Second Lives and Newer Islands: Language, Culture and Identity through Migration literature.

Second Lives y Newer Island: lengua, cultura e identidad a través de la literature de migración.

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Abstract: Technologies have burst wide open for Internet users to participate, share, communicate and collaborate with one another in order to spread knowledge and learning experiences. Emerging technologies as the so-called Web 2.0 have helped to change the traditional concept of education, assuming a methodological approach wherein students collaborate with co-learners, communicate and socialize through blogs, wikis, postcasting, chats, social communities, learning management systems like Moodle, or interactive tri-dimensional virtual worlds as Second Life (SL). Being them all promising channels for the constructivist learning theory, the Web 2.0 potentials can be applied in a wide variety of fields, disciplines and communicative instances. In light of the aforementioned premises, the outlook of e-learning 2.0 approaches is focused on presenting innovative ideas for educators and students through a specific course based in Migration and Identity literature within the framework of language, literature and culture learning in English, Portuguese and Spanish by exploiting virtual platforms, proposals which are gaining increasing popularity among educators and students.

 Keywords: Web-based learning. Virtual instruction. Web 2.0 (strategies and tools). Migration and Identity. Social constructivism.

Resumen: Las tecnologías se han expandido de tal forma que los usuarios de Internet pueden participar, compartir, comunicarse y colaborar con otros usuarios con el fin de expandir su conocimiento y experiencias a la hora de aprender. Las tecnologías emergentes, llamadas Web 2.0 han contribuido a cambiar el concepto de educación tradicional, asumiendo una estrategia metodológica donde los alumnos colaboran unos con otros, se comunican, socializan a través de blogs, wikis, podcasts, chats, redes sociales y aprenden a manejar sistemas como Moodle o mundos virtuales interactivos como Second Life (SL). Son estos canales prometedores para llevar a cabo la teoría del aprendizaje constructivista, ya que las posibilidades de la Web 2.0 pueden aplicarse a una gran variedad de campos, disciplinas y ejemplos comunicativos. Bajo estas premisas y con el fin de sacar partido a estas plataformas virtuales que estás ganando adeptos entre educadores y alumnos, presentamos a los docentes las posibilidades del e-learning a través de una propuesta de curso específica basado en literatura sobre migración e identidad. De este modo, pretendemos ofrecer recursos innovadores dentro del área del aprendizaje de lenguas, literaturas y culturas inglesas, españolas y portuguesas.

Palabras clave: Aprendizaje Web. Enseñanza virtual. Web 2.0 (estrategias y metodologías). Migración e identidad. Constructivismo social.

1.- Introduction: Welcome to the Web 2.0.

The Web 2.0 refers to a generation of Internet services which enhance collaboration, functionality and effective communication. The web allows users to share information leading to the development of web-based communities by discovering and constructing learning paths in opposition to other traditional e-learning approaches in which learners work under the guidance of more linear interactions. Becoming noticeable after the first O'Reilly Media Web 2.0 conference, the new learning premises emphasize cooperation among learners by the adoption of blogs, wikis, podcasting, media sharing, folksonomy and social networking. A proposal showing the development of e-learning systems in the last decades is presented in Figure 1.
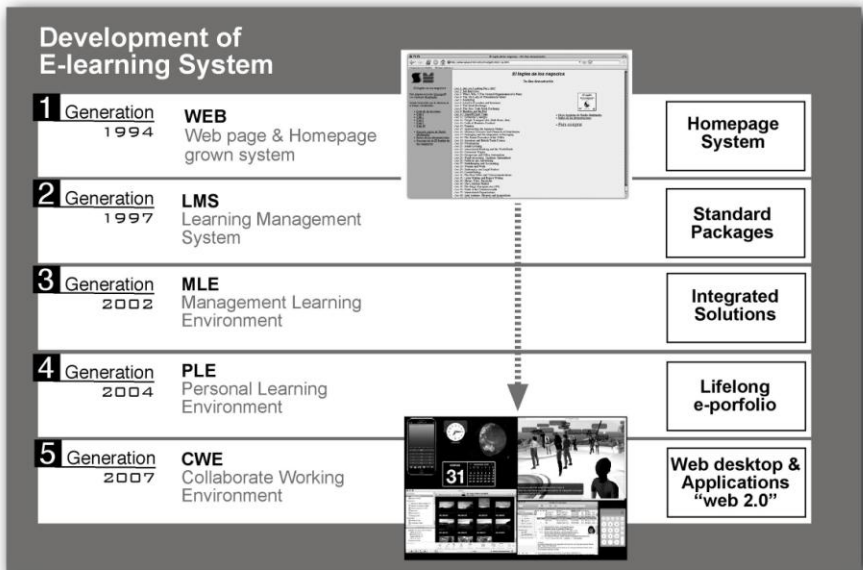

Figure 1. Development of E-learning System.

Figure 1 explains what features and strengths each generation has brought to the development of e-learning processes, summarizing the main changes throughout the years, from the proliferation of web pages and management systems in the 90st to the appearance of personalized learning and collaborative working environments based on Web 2.0 applications.

In this context, an interesting aspect of the current generation is its ability to fit into new trends in e-learning based on tools which combine ease of content creation, web delivery and integrated collaboration driven by the learner. In detail, this generation represents an evolution of tools and approaches of web-based learning support, which improve human performance online, decision making and interaction.

1.1 Web 2.0: e-learning strategies.

Learning styles and strategies of the Web 2.0 differ from older e-learning versions in its pedagogic principles, learning applications, tools and media since the way in which learners receive, process, store and retrieve information has largely changed. According to BROWN (2005), and grouped into four major blocks (traits, learning styles, learning spaces and applications), nine are the main characteristics which define the foundations of this new net generation (see figure 2).

TRAITS	LEARNING PRINCIPLES AND STYLES	LEARNING SPACE APPLICATION	APPLICATIONS
Group activity	Collaborative, cooperative, supportive	Small group work spaces	IM chat: virtual white boards; screen sharing
Goal and achievement orientation	Meta-cognition; formative assessment	Access to tutors, consultants, and faculty in the learning space	Online formative quizzes; e-portfolios
Multitasking	Active	Table space for a variety of tools	Wireless
Experimental; trial and error	Multiple learning paths	Integrated lab facilities	Applications for analysis and research
Heavy reliance on network access	Multiple learning resources	IT highly integrated into all aspects of learning spaces	IT infrastructure that fully supports learning space functions
Pragmatic and inductive	Encourage discovery	Availability of labs, equipment, and access to primary resources	Availability of analysis and presentation applications
Ethnically diverse	Engagement of preconceptions	Accessible facilities	Accessible online resources
Visual	Environmental factors; importance of culture and group aspects of learners	Shares screens (either projector or LCD); availability of printing	Image databases; media editing programs
Interactive	Compelling and challenging material	Workgroup facilitation; access to experts	Variety of resources; no "one size fits all"

Figure 2. E-learning Strategies (adapted from BROWN, 2005)

As seen in figure 2, the Web 2.0 generation is greatly based on multitasking, which demands a variety of resources such as computers, digital cameras, cell phones, mp3 players, etc. and relies on multiple aspects which conduct learners to an effective learning such as motivation, challenge, choice, learning by discovery, expression, variety, novelty, collaboration and interactivity. It is quite natural for the new online learners to produce, modify, play and share resources and knowledge simultaneously. In this context, Second Life, which can be considered as a learning space for this Web generation, includes many of above mentioned components of the Web 2.0 technology. How teaching and learning strategies could be implemented in Second Life is presented in the following sections.

1.2.- Second Life: Towards a Virtualization of Worlds and Avatars.

Created in 2003 by Linden Lab, Second Life is one of the virtual worlds inspired by Neal Stephenson's novel *Snow Crash* where real people could interact with one another by using virtual characters, or avatars. Thus, Second Life is a virtual world designed to help people meet, interact, and even make business. That is to say, Second Life is a means of communication and cultural interchange.

The process for diving into a virtual world is an extension of the learning technique called role-play, strategy which makes students assume a given situation and act it out. However, in virtual worlds, role-play extends far beyond traditional limits and takes on dimensions simulating reality and fantasy, "when the deepest identity change is possible with a single mouse click, the opportunities to play are endless" (AU, 2008, page. 79). In other words, a role is played starting with the learners´ design of his/her avatar's personalized physical appearance to acting and reacting to multiple forms of situational context with other avatar-users. Avatar-students can interact at any time, anywhere and with anyone they encounter, so conventional classroom scheduled barriers like limited time, restricted space, and authentic identity fade into the background. For these reasons, a virtual world houses the potential of opening up a wide range of development for variable kinds of e-learning activities.

2   Background: In Search of Virtual Lives and Second Islands.

It is well known that through the history of literature, isles have being related to democracy, happiness and utopias[1]. From Plato's Atlantis through Euhermos of Messene's Panchaia or Iamboulos' Island of the Sun to Sir Francis Bacon's New Atlantis, islands have hold a special allure for readers. This project aims to transform SL users into migrating avatars meeting at different islands and reading diverse texts in search of knowledge, freedom of knowledge, gratification and contentment.

2.1 People on the move: From Ellis to Second Life Islands.

The same way SL subscribers can build their individual avatar identities in their image or not, a few generations ago, people from all over the world entered the United States through Ellis Island, a small island in New York Harbor, pursuing better living conditions, freedom, and definitively the opportunities of a "Second Life." From 1892 to 1954 in Ellis Island, immigrants designed knew identities combining their cultural background together with the assimilation to their new reality. Ellis Island was to those immigrants longing for happiness not only a tangible utopia, but also an isle of registration and transformation of identities where the development of one's identity and the construction of a new homeland started.

The changes in technology and communication technology have eased and intensified migration processes. In this shrinking world, physical as well as virtual movements are transforming old dichotomies towards new emerging spaces, which will be interesting to analyze. Political and geographical nations are becoming obsolete delimitations given that they inevitably mingle with the two ruling realities: one globalized physical world and the cyber space, where one of the major exposures is SL.

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[1] For further information on island utopian see, *The Utopia Reader*, Gregory Claeys and Lyman Tower Sargent (Eds.), New York UP, New York, 1999.

Figure 3.Statue of liberty: Real & Virtual. Welcome to Second Life (Help Island).

In SL, users arrive at the Help Island (Figure 3) in search of new identities, new adventures, and new personal and even professional opportunities. In this sense, the impact that the United States had on people in search of opportunities could be metaphorically compared to the impact that the Internet and, recently, SL has had on millions of people travelling virtually in search of newer identities and learning opportunities. A good understanding of these new virtual spaces may take us to define SL as the offspring of a New Virtual World. The development of new identities at this virtual land involves a number of changes and elections which remind to those transformations experienced by immigrants once they had set a foot on Ellis Island.

Considering that users of this course are literature teachers probably conscious through migrating literature and historic texts of deep human feelings such as travelling, exile, Diaspora, identity etc., it is now our aim to approach them to such old concepts related to migration. By guiding students virtually within a representation of real and historical places such as Ellis Island or the Statue of liberty, they will experience circumstances similar to those surpassed by previous generations once they arrived at Ellis Island. By experiencing these situations and the subsequent feelings derived from them, SL together with this project will lead students towards a better understanding of migrating texts.

2.2 Alien writers and alien texts: English, Spanish and Portuguese migrating literature.

In 1814, the end of the Napoleonic wars and the subsequent famine caused the first small migration flow to America from European countries. Later, between the last quarter of the XIX century and the first half of the XX a few millions of emigrants travelled there from all over the world. Almost all European nationalities were driven away by socio-economic and political situations and religious conflicts. Their writings and the writings of their descendants bear testimony to a period in European and American and world history during which their lives and the arriving country were radically transformed. This period is not only important for European-American history but also important for the History of Literature.

For decades, the vast majority of emigrants sailed to America from the transit city of Antwerp. The Red Star Line ships played a significant role in the history of Ellis Island. Following the tracks of the Red Star ships on their way to New York, we will virtually immerse in the lives of a few passengers and their descendants who left testimony of their move and the posterior transformation of their lives.

Among the millions of aliens who sailed during this migrating phenomenon, only a few left written testimony of their experience upon, during and after arrival to America. A good number of languages covered those testimonies; however, considering this extensive range, the migration stories exposed here have a triple focus. In other words, this project is framed between literature written in English, Spanish and Portuguese. It is remarkable to compare the lack of real and literary testimonies regarding the big migrations to the USA to the lack of feedback offered today by SL users either to criticize or judge the Metamigration experiences or affectivity feelings when travelling through this virtual space. Hence, this chapter aims to give light to this respect formally.

Along the course, we will explore three main literary texts focusing in the above mentioned languages:

1. English Text: *Angela´s Ashes* by Frank Mc Court.
2. Portuguese Text: *Gente da Terceira Classe* by José Rodrigues Miguéis.
3. Spanish Text: *Hija de la Fortuna* by Isabel Allende.

In general terms, migration texts share a unifying common thread based on: protest and exile, place and displacement, claiming a home or hoping a final homecoming to their original roots, healing, and formation of new identities and finally assimilation to the new land. Despite the varied origin and geographical distance of the writers the main themes and topics of their works are usually parallel Therefore, the main themes approached through the texts used in this project will be:

- Themes regarding culture: multi/inter/transculturalism, identity, cultural belonging, memory, gender, religion.
- Themes related to place and location: journey, exile, diaspora, migration; constructions of 'home' and 'homeland'.
- Generic questions in migration literature: which genres and styles are employed? Questions of rhetoric and aesthetics, intertextuality, bi/multilingualism, genres (autobiography, documentary, historiography, letters, diaries etc.).
- First, second and third generation migrants.

Time has passed, memory and memories have failed and regrettably, immigrant literature in the USA has been marginalized and considered the literature of aliens for a long time. Fortunately, things have changed today and their works are studied in the English, Spanish and Portuguese departments at American colleges and universities. Less attention is drawn to these texts in European colleges where they are not considered an important part of the history of world literature. Nowadays and taking advantages of the possibilities offered by SL, networks and other technologies, the designers of this project aim to bring light into memory and memories through the teaching and learning of language, cult and literature in Europe. They also want to exploit the possibilities of a virtual world in a historical moment when literary studies are starting to change as BROWNER (2000) points out:

> *Ultimately, the Internet may change the teaching of literature simply because new material is readily available. Even if scholarly archives disappear behind the firewall of expensive subscription rates, the Internet will continue to be an impressive addition to most colleges and university libraries. Undoubtedly, with the availability of more texts, rare texts, manuscripts, and alternate versions, literary studies will change* (BROWNER, 2000: 136).

2.3 Development of new identities and culture in SL.

Building an identity in SL is relatively easy and almost free of cost. For the goals of the case studied here, free membership is a satisfactory solution for getting students to develop their avatars with creativity and imagination. Building identities suppose and interesting point of study -one's avatar can be a realistic or an imaginary representation of oneself, as well as a combination of both (TURKLE, 1995)-. In this context, there are those who claim the status of anonymity may increase the participation more introverted types of students who often find it too challenging to speak up and speak out in traditional classes. However, other scholars argue that avatars are not completely anonymous as the avatar name becomes known in-world. BRUCKMAN (1996) discusses this type of middle ground identity and claims that people come to the net to participate, to construct and push new identity limits. Others

suggest that informing students that they are not completely anonymous may encourage inappropriate behavior (HAYNES, 1998). Also, according to BROWNER (2000):

> *the Internet offers a wealth of materials for literature teachers. When developing a new course, teaching a text for the first time, or looking for fresh ideas, teachers will find syllabi, pedagogical sites, discussion lists, and helpful assignments. The amount of teaching material available on the Internet may seem daunting, but perusing such resources allows us to see how others teach. In a time when faculty lounges and leisurely conversations are rare, the Internet allows teachers to share ideas and look over each other´s shoulders* (BROWNER, 2000:131).

In light of the aforementioned premises, our proposal consists of applying innovative ideas in the design of a specialization course within the framework of language, literature and culture learning in English, Portuguese and Spanish. Based on exploiting Web 2.0 tools and the 3D virtual platform SL, the paper addressed to language and literature teachers and researchers, who would like to discover the capabilities of such an enriching platform, together with the potentialities of the Web 2.0.

The effectiveness of this methodological domain is conducted through the application of Web 2.0 tools, online activities and sites devoted to enlarge and develop new strategies and methods of language, literature and culture learning.

> *Hyperlinked material will also encourage students to make connections and think in new ways because the links suggest connections without necessarily articulating them. For example, a teaching site might link poems by Yeats to his letters to Maude Gonne, to newspaper clippings about Irish nationalism, and to an excerpt from a scholarly study. The site suggests that these materials shed light on each other, leaving the student free to develop a specific interpretation* (BROWNER, 2000: 142).

3 Working on language, culture and identity through second lives and never islands.

Keeping in mind the aim of the study, the feasibility of using the potential of the Web 2.0 for literature, culture and second language learning will be developed under the general hypotheses of how much motivation, engagement and learning could lay beyond the four walls of the traditional classroom space.

The specifications and objectives of our proposal are as follows:
- Giving educators the opportunity to research on the roles of management platforms and virtual environments in literature, culture and foreign language learning and teaching.

- Introducing migration and identity through the presentation of different virtual worlds and environments.
- Promoting interactive and collaborative tasks as a means of acquiring linguistic and cultural knowledge and developing communicative competence.

Target Audience.

As stated above, this project is directed to English, Spanish and Portuguese teachers/educators/researchers of language, literature and culture. Participants, however, should have a good degree of English, since most activities and instructions will be carried out in that language, functioning as a *lingua franca*. Users should be also familiar with Spanish and Portuguese to engage themselves within the specific language and literature course groups. A good degree of computer skills is also advisable. Participants should have a reasonably powerful computer (PC or MAC), with a good graphics card and sound device, as well as a broadband Internet connection, with the purpose of taking full advantage of interactive computer games and SL interaction.

4 Course Proposal.

This project is directed to English, Spanish and Portuguese teachers/educators/ researchers of language, literature and culture. The course will last for seventeen weeks, during the first ten weeks the course will be devoted to train students to manage the Moodle platform. During the last seven weeks and once they can managed this tool, they will be able to design and implement a collaborative and interactive course in the Moodle platform for their own specific purposes.

Session 1 – Welcome!
Objectives:

- Introducing participants into the course;
- First contact with Web 2.0 tools;
- Logging in Second Life virtual world.

Time.

Overall time of session	1 week
Part 1	50 minutes
Part 2	50 minutes
Part 3	50 minutes
Part 4	100 minutes (2 sessions of 50 minutes each)

Part 1: This session will be common to all participants engaged in the course.

After enrolling in the course, participants will be provided with a website link to go to the course platform, in Moodle (*http://gexcall.unex.es/idiom*), where they will register and meet their colleagues and instructors through a videoconference application. Participants will watch an Instructional Video distributing special interest on the course general contents and the different tools students will manage. The video will also introduce the objectives to be achieved by the end of the course. The language used will be English once we have already said it would function as a *lingua franca*.

Part 2: The next step will be accessing Second Life (SL). Following the Instructional Video, participants who have already installed SL in their computers will be asked to log in their accounts, while those who have not installed it yet will go to *www.secondlife.com* to open an account. The video will help participants along the process: opening an account, choosing and personalizing an avatar.

Part 3: Once SL is installed in all computers, participants will be redirected to HELP ISLAND (HELP ISLAND PUBLIC: 130, 127, 26). There, and with the help of the instructors and one another, they will learn how to move, fly, drive, dance and move around SL. This first contact with SL will function as a personal and formation in the virtual world. Resembling the significance that Ellis Island had for immigrants arriving in the USA – a new world, a new life and the building of a new identity- Help Island will be the arrival place when accessing the new world. In fact, along the history of literature isles have been understood as spaces of opportunity and hopefulness. To this light, Help Island will provide with a strong sense of community and support to users.

Part 4: The remaining time of the week will be devoted to getting familiar with SL. Participants should be able to interact with other avatars, introducing themselves and speaking in the project official languages, both written and spoken. The instructor will set online tutorials to clarify doubts and help them along the week's activity.

Session 2 – subdivided into two sub sessions:
Time.

Overall time of session	1 week
Overall time of session 2a	2 days
Part 1	50 minutes
Part 2	50 minutes
Overall time of session 2b	3 days
Part 1	50 minutes
Part 2	50 minutes
Part 3	50 minutes

Sub session 2a.
Objetives:

- Knowing & analysing the capabilities of Web 2.0 and the Moodle platform;
- Presenting the literary context of travel literature;
- Introducing the books and authors that will serve as study samples.

Part 1: Despite the Moodle platform is common to all learning groups, participants will be required to develop specific tasks using each group´s target language Portuguese, English and Spanish, being consequently redirected to those sub courses through a link announced in the main application. Each language group will meet for an oral chat in Moodle, where teachers will provide with instructions regarding the Moodle application (by accessing its webpage: http://moodle.org/), the objectives of the course, the tasks participants will have to accomplish, the timeline of the course, and the tools used. The instructor will show participants some of the tools present in the Moodle platform, such as Wikis, questionnaires, Forums, chat, videoconference, quizzes, glossaries, RSF feeds, blogs, as well as teaching them how those tools work, through a brief PowerPoint presentation and demos. Afterwards, the instructor will invite them to listen to a podcast on travel literature, debating the following topics:

> *What's the purpose of travel literature?*
> *Why do writers describe their voyages?*

Participants will be invited to access whiteboard application (Moodle tool developed by the COVCELL project - *http://www.covcell.org/*) where both instructors and participants will be able to write examples, describe travel books, comment and add new topics and ideas. This activity will function as a kind of brainstorming to introduce the topic of travel literature. In this context, instructors will present migration texts (as a travel purpose) and the books they'll be going to work during the course.

Part 2: The particular instructor will lead each group (English, Spanish and Portuguese) into a PowerPoint presentation with a short biography, as well as abstracts of several books of the author they are going to study. The Portuguese group will study the work of José Rodrigues Miguéis; the English group will study the work of Frank McCourt; the Spanish group will study the work of Isabel Allende.

Participants will also be given examples of other writers dealing with migration and new identities.

After seeing the presentation each group will be redirected into a blog where they should post comments about the author and his/her works.

To the following session each group of language participants should get divided into groups of three people and research on authors dealing with the topic of travel literature. Each group will record their work in a video and present it during the following class. To make the video, participants will go to Bedroom TV (*http://www.bedroomtv.com/*), register in the application, and record a five-minute maximum video. Instructors will offer participants support along the process, by using the videoconference tool present in Moodle, clarifying doubts and helping them plan and organize the video presentation.

Participants will be informed that are required to read excerpts from the selected books chosen for this study course available for downloading and printing at the Moodle platform.

Sub session 2b.
Objectives:

- Analysing SL as a teaching and collaborative environment;
- Introducing the topic of emigration to the USA;
- Presenting the videos made by students at the end of the previous session;
- Developing knowledge through hypermedia;
- Knowing Web 2.0 tools;
- Introducing Hot Potatoes authoring tool.

Part 1: Participants will be invited to attend the first virtual language and literature class in SL, seeing these environment´s possibilities for teaching and attesting its educational and interactive potential, enhancing collaborative study and work. The class will be given in English and it will be common to all language groups. Instructor and participants will get to the SL site Edunation II (EDUNATION, II: 167, 203, 22). The instructors will give a twenty-minute lecture on migration to the USA, exemplifying how Europeans got to this destiny. Each language group will meet at a different spot. Once there, participants will count with three minutes to present the already made video on travel literature, debating orally, through the SL voice tool, its content with their fellow colleagues.

Part 2: The following session will be common to all participants and the language used will be English.

The group will watch a short video from the movie *Titanic*, by John Cameron, uploaded to the Moodle platform, where the differences between social classes and nationalities are evident. Through the use of a chat application, special attention will be drawn to the places people occupied inside the boat to debate the topic of discrimination emigrants faced when going to a foreign country.

Considering boats as the main way of transportation for people leaving Europe, the teacher will allude to Antwerp, an important European harbour in America migration movements from Europe. The instructor will also comment on the voyages of the Red Star Line company ships, showing a little video presentation which is in the company´s webpage (*http://www.redstarlinememorial.be/*). Then, participants will be invited to compare those voyages to teleportation, or the way of travelling in the digital age, referring to some examples of movies and TV series which deal with that kind of means of transportation, such as *Heroes* (*http://www.nbc.com/Heroes/*) and *Jumper* (*http://www.jumperthemovie.com/*), by accessing their websites and gathering information on their plots.

Part 3: Each language group will go to their application in the Moodle platform. There, they will be introduced to the topic book and author they will study, by watching a slide presentation uploaded to the course.

In the case of Portuguese, participants will be introduced to the book by José Rodrigues Miguéis called *Gente da Terceira Classe*, a compilation of short stories; in the case of Spanish the book analysed will be *Hija de la Fortuna* by Isabel Allende; in the case of English the book object of study will be *Angela's Ashes*, by Frank McCourt.

After giving a lecture on the topics, students will be asked to write, by using COVCELL whiteboard application, what they know about the books/excerpts proposed, functioning this as a warming up activity. Following the debate each teacher will give a lecture on the topics, characters, plot, cultural items, emigration, etc., also through the whiteboard, combining videoconference applications. In all books the voyage to the USA will be illustrated and done by boat, often describing the conditions people had and the discrimination they experienced during the trip. As a means of illustrating these topics, participants and instructor will teleport to Titanic (*Titanic*: 126, 189, 33) where they will be able to go inside a virtual Titanic used to go from Europe to the USA (Figure 4).
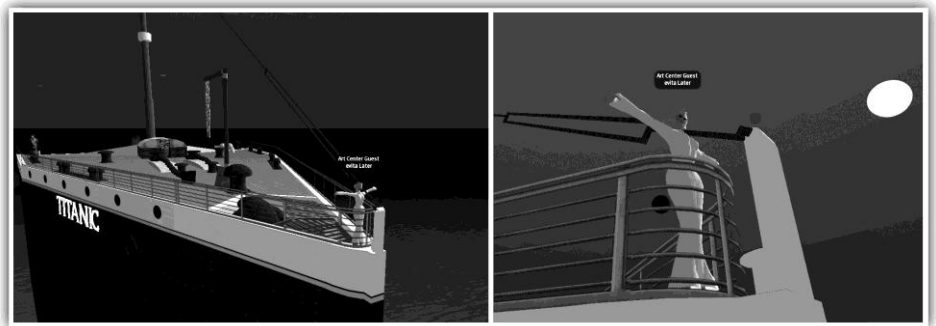
Figure 4. Titanic (Titanic: 126, 189, 33) where they will be able to go inside a virtual Titanic used to go from Europe to the USA.

After class, the instructor will ask participants to see and answer a reading-check sample test of the short story/excerpt they have read before. The test will be uploaded to the Moodle platform and will be made with Hot Potatoes application. Participants will also have access to a link with the webpage where they can get Hot Potatoes (*http://hotpot.uvic.ca/*) as well as a tutorial to use it (*http://hotpot.uvic.ca/wintutor6/tutorial.htm*). Then instructors will explain, through videoconference, how to use the Hot Potatoes software, as well as how to build an interactive quiz.

Session 3 – subdivided into two sub sessions:
Time.

Overall time of session	1 week
Overall time of session 3a	2 days
Part 1	50 minutes
Part 2	50 minutes
Overall time of session 3b	3 days
Part 1	50 minutes
Part 2	50 minutes
Part 3	50 minutes

Sub session 3a.
Objectives:

- Analysing SL as a teaching and collaborative environment: voice and chat tools;
- Introducing the topic of emigration to the USA;
- Introducing multiculturalism, identity, discrimination, etc. through the presentation of different virtual worlds and environments;
- Developing knowledge through hypermedia;
- Knowing Web 2.0 tools.

Part 1: Each language group will gather at a different spot in SL to analyse the excerpt from the book/short story selected in the previous session.

In order to do that each language group will meet at OKEFENOKEE (OKEFENOKEE: 70, 159, 504), in SL, and visit several virtual old boats present there. The purpose is to analyse how the first Europeans went to the USA, by discussing

social and cultural differences of the people who were travelling in the boat (nationalities, social backgrounds, etc), as well as the discrimination suffered by emigrants during the travel and when they arrived in a different country, topics present in the books/excerpts proposed.

Part 2: Instructors will ask participants to teleport to the Statue of Liberty, on Ellis Island (STATUE OF LIBERTY: 88, 90, 29) being asked whether they have previous knowledge on this island, and if they can make a comparison between this spot and SL. To facilitate further information, instructors will provide students with a link to a slide presentation with information on Ellis Island and the history of emigration to the USA (*http://www.slideshare.net/msenglish/ellis-island-presentation/*). A debate common to all groups on *Why emigrants wanted to go to the USA* will occur at the same location by using the SL voice tool. The language used will be English.

Sub session 3b.
Objectives:

- Analysing multiculturalism, identity, discrimination, etc. through the presentation of different interactive applications;
- Developing knowledge through hypermedia;
- Knowing Web 2.0 tools;
- Accessing Facebook social network.

This session is common to all groups and the language used will be English.

Part 1: The instructors will introduce the concept of the *American Dream* as a motivating factor in the immigration of the first settlers. Participants will be asked to access COVCELL whiteboard (in the Moodle platform) and write examples of movies, songs, pictures, paintings, etc, dealing with this concept.

Part 2: With the songs and images selected, participants will register in Facebook (*www.facebook.com*) and: create their profile; upload the images they selected, and; create a playlist with the songs. The material will be shared with their fellow colleagues.

The instructor will settle a time with participants in order to clarify doubts and help them plan and organize the Facebook account.

Part 3: As a means of undergoing a further analysis on the concept of the *American Dream*, the idea of exile and the finding of a new home, many times based on discrimination and injustice, the whole group will watch a short video from the movie *Gangs of New York*, by Martin Scorsese, especially the part where young European men

were awaited to go to the army as soon as they set a foot in America: newcomers were recruited to go to the war while many rich Americans stayed at home. The participants will comment on the video by accessing a blog in the Moodle platform. As a closing activity, students will access and explore Five Points, the place where the movie occurs, in SL (ELEGUA: 67, 159, 22) to contact a virtual representation of the movie set (Figure 5).

Figure 5. Five Points representation of the movie set from the movie Gangs of New York in SL.
(ELEGUA: 67, 159, 22)

Finally the instructors will ask participants to download another excerpt of the short story/book they are studying which is uploaded to the Moodle platform, once they'll have to read it to the following session.

Session 4 – subdivided into two sub sessions:
Time.

Overall time of session	1 week
Overall time of session 4a	2 days
Part 1	50 minutes
Part 2	50 minutes
Overall time of session 4b	3 days
Part 1	50 minutes

| Part 2 | 50 minutes |
| Part 3 | 50 minutes |

Sub session 4a.
Objectives:

- Exploring the potentialities of SL as a teaching and learning environment;
- Analysing literature excerpts/stories;
- Introducing and teaching Moodle multiple-choice quizzes.

Part 1: Each language group will access a different spot in SL to talk about the second short story they'll analyse, and which the participants have downloaded and read by the end of the previous session. After a little oral debate through the SL voice tool on the topic and characters of the story/excerpt, participants will be asked to answer and see a reading-check sample test on the story/excerpt, a multiple-choice quiz from Moodle, a type of test they can use with their students. Instructors will explain, through the videoconference tool, how this kind of test can be made in Moodle, and participants will design two questions to practise what they've learned and test the Moodle quiz device.

The instructor will help participants by clarifying doubts and helping them create the Moodle quiz.

Figure 6. Subway and Chinatown: Real and virtual. Subway station (SECOND HEALTH TRAINING: 176, 185, 22); and Chinatown (SAMUEL LAND: 46, 44, 22).

Part 2: Each language group will meet their instructor in SL and be introduced to a virtual representation of the story/excerpt setting:

- the Portuguese group will meet at a subway station (SECOND HEALTH TRAINING: 176, 185, 22) (Figure 6);

- the Spanish group will meet at Chinatown (SAMUEL LAND: 46, 44, 22) (Figure 6);

- the English group will meet at New York (NEW YORK: 187 57, 191, 23).

Each group will debate the setting and its importance for the development of the story plot by using SL voice tool. The instructor will also teach participants how to capture images/photos in SL and send them by email, being able to upload them later to a webpage, blog, wiki, etc.

Sub session 4b.
Objectives:

- knowing cultural information on emigration to the USA;
- Introducing the Wiki application: methodological exploitation and use of the tool.

In this part of the session participants and instructors will meet in the Moodle platform. This meeting will be common to all groups and the language used will be English.

Part 1: The instructors will show a PowerPoint presentation with the kind of work emigrants got when they arrived at the States and the search for better living conditions looking for land and riches. After presenting the topic, participants will be asked to access the Moodle chat and debate this theme with the instructor and fellow colleagues.

Part 2: The instructor will then propose the creation of a wiki where the development of the topic discussed, as well as the conclusions of the debate, will be registered. The purpose is to teach participants how a wiki can be exploited. The instructor will show the basic steps for designing a wiki and several examples of wiki platforms (*http://twiki.org/*, *http://pbwiki.com/*, etc) in a PowerPoint presentation with audio input.

Part 3: Instructors and participants will start a wiki to summarize and register the main ideas of the session. The instructor will help participants by clarifying doubts and helping them plan and organize this collaborative tool.

Session 5.
Objectives:

- Analysing literary excerpts dealing with emigration, identity, discrimination and cultural differences;
- Learning the use of COVCELL whiteboard;
- Introducing the Moodle Forum;
- Giving a lecture in SL.

Time.

Overall time of session	1 week
Part 1	50 minutes
Part 2	50 minutes
Part 3	150 minutes (3 sessions of 50 minutes each)

Part 1: In this session, each group will gather at a different place in the Moodle platform by using the COVCELL whiteboard and videoconferencing. Participants and instructors will analyse the short story/excerpts previously selected by completing and debating the following topics:

- Description of the set;
- Description of the character(s);
- Opposition between spaces, and relation to the colours used to describe them;
- Symbolism of the emigrants;
- The symbologies used;
- The first and most important barrier emigrants face when going to a foreign country – language;
- Being an emigrant in America – being marginalized or getting a new identity;
- Stylistic devices used in the text.

The main ideas of the debate will be written in a Forum, shared by everyone belonging to the group, and as such enabling participants to access it whenever necessary.

Part 2: Participants will access the News Forum in Moodle where the task for session 6 is uploaded:

They'll have to choose a text, book, excerpt, dealing with emigration or literature travel, and give a short lecture on SL – EDUNATION III (EDUNATION,

III: 143, 109, 28). The materials used, as well as the lesson plans will be uploaded to the Moodle platform and they must include three of the tools learned so far.

Part 3: The rest of this session will be devoted to preparing the lecture. The instructor will settle a time with participants in order to clarify doubts and help them plan and organize the virtual presentation.

Session 6.
Objectives:

- Giving a lecture in SL;
- Managing the Moodle platform.

Time.

Overall time of session	1 week
Part 1	50 minutes
Part 2	100 minutes (2 sessions of 50 minutes each)
Part 3	100 minutes (2 sessions of 50 minutes each)

Part 1: This session will be common to all groups, despite the fact that they will gather at different spots.

Participants will have the opportunity of showing what they have learned so far in the course by teaching a five-minute literature lecture in SL – EDUNATION III (EDUNATION III: 143, 109, 28). They have to present a brief lesson plan and also the materials used, as well as the tools included. The purpose of this session is to know different ways of planning a class.

The material used by participants during their presentations will be uploaded to the Moodle platform.

Part 2: After this session participants will be taught how to manage the Moodle platform to upload content and create teaching materials, by using all the tools they've learned so far. Instructors will use a PowerPoint presentation teaching how to manage the platform, as well as how to upload documents, websites, links, and also showing glossaries, lessons and quizzes.

Part 3: Participants will have to create content in Moodle. The rest of the session will be devoted to this activity, being the instructors available to clarify doubts and show demos of the different tools whenever necessary, through Moodle chat or Videoconference application.

Session 7.
Objectives:

- Introducing Webquests;
- Interacting in the Moodle platform;
- Exploring SL virtual world.

Time.

Overall time of session	1 week
Part 1	50 minutes
Part 2	50 minutes
Part 3	150 minutes (3 sessions of 50 minutes each)

This session is also common to all groups and the language used will be English.

Part 1: The whole group will gather in the Moodle platform where, by using COVCELL whiteboard with a videoconference application, instructors will introduce Webquests. They will show a PowerPoint presentation of what a Webquest is and what are its purposes, and also a demo presentation of how a Webquest is elaborated. The participants will be welcome to present doubts and ask for clarifications both orally and in a written form.

Part 2: The instructors will explain the task for the next session: each student will explore SL virtual world to create collaboratively a Webquest. When they have the activity fully planned, they will indicate the virtual location and give instructions to participate in the Webquest game.

The Webquest should be related to the book/excerpt/short story analysed in the previous classes, and the objectives, learning steps and assessment will be explained to all participants.

Part 3: The rest of the session will be devoted to creating this activity. The instructor will settle a time with participants to help them plan and organize the virtual Webquest.

Session 8.
Objectives:

- Discussing multiculturality and multicultural aspects of language learning;

- Teaching how to make a blog;
- Exploring SL virtual world.

Time.

Overall time of session	1 week
Part 1	50 minutes
Part 2	50 minutes
Part 3	50 minutes
Part 4	100 minutes (2 sessions of 50 minutes each)

This session will be common to all groups and the language used will be English.

Part 1: The groups and their instructors will meet at SL - the Statue of Liberty (Statue of Liberty 89, 77, 29) – because it was the first stop emigrants had when arriving to the States. Afterwards instructors will give information on several documents related to mobility and emigration in a Moodle lesson application. Some of the topics covered will be the necessity of learning foreign languages, and the need to develop inclusion incentives.

Part 2: Then participants will compare the European policies with the lack of normalisation in former multicultural America, in order to draw a conclusion about the need of policies and decrees made to regulate emigration, mobility and foreign language learning.

Part 3: Instructors will teach how a blog is created in Moodle as well as several other blog managing platforms, such as Wordpress (*http://wordpress.org/*), Blogger (*http://www.blogger.com*), etc.

Part 4: The participants will be in charge of creating a blog with all the information given in the session. The instructor will clarify doubts and help them create the blog.

Session 9.
Objectives:

- Discussing multiculturality and multicultural aspects of language learning;
- Knowing historical and cultural concepts;
- Exploring SL virtual world;
- Planning a closing meeting in SL.

Time.

Overall time of session	1 week
Part 1	100 minutes (2 sessions of 50 minutes each)
Part 2	50 minutes
Part 3	100 minutes (2 sessions of 50 minutes each)

Each group will start by working separately in the Moodle platform.

The purpose of this session is to reflect on what participants have learned to extend discussions, to conclude projects and to look at what the future holds.

Part 1: The members of each group will be invited by their instructor to develop a Forum session into a comprehensible and useful resource, where they will summarize what they have learned during the course, and where they'll share ideas and projects, lesson plans and tasks, both for digital gaming in general, and for educational projects in particular. The instructor will help them all along the process.

Figure 7. The Kiva – Indian Resource and Learning Centre (NATIVE LANDS: 28, 154, 23)

Part 2: The following step will be meeting at SL, at the Redskin shop (BERRY FRANCE CENTRE: 44, 146, 21). This meeting is extended to all groups and the language spoken will be English. The purpose is to analyse the topic of identity by visiting sites about Native American Indians, once they were the first US inhabitants and the true Native Americans, although they were always banished and marginalized in their country due to their culture and different ways of life. The purpose is to understand a little bit more about their culture, values, beliefs and ways of living. Next the group will go to The Kiva – Indian Resource and Learning Centre (NATIVE LANDS: 28, 154, 23) where there's an exhibition on Native Americans and their history (Figure 7).

Part 3: To close the interactive and collaborative course, a final party (a picnic) will be held at Waterhead Natural Park (WATERHEAD: 35, 75, 25).

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Session 10-17 (last seven weeks).
Objectives:

- Developing an interactive and collaborative course in the Moodle platform;
- Applying the course with potential students.
- Students now work on their own under the virtual supervision of instructors.

Time.

Part 1	1 month
Part 2	1 month

From session 10 up to session 17, participants will have to develop the methodology and activities to teach language, literature and culture to their potential students, based on the e-learning and interactive course method used so far, including new tools and tasks learned during the interactive course during the ten first sessions.

They will be asked to create a course in Moodle by using tools and interactive applications from the Web 2.0. Most of the sessions will have an activity in SL. Instructors will supervise participants' work as well as being available to clarify any doubt and help with any difficulty they may have, through videoconference and personalized online tutorials and demos.

Conclusions.

The purpose of our proposal, based on showing and developing new trends of the Web 2.0 capabilities, and designed for new teaching and learning approaches, places a high value on participant's creation, participation, sharing, and cooperation for language, literature and culture learning. Beginning with the process of migrations and the formation of identities, languages and cultures that previous generations experienced once they arrived at Ellis Island, our proposal has lead participants to discover language, culture and literature in English, Spanish and Portuguese by adopting collaborative and interactive Web 2.0 tools. While in the traditional classroom, the role of teachers is a knowledge deliverer and that of students is a passive recipient, in Second Life, both teachers and students can co-create a learning environment, being an alternative to traditional classroom when required conditions is are met. Although in many universities the development of web-based initiatives is often the result of random acts of innovation initiated by risk-taking individual academics, as a variety of versatile, e-learning formats, programs and sites become available, both teachers and students will become more interested in exploiting the potentials of web 2.0.

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