上外版 选择性必修四 第1单元 第6课时

学案（教师版）

课时学习目标：
1. 能列出并描述，在生活中交流沟通常常出现问题的场景
2. 能通过小组讨论描述一些可能解决交流障碍的技术手段；
3. 能够说出在本单元中学到过的交流问题以及它们对应的可能解决策略。

Procedures:

I. Lead-in

Activity 1: Sharing the cases where communication often breaks down

> *Teacher: Ask students to share the examples where communication often breaks down and describe them respectively.
> *Students: Share their findings after last class about the examples where communication often breaks down.
> **Purpose: to get students to know the common examples of communication barrier through sharing among peers.**

A guiding question:

Would you please give your examples where communication often breaks down and describe them respectively?

II. Speaking

Activity 2: Discussing technical solutions

> *Teacher: Divide the students into groups and ask them to choose from the list a specific communication problem and discuss how technology could help to solve the problem.
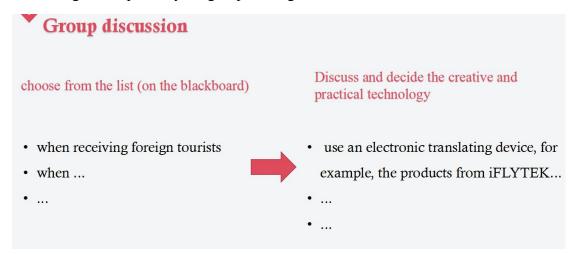> *Students: Discuss and decide on the creative and practical technology which could help solve the problem of communication.
> **Purpose: to help students find the feasible solution through discussion.**

Guiding questions (instructions):

1. Please decide on the specific communication problem you are going to discuss in a group.

2. Could you find a both creative and practical technology which can help solve the communication problem your group decided on and give your reasons？ After

that, give a report of your group findings.

Group discussion

choose from the list (on the blackboard)

Discuss and decide the creative and practical technology

- when receiving foreign tourists
- when ...
- ...

→

- use an electronic translating device, for example, the products from iFLYTEK...
- ...
- ...

III. Critical Thinking

Activity 3: Reviewing and critical thinking.

*Teacher: Ask students to review all the example of communication barriers they have learned in this unit and categorize them into different types and finish the table with the possible strategies for dealing with them.

*Students: Review what they have learned through mind maps or mind palace, and complete the table with the examples and their possible solutions.

Purpose: to help students to generalize by identifying common characteristics.

Guiding questions (instructions):

1. Could you tell all the examples of communication barriers they have learned in this unit and categorize them into different types?

2. Please complete the table with the examples and their possible solutions. You should categorize them into proper blank according to 'general' or 'specific'.

Barrier		Strategy	
general specific		**Specific general**	
psychological barrier	(1) stage fright *getting cold feet before giving a speech or a presentation* (2) *embarrassment* (3) *lack of confidence*	• *preparing a manuscript in case of need* • *trying to move a little bit rather than stand still* • *doing breathing exercises*	drawing on personal resources
Physiological barrier	(1) *ill health* (2) *poor eyesight* (3) *hearing difficulties* (4) *pain*	• *drawing on close guidance* • *drawing on proper training* • *turning to other people for help, such as a teacher (in*	*drawing on interpersonal resources*

	(5) physical disability, such as the disease Stephen Hawking suffered or being deaf-blind as Helen Keller was	*Helen Keller's case) or a company / a group of engineers (in Hawking's case)*	
		• drawing on determination	*drawing on personal resources*
		• using devices such as hearing aids or eyeglasses *• using an assistive technology, such as the smart text-to-speech system Stephen Hawking used*	*drawing on technological resources*
language barrier	*(1) encountering people who speak a different language from one's mother tongue* *(2) talking with people from a different generation* *(3) talking with people from a different region of the country*	*• using a reliable translation service, visual aids*	*drawing on technological resources*
		• using gestures *• speaking slowly and carefully, and stopping every now and then to check understanding*	*drawing on personal resources*
		• turning to other people for help (e.g., a translator, a passer-by, a volunteer, etc.)	*drawing on interpersonal resources*
cultural barrier	*(1) communicating with people of different cultural backgrounds, such as when one culture views arriving late for an appointment as bad planning or a sign of disrespect, while another culture views an insistence on timeliness as childish impatience*	*• developing an understanding of, and a deep respect for, the differences*	*drawing on personal, interpersonal and information resources*

IV. Homework

Write a report on either of the following topics:

1. the technology that helps to solve the communication barriers

2. the most helpful strategy in dealing with communication barriers in my life