

My geolocated language autobiography

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

In this task, you will create your linguistic biography by using geolocation software that allows for the creation of text-based narratives. Your biography will tell the story of your *language journey and experiences by geolocating these experiences on a dynamic map*.

You can discuss your origins (ancestry, immigration), where you are from (where you were born, where you grew up, the languages you speak/spoke at home); the languages that you speak and where you learned them; the places you have lived or visited to practise/use those languages, and the opportunities you have had to be immersed in other languages. In short, this narrative *will be your portrait as a bi-/plurilingual speaker!*

Your linguistic biography will comprise between 6 and 8 pins (geographic locations). Each pin will have a title and a narrative that will include multimedia elements (text, links, images, audio, and/or video). Be creative!

Website

<https://storymap.knightlab.com/>

Website available in all languages (change language in Preferences).

This site allows you to create narrative itineraries using pins placed on a dynamic geographical map that can be documented with text and multimedia elements (titles, photos, web links). Site available in all languages.

Alternatives:

<https://padlet.com> (map view)

PADLET has a 'map' mode that also allows you to drop geographic pins that you can comment or document. However, the pins do not link together to create a linear story structure.

<https://earth.google.com/web/> (project)

Google Earth allows you to create a 'project' which consists of a journey with geographical pins, with features similar to those of StoryMap. The result can be shared on the web and via the mobile application.

CEFR level - For A2 level and above

Objectives

Digital citizenship and literacy

	Dimensions covered in the task	(Potential) specific objectives
Digital citizenship	Safe	Reflect on the limits of content sharing online (personal information, consequences of sharing private information, etc).
Technological literacy	Technology mediated communication literacy	Know how to relay personal experiences using geolocation software.
Meaning-making literacy	Multimodal literacy	Knowing how to write an autobiographical story using the linguistic forms expected of this type of discourse and integrating multimodal elements such as image, sound, audiovisual, external links.

Main language activity

- Written production: writing a narrative text with the possibility of integrating multimedia (audio and/or video clips in an L2, L3...).
- Written (and/or spoken) interaction: describing or explaining a map via discussions on a discussion forum (and/or in class discussions).

Plurilingual / intercultural aspects

- Reflection on bi-/plurilingual identity; the relationship with the languages students have learned; endo and exolingual experiences (first language(s), language use at school, language socialisation, formal and informal language learning, etc.).

Possible steps

- The instructor discusses the use of digital maps (such as Google Maps) in various contexts. This can include wayfinding, review websites (Yelp, Google Maps' review function), travel websites, etc.
- The instructor asks students to reflect on the languages that they speak. Where do students use these languages, where did they learn them, with who or what do they interact with when using various languages (watching YouTube videos, talking to friends, talking to family), have students had the opportunity to use their languages in different cities, etc.
- The instructor explains how digital maps can be used in storytelling including how to tell their own story with the aid of digital maps. They present their own geolocalised language biography as an example of this.
- The instructor shows students how to create a geolocalised language biography using the chosen software. This includes showing how to drop pins, add titles, photos and narrative text, and how to add audio/visual elements. The instructor underscores the importance of choosing titles and photos that will enrich the narrative text of each pin.
- The teacher invites learners to share their geolocalised language biography in a discussion forum and briefly summarise it. Students comment on or ask questions about their classmates' autobiographies.

My geolocalised language autobiography

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Student Sheet

Task

In this task, you will create your linguistic biography by using geolocation software that allows for the creation of text based narratives. Your biography will tell the story of your *language journey and experiences by geolocating these experiences on a dynamic map*.

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Your linguistic biography will comprise between 6 and 8 pins (geographic locations). Each pin will have a title and a narrative that will include multimedia elements (text, links, images, audio, and/or video). Be creative!

Website

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CEFR level - For A2 level and above

Objectives

Digital citizenship and literacy

While completing this task, you can:

- learn how to explain how, where, and with whom you use languages;
- learn how to explain how and where you have learned different languages;
- learn how to represent the above information on a digital map;
- develop an understanding of the use of digital maps in personal narratives;
- reflect on your use of languages with regards to where you use them, how you use them, and with whom you use them.

Plurilingual aspects

- Reflect on your bi-/plurilingual identity and your relationship with the languages you have learned.
 - Experiences using languages with both first and second language speakers (language use at home, language use at school, different cities or countries you use/have used languages (places where you have lived, places that you have visited).
- Reflect on how you have learned languages:
 - formal (in school, classes) and/or informal language learning (from family, by yourself, with friends);
 - informal language socialisation (with family or friends), formal language socialisation (at school).
 - Have you had the opportunity to travel somewhere to study or otherwise use the languages you've learned/are learning?

Hints

Think about where you speak different languages. This does not have to only be in formal settings like a classroom, but can also be with friends in person or online.

Are there languages that you want to learn in the future? Are there places or situations where you want to use the languages you speak? Feel free to include them in your autobiography. This may be especially useful if you have not had the opportunity to travel in the past.

Remember to put the pins in a logical, chronological, order.

Work on the language-related aspects

Think about your writing and about the way you are going to build and arrange your narrative through the thumbnails geolocating your language journey (past tenses, indicators of time and place, timeline, expression of feelings, etc.). To be able to tell your language biography, you may highlight facts of interest to your readers. How do your headings and various multimedia elements complement and/or enrich the text and allow the readers to relate to and understand your life experiences?

For you to think about

While completing this task, you can reflect on the following:

- What will be the next step in your language journey? Will you consolidate your second language and/or learn another language? What will be the (in)formal opportunities for you to continue to improve and consolidate your bi/plurilingualism?
- Do you plan on using this type of geolocation software to tell other stories and if so, what kind of stories?