

My geolocated language autobiography

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

Intention: The expression of students' bi-/plurilingual journey and language experiences in the form of a multimodal digital narrative using geolocation software.

Actions: Your students will create their **linguistic biography** by using **geolocation** software that allows for the creation of text-based narratives. Their biography will tell the story of their *language journey and experiences by geolocating these experiences on a dynamic map*.

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

Each student's 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). Let them be creative!

Website

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

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

Alternatives:

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

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

This is an output of the project "Digital citizenship through language education" (2020-2022) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.

www.ecml.at/elangcitizen

CEFR level - A2/B1+

Objectives

Digital citizenship and literacy

Dimensions covered in task	(Potential) specific objectives With this task students ...
<ul style="list-style-type: none"> ➤ Technology mediated communication literacy ➤ Multimodal literacy ➤ Plurilingual dimension ● Reflective dimension ● Creative dimension 	<ul style="list-style-type: none"> ● Know how to relay personal experiences using geolocation software. ● Know how to structure an autobiography. ● Reflect on their history with language use. ● Reflect on where and in what contexts languages are used. ● Reflect on how and where they have learned languages.

Main language activity

- Written production: the construction a narrative text (using past tense, time and place indicators, a logical chronological order, etc) with the possibility of integrating multimedia (audio and/or video clips in an L2, L3...)
- Written (and/or spoken) interaction: the description of a map via discussions in a discussion forum (and/or in class discussions).

Plurilingual / intercultural aspects

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

Possible steps

Step 1: The teacher 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.

Step 2: The teacher 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.

Step 3: The teacher 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 geolocalized language biography as an example of this.

Step 4: The teacher shows students how to create a geolocalized 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.

Step 5: The teacher will invite students to share their geolocalized language biography in a discussion forum and briefly summarize it. Students will comment on or ask questions about their classmates' autobiographies.

My geolocalized language autobiography

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Student Sheet

Task

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

You can write about your family's 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 practice/use those languages; the opportunities you have had to be immersed in other languages (ex. in travel or academic settings). In short, this narrative will be *a portrait of yourself as a bi-/plurilingual speaker!*

Your linguistic autobiography 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!

1. Reflect on the languages you speak, where you speak/have spoken them, and where you learned them. Did you learn them at home, at school, by talking with friends? Do you speak to friends, family, or at school in these languages? Are there any places that make you think of times when you've spoken these languages? Share these experiences with your classmates.
2. Using the geolocation software, create your linguistic biography. Choose **6 to 8 locations**. For each location, "drop" a pin, document it with a narrative text, add a title, and add a photo/video. Your locations should have a logical order. Your last location should be about where or how you hope to use the languages that you speak in the future.
3. Share a link to your geolocalized linguistic autobiography in your class' online forum. Write a brief summary of your autobiography highlighting some of the key points. Look at and ask questions on your classmates' autobiographies.

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CEFR level - A2/B1+

Objectives

Digital citizenship and literacy

While completing this task, you may be able to:

- Know how to explain how, where, and with whom you use languages.
- Know how to explain how and where you have learned different languages.
- Know 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 / intercultural 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, difference cities or countries you use/have used languages (places where you have lived, places that you have visited)
- Reflect on how you've learned languages:
 - Formal (in school, classes) and/or informal language learning (from family, by yourself, with friends)
 - Informal language socialization (with family or friends), formal language socialization (at school)
 - Have you had the opportunity to travel somewhere to study or otherwise use the languages you've learned or 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.

For you to think about

- Try to include videos or audio clips if you have them available. This will allow you to use technology to give a more holistic picture of your language autobiography.