## APPENDICES

## Appendix 1

Subject Matter Content Manual (SMCM)

**INTRODUCTION**

As the course description suggests: **“**Communication provides students an opportunity to consider the crucial role communication plays in the classroom. The purpose of this course is to gain a greater understanding of human communication and apply that understanding to classroom communication and other instructional contexts through reading, writing, speaking, and listening.” This course meets the communication requirement, primarily for students in educational technology.

Every assignment in the course requires students to understand and develop skills in researching information and effectively using that information to support claims, assertions, and arguments. The skills in critical thinking, critical listening, and critically analysing information and arguments created by others is one of the foundations of the course. The course is divided to units:

Unit One Definitions of Communication

Unit Two Components of Communication

Unit Three Forms of Communication

Unit Four Barriers to Communication

Unit Five Dimensions of Communication

Unit Six Models of Communication

TEST

**OBJECTIVES**

**Foundational Studies programme learning objectives**

Students will:

1. locate, critically read, and evaluate information to solve problems;
2. critically evaluate the ideas of others;
3. express themselves effectively, professionally, and persuasively both orally and in writing;
4. explicitly demonstrate how the curriculum will develop critical thinking skills;
5. explicitly demonstrate how the curriculum will develop information literacy skills;
6. include a graded writing component, which whenever possible is developmental.

**Communication learning objectives**

Students will:

1. define communication;
2. mention the attributes and dimensions of communication;
3. identify the levels and modes of communication;
4. describe the various types of communication;
5. explain the main communication models; and
6. list the barriers to effective classroom communication.

**UNIT ONE**

**What is communication?**

**Objectives:** Communication is a two-way process that involves getting your message across and understanding what others have to say. Communication involves active listening, speaking and observing.

(i) At the end of the lesson, learners should be able to define communication;

(ii) State the attributes and dimension of communication;

The word communication is derived from the Latin word, *communis,* which means *common***.** Communication is concerned with all the ways in which information and ideas are exchanged and shared. Communication is the process of transferring information from a sender to a receiver with the use of a medium in which the communicated information is understood by both sender and receiver. It is a process that allows organisms to exchange information by several methods. In its simplest form communication is the use of words to describe andconvey a message or give information to another person. We communicate using language as a code to share information, ideas andfeelings.

The word communication has been variously defined by scholars according to their persuasion. These arrays of definitions, notwithstanding, are pertinent to the affront. Barnard (1938) defined communication as‘ the means by which people are linked together in an organisation to achieve a common purpose." To Hoy and Miskel (1982) communication refers to the behavior that conveys the desired meaning of a message to two or more parties to the message. While Anderson (1972, p5) defined it as a dynamic process by which an individual, consciously or unconsciously affects the cognitions of another through materials or agencies used in symbolic ways. Communication, as Kimbrough and Nunnery (1988) posited, may be “regulative” characterised by task - related may directions and feedback between superiors and subordinates. Communication can also be conceived of as “Innovative” dealing with means and ends of bringing about change".



Source: educationwithfun.com

Okwo (1995) supports Thompson’s (1979) opinion that communication is “an interactive process involving the design of ideas, messages, information or data and their dissemination in an attempt to effect a change in a person’s behaviour or to persuade him to act in a particular or predetermined manner” communication may take place between individuals or organizations and that process modifies the behaviour of both the sender and the receiver

Communicationcan can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). Communication is the given of understandable information or message and the receiving and understanding involve to the point that the receiver is able to respond by appropriate action or inaction. Communication is the means by which we share our reality with others, it is the mechanism through which human relation exist and develop. It is the process by which an individual that is the communicator transmit stimuli usually verbal symbols to modify the behavior of the other individual that is the receiver. Also it is the process which involves the transmission of properly conceived and encoded facts, ideas, views, thought, opinions, messages, feelings, or information among individuals organizations or systems via appropriate means such as face to face conversation, letters, reports, memoranda, drawings, designs, posters, telephone calls, e-mails, minutes of meetings invoices, photography, symbols, models etc.



Source: educationwithfun.com

**Attributes of communication**

From our discussion about communication, we can point out some attributes. The most prominent ones are:

1. It is a process which is identifiable.
2. This process is dynamic.
3. Tt is interactive and it involves continuous interaction between the sender and the receiver.
4. There is always a purpose in communication and the purpose of communication may br classified as persuasive, educative, informative, entertaining and instrumental.

ASSIGNMENT:

1. Define communication in your own words.
2. Identify the attributes of communication.

**UNIT TWO**

**Components of communication**

**Objectives**: to define the elements or components of communication and its process. It will focus on key elements of communication and the best way to convey meaningful message or instructions. Students will learn the communication process loop and the relationship of the elements.

The goal of this lesson is for each learner to:

(1) Comprehend the elements of the communication process and

(2) Respond positively to it and how it applies to their goals and lives.

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

the message, this can be the teacher who pocess 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 ofmeaningful 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 metal 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 nonverbal (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 endeavor 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 misconnecting of the message.

**F. Feedback** – Feedback can be a verbal or nonverbal 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.

**UNIT THREE**

**FORMS OF COMMUNICATION**

**Objectives:** This lesson teaches learners to define various forms of communication.

The goal of this lesson is for each learner to:

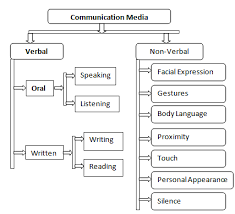
(1). Comprehend the various forms communication process and

(2). Define effective communication.

(3). Describe the value of effective communication and be able to give examples

Communication today is mainly of three types:

Forms of Communication



Source: Bartol and Martin (2015**)**

**Written Communication:**In the form of emails,letters, reports, memos and various other documents.

**Oral Communication**: This is either face-to-face or over the phone/video conferencing, etc.

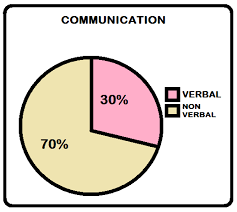
A third type of communication, also commonly used but often underestimated is **Non-verbal communication**, which is by using gestures or even simply body movements that are made. These too could send various signals to the other party and is an equally important method of communication.

Oral communication refers to all communication that is face - to - face. The communicator and communicate either talk to each other in understandable language or through the medium of the telephone. This type of communication is unwritten. The classroom teacher finds this type of communication very useful it is the major medium of communication with his class. It is also found to be a very effective means of teaching as it uses questions and answer for communication is in respect of physically disabled or impaired student who are deaf or hard hearing.

Written communication is another type of communication prevalent in school. This is another common medium of communication. The teacher uses this often as he writes on the blackboard major summaries or objectives in his lesson. He also uses it to reinforce what he has orally communicated for meaningful effect and retention by students. Written communication is often regarded as official communication in the form of letters, Memos and circulars. An effective classroom teacher usually combines oral and written.

Visual communication is another type of communication refers to communication between the sender and the receiver through pictures, images or symbols. In communicating with children, visual communication is often relevant as is evident in many children's books. Pictures, symbols, and shapes arouse the imagination of children who though, cannot read the wordings of the pictures and shapes. Still or motion pictures without sound are also examples of visual communication. By seeing these pictures, images and symbols, associations are made by students in relation to lesson being taught. Visual materials reinforce classroom instruction of the teacher and consequently effective arouse the imagination of children who though, cannot read the wordings of the pictures and shapes.

Non verbal communication or kinetic communication refers to body signals or gestures which convey meaning to the receiver. Body movements using the hand, facial expressions, nose the eye, the legs and even the lips are illustrative of kinetic communication. In United States cultural parlance, this type of communication has long been in use effective. The student may use their eyes, nodding of the head or even shuffling of legs to indicate to a teacher that he is either boring them, and therefore ineffective or that they don't like his mannerisms or lesson proper. Whichever use the student make of this, the classroom teacher should be conversant with this kind of communication in order to deviseappropriate strategies for neutralising the negative ones through adaptation of preferable behaviour. Kinetic communication has been found more useful for teaching the dumb and deaf students.



Source: Bartol and Martin (2015)

Classroom communication can be either effective or ineffective. It is effective when the intended message to the student is received, understood and responded to. The effectiveness of the teacher is a contingency of whether what is taught has been understood by the students. An illustration of an ineffective classroom teacher is that of a history teacher who came to his class loaded with high sounding English words and without finding out the reading level and communication ability of his form three students, he went on to deliver his lesson. Half way into his lecture, he paused to ask them whether they understood what he said thus far, and the entire class shouted 'Yes Sir'. Naturally, at the end of the second lecture contact with the teacher and the same experience occurred, the students matched to the principal's class to protest and request for another history teacher. This type of teacher obviously failed to communicate with his class students and was therefore ineffective. He merely talked at the class rather than to the student.

The effective classroom teacher must be able to introduce his lesson appropriately after taking time to prepare his lesson. He must adopt his lesson and examples to the level of the class and must allow time for questions for the students and from the students. Above all, language must be clearly understood. In addition to taking time to prepare lesson, choosing appropriate lesson materials andillustrative diagrams, choice of appropriate language and allowing time for questions and answer by the students, he must adopt a specific strategy. Effective classroom communication can be achieved through giving group assignments, organizing classroom debates, organizing the class into task force and through questioning method. In suggesting these four strategies, Ehiametalor (1985: 164)remarked that "an effective classroom teacher is that teacher who deliberately plans classroom instruction to facilitate interaction.



Source: Bartol and Martin (2015)

**Assignment:**

1. Explain two types of communication.
2. Explain the values of effective communication in classroom.

**UNIT FOUR**

**BARRIERS OF COMMUNICATION**

**Objectives:** At the end of the lesson, students should be to list the factors, conditions or situations that constitute obstacles to effective communication in the classroom.

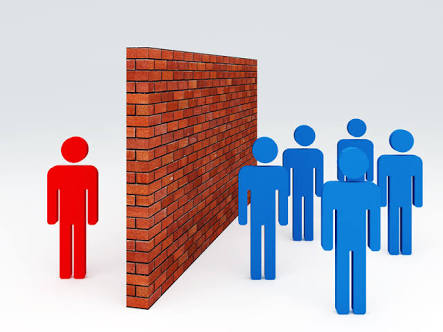
**Barriers to Effective Classroom Communication**

At any point in the communicationprocess a barrier can occur. Barriers keep us from understandingother’s ideas and thoughts. Barriers can appear at any point of the communicationloop.They are distortions which may prevent the achievement of teaching and learning goals. The barriers tend to minimise learning.



Source: Keizer, (2010)

Barriers are fatigue, poor listening skills, attitude toward the sender or the information, lack of interest in the message, fear, mistrust, past experiences,negative attitude, problems at home, lack of common experiences, and emotions. Examples of external barriers include noise, distractions, e-mail not working, bad phone connections, time of day, sender used too many technical words for the audience, and environment. Barriers keep the message from getting through. When communicating, watch out for barriers. Monitor the actions of the receiver. Watch her body language; check to make sure the message the receiver receivedis the one sent—ask questions and listen.

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Source: (Krapp, 2011)

**NOISE**: - many communication theorists recognize the negative effect of noise on communication that is why they included it in the communication process.

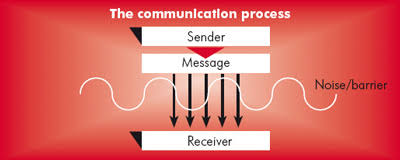
Noise in communication refers to any disturbance, distortion, obstacle or hindrance that tampers with the free flow of the message, its interpretation and comprehension. Noise is anything that interfere with any stage of the communication process, there are different types of noise.

1. Physical noise:- human being talking i.e. noise from outside the class, discomfort in the classroom, anything that disturb free flow of a lesson, mannerism.

2. Emotional and psychological noise:- this is from any emotional hatred for the subject, anxiety, negative pre-conceived ideas depressed conditions of the learner, family problems, hunger.

3. Environmental noise:- industries.

4. Linguistic noise: - this relates to language incompetency of the teacher, wrong use of words or sentences that can make the meaning of the message to be loss, mispronunciation and wrong interpretation of message.



Source: Panikka: (2011)

**Physical Barriers**

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, distances between people, walls, and static on the radio. People often take physical barriers for granted, but sometimes they can be removed. For example, an inconveniently positioned wall can be removed. Interruptions such as telephone calls and drop-in visitors can be removed by issuing instructions to a secretary. An appropriate choice of media can overcome distance barriers between people.

**Semantic Barriers**

The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as *efficiency, increased productivity, management prerogatives,* and *just cause* may mean one thing to a school administrator, and something entirely different to a staff member.

Technology also plays a part in semantic barriers to communication. Today's complex school systems are highly specialized. Schools have staff and technical experts developing and using specialized terminology. The staff and technical experts can understand, and if people do not understand the words, they cannot understand the message.

**Psychosocial Barriers**

Three important concepts are associated with psychological and social barriers: fields of experience, filtering, and psychological distance (Antos, 2011)). *Fields of experience* include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. *Filtering* means that more often than not we see and hear what we are emotionally tuned in to see and hear. Filtering is caused by our own needs and interests, which guide our listening. Psychosocial barriers often involve a *psychological distance* between people that is similar to actual physical distance. For example, the school administrator talks down to a staff member, who resents this attitude, and this resentment separates them, thereby blocking opportunity for effective communication.

Successful communication by school administrators is the essence of a productive school organization. However, as discussed previously, communications do break down. Several communication theorists (Abrell, 2004; Auer, 2011; Larson, 2011; Shettleworth, 2010; Weiss, 2011) have focused on the major areas where failures in communication most frequently occur. The following are the major areas where communication breakdowns most frequently occur in schools:

• ***Sincerity.*** Nearly all communication theorists assert that sincerity is the foundation on which all true communication rests. Without sincerity—honesty, straightforwardness, and authenticity—all attempts at communication are destined to fail.

• ***Empathy.*** Research shows that lack of empathy is one of the major obstacles to effective communication. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the eyes of the other person.

• ***Self-perception.*** How we see ourselves affects our ability to communicate effectively. A healthy but realistic self-perception is a necessary ingredient in communicating with others.

• ***Role perception.*** Unless people know what their role is, the importance of their role, and what is expected of them, they will not know what to communicate, when to communicate, or to whom to communicate.

• ***Efforts to distort the message.*** Pitfalls in communication often occur in our efforts—both consciously and unconsciously—to distort messages.

• ***Images.*** Another obstacle to successful communication is the sender's image of the receiver and vice versa. For example, on the one hand, school administrators are sometimes viewed as not too well informed about teaching, seen as out of touch with the classroom, and looked on as paper shufflers. On the other hand, some school administrators view teachers as lazy, inconsiderate of administrative problems, and unrealistic about the strengths and weaknesses of their students.

**Assignment**

Have you ever been talking to someone and they misunderstand whatyou were saying? Why do you think happens? List other types of barrier and share your experiences.

Discussion

1. How many of us got confused and just “quit” listening? Why?

2. Why was communication so difficult to follow?

3. Why was it difficult to comprehend in a class and why communication cannot ensure complete understanding?

4. How can we make our communication efforts more effective?

**UNIT FIVE**

**Dimensions of Communication**

**Objectives:**At the end of the lesson students should be able to explain dimensions of classroom and identify the various levels of communication.

**Dimensions of Communication**: communication can be downward, upward or horizontal.

1. Downward communication: It is a process through which information is transmitted from the top of the organisation to the bottom, e.g. from the principal to the learners.
2. Upward communication: It is the opposite of downward communicaton. In other words, it refers to the process through which information is transmitted from bottom of the organization to the top, e.g. from the learners to the principal. Learners air their views on issues and decisions which affect them.
3. Horizontal communication: This may be between people or organization of the same level or status e.g. communication between two learners in a school, communication between two teachers who are colleagues.

**Levels of Communication**

There are strategies and skills employed in communication which may vary with the level at which the communication is taking place. We can identify five levels of communication. These are:

1. Interpersonal communication: it involves two individuals, e.g. teacher and learner, learner and teacher and teacher and teacher. It is the most effective because it gives immediate feedback. It does not require media.
2. Small group communication: it refers to a classroom group of not more than thirty learners with a teacher organizing the teaching activities. Visual and other such materials can easily be passed around to the learners in a classroom setting.
3. Large group communication: large group communication involves the sending of message to a classroom group of over thirty learners. They may be over one hundred. They require media that could be projected or displayed for the benefit of all members of the group. In most of our public schools today, the class size is usually the large group type.
4. Public communication: it refers to a very large number of people who may come together to be addressed together by the school authority e.g., in the general assembly during the morning devotion. Also they may not necessarily be seated in the same hall, e.g. when there is an information intended for all the members of a school .in this case, public address system or posters at different locations may be used to reach the learners.
5. Mass communication: this involves the sending of messages to a large audience who are physical separated in different geographical locations at the same time. Such media like newspaper, radio and television are used for mass communication. The internet (although restricted to those who are appropriately linked) can be seen as one of the current media of mass communication.

Assignment:

1. Explain in details the dimension of communication.
2. Identify four levels of communication and explain three of them in details.

**UNIT SIX**

**MODELS OF COMMUNICATION**

**Objectives:** At the end of this unit, you should be able to explain communication models.

1. Claude Shannon and Warren Weaver Model (1949)

2. Harold Lasswell's Model (1940)

1. Wilbur L. Schramm (1954) Model
2. David K. Berlo (1960) Model
3. Aristotle model (300BC
4. John w. and Matilda Riley model
5. The Two Person Relationship Model

The best known model of communication is the one devised by Shannon and Weaver (1949). It is a simple linear model which is easily understood. The model has five main parts:

Information source - where the message is produced.

Transmitter - where the message is encoded.

Channel - where the signal is carried.

Receiver - where the message is decoded.

Destination - where the message ends up.

There is also a sixth part which is noise. Noise is interference in the channel, and causes a signal to be received that was not intended by the source.

The advantages of Shannon and Weaver's model are that it is in a simple, easily understood form; and that it is a general model that can be applied to most types of communication. The five main parts are self-explanatory; the only part that needs some description is the 'noise'.

The following diagram was developed by Claude Shannon and Warren

Weaver (1949 *The Mathematical Theory of Communication*) to explain

how communication works:

This laid the foundation for the different communication models that we have today, and has greatly helped and enhanced the communication process in various fields. This model can beconsidered as the granddaddy of many later communication models.

Following is a simple illustration of this model.



Source: Shannon and Weaver's model(1949)

The diagram above clearly illustrates how communication takes place, and also helps one to determine what could go wrong.

In Shannon's model, the information source typically refers to a person, who then sends a message with the use of a transmitter.This transmitter could be any instrument today, from phones to computers and other devices. The signals that are sent and received can be vary depending on the method of communication. The box at the bottom called NOISE refers to any signals that may interfere with the message being carried. This again would depend on the method of communication.

The receiver is the instrument or the person on the other side that receives the message. This model is the simplest models to understand the workings of the communication process. When one person sends a message to another, as the diagram shows, the person sending the message (represented as the circle on the left) has to *encode* their thoughts and feelings. They have to find some words or actions that will be a code for their meaning. The person receiving the message (represented as the circle on the right) can not read the sender’s mind; they have to *decode* the words or actions to understand what the sender meant.

[ Lasswell's Who says What in what Channel to Whom with what Effect] model,

The basic flow of communication can be seen in the diagram below. In this flow, the sender sends a message to the receiver and then they share the feedback on the communication process.



Source: Lasswell model (1955)

The methods of communication too need to be carefully considered before you decide on which method to uses for your purposes. Not all communication methods work for all transactions. Once the methods of communication have been understood, the next step would be to consider various communication models. Due to the importance of communication, different types of models have been introduced by experts over the years. The models help the business organizations and other institutions to understand how communication works, how messages are transmitted, how it is received by the other party, and how the

**Schramm's Model of Communication**

Wilbur L. Schramm was a forefather in the development of a basic model of communication. His model is a derivation of the Shannon-Weaver transmission model of communication. The Shannon-Weaver model proposed six elements of communication:

Source, Encoder, Message, Channel, Decoder and Receiver

Wilbur Schramm's 1954 model expands on this thinking by emphasizing the process of encoding and decoding the message. Schramm envisioned this process as a two-way circular communication between the sender and receiver. Where the Shannon-Weaver model is a more mathematical and technological one, Schrammincorporates the study of human behavior in the communication process.

In addition to the six elements above, Schramm has included these concepts:

Feedback - information that comes back from the receiver to the sender and tells him how well he is doing.

Diagram of Schramm's feedback loop



Source: Schramm model (1954)

Field of Experience - an individual's beliefs, values, experiences and learned meanings both as an individual or part of a group.

Diagram of Schramm's field of experience



Source: Schramm model (1954)

Schramm suggests that the message can be complicated by different meanings learned by different people. Meanings can be *denotative* or *connotative*.

Denotative meanings are common or dictionary meanings and can be roughly the same for most people. Connotative meanings are emotional or evaluative and

based on personal experience. A message can also have surface and latent meanings. Other characteristics of messages that impact communication between two individuals are: intonations and pitch patterns, accents, facial expressions, quality of voice, and gestures. The successful transmission of a message depends on whether this message will be accepted over all the competing messages.

Schramm's model of communication also allows for the process of interpreting the message. This process is influenced by the presence of both *physical* (phone, tv,

sirens, etc.) and *semantic* (distractions, age, attitudes, etc.) noise.

Schramm believed that all of these elements were important functions of communication in society. He felt that people in a society need information on their environment and methods of communicating in order to make decisions. Most importantly we need "places to store the accumulated knowledge and wisdom of a

society and this is why we have libraries"

**COMMUNICATION ACHIEVEMENT TEST (CAT)**

1. ----------- is a process that allows organisms to exchange information by several methods.
2. Transportation (b) transplant (c) communication (d) sender
3. Communication is the given of understandable information or message and the receiving and understanding involve to the point that the receiver is able to respond by appropriate action or inaction.

True or False

1. ------------- defined communication as a dynamic process by which an individual consciously or unconsciously affects the congnitions of another through materials or agencies used in symbolic ways.
2. Kimbrough and Nunnery 1988 (b) Barard 1938 (c) Okwo 1995 (d) Anderson 1972.
3. A process which is identifiable, dynamic, interactive and purposeful is an attribute of communication.

True or False .

1. The communicators attitude and communicators selection of meaningful symbols are factors that determine an effective communications.

True or False.

6. Teacher who pocess the information, ideas, attitude knowledge that need to be transmitted to the learners can be called ------------

(a) encoder (b) sender (c) receiver (d) decoder

7. The process of conversation, planning, arranging, organizing, delivering or disseminating the message, information, ideas, skills, and attributes with logical understanding or explanatory way to the receiver is known as ------------

(a) feedback (b) message (c) receiver (d) encoder.

8. All except one is not an element of communication process.

(a) transmitting (b) sender (c) receiver (d) encoder.

9. One of the factors that guide the selection of a media for disseminating information is ------------

(a) cost of the medium (b) its overall appropriateness (c) the nature of the audience (d) all of the above.

10. Classroom communication can be ----------- when the intended message to the student is received, understood and responded to.

(a) encode (b) effective (c) ineffective (d) sender

11. Kinetic communication is also known as --------------

(a) verbal (b) written communication (c) non-verbal communication (d) face to face communication

12. Which of the following is a form of communication

(a) oral communication (b) written communication (c) non-verbal communication (d) all of the above

13. Communication brake dawn can occur in school through the following except --------------

(a) self- perception (b) empathy (c) sincerity (d) receiver

14. A process through which information is transmitted from bottom of the organization to the top is upward communication

True or False

15. The most effective communication is -------------- because it gives immediate feedback and does not required media

(a) small group communication (b) public communication (c) interpersonal communication (d) large group communication

16. Information source, transmitter, channel, receiver and destination are components of communication by -----------

(a) David .K. Berlo 1960 (b) Aristotle model 300BC (c) Harold Lasswell model (d) Claude Shannon and Warren Weaver model 1949

17. The information that comes back from the receiver to the sender is --------

(a) encode (b) feedback (c) channel (d) source.

18. A communication between the sender and the receiver through pictures, images, or symbols is -------------

(a) visual communication (b) verbal communication (c) kinetic communication (d) written communication.

19. For an effective classroom communication teacher must be able to choose ---------

(a) an appropriate lesson materials, illustration, and diagrams (b) appropriate language (c) taking time to prepare lesson, and adopting a specific strategy for teaching (d) allowing time for question and answer by the student (e) all of the above.

20. Past experiences, negative attitude, problems at home, poor listening skills, attitude towards the sender or the information are -------------- to effective classroom communication.

(a) techniques (b) element (c) barriers (d) function

21. Disturbance, distortion, obstacle or hindrance that tampers with the free flow of the message, it’s interpretation and comprehension is ------------------

(a) noise (b) no e-mail (c) no network (d) time.

22. Language, incompetency of the teacher, wrong use of words or sentence, that can make the meaning of the message to be loss is ------------------

(a) physical noise (b) linguistic noise (c) emotional noise (d) environmental noise.

**MARKING GUIDE FOR COMMUNICATION ACHIEVEMENT TEST (CAT)**

1. C
2. True
3. D
4. True
5. True
6. B
7. D
8. A
9. D
10. B
11. C
12. D
13. D
14. True
15. C
16. D
17. B
18. A
19. E
20. C
21. A
22. B