

SECTION

2

# SHARING IDEAS AND ORAL INTERPRETATION



# ORAL CONVERSATION

## Conversation/Communication in Context

### INTRODUCTION

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This section discusses identification of key ideas in texts and discourse. It always gives information on specific ideas or knowledge to the reader or hearer. The information given may come from all perspectives such as education, industrialisation, mining among others. It may also indicate some cultural values such as respect, tolerance and patience. Identifying key ideas gives you a better understanding of the discourse. It also enhances your critical thinking skills and interpretation abilities. There are types of reading techniques namely skimming and scanning and the application of any of the type enables you to get the right information demanded at any time. Knowledge of the types is therefore essential in our everyday life. The concept of oral interpretation will also be discussed. We shall discuss the skills needed for effective interpretation. Interpretation plays important roles in facilitating communication across language barriers.

#### By the end of this you will be able to:

- Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI etc.,
- Discuss ideas and relevant opinions from selected discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI, STEM, etc.

#### Key Ideas

Key ideas are the main messages that is relevant in any discourse. Some of the key ideas may center on cultural values such as respect, kindness, tolerance, patience, etc. In any discourse you can share relevant opinions

on any discourse appropriately and interpret any discourse in your own understanding.

## KEY IDEA

Dear learner, before leaving home for your present school, what are the main points from the conversation you had with your parent/guardian? Share with peers.

The main points you shared with your peers are known to as key ideas. Key ideas are the essential ideas that the author or speaker wants to give to the reader or hearer/ listener respectively. The ideas may include the claims, the reasons, conclusions, definitions, classifications, comparisons, evaluations, recommendations, etc. Key ideas can be expressed explicitly or implicitly.

For you to identify the key ideas in discourse there is the need for you to understand the main concepts, arguments, and the points made. Note that the discourse could deal with any topic such as mining, teenage pregnancy, natural disaster, educational issues among others. It must also be pointed out that it could also come in a text form, video or picture or all the forms mentioned.

In summary, my dear learner to identify the key ideas in a discourse which may be written or oral or visual, you may need to answer the following questions

- ***Find who or what the passage discusses:*** Does this passage discuss a person, group of people or an entity?
- ***Ask when the event took place:*** Does the information contain a reference to time?
- ***Find where the event took place:*** Does the text name a place?
- ***Ask why the event took place:*** Do you find a reason or explanation for something that happened?
- ***Ask how the event took place:*** Does this information indicate a method or a theory?

**NB:** *In a text, key ideas are sometimes italicised, boldened, or underlined. You can also find it in the topic sentence.*



## What is discourse

Generally, discourse refers to communication, conversation or discussion between individuals or groups either in spoken form or written form. It involves the exchange of ideas, opinions and information. Note that the definition of discourse could be defined also from different angles such as linguistics, social science and philosophy. The general meaning is appropriate for us. Go online to read the other definitions to broaden your knowledge.

## Opinion

Look at the picture below



<https://globalinitiative.net/analysis/gold-guns-and-china-ghanas-fight-to-end-galamsey/>

The ideas you shared from the picture is your own ideas which is known as opinion.

Dear learner, opinion is view judgement formed about something which may not be necessarily based on knowledge or fact. It could be expressed in a statement of advice by a professional expert.

As a learner when discussing ideas and opinions in discourse you do the following

1. Start by listening actively
2. Think before you speak
3. Make sure you have the facts
4. Say what you think in a detailed straightforward manner and support with evidence
5. Use 'I' statements.

### Activity 1

Watch the video:

<https://www.dw.com/en/the-story-behind-ghanas-traditional-fire-festival/video-66383282>

Identify all the key ideas in the video.

What is your opinion after watching the video? Share with your peers

### Activity 2

Read the text below and answer the questions that follow.

Tēēkpeene bone-nyuubu waa la yelferaa ko a andonee zaa. A tēēkpeene ama nyuubu ba fere a nyuuro yon kyε a fere la o noba ane o lan̄kpeereba zaa. Tēēkpeene nyuubu maŋ sãã la nee yeŋ ka o ere yeŋe naŋ ba seŋ ne. A nee ŋa soba maŋ lee la wahala ko o noba. Tēēkpeene na noba yaga naŋ nyuuro la ana naŋ maŋ veŋ ka te enne deri, ka te enne yuoro bee ka te gbiri. A enderi tēēkpeene mine la, wii, teramool amk. A maŋ tōo nyoge la nee o koŋ la tōo bare. Tēēkpeene naŋ maŋ yuoro eŋa teseŋ kookeen, teramool amk, maŋ veŋe la ka nyuuribo dooŋo zie a kyε boora zoore. Tēēkpeene na te naŋ maŋ nyu gbiri mine la, dāākpeene ane gōoŋ tēē. A maŋ toŋ sigiri la nee yeŋ ka a soba maŋ buriburo yeŋe eebo poŋ.

1. Write down any relevant message you got from the passage above and discuss with your friend in class.
2. Explain any moral and cultural value you derive from the passage and share with your friends
3. Compare the answer you had with answers from your friends.

## EXTENDED READING

Canning, P. and Walker, B. (2024). *Discourse Analysis. A practical introduction* (1<sup>st</sup> ed.) Routledge

## REFERENCES

Aragbuwa, A. (2021). *Chapter One: Basic concepts in discourse analysis.*

[https://www.researchgate.net/publication/356207173\\_CHAPTER\\_ONE\\_BASIC\\_CONCEPTS\\_IN\\_DISCOURSE\\_ANALYSIS/citations#fullTextFileContent](https://www.researchgate.net/publication/356207173_CHAPTER_ONE_BASIC_CONCEPTS_IN_DISCOURSE_ANALYSIS/citations#fullTextFileContent). Retrieved on 5<sup>th</sup> May 2024.

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# ORAL CONVERSATION

## Reading

**By the end of the sub-strand you should be able to:**

- i. Discuss skimming using preview, overview and review.
- ii. Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words and phrases)
- iii. Apply skimming and scanning to extract information or ideas from texts

### Key ideas

Skimming is going through a text rapidly to get the general information in the text while scanning involves looking for a specific information in a text. Scanning is a process of reading in which your eyes quickly run through a piece of text to find a piece of relevant information. Scanning and skimming are two different concepts of reading.

## Types of reading

There are types of reading skill or technique namely skimming, scanning, intensive reading and extensive reading. Dear learner, in this lesson you shall learn skimming and scanning techniques of reading.

### Skimming

Skimming is a reading technique used to quickly identify the main ideas or key points in a text. It is the action of reading something quickly so as to note only the important points. Basically, skimming is reading rapidly in order to get a general overview of the material read. It is used to find specific facts in texts. It involves glancing over the material, focusing on headings, subheadings, bold text and key phrases to get a general understanding of the content. Skimming is useful when; time is limited, looking for specific information, you want to get an overview before reading in-depth and you are dealing with a large amount of text. Below are the skimming types.

1. *Preview*: An opportunity to view something before it is acquired or becomes generally available. Preview is done in an effort to learn about the ideas presented and the structure of their development.
2. *Overview*: Used to sample the reading material more thoroughly. A general review or summary of a subject.
3. *Review*: The review is done to re-familiarise yourself with the material you have previously read thoroughly or skimmed. A formal assessment of something with the intention of instituting a change if necessary.

Learner, in skimming, you can follow these steps

- i. Read the title
- ii. Read the headings and sub-headings as well as topic sentences in each paragraph
- iii. Look for important information such as date, names and unusual words.
- iv. Read the conclusion

### Activity

1. Revise what you learnt and explain how you understand the concept of skimming and share your answer with your peers.
- 2a. Skim through the passage below and write down three specific facts found in it .
- 2b. Compare the facts you identified with a friend.

Koŋ-woŋyele yel-erre mine naŋ be a siinea haae sakuiri biiri zie Ghana poɔ e la yeli feraa kaŋa ko te a yuomo naŋ pare. A koŋ-woŋyele mine la bonkpeene nyuubu, sakuiri nagebo, gyennoo poɔ zuubu ane zukpeɛ-yele do la saa a siinea haae sakue poɔ, Tuurintaaba saan-taa, biiri ba-guubu, ane libi-wiou bee yuori boɔbo zaa la poɔ ka a yeli ŋa maalen duoro saa. A karembiiri bama kpeere la yelba-erre poɔ teseŋ, dāākpeene nyuubu, tēēkpeene nyuubu, gbaŋ ŋmeebo, seŋgan-yele, ane yel-erre mine a Ghana begɛ nan ba sage ko sori. A ama zaa taa la dɔgroŋ ko a biiri laafeeloŋ, gan-zanne yele, ane nendaare meŋa soobo.

Pampana kompetarre ane foone naŋ wa la baare sãã a yele bare. Karembiiri maŋ nye la yele ba naŋ ba ta ka ba nye, a tɔglɔ. A eɛ nimizeɛ ka bidɔgreba, karemamine, gɔmenente nember�e lantaa a bɔ vūũ kpinnuu ko a yelwolle ama kyɛ bɔ sobiri na naŋ na soŋ ka a biiri baabo tori ka a ba sakuiri gaabo gaa niŋe a taa tɔna ko a ba nendaare kaŋa.



3. Apply the overview and review skimming types to analyse the passage below.

Ganzanne la yuoro sori kora yelsonne ne meṅa nyaabo. Ganzanne la a danḳyinpare na zu noba, tene, bee paaloṅ zaa naṅ na do are kyɛ baa. Ganzanne zie la ka te maṅ tu a nyɛ yɛn-zuluṅ, ane sobisonne naṅ na soṅ ka te melle a teṅa zu yeltarre zaa poɔ. Be ka te na tu a bɔ teeroṅ soṅ naṅ na tee te ka te soṅ yuo te paaloṅ. Ganzanne na iri te la yi, ba-bammo, naṅe basentaa poɔ kyɛ e ka te ta te tazie te nyɔvoreṅ. Ganzanne la maṅ wa ne, teeroṅ zuluṅ, niṅe gaabo, ane meṅa nyaabo. A ama zaa na wa ne la zenlaafeɛ te paaloṅ poɔ. Ka teneṅ de te libie eṅe sakuuri poɔ, te de la te libie eṅe te menne, te biiri ane te nendaare kaṅa.

In summary you have learnt skimming and the steps as well as the types of skimming which you can apply. Dear learner, let us examine what is scanning.

## Scanning

Scanning is reading rapidly in order to find facts without reading everything. Scanning helps you locate a particular fact while skimming tells you what general information is within a section.

Scanning involves looking for a specific information in a text. It can also be said to be a process of reading in which your eyes quickly run through a piece of text to find a piece of relevant information. In scanning the reader looks for a piece of specific information. An example of scanning is searching for the meaning of a word in a dictionary. Scanning helps the reader to locate particular facts in an entire text quickly. Students often use scanning when solving their reading comprehension questions.

It is important to know the purpose for scanning. You should know what you are searching for, eg title of a book, a website, a reference material, a particular word or phrase and a particular story you want to read etc. You should know how the material is structured either alphabetically, non-alphabetically, chronologically, by category, by titles /headings, by textual sense, by numbers among others.

Scanning helps a learner to read more and to develop love for reading.

## When to scan

1. Scan before reading
2. Scan a number of questions to identify the one which you are most comfortable answering

3. When searching for particular information such as date, keywords etc.

The following shows how to do scanning after getting overview of a text and identifying the sections of the text you want to read.

1. Start scanning the text by moving your eyes and fingers quickly over it
2. When you have identified the information, word or the phrase you are searching for, read the information surrounding the word carefully
3. When you identified the information that requires attention, you read it thoroughly slowly.

### Activity

1. In pairs explain the differences between skimming and scanning and compare with other pair in the class.
2. Read this <https://www.google.com/search?q=strategies+of+scanning+a+text&oq=strategies+of+scanning+a+text&gsllcrp=EgZjaHJvbWUyBggAEEUYOdIBCjI2MzA1OWowajSoAgCwAgE&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:9f31d498,vid:ZOS1NzVsHxI,st:52>

From the readings identify the strategies in scanning a text and discuss in your group.

- 3a. Scan through the text below and identified the specific facts in it.

- 3b. Use four key words/phrase in the text to form sentences.

Laafeelon la nee endaa, teeron, ane o lanƙpeebo yeltarre nan veela. Baalon kyaabo yon naane laafeelon. Ka foon kaara fo meɲa velaa, fo na taa la popeelon ka fo nyovore taa tona. A laafeelon nyaabo sobie mine la bondi-sonne diibu, meɲa kyegrebo wagere zaa, gbiri ka a seɲ ane teeron yaga nmaa-baroo. Ka foon de laafeelon sobi-sonne, yelwonni yaga teseɲ baalonkorre nyaabo na sigri la kye ka fo nye laafee a dire fo zu.

4. Watch the video below and identify the key information.



VID-20200503-WA0005.mp4

## EXTENDED READING

Owu-Ewie, C. (2015). *Language teaching skills: A guide for language teachers*. Shine Prints Company Ltd.

Reading strategies: skimming and scanning. [https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/class/special-programs/writing-center/process/reading-strategies\\_skimming-and-scanning.pdf](https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/class/special-programs/writing-center/process/reading-strategies_skimming-and-scanning.pdf). Retrieved on May 5<sup>th</sup> 2024.

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Butler, D. (2014). *Reading with the right brain: Read faster by reading ideas instead of just words*.

Hancock, H. (2006). *Reading skills for college students*. (7<sup>th</sup> ed.). Pearson

Langan, J. (2016). *College writing skills*. (8<sup>th</sup> Ed.). McGraw-Hill

# LANGUAGE USAGE

## Oral Interpretation and translation

**By the end of the sub-strand the learner should be able to:**

Discuss oral interpretation focusing on effective listening, encoding and decoding,

### Key Ideas

Oral interpretation is reframing the meaning of a speech most often orally into another language. The original language is the source language and the language in which it is rendered is the target language. In oral interpretation you must note the cultural differences and be accurate in giving the meaning of what you are to render in the language orally.

## INTERPRETATION

Interpretation is listening to a message in one language and rendering it orally in another language maintaining the original meaning, tone and context. It is the stylistic representation of a creative work or dramatic role. It is the act of explaining, reframing, or otherwise showing your own understanding of something. In interpretation you first have to understand the text or the piece given to you and then explain in your own words. In broader terms it is rendering a spoken or signed message into another spoken or signed language preserving the register and meaning of the source language content.

Dear learner, it must be noted that before you can do any interpretation, you must be well versed in the source and target language. Interpretation can be performed either simultaneously or consecutively between users of different languages.

Dear learner, know that in interpreting you do not embellish or over-exaggerate. State the ideas clearly. In interpreting you need to listen carefully, decode and encode as they serve as the process of communication and interpreting.

## Bon la Duoro emmo?

Sobiri na duoro naŋ maŋ leere tere neekaŋa bee bonkaŋa a ko nee. Yeŋe leeroo ne pare bammo poɔ la a duoro emmo poɔ. Yeŋe kannoo ne pare bommo poɔ la. Yelbie bammo, yelmaare bammo, ane yeŋe bammo, a na too wuli a pare, a bone na yeŋe a naŋ sege ane teeroŋ na ba naŋ de sege ne a kye baŋ a kəkore na lesiri la duoro emmo.

## Bon la Duoro yiibu?

Duoro yiibu; Sobiri na te naŋ maŋ tu leere yelsogelaa ka o kyaane a taa pare bammo. Daa la ka a kyelekyelba na baŋ a pare kye meŋ wuli a pare. Duoro yiibu pare kaŋa la ka fo too wuli a yeli, teeroŋ bee duoro a yi segere ba naŋ kanne poɔ.

You need to know the following to do oral interpretation

1. Listen attentively.
2. You should be fluent in both languages.
3. Keep to the meaning of the text or speech in the original language.
4. Keep pace with the dialogue.

Dear learner, decoding is like sending message and encoding is similar to receiving and understanding the message.

### Activity

1. Explain the basic concepts in oral interpretation to the class.
2. Explain how you understand the concept of interpretation to a classmate
3. In pairs listen carefully to the recorded audio and interpret it.



## EXTENDED READING

Atkinson, J.M (1999) *Interpretation*. London: Routledge

Munday, J. (2001) *Introducing Translation Studies*. London: Routledge

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Baker, M. ed ((1998). *Encyclopedia of Translation Studies*. Routledge

Blackstil, M. (2007). *Theories of Interpreting*. Arnold

Larson, M.L (1984). *Meaning –Based Translation. A guide to cross –language equivalence*.

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Nolan, James (2005). *Interpretation: techniques and exercises*. Cromwell Press Ltd.

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# REVIEW QUESTIONS

## REVIEW QUESTIONS FOR KEY IDEAS

1. Mention five different key ideas you have derived from the talk on health during your orientation program.
2. Discuss with your friend the five key ideas you have identified in (1) and let her or him share his or her key ideas with you.
3. Study the picture carefully and write down a passage of at least fifty words on it highlighting the key ideas.



<https://www.gettyimages.com/photos/ghana-school>

## REVIEW QUESTIONS FOR SKIMMING

1. Apply your skimming knowledge to the passage below and share your ideas with your friend. Give the summary of what the passage is about and share with your class mates.

A yuomo awola ŋa naŋ pare, koɔbo eɛ tonnimizeɛ kaŋa naŋ kpɛ noba hakele poɔ. A koɔbo taa la nandaare yaga teseŋ, zomma guoluu, donne guoluu, ane bo-ɛgre guoluu. A ama zaa eɛ nimizeɛ bonso bondirii na

nensaaleba naŋ maŋ di nyɛ nyɔvore la ka a donne meŋ dire. Neɛ zaa de la ka koɔbo la a paalonɔ libiyɛɛ zaa nyaga.

A tendaa zaa poɔ tekoorre mine teseŋ, kookoo, orɔba, ane gonni la ka ba maŋ ko yaga a koore ko paalonɔ yobo, A boŋkoorre mine maŋ toɔ maale la velaa a paalonɔ mine poɔ gaŋ a paalonɔ mine. A paalonɔ na a tekoore ama naŋ koŋ toɔ maale velaa, ba maŋ ŋmɛ la sane yaga a koɔbo poɔ. A kooreba yaga zie zaa naŋ tona ne la dakoren saŋa tontomboma. A yaga zie meŋ ba taa boŋkoorre bimmu ziiri. A ŋaa maŋ veŋe la ka a bonnimie maŋ sãã a weɛ poɔ boma yaga kyɛ ka a deebo baŋ ta. A ama zaa e la yelferee a koɔbo toma poɔ.

A gɔmenente na baŋ e la yeɛ yaga a soŋ a kooreba. Ba naŋ baŋ wuli la a kooreba lenɛɛ ba naŋ na mɛ zisonne a maŋ biŋ a ba boŋkoorre. Ama zaa ane amine na toɔ soŋe la ka kooreba taa emmaaronɔ ne a ba toma a paalonɔ poɔ.

2. Apply the knowledge of skimming to an article such as a newspaper and give the general idea of the text.

## REVIEW QUESTION FOR SCANNING

1. Apply scanning to a comprehension text given in class and write out all the specific information derived from each paragraph.
2. Describe two scanning techniques and indicate how you can apply it to identification of specific information in a text.

## REVIEW QUESTIONS FOR INTERPRETATION

1. Explain the differences between encoding and decoding.
2. Explain three things you will consider when you are interpreting a message from one language to another and why?
3. Listen to the audio in the folder attached and give the oral interpretation to the whole class.

# ANSWERS TO REVIEW QUESTIONS

## SUGGESTED ANSWERS FOR IDENTIFYING KEY IDEAS IN COMMUNICATION

1. Some key ideas during the health talk include proper personal hygiene, keeping the environment very clean and eating hot or warm food.
2. Some ideas by the friend may include, bathing twice daily, brushing teeth twice in a day, eating in clean bowls, washing hand thoroughly before eating and after the use of washrooms and sweeping your environment.
3. The picture shows students who are sitting in the classroom. The teacher is having a lesson with the class. The students are looking into their books. They are listening attentively. This indicates their obedience to rules given by the teacher.

## SUGGESTED ANSWERS FOR SKIMMING

1. the challenge facing farmers such as the storage of food product  
the roles of government to improve agriculture  
Fishery, livestock and poultry are aspects of agriculture  
farming is the mainstay of the economy
2. The article in the newspaper title tells us generally what the article is about and the paragraphs put together aids in arriving at the general idea.

## SUGGESTED ANSWER FOR SCANNING

1. After scanning through the comprehension passage the questions that are asked gives you the idea on what specific information you should look for in the passage. The learner discusses with the friend whether the specific information required are the same or different.
2. The following shows how to do scanning after getting overview of a text and identifying the sections of the text you want to read

- Start scanning the text by moving your eyes and fingers quickly over it
- When you have identified the information, word or the phrase you are searching for, read the information surrounding the word carefully
- When you identified the information that requires attention, you read it thoroughly slowly

## SUGGESTED ANSWERS FOR ORAL INTERPRETATION

1. Some differences between encoding and decoding
  - i. Encoding is creating a message while decoding is interpreting a message
  - ii. Encoding is conveying the meaning of a message, decoding on the other hand deals with uncovering the meaning and intent behind a message
  - iii. Encoding involves the sender or author, decoding involves the sender or reader
2. Some things to consider may include:
  - i. Render the message accurately without omitting or adding anything.
  - ii. Avoid personal opinions and influences.
  - iii. Use precise and appropriate language and avoid errors and miscommunication
3. Some messages that should be heard from the audio is briefly summarized below.

A teepo poɔ duoro kyaare la Oliver Vormawor. Ba da nyɔge o la yuoni 2022, Gonsee kyuu poɔ saɲa na o naɲ da yeli yeɛ mine sasee poɔ. Ba da de la yeɛ ayi tuo o. Ba da gaa la kɔto na te yeli a yeɛ, kyɛ ba te ta la kɔto ka ba leere yeɛ eɲe bebiyuo, bonso, a kɔto zuzee da ba kyebe.

A dɔta maasumo na naɲ kaara eɛmbie baalon sane doe la a yi 380ghc te ta 491ghc. A baaleba mine da nme la kpelle kyaare ne libiyee naɲ wono ba a sane na duobu zuiɲ. A baala kaɲa da sore la nmaa-baroo.



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