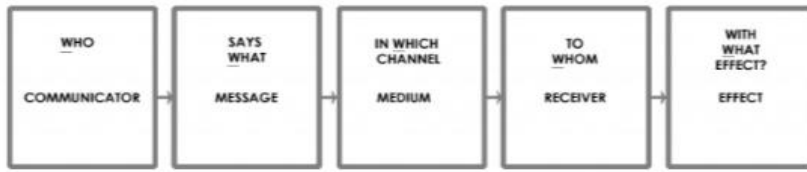


Lasswell's Communication Model



The Lasswell Communication Model consists of the basic questions below, aimed at a component and the gaining of an analysis.

- **Who?**

- Component: This is the **communicator**, also called the sender, who formulates and spreads a message. The sender can also be an intermediary.
- Analysis: This is about a management and audit analysis that **helps the sender to have the power to communicate**.

- **What?**

- Component: This is the **content of the message** or the message that the sender spreads.
- Analysis: The content analysis is related to the **aim of the message and/or the secondary intent**.

- **Which channel?**

- Component: The channel describes the **medium or media that is/are used to convey and spread the message**. The medium can consist of several communication tools, mass media and social media.
- Analysis: The media analysis shows **which medium is best used to convey a message to the receivers as effectively as possible**.

- **To whom?**

- Component: This describes the **receiver(s)**, such as a **target group or an individual**. With mass communication, there's an audience.
- Analysis: The target analysis shows **who the message is meant for and how they are best reached and/or influenced**.

- **Which effect?**

- Component: The effect is the **result the message leads to**. The so-called triangle of success 'knowledge, attitude, behaviour' is often used to describe the desired effect.
- Analysis: The effect analysis will **need to be started beforehand, so the messages can be aimed at and fitted to the target audience**.

- **Here is an example:**

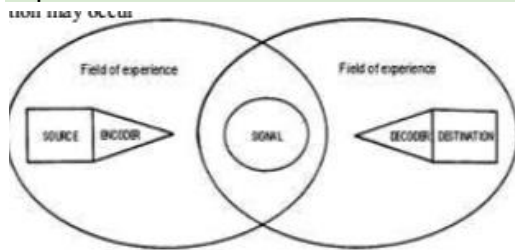
"A family serves as the communicator (who) of values (message) through the practice of family rituals such as family dinners and birthday celebrations (channel) with the children, the next generation (to whom) who will preserve and pass on the culture to future generations (effect). The communication cycle with the next generation."

Interactive Models - describes communication as a process in which **participants alternate positions as sender and receiver and generate meaning by sending messages and receiving feedback within physical and psychological contexts**

1. Schramm's Model of Communication

- **Wilbur Schramm**

- **Schramm's First model of Communication:** shows the concept of process and interaction in communication. This highlights the importance of an overlap in the communicators' field of experience in order that communication may occur.



- - The **source** is the speaker who encodes the message.
 - The **destination** is the receiver who decodes the message.
 - The **common field of experience** illustrates the shared meanings that communicators possess without which communication is impossible.
 - Conversely, the **size of the common field of experience** determines the breadth and depth of communication between communication.

● Schramm's Second model of Communication

- depicts the dual roles of communicators where they can be both senders or encoders and receivers or decoders.
- They are also the interpreters in the process as they assign meaning to the message.
- It also illustrates the circular sequential process in which one person interacts with another who then send feedback to the first person.



Transactional Models - The transaction model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts. We don't just communicate to exchange messages; we communicate to create relationships, form intercultural alliances, shape our self-concepts, and engage with others in dialogue to create communities.

1. Dunn and Goodnight's Model of Communication

- Daniel Dunn and Lisa Goodnight (2008) stress the importance of understanding and celebrating difference as a means to becoming effective communicators.
- Instead of labeling participants as senders and receivers, the people in a communication encounter are referred to as communicators and that we are simultaneously senders and receivers.
- This is an important addition to the model because it allows us to understand how we are able to adapt our communication—for example, a verbal message—in the middle of sending it based on the communication we are simultaneously receiving from our communication partner.

	from Israel.
Shintoism	• Devoted to life and embracing humanity's innate goodness • The Japanese devotion to spirits called the kami, who are believed to care about humanity and will bless humans if they respect and revere them well • Shintoism has more localized rituals. Instead of congregating with other believers, Shintoists usually have their own little shrines at home. They do, however, visit the larger shrines around Japan during the new year and other special occasions. • This is not usually considered a religion but more of a way of life, as there is no worship of a god or belief in the afterlife. It coexists with Buddhism in Japan.

Lesson 4: Effective Communication Skills

Vocabulary Words

Communication breakdown

- (noun) - happens when the message is not clearly understood by the receiver.
When Melissa saw the florist carrying dandelions instead of carnations, she realized there had been a communication breakdown.

Jargon

- (noun) words or phrases that are used by members of a particular group or trade and may not be understood by outsiders.
Natalie couldn't understand the jargon her cousins who grew up in North Carolina used.

Idioms

- (noun) - phrases or expressions that convey meaning other than their literal meaning.
Joshua used an idiom to express how he felt about Carly guessing the correct answer: "You hit the nail on the head!", he said.

Heritage

- (noun) - an object, tradition, or identity handed down from one generation to the next.
Although Mariz grew up in the States, she valued her Filipino heritage greatly.

Barriers in Communication

- Language barriers** - These manifest when two individuals do not have a common language, have an unfamiliar accent, or use unfamiliar words or expressions, jargon, idioms.
A Japanese tourist trying to order food from a local fast-food diner.
- Cultural barriers** - These are evident when there is difficulty in communication due to differing principles, views, and beliefs. This is also applicable to those who are insensitive to other people's heritage.
A staunch male traditionalist who disapproves of his daughter's choice to study to be a lawyer instead of waiting to get married and become a housewife.
- Physical barriers** - These are hindrances to better communication caused by environmental factors such as noise, lighting, and distance between the receiver and speaker.
Two students trying to speak to each other over the noise of other people talking and laughing in the cafeteria.