

SECTION

2

**SHARING IDEAS
AND ORAL
INTERPRETATION**



ORAL CONVERSATION

Conversation/Communication in Context

INTRODUCTION

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.

At the end of this section, you should 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.

- 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
 1. Find who or what the passage discusses: Does this passage discuss a person, group of people or an entity?
 2. Ask when the event took place: Does the information contain a reference to time?
 3. Find where the event took place: Does the text name a place?
 4. Ask why the event took place: Do you find a reason or explanation for something that happened?
 5. 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



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.

1. Watch the video: <https://www.dw.com/en/the-story-behind-ghanas-traditional-fire-festival/video-66383282>
2. Identify all the key ideas in the video.
3. What is your opinion after watching the video? Share with your peers

Activity 2. Read the text below and answer the questions that follow.

Drug abuse is a growing concern worldwide. It affects not only the individuals but also their loved ones and society as a whole. Drug can alter the brain chemistry leading to physical and psychological dependence. The most commonly abused drugs include opioids, stimulant and depressant. Opioids such as heroin and prescription painkillers can lead to addiction and overdose. Stimulants like cocaine and amphetamines can cause agitation and aggression. Depressants including alcohol and benzodiazepines can slow down brain activities leading to impaired judgement and coordination.

Kadurnuu jagajaga la keshentirso monɛ ku bee daŋ nna durnyaŋ kike to. Manɛ esa nuupo na nawule nɛ ku bee tɔrɔ, ama ku bee tɔrɔ mobe beshapo nɛ kade na kike nna. Adur beenj tiŋ cherga esa be mbɔ kumu to nɛ e ma naŋ tiŋ fɛ nfera mobe kumu so nɛnɛ. Adur gbugiso jagajaga monɛ baasa bee tiŋ a nuu be ako ela adur monɛ a bee tiŋ a ju ebasa, adur nɛ a bee daŋɛ mbɔ n naa duwɔ amobe kushuŋ so. Adur fanɛ ebasa be adur beenj tiŋ bra kedeŋ nɛ kenuu m baŋso. Adur fanɛ kɔkeni beenj tiŋ shine esa e baa du wɔlwɔl nɛ nyaŋnyaŋ. Adur fanɛ tramɔl nɛ nsa bee shine mfera bee wɔrɔ zɔɔ zɔɔ nna nɛ fee wu asɔ kananɛ a maŋ du nko la.

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

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ORAL CONVERSATION

Reading

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

1. Discuss skimming using preview, overview and review.
2. Discuss scanning using the strategies (e.g., movement of eyes or finger, locating words and phrases)
3. 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.

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.

Overview: Used to sample the reading material more thoroughly. A general review or summary of a subject.

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

1. Read the title
2. Read the headings and sub-headings as well as topic sentences in each paragraph
3. Look for important information such as date, names and unusual words.
4. 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.
2.
 - a. Skim through the passage below and write down three specific facts found in it.
 - b. Compare the facts you identified with a friend.

Social vices among Senior High Secondary (SHS) students in Ghana have become a growing concern in recent years. Issues such as substance abuse, truancy, exam malpractice and indiscipline have become rampant in our SHS. Peer pressure, lack of effective guidance and the desire for quick wealth and fame have contributed to the rise of these vices. Students are increasingly engaging in risky behavior such as alcoholism, drug abuse, gambling sexual promiscuity and other illegal activities which have severe consequences for their health, academic performance and future prospects.

Kelontokɔ ashi Ghana be asekendere sukuru la kenishipre be kadigal mone ku bee daɲ nna naniera be mfe to. Ademu fanɛ asɔ kpakpaso be kenuu, kebaa kini sukuru be keba, nsulwe to be adabi lubi fanɛ kayu ne kebawɔtɔ lubi wɔrɔ

keshi nna ashi anyebe asekindere sukuru to. Beteri be kafule, kemaanya alakal malga, ne kebaa sha kenya ketere ne amansherbi mananmanan tiiso n shine kelontoko ere woro keshi. Bebiipo pre kenishi a woro adabi moso fane nsa be kenuu, kadurnuu jagajaga, chacha, kawa be kebawoto jagajaga ne aso pote mone a man be mbra so ne a beenj tinj toro bumobe alemfia, sukuru to be kenya ne echefoso be kebawoto lala.

The social media proliferation has worsened the problem, as students are exposed to harmful influences and false role models. It is imperative that parents, teachers and policymakers collaborate to address these social vices, promote positive values and behaviors, and ensure that our students in SHS receive a holistic education that prepares them for a bright and respective future.

Afuu to be kenishibuwi na gba nan woro kusokama ayayoo, nkpalmaneso ku bee buwi aso lubi nna a sa bebiipo ne baa be baasa fepo so. Ku daga bejinipo, benaawuraana, ne asukuru be bekenipo e ba abarso m fin yulwe n sa kadigal ere n shin lej adabi lala to ne anyebe sekendere sukuru be bebiipo ere e nya kenishibuwi lala n shin bla bumo ase ne bumobe echefoso e baa wale.

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

Education is the key to unlocking the doors of opportunity and prosperity. It is the foundation upon which individuals, communities and nations build their future. Through education, we acquire knowledge, skills and values that enable us to navigate the complexities of life, make informed decisions and contribute meaningfully to society. Education empowers us to break free from the risk of ignorance, poverty and inequality and to reach our full potential. It is the driving force behind innovation, progress and economic growth and is essential for building an equitable and peaceful world. By investing in education, we invest in ourselves, our children and our collective future.

Sukuru be keyo ela shaafi ne bu ko a buwi ekpaana ne kenya be mbuna. Kumo ela gbaltulase mone baasa, nde ne efuliana ko a por bumobe echefosona. Fo bulo kumo so, feenj tinj nya kenya, atrambi ne adabi mone a bee shine anyebe kebawoto bee nite nene, a tinj a pe anyebe nkre nene, n naa tinj a cheto ne lakal ne ku ko kefi a sa anyebe efuli. Sukuru be keyo bee lara anye ashi kema njyi to, ketir ne kema njesa be kebawoto to ne anyee tinj a fo anyebe elej be ekar. Kumo e naa bra kenishibuwi ne enoto be yulwe ne anyee por durnyanj mone

kayurwushi wɔtɔ. Fo baa ta amansherbi a wɔtɔ sukuru to, fo gbagba to, fobe mbia nɛ fobe echefoso nɛ fo kɔ amo a wɔtɔ na.

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 [here](#)

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

- 3
 - a. Scan through the text below and identified the specific facts in it.
 - b. Use four key words/phrase in the text to form sentences.

Health is state of complete physical, mental and social wellbeing, not just the absence of disease. Taking care of one's health is crucial for leading a happy and productive life. A healthy life style includes a balanced diet, regular exercise, sufficient sleep and stress management. By making healthy choices, individuals can reduce their risk of chronic diseases, improve their mental well-being and increase their energy levels. Let's prioritise our health and well-being to live life to the fullest.

Eyur be alemfia ela fobe eyur, mfera ne kebawoto kike ka bee shuɲ nene, mane alowurbi ka maɲ wo fobe eyur to nawule. Kebaa keni fobe eyur be alemfia so la kusɔ kpra nna ne ku bee sa fo kagbenefuli ne tonɔ be kebawoto. Eyur be alemfia be kebawoto be ako ela kebaa ji ajibi lela, a saɲe eyur to saɲekama, kebaa dii nene ne kafɔɲ ne kegben be kekoli. Fo baa woto aso mone a daga eyur be alemfia be kabaso, feɲ tiɲ duwo alɔ lubi be kenye so, n tiɲ leɲ fobe mfera be alemfia to ne fobe eleɲ e daneso ga. Anyee shine anyebe eyur be alemfia e baa la anyebe sososo be keshentirso saɲe na so anyeen tiɲ ji anyebe efute be tonɔ.

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



VID-20200503-WA0
005.mp4

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LANGUAGE USAGE

Oral Interpretation and translation

At the end of the sub-strand you 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.

CONTENT

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.

What is Encoding *Mansɛ* *ela kebɔaya be kenuto*?

Encoding is the process of translating information into a form that can be transmitted to another person or system. It involves interpreting and understanding a text or message. It involves reading or receiving the text, recognize the words, phrases and sentences, interpret the meaning, context and intent behind the text and understand the cultural, linguistic and semantic nuances.

Kebɔaya be kenuto: *Kebɔaya be kenuto* *ela ekpa nɛ fee bulɔso a kilgi kebɔaya a yɔ kananɛ ku beenj tiŋ tu esa pɔtɛ. Kumo e baa la kebɔaya be kepinto nɛ kebɔaya pɔlso be kefiito be kebuwito. Ku kɔ kebɔaya na be kekranj nko kesɔ, mmalgaba, mmalgafolshinj nɛ mmalgafol na be kepin, kefiito na be kebuwito, apuntosɔ nɛ mfera monɛ ku wɔ kebɔaya na be kesibe be kaman n shin pin edaŋkareshɛj na be mbarga to.*

Decoding *Kebɔaya be kekute*

This is the process of creating a text or message. It involves the interpretation and translation of coded information into a comprehensible form. This is how an audience is able to understand and interpret the message. Decoding can also be explained as transforming ideas, thoughts, or messages into spoken text.

Kebɔaya be kekute: *Kede ela ekpa monɛ fee bulɔso a kuu kebɔaya nko kasibe. Ku la ekpa monɛ fee bulɔ a buwito nko a kilgi kebɔaya muluŋ to nna a yɔ kananɛ ku beenj tiŋ pinto. Loŋ nɛ benupo bee tiŋ a pin kebɔaya na to a buwi kumobe kefiito. Anyeeŋ naŋ tiŋ ŋinito fanɛ kebɔaya be kekute ela alakal, afɛso nko abɔaya be kekilgi n yɔ kamalga to.*

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 test 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

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



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.

Farming is an important activity that has attracted attention within the last few years. Agriculture has several other aspects like fishery, livestock and poultry. All these are also important in that they have to do with the production of food items which human beings consume for survival. farming has been regarded as the mainstay of the economy.

Kadɔɔ la kesheŋwɔrɔ lɛla nna nɛ baasa be mɛra ba kumo so mɛ afaɛ ere to. Agiriki kɔ mba pɔtɛ faɛ kɔrɔ, asɔbɔaya nɛ nkoshi be kabla. Ade kike wale nna nkpalmanɛso a bee bra ajibi nna nɛ bomin kɔ a mɔlwɔ mobe efute. Kadɔɔ ela efuli ere be ketetawibi.

In many parts of the world today, Crops such as cocoa, rubber and cotton have been produced in such commercial quantity that they are sold to other countries. Some countries have a better comparative advantage in producing certain farm crops than other countries. In these other countries, there is the need to spend a lot of money on agriculture, particularly farming. Most farmers use outmoded tools. A lot of them have no place to store their crops, most of which are always destroyed by insects and pests before harvest time. All these have adverse effects on their productivity.

Durnyaŋ be mboŋ damta kabre, baa dɔɔ adɔɔjibi faɛ kokoo, rɔbadibi nɛ atebi be adamta nna hali a fa amo a sa efuli pɔtɛana. Efuli ko kɔ adɔɔjibi ko be kadɔɔ be eleŋ a chɔ bumo braana. Loŋso ku daga le be efuliana ere kaa bee wɔtɔ amansherbi agiriki to, fɔŋfɔŋ kudɔɔ to. Bedɔɔpo damta kɔ ashuŋsɔdra monɛ a maŋ naŋ daga nna a shuŋ. Bumobe bedamta maŋ kɔ mboŋ monɛ ba nase bumobe adɔɔjibi gba nɛ ku shine ayutobuibi nɛ asɔfirgisobi damta bee jaje amo nɛ amobe keteŋi maŋ daŋ fo gba. Ade kike kɔ tɔrɔ nna n sa adɔɔjibi monɛ edɔɔpo beenŋ tiŋ nyɛ.

The government can do a lot to help farmers. Farmers' co-operative societies can be encouraged and loans can be made available to farmers through government institutions, like banks and finance corporations. Farmers can be taught how to build good storage structures for their produce. All these and a lot more can help to improve the condition of farming in these countries.

Gomina na beenŋ tiŋ wɔrɔ asɔ damta n che bedɔɔpo to. Baanŋ tiŋ leŋ kadɔɔ be ntuŋ to nɛ gomina be ashuŋkpaana faɛ abanki nɛ amansherbi be ashuŋkpaana e baa che bedɔɔpo to nɛ mpaŋ. Baanŋ tiŋ ŋini bedɔɔpo kanane baanŋ ba pɔr bumo gbagba be adɔɔjibi be keyili be mboŋ lɛla. Ade kike nɛ adamta beenŋ tiŋ chɛto nɛ kadɔɔ be asheŋ e baa bɔ le be efuliana ere so.

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.

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