., emphasize concepts) • Use pauses and punctuate your words (e.g., emphasis on concepts)

Tab 1: Suggestions for virtual presentations adapted from Guffey and Lowey (2016)

While these guidelines were developed to allow the students to complete an assignment during an uncertain time, they were later found to be essential for another subject, 'Internship,' that requires students to have a workplace experience before graduation. At the same time, any individual interacting via Zoom or other similar platforms for virtual meetings may want to consider them.

3.2 Towards a 3D virtual environment for teaching and learning

In preparation for the workshop for language teachers, the author engaged Soqqle Classlet, a Hong Kong-based company working on the development of virtual environments for education purposes, to make its technology available for the workshop. Among the recent developments, Soqqle, which takes its name from the company and is a social learning platform in the style of social media; and Classlet, a 3D virtual environment bringing education into the metaverse.

3.2.1 Social learning tool

Netizens are often avid social media users. Social media-like platforms can be used not only to engage students but also to stimulate their creative and multimodal skills. Wong et al. (2022a, 100241; 2022b, 69-72; 2022c, 154-157) introduce Soqqle (Fig. 2), a social learning platform that resembles social media. Drawing upon these studies, an example was provided to language teachers during a workshop showcasing the engagement opportunities provided by the tool.

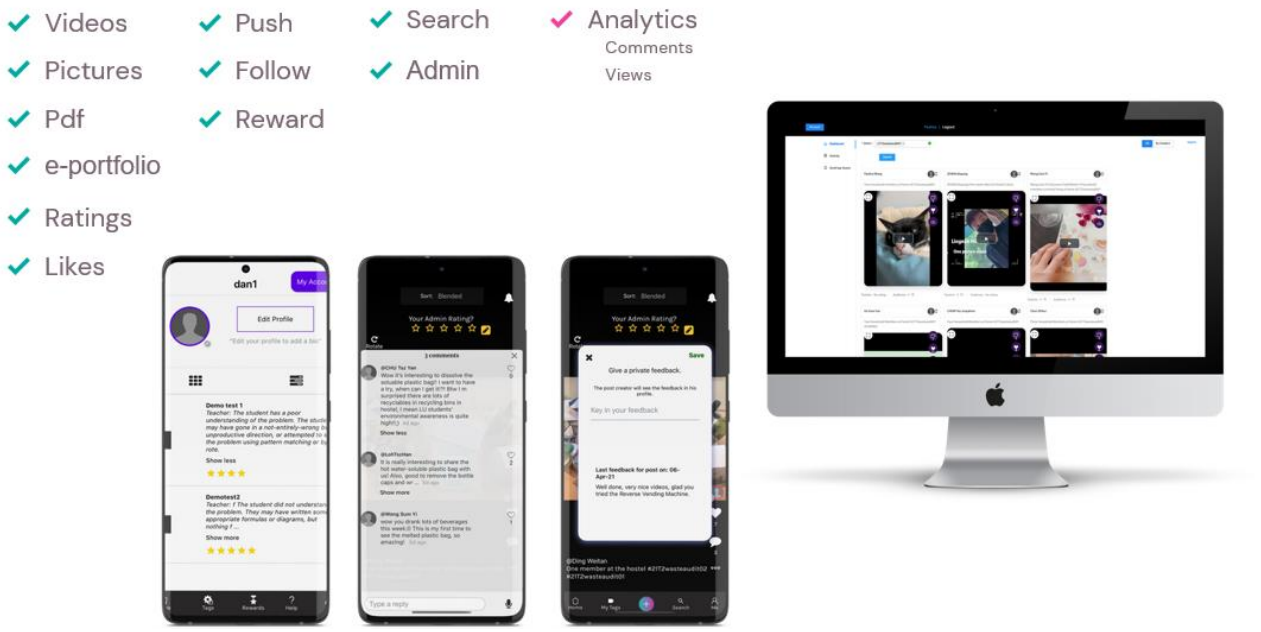

Fig. 2: Soqqle interface

The platform, which has an interface similar to those of TikTok and Facebook, allows students to record short videos and share them with their teachers and peers. Teachers assign tasks aimed at the production of short videos about different topics to enhance student speaking, writing, reading, and listening skills. Besides focusing on language learning, the creation of a video falls into the new skills required by today's job market. For instance, more and more companies are requiring video CVs and the use of the tool could support such a genre for assessment.

3.2.2 Playing to learn

Classlet is a 3D virtual environment developed for knowledge transfer by Soqqle Classlet. The tool was developed as a result of the increasing discussions about the 'metaverse' and its potential applications in organisations across various sectors. In November 2021, there was a peak in worldwide Google search queries related to the metaverse, such as 'what is metaverse,'

'metaverse stock', 'metaverse roblox' (one of the largest virtual worlds in 2022 which allows users to build their own virtual words and interact with other users) and 'metaverse nft' (a unique asset which exists in the metaverse with its ownership certified through the non-fungible token) (Google Trends). The increasing interest in the term followed Facebook Companies' announcement of rebranding as Meta Platforms to seize the momentum of what is said to be the next chapter for the Internet (Kelly, 2021). While making this announcement during the virtual reality and augmented reality conference Connected 21, Mark Zuckerberg said:

> [t]he metaverse will feel like a hybrid of today's online social experiences, sometimes expanded into three dimensions or projected into the physical world. It will let you share immersive experiences with other people even when you can't be together—and do things together you couldn't do in the physical world. It's the next evolution in a long line of social technologies, and it's ushering in a new chapter for our company. (Kelly, 2021)

However, the metaverse is not a new concept. The term 'metaverse' was first used by Neal Stephenson in 1992 in his novel *Snow Crash*, and Steven Spielberg reintroduced it in his movie Ready Player One (2018). While the definition of 'metaverse' is far from standardised and still under revision (Nevelsteen 2018, 1752), over the years, companies across different sectors have been adopting technology and shifting their marketing investments into activities aimed at entering the metaverse to engage Gen Z in their own environments.

According to Dioniso et al. (2013), a 'metaverse' is an integrated network of 3D virtual worlds with four characteristics: realism, ubiquity, interoperability, and scalability. These features are the result of advances in both hardware and software and are described as follows: 'realism' refers to providing users with a realistic immersive experience; 'ubiquity' relates to the accessibility of the virtual worlds from different devices; 'interoperability' refers to the use of standards that allow the use of digital assets in the construction of virtual worlds interchangeably across the different implementations of virtual worlds such that users can move between locations seamlessly; 'scalability' entails the opportunity to extend the experience to a higher number of users without compromising the quality of the experience. The term, metaverse, has also been used by researchers and practitioners to refer to the integration of 3D virtual worlds with other computer-mediated environments in such a way that seamless transitions can take place between them.

Virtual worlds are defined as a "three-dimensional world containing interactive objects with a strong sense of three-dimensional presence" (Bryson, 1996, 62). This definition highlights the interactive and vivid nature of the 3D computer-mediated environment which facilitates an

immersive experience. Based on Hoffman and Novak's (1996) conceptualisation of factors that contribute to a state of immersion and optimal experience termed flow in the computer-mediated environment, Park et al. (2008) identified features for affordances in the virtual worlds that can create users' flow experience and enhance brand equity. These features are used to afford three characteristics leading to student engagement: (i) control characteristics (i.e., balance of skills and challenges), content characteristics (i.e., interactivity and vividness), and process characteristics (i.e., extrinsic motivation for rewards and intrinsic motivation for enjoyable experience).

Classlet represents a first step towards metaverse applications. The interface of Classlet (Fig. 3) is user-friendly, and the main task for teachers is to create scenarios by uploading content, questions, and answers.

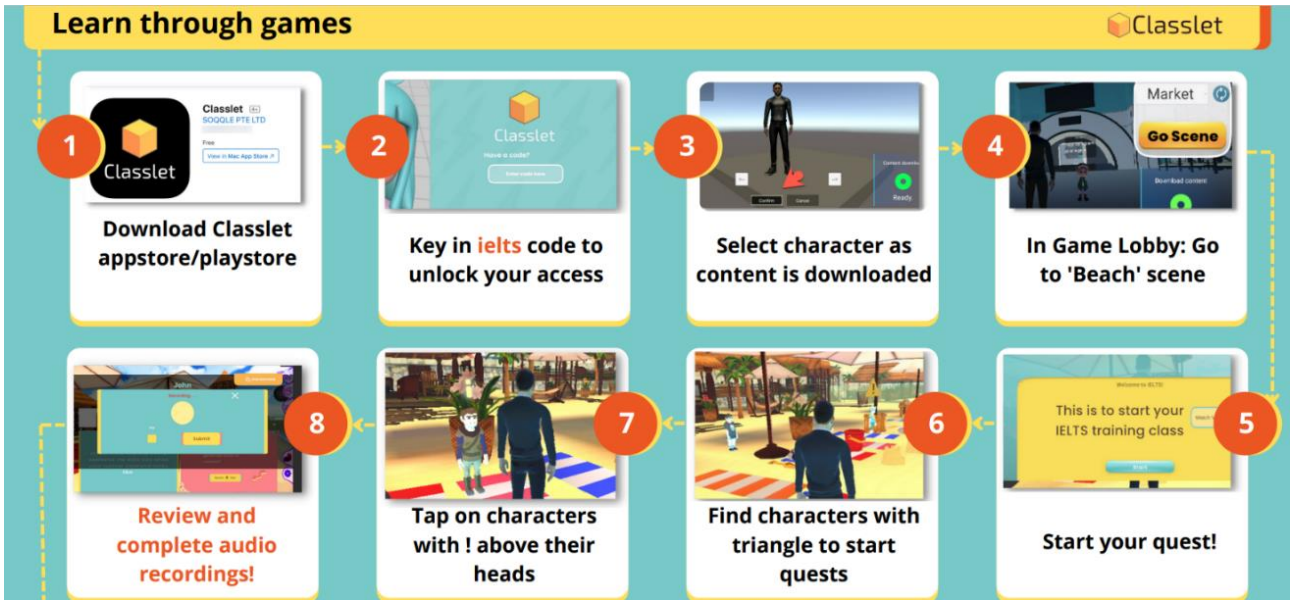

Fig. 3: Classlet interface

The app was introduced to language teachers during a workshop about the integration of technology in language teaching to show them the potential applicability of the metaverse and ways in which recently developed gaming apps might be integrated into a learning design which aims to replicate real-life situations. A beach scenario (Fig. 4) was developed for the activity.

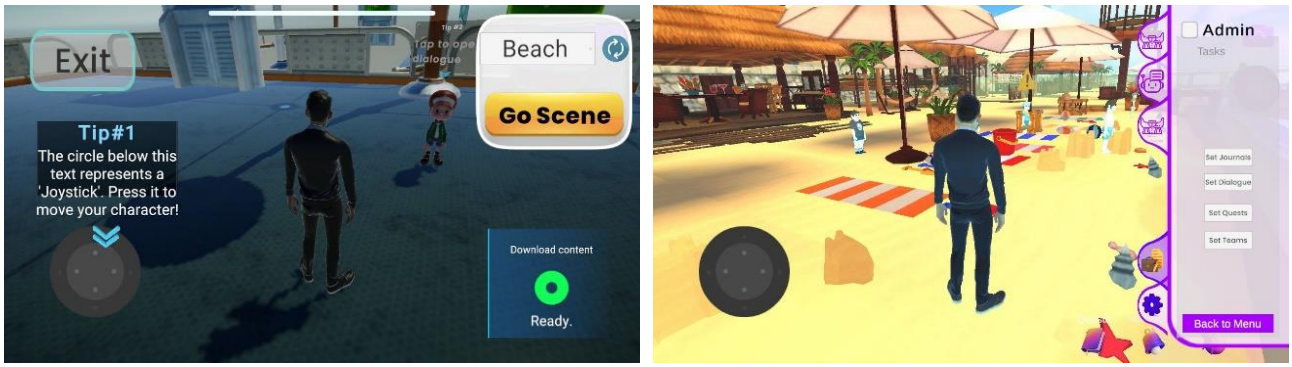

Fig. 4: Beach scenario

The workshop focused on discussing the opportunities and challenges of adopting such advanced technology teachers were asked to work in groups and create story boards based on learning outcomes to be potentially used to create new scenarios such as buying products in a grocery store, asking for direction within a city, visiting someone in a hospital and talk to the doctor. The app was found to be useful to improve reading and comprehension, writing, speaking (recording function), and listening. However, working on scenarios for language learning was found to be more difficult than focusing on content subject which provide concrete concepts to introduce.

4. Conclusions

The paper provided an overview of tools, Miro.com that the author used to engage and motivate students during the Communication Strategies in Business Projects course; and Soqqle and Classlet, used instead with teachers during a workshop dedicated to the integration of technology in language teaching. While universities call for the integration of technology in class, both teachers and students seem to be interested in using technology to make their learning experience more efficient and convenient focusing on time optimization, recording of activities, among others, yet preferring tools they are familiar with or that could replicate environments which resonate with them.

In terms of technological advances, tools like Soqqle and Classlet mimic virtual environments with which students are familiar with such as social media and video games. This enhances collaborative learning by facilitating interaction between peers. However, the more sophisticated the tools and activities, the more content planning is required from teachers to build a sustainable teaching material archive, which may discourage teachers' adoption of certain tools unless material has been made available to them by other parties.

Given that the adoption of technology in teaching is well established and was further accelerated as a result of the pandemic crisis, moving forward, the challenge will be to draw the line between the use of any type of technology as a necessary tool and as an innovative approach. To do so, experimenting with new tools and collecting student feedback is one way forward; however, awareness has increased about the key role of teachers in choosing the platform, creating or adapting class content, and providing feedback. Besides the choice of the tools, teachers may also consider which parts of the course may benefit the most from those tools. In the author's experience, out of thirteen classes (which is the number of weeks per semester at the City University of Hong Kong), besides the use of the university platform which accompanies students throughout the course as a course management tool, the integration of additional tools for more than two classes dilutes their innovative aspect. Those tools were found to be particularly useful to enhance collaborative learning (e.g., joint annotation of academic articles on ESP) and to keep records of online in-class group activities for review of theoretical concepts, also two ways of recording students' participation.

Furthermore, the need to adapt the syllabi to new ways of communication, which emerged during the pandemic, emphasized the importance of engaging with stakeholders to understand the difference between emergency practices and changes that will remain relevant in the post-pandemic world. While preparing professionals for tomorrow, the interaction with students' potential future employers enables teachers to understand the new required skills and adapt the curriculum.

The study presents some limitations which may be addressed in future teaching and research activities, including a systematic approach to the analysis of the multimodal affordances of the platforms (Hartle, Facchinetti and Franceschi 2022) and the collection of students' feedback. Further research may then focus on a multimodal analysis of different platforms and both quantitative and qualitative study of students' feedback through the circulation of surveys and experiments to improve the development of learning platforms in terms of interface. An extended study may include a comparative analysis across different platforms, subjects, and tasks; and a comparative study between consumer journey and student journey within a set of platforms with the same affordances, but different purpose.

Acknowledgements: The author wishes to thank Prof. Fiona Fui-Hoon Nah for the discussion on the metaverse and for suggesting useful sources, and Mr. Daniel Shein, Founder at Soqqle, who provided access to the Soqqle and Classlet apps.

Esterina Nervino *is an Assistant Professor holding a joint appointment at the Department of English and the Department of Marketing at the City University of Hong Kong. She holds a PhD in Applied Linguistics from The Hong Kong Polytechnic University and her research interests include social semiotics, multimodality, business communication, luxury studies in relation to art, space, sustainability, and retail experience.*

Works cited

Bakhurst, David. "Après Le Déluge: Teaching and Learning in the Age of COVID." *Journal of Philosophy of Education* 55.4/5 (2021): 621-632.

Bozkurt, Aras and Ramesh C. Sharma. "Emergency Remote Teaching in a Time of Global Crisis due to CoronaVirus Pandemic." *Asian Journal of Distance Education* 15.1 (2020): i-vi.

Bryson, Steve. "Virtual Reality in Scientific Visualization." *Communication of the ACM* 39.5 (1996): 62-71.

Canvas by Infrastructure. https://www.instructure.com/. All websites last visited 20/01/2023.

Castronova, Edward. "Real Products in Imaginary Worlds." *Harvard Business Review* 83.5 (2005): 20-22.

Chamberlain, Liz, et al. "Literacy in Lockdown: Learning and Teaching During COVID-19 School Closures." *The Reading Teacher* 74.3 (2020): 243-253.

Chan, Roy Y., Krishna Bista and Ryan M. Allen. *Online Teaching and Learning in Higher Education During Covid-19: International Perspectives and Experiences*. New York: Routledge, 2021.

Chapelle, Carol A, Elena Cotos and Jooyoung Lee. "Validity Arguments for Diagnostic Assessment Using Automated Writing Evaluation." *Language Testing* 32.3 (2015): 385-405.

Charania, Amina, et al. "Constructivist Teaching and Learning with Technologies in the COVID-19 Lockdown in Eastern India." *British Journal of Educational Technology* 52.4 (2021): 1478-1493.

Classlet. soqqle.com. Last visited 20/01/2023.

Bovée, Thill and Courtland L Bovée. *Excellence in Business Communication*. 13th edition, Global edition. Boston: Pearson Education Limited, 2021.

Dionisio, John David N., William G. Burns III and Richard Gilbert. "3D Virtual Worlds and the Metaverse: Current Status and Future Possibilities." *ACM Computing Surveys* 45.3 (2013): 1-38.

Dudeney, Gavin and Hockly Nicky. "ICT in ELT: How Did We Get Here and Where Are We Going?" *ELT Journal* 66.4 (2012): 533-542.

Gallego-Gómez, Cristina, Carmen De-Pablos-Heredero and José Luis Montes-Botella. "Change of Processes in the COVID-19 Scenario: From Face-to-Face to Remote Teaching-Learning Systems." *Sustainability* 13.9 (2021): 10513.

Guffey, Mary Ellen and Dana Lowey. *Essentials of Business Communication*. Boston: Cengage Learning, 2016.

Guichon, Nicolas. *Vers l'Intégration des TIC dans l'Enseignement des Langues*. Paris: Didier, 2012.

Hafner, Christoph A. "Communicating Expertise in the Covid-19 Pandemic: a Genre Analytical Perspective." *Viral Discourse*. Edited by Rodney H. Jones. Cambridge: Cambridge University Press, 2021. 13-18.

Hafner, Christoph A. and Miller Lindsay. "Language Learning with Technology in the Classroom." *Language Learning with Technology*. Edited by Lindsay Miller and Junjie Gavin Wu. Singapore: Springer, 2021a. 13-30.

---. "Learning, Working and Playing Online: University Students' Practices When Collaborating in Social Media". *Language Education in Digital Spaces: Perspectives on Autonomy and Interaction*. Edited by Carolin Fuchs, Mirjam Hauck and Melinda Dooly. Cham: Springer Nature Switzerland AG, 2021b. 17-37.

Hartle, Sharon. "University Student Perceptions of English Language Study Changes: Reactions to Remote Emergency Teaching during the COVID-19 Emergency." *Language Learning in Higher Education* 12.2 (2022): 429-451.

Hartle, Sharon, Roberta Facchinetti and Valeria Franceschi. "Teaching Communication Strategies for the Workplace: A Multimodal Framework." *Multimodal Communication* 11.1 (2022): 5-15.

Hyland, Ken. *English for Academic Purposes*. London: Routledge, 2006.

---. *Metadiscourse: Exploring Interaction in Writing. London*: Bloomsbury Publishing Plc., 2005.

Hockly, Nicky and Gavin Dudeney. "Current and Future Digital Trends in ELT." *RELC Journal* 49.2 (2018): 164-178.

Hoffman, Donna L. and Thomas P. Novak. "Marketing in Hypermedia Computer-mediated Environments: Conceptual Foundations." *Journal of Marketing* 60. 3 (1996): 50-68.

Hong, Kwang Hee. "Call Teacher Education as an Impetus for L2 Teachers in Integrating Technology". *ReCALL* 22. 1 (2010): 53-69.

Kelly, Samantha Murphy. "Facebook Changes its Company Name to Meta." *CNN Business* 29 October 2021. https://www.cnn.com/2021/10/28/tech/facebook-mark-zuckerberg-keynote-announcements.

Ketab, Salam Shakir, Nathan L. Clarke and Paul S Haskell-Dowland. "E-Invigilation of E-Assessments." *Proceedings of INTED2015 Conference, Madrid, Spain, 2-4 March 2015*. Edited by Chova L. Gómez, Martínez A. López and Torres I. Candel. IATED Academy, 2015.

Kozinets, Robert V. *Netnography: Doing Ethnographic Research Online*. Thousand Oaks: SAGE, 2010.

Kress, Gunther R. and Theo van Leeuwen. *Reading Images: the Grammar of Visual Design*. London: Routledge, 1996.

---. *Multimodal Discourse : the Modes and Media of Contemporary Communication*. Arnold, 2001.

Lee, Bessette Skallerup. "Digital Learning During the COVID-19 Pandemic." *The National Teaching & Learning Forum* 29.4 (2020): 7-9.

Levy, Michael. *Computer-Assisted Language Learning: Context and Conceptualization*. New York: Oxford University Press, 1997.

Levy, Mike and Glenn Stockwell. *CALL Dimensions: Options and Issues in Computer-assisted Language Learning*. London: Lawrence Erlbaum Associates, 2006.

Lin, Phoebe. "Developing an Intelligent Tool for Computer-Assisted Formulaic Language Learning from YouTube Videos." *ReCALL* 34.2 (2022): 185-200.

---. "Investigating the Validity of Internet Television as a Resource for Acquiring L2 Formulaic Sequences." *System* 42.1 (2014): 164-176.

---. "The Prosody of Idiomatic Expressions in the IBM/Lancaster Spoken English Corpus." *International Journal of Corpus Linguistics* 18.4 (2013): 561-588.

Mancuso, Costanza and Esterina Nervino. "Culturally Competent Teaching and Learning in the Global Age: Meeting the Challenges." *Digital Resources, Creativity and Innovative Methodologies in Language Teaching and Learning*. Edited by Adriana Teresa Damascelli. Newcastle upon Tyne: Cambridge Scholars Publishing, 2017. 390-409.

McCarthy, Brian. "Integration: the Sine Qua Non of Call." *CALL-EJ Online* 1.2 (1999): 11-23.

---. "Fully Integrated CALL: Mission Accomplished." *ReCALL* 8.2 (1996): 17-34.

Miro. miro.com. Last visited 20/01/2023.

Morris, Betsy. "Careers & Leadership: Six Rules of Zoom Etiquette." *The Wall Street Journal* 12 July 2020. https://www.wsj.com/articles/seven-rules-of-zoom-meeting-etiquette-from-the-pros-11594551601.

Moser, Kelly M., Tianlan Wei and Devon Brenner. "Remote Teaching During COVID-19: Implications from a National Survey of Language Educators." *System* 97 (2021): 102431.

Nash, R. T. "Test Teach Test paradigm". *Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and other Exceptional Individuals*. 4th ed. Edited by Cecile R. Reynolds, Kimberley J. Vannest and Elaine Fletcher-Janzen. Hoboken: Wiley, 2013.

Nevelsteen, Kim J. L. "Virtual World, Defined from a Technological Perspective and Applied to Video Games, Mixed Reality, and the Metaverse." *Computer Animation and Virtual Worlds* 29.1 (2018): 1752.

Park, So Ra, et al. "Virtual World Affordances: Enhancing Brand Value." *Journal for Virtual Worlds Research* 1. 2 (2008): 1-18.

Patra, Apurba, Kumar Satish Ravi and Priti Chaudhary. "COVID 19 Reflection/Experience on Teaching–learning and Assessment: Story of Anatomy Teachers in India." *Anatomical Science International* 96.1 (2021): 174-175.

Pegrum, Mark. *Mobile Learning: Languages, Literacies and Cultures*. London: Palgrave Macmillan, 2014.

Pilita, Clark. "A Guide to Modern Manners in the Age of Zoom." *Financial Times* 26 April 2020. https://www.ft.com/content/5d9adb0a-8542-11ea-b555-37a289098206.

Plastina, Anna Franca. "Multimodality in English for Specific Purposes: Reconceptualizing Meaning-making Practices." *Revista de Lenguas para Fines Específicos* 19 (2013): 372-396.

Popa, Daniela, et al. "Using Mixed Methods to Understand Teaching and Learning in COVID 19 Times." *Sustainability* 12.20 (2020): 8726.

Porter, Michael Eugene. "How competitive forces shape strategy." *Harvard Business Review* 57.2 (1979): 137-145.

Posteguillo, Santiago. *Netlinguistics: an Analytical Framework to Study Language, Discourse and Ideology in Internet*. Castelló de la Plana: Publicacions de la Universitat Jaume I, 2003.

Prensky, Marc. *Digital Game-Based Learning*. New York: McGraw-Hill Professional, 2001.

---. *From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Learning*. Thousand Oaks: Corwin Press, 2012.

Reinders, Hayo and Mark Pegrum. "Supporting Language Learning on the Move: an Evaluative Framework for Mobile Language Learning Resources." *SLA Research and Materials Development for Language Learning*. Edited by Brian Tomlinson. New York: Routledge, 2016. 221-233.

Spielberg, Steven**.** *Ready Player One*. 2018.

Torsani, Simone. "L'integrazione delle tecnologie nell'educazione linguistica come obiettivo della preparazione degli insegnanti." *Educazione Linguistica Language Education* 4.3 (2015): 445-462.

van der Bom, Isabelle and Johannes Pfundt. "Student and Teacher Perceptions of Teaching and Learning in Times of Covid." *International Journal of TESOL Studies* 3.1 (2021): 197-216.

Zarouali, Brahim, et al. "WhatsApp Marketing: A Study on WhatsApp Brand Communication and the Role of Trust in Self-Disclosure." *International Journal of Communication* 15 (2021): 252-276.

Walters, Thomas, et al. "Secondary School Students' Perception of the Online Teaching Experience During COVID-19: The Impact on Mental Wellbeing and Specific Learning Difficulties." *British Journal of Educational Psychology* 92.3 (2022): 843-860.

Wiederhold, Brenda K. "Connecting Through Technology During the Coronavirus Disease 2019 Pandemic: Avoiding 'Zoom Fatigue.'" *Cyberpsychology, Behavior and Social Networking* 23.7 (2020): 437-438.

Wong, Gary Wai Chung, Paulina Pui Yun Wong and James Chit Ming Chong. "Low-Fidelity Buyer Seller Simulations Can Encourage Authentic Learning Experiences." *International Review of Economics Education* 40 (2022a): 100241.

Wong, Gary Wai Chung, et al. "Social Experiential Learning for Zero Waste Education in a Liberal Arts University." *Digital Communication and Learning*. Singapore: Springer, 2022b. 67-86.

Wong, Paulina Pui Yun, et al. "Using Social Mobile Learning to Stimulate Idea Generation for Collective Intelligence among Higher Education Students." *Knowledge Management & E-Learning* 14.2 (2022c): 150-169.