I Like It!

Helping SLD/DSA Students Appreciate Culture Classes
How to cope with contents?

The supernatural is not separate from the natural, but the inner essence of it; and the Mariner's experiences, at once physical and metaphysical, constitute an imaginative exploration of the links between the material and the spiritual, the natural and the supernatural.

http://www.english.uga.edu/~nhilton/232/stc/comp4e.htm
Golden rules for inclusive strategies

Most Important
- The **power of the complete work:**
  - *The Rime of the Ancient Mariner*

- The **appeal of theme:**
  - The mysterious unknown

- A **multisensory approach:**
  - Visuals, chromatism and audios

Least Important
- **TBL (task-based learning):**
  - adapted interactive tasks

Silvia Ballabio 14 November 2014, TESOL, Rome
The power of the complete work

- THE RIME OF THE ANCIENT MARINER
  PART I, II and III
  - Narrative poem
  - Ballad
  - Journey at sea
  - Reading aloud (audiobook or recorded extract)
  - Storytelling
THE APPEAL OF THEME...

AND THE APPEAL OF IMAGES
The supernatural

The ice was all around…
The appeal of theme

Mona Lisa smile
The appeal of theme

Mona Lisa Smile

Leonardo da Vinci’s Mona Lisa enigmatic smile fascinates all viewers, and the picture has long-held mysteries: why does she have no eyebrows? Why is her right arm lying across her stomach? New images of the painting have been obtained by using 13 wavelengths, from ultraviolet light to infrared. The images were part of an exhibition, "Mona Lisa Secrets Revealed," which featured new research by French engineer Pascal Cotte. The pictures seem to have solved some of the mysteries surrounding the Mona Lisa, but what is the real mystery of the picture? Is it still there?
Visuals as meaningful texts
Visuals as meaningful texts
A story within the story
Visuals as meaningful texts
Appealing to aural skills

- light reading through audiorecording

- hypnotic, lulling, incantatory effect
Visual strategy: chromatism for parallelism

The ice was here, the ice was there,
The ice was all around:
It cracked and growled, and roared and howled,
Like noises in a swound
Interactive task-based activity adapted for SLD students

*Listen* to the recording of the summary of Text 3 *once*. Then *repeat it aloud* with your own words. *Now listen* again to the recording and *fill in the blanks* with the words you hear. *The missing words are listed below.*

*partly dimmed • ghostly • heading • pass • wins • sunset • endlessly*

At (1)……………. the Mariner sees a ship approaching fast; although there is neither wind nor current, she is (2) ……. towards them and her sails move (3)…………. When she is between them and the sun, the sun is………………(4) by her presence, and the sunrays (5)…………through her. When she is side by side with the Mariner’s ship two (6)……..creatures, Life-in-Death and Death, can be seen. They play dice, and Life-in-Death…………….. (7) .
Audiobooks available online

- Richard Burton reads Coleridge
  [www.youtube.com/watch?v=RGH4p4z4s5A](http://www.youtube.com/watch?v=RGH4p4z4s5A)
- Orson Wells reads Coleridge
- Audiobook Poe
  [http://audio.strobiestudios.com/BlackCat.mp3](http://audio.strobiestudios.com/BlackCat.mp3)
- Audiobook Melville Ch 42
  [http://ia802604.us.archive.org/32/items/moby_dick_librivox/mobydick_042_044_melville.mp3](http://ia802604.us.archive.org/32/items/moby_dick_librivox/mobydick_042_044_melville.mp3)

Silvia Ballabio 14 November 2014, TESOL, Rome
The best inclusive strategy?

CCTs
Committed
Competent
Teachers

WE WANT YOU!
Bibliography:

S. BALLABIO, A. BRUNETTI, P. LYNCH
ROOTS
PRINCIPATO, EUROPASS, 2012

S. BALLABIO, A. BRUNETTI, P. LYNCH, M. ROSE
ROOTS PLUS
PRINCIPATO, EUROPASS, 2013

Thank you!