

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. Watch the video

1. <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.

1. Tiyooro vɔlega de la tingɔŋɔ la zã'a zuuwaka yele. La ka daani la nɛreyinɛ ma'a gee nɛra la nɛreba la sɔ'olum la zã'a. Tiim ta'am tee zuputo ta'asera ti innaane la puti'ire ka tuna suŋa. Tisebo ti ba ba'am vɔla bu yoo yoo de la tikpe'ema, tisebo n kpeŋeri iŋa la tisebo n ma'ari iŋa. Tikpe'ema la dɔgeta duma n ni gulese ti ba ta da tisebo n kuuri induuma la ta'am base ti nɛra malum tiim vɔlega la a-nyu-zɔɛ. Tisebo n kpeŋeri iŋa magese wuu kokeeni la tisebo pa'aseri paŋa basera ti fu nuure ka bɔta dia ta'am ta'ase yiregere la gbirega. Tisebo n ma'ari iŋa magese wuu dɔkpe'ɛŋo la tiim busebo wan ta'am base zuputo tuuma sige tiŋa ta'asera ti fu bisera nyɛta bunɔ bayi bayi la fu biseri bunkuunɔ ti ba dɛna ayina.
2. Write down any relevant message you got from the passage above and discuss with your friend in class.
3. Explain any moral and cultural value you derive from the passage and share with your friends
4. Compare the answer you had with answers from your friends.

EXTENDED READING

1. Canning, P. and Walker, B. (2024). *Discourse Analysis. A practical introduction* (1st ed.) Routledge
2. References:
3. Aragbuwa, A. (2021). Chapter One: Basic concepts in discourse analysis.
4. https://www.researchgate.net/publication/356207173_CHAPTER_ONE_BASIC_CONCEPTS_IN_DISCOURSE_ANALYSIS/citations#fullTextFileContent. Retrieved on 5th May 2024.
5. Hare, V. C. (1984). Main idea identification: instructional explanation in four Basal reader series. *Journal of Reading Behavior* 189-204.

ORAL CONVERSATION

Reading

By 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.
- 2a. Skim through the passage below and write down three specific facts found in it
 - b. Compare the facts you identified with a friend.

Sekondire sukuu kōma tuumbe'ero la zo'ori Ghana tiŋa puan ti la dena pakere yuum-ana wa puan. Yela n de wuu tiyooro vōlega, nyaka, a ka doli tēsi gulesego wara la a ka nani nyaa zo'e me Sekondire sukuu duma puan. Taaba pã'asego, ba ka ta'am bise e suŋa suŋa la kalam kalam taresum kunkoma'asum la yu'ure nyaa n ta'ase tuunfi'isi-ana wa. Sukuu zo'e zo'e n tari bamisi kī'ira nyɔpōsega hale puan n de wuu dākpe'eŋo nyua, tiyooro vōlega, kekēa ŋmi'a, yalesi tuuma la tuunsi'a n ka nari asi'apuan ti bala tara daankāra ba vom puan, ba gōnɔ zamesego la ba beere vom yela.

Lasebaari duma bu'a la to'ore zī'isi la nyaa base ti dāaŋɔ la gaŋe la bala, yesera la sukuu kōma nyaa nyeti la yelesi'a n tari dāaŋɔ la sela ti ba tōgesa ti

la ka dɛna ma'a. La de la nimmu'ure ti dɔgereba, pa'aleba, la sɛba n biɲeri wara duma la lagum taaba yese tuumbe'ero wa base, ti tuunsuma la hale suma bɔna, gee me mɔ ti tu sukuu kɔma la n boi Sɛkondire sukuu la to'e zamesesunɔ n wan maasum ba beere suna.

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

Gɔɲɔ zamesegɔ de la saafi n yo'ori yo'ɔ la taresum kulesi. La de la ɛbese'ere ti nɛreba, yizuto la tinsi maasena ba beere. Gɔɲɔ zamesegɔ puan, tu nyeti la mi'ilum, pansi la tibesum n suneri tu ti tu teera vom puan yelekāra, ta'am bɔ puti'suma gee me tum suna suna bɔ sɔ'olum la. Gɔɲɔ zamesegɔ bɔ'ori paɲa ti tu yesera tumisi sɛla ti tu ka mina la puan, nɔɲɔ la a-ka-zuni taaba gee nyaa sɔna tumisi. A de la zabere lɔgeseko n tari teere, nɛɲa tolega la tuuma yɛla zo'ore gee dɛna nimmu'ure lɔkɔ n baseri ti tiɲa zɛa kankaɲi gee tara summa'asum. Tu san ita sanɛ gɔɲɔ zamesegɔ puan, tu iti biɲera la tumisi, tu kɔma la tu zā'a beere.

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.

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

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.

Imma'asum de la iṅa, putĩ'irɛ la nɛresaalum yɛla zã'a, dagi bã'a san kɔ'om ka bɔna ma'a. Nɛra imma'asum yɛla bisega de la nimmu''urɛ bɔ'ora pupeelum la vom nyɛregerɛ. Imma'asum vom yɛla de la fu diti disesi n nari ti fu dita la zã'a, inkpemesego yɛla, fu gĩseri suṅa, la fu baseri ti iṅa la vɔ'osa. Nɛreba san loe la imma'asum loe sune, bula bã'asi ka ba'am nyɔgera ba, ba putĩ'irɛ wan tuna suṅa suṅa, gee ti ba pansi me wan pa'asɛ. Base ya ti tu mu'ɛ nini la imma'asum la vom yɛla ti tu ta'am vɔna pɛ di daarɛ.

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



EXTENDED READING

1. Owu-Ewie, C. (2015). *Language teaching skills: A guide for language teachers*. Shine Prints Company Ltd.
2. 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. Retrieved on May 5th 2024.

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1. Barasa, D. and Mudogo, B. (eds.) (2019). *Communication Skills. A handbook for students*. Utafiti Foundation
2. Butler, D. (2014). *Reading with the right brain: Read faster by reading ideas instead of just words*.
3. Hancock, H. (2006). *Reading skills for college students*. (7th ed.). Pearson
4. Langan, J. (2016). *College writing skills*. (8th Ed.). McGraw-Hill

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.

Lasebaari bu'a (What is Encoding)

Lasebaari bu'a de la sose'ere ti lasebaari yelesum leregera ye'esa zi'an ti di wan ta'am dike bo nera ayima bii zi'an. La doli la gulesego yelesum leregere la bu bokerε. La doli kãalego bii gulesego yelesum to'ore, yebeεa banεε, yelebinaaresi yelesum, vūure leregere, gulesego la putise'ere n boi gulesego yelesum la puan la buuri malema yeεa bokerε, tɔgum la bu naresum yeεa.

Lasebaari to'ore (Decoding)

Dwana de la gulesego yelesum bii bokerε kãalego gulesego sore. La doli la lasebase'ere ti ba bo la bokerε leregere dola nuure la gulesego puan. Dwana n de la se'em seba n lagesε ti ba bise de'ejo la wan ta'am bokerε gee lerege kãalego la. Lasebaari to'ore wan ta'am le dena wuu fu teeri puti'ira, ti'isego, bii bokerε kãalego lebera gulesego yelesum puan.

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

1. Atkinson, J.M (1999) Interpretation. London: Routledge
2. Munday, J. (2001) Introducing Translation Studies. London: Routledge

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1. Baker, M. ed ((1998). Encyclopedia of Translation Studies. Routledge
2. Blackstil, M. (2007). Theories of Interpreting. Arnold
3. Larson, M.L (1984). Meaning –Based Translation. A guide to cross – language equivalence.
University Press of America
5. Nolan, James (2005). Interpretation: techniques and exercises. Cromwell Press Ltd.
6. Hatim, B & Mason, .I. (1990). Discourse Translator. Addison Wesley Longman Inc.

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.

Kua de la nimmu'ure tuune n darege nereba u'uira yuun-ana wa. Kua la gu'ulego tari la luga zo'e zo'e n de wuu zim nyoka, dusi la bunkobego. Bana wa za'a me le dena nimmu'ure se'ere n soi la ba bo'ori tu la diseka ti saaleba dita vona. kua de la sela n ko'om dena tuune kankani n bo'ori tu ligeri la dia. Tingogo la boba zo'e zo'e zina wa, dia n de wuu kookoo,

wureba la gunguno wani zo'ora me ti ba tara kɔɔsa bo'ora tinsi sisesi. Tinsi sisesi tari zusuɗo la bala miɗa nuu kɔɔra nyeta diisi gana tinsi sisesi. Tinsina wa puan, la de la nimmu'ure ti ba sagum ligeri zo'e zo'e kua la gu'ulego puan, yeleyele wuu kua. Kaareba zo'e zo'e kelum tara la logekɛgesi kɔɔra. Basɛba zo'e zo'e ka tari zi'an ti ba wan biɗera ba dia bini ti bun-ɛgeleduma la dusi ni sagena gee ti ba nan ka dike ka ke deon. Dwana wa za'a tari la daaɗo paara dia la maalego.

Gɔbena wan ta'am iɗe yela zo'e zo'e suɗe kaareba. Gɔbena wan ta'am doose yeno n de wuu banki duma la ligeri tigesego duma puan ka'am kaareba ti ba iɗe tigera gee dike ligeri peɗe ba ti ba kɔɔra. Ba wan ta'am pa'ale kaareba ba wan me ba diisi biɗere zi'isi se'em biɗera ba diisi. Bana wa za'a la puti'ira asi'a zo'e zo'e wan ta'am suɗe ti kua yela tole neɗa tinkana wa puan.

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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