**Components of Communication**

**A. Sender** – The communicator or sender is the person who is sending

the message, this can be the teacher who process the information, ideas, attitudes, knowledge that need to be transmitted to the learners. Communication occurs when a sender expresses an emotion or a feeling, creates an idea, or senses the need to communicate. The communication process is triggered when the sender makes a conscious or an unconscious decision to share the message with another person—the receiver. There are two factors that will determine how effective the communicator will be. The first factor is the ***communicator’s attitude***. It must be positive. The second factor is the ***communicator’s selection of meaningful symbols***, or selecting the right symbols depending on your audience and the right environment. *Talk about a few wrong examples.*

**B. Encoder**:- This involved the process of conversation, planning, arranging, organizing, delivering or disseminating the message, information, ideals, skills, attributes e.t.c with a logical understandable or explanatory way to the receiver (it is the mental process)

**C. Message** – A communication in writing, in speech, or by signals

Every communicative act is based on something that conveys meaning, and that conveyance is the message. The message may be either verbal (spoken or written) or non-verbal (body language, physical appearance, or vocal tone). MESSAGE is the information, knowledge, ideas, presented in appropriate words or symbols. The message has to be appropriate for the level of the receiver e.g. age. Messages may also come from the context—or place and time—of the communication. For instance, if you choose to make a critical comment to someone, the place and the time you choose to make that comment will make a big impact on how it will be received.

**D. Receiver** – The receiver is simply the person receiving the message, making sense of it, or understanding and translating it into meaningful information. The full understanding of the message is to ensure if there is a common knowledge or “field of experience” of the codes or symbols employed in the communication process thus the teacher should endeavour to make his messages as clear, simple and relevant as possible. The receiver at a stage may become the sender when the sender is receiving a response or the feedback to the message sent. The receiver is also a communicator. How can that be? (When receiver responds, he is then the communicator.) Communication is only successful when the reaction of the receiver is that which the communicator intended. Effective communication takes place with shared meaning and understanding.

**E. Decoder**: - this relates to the process in which the receiver engages in a mental exercise or process of interpreting, calculating and converting the message received. This may lead to the understanding, misunderstanding, miscalculating or disconnecting of the message.

**F. Feedback** – Feedback can be a verbal or non-verbal reaction or response. It can be external feedback (something we see) or internal feedback (something we can’t see), like M E S S A G E F E E D B A C K self-examination. It’s the feedback that allows the communicator to adjust his message and be more effective. Without feedback, there would be no way of knowing if meaningful information had been shared or if understanding had taken place. When the receiver gets the message (through seeing, hearing, feeling, touching, or smelling), he or she will usually give feedback (return message) unconsciously or consciously. Thus, the communications process is on-going.

**G. Channel**- Every message is sent and received through one of our five senses—it is seen, heard, touched, tasted, or smelled. The sensory media through which messages are sent and received are communication channels. In a work setting, messages may be seen through body movement, letters, memos, newsletters, bulletin board notices, signs, emails, and so on. Messages that are heard come through conversations, interviews, presentations, telephones, radios, and other audio media. Sight and sound are the two most frequent communication channels used in our society.

In the classroom every message has to go through a media or channel if it’s to be successful. The teacher who is the sender must select appropriate channels to disseminate his/her messages to the learners.

Factors that guide the selection of a media for disseminating information.

(a) The nature of the message.

(b) The nature of the audience – age, previous knowledge educational background.

(c) Time required for the message and the time required for the preparation of the medium.

(d) Cost of the medium.

(e) Its overall appropriateness.

**Assignment**

1. List the elements of communication.

2. Explain three elements of the communication process.