

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.

#### After 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.

## 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



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.

Nnubɔnenom abeyɛ ɔhaw wɔ wiase afanan nyinaa. Enye ankorankoro na enya eso nsunsuanso na mmom wɔn adɔfo ne ɔman mu no nyinaa .Nnubɔne tumi sesa adwen no dwumadi ma no tumi enya nsunsuanso wɔ wɔn nipadua ne wɔn adwenmsɛm so. Nnubɔne a wɔtaa de di dwuma no mu bi ne nnuru a edwodwo eya ano, nnuru wo ho ye den pa ara na emma wo nna ne nnuru a ebɛ adwendwen ase. Nnuru a edwodwo eya ano, nnuru no mu bi ne ɔbonsam tawa ne honamya aduru a sɛ obi nom a, ebetumi ama obi atɔ mu ntontan anaa afa ama no aboro somu. Nnuru a emma wo ho ye den pa ara na emma wo nna te sɛ kokaine ne apɛtamen tumi ma obi ye kekakeka anaa hatuhatu. Nnuru a ebɛ adwenemhaw ase te sɛ nsaden ne brubuuu . (benzodiazepines) bɛ adwen ase na emma wontumi nyɛ nsusui amapa.

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

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Hare, V. C. (1984). Main idea identification: instructional explanation in four Basal reader series. *Journal of Reading Behavior* 189-204.

# ORAL CONVERSATION

## Reading

**After this section, 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.

Nneyɛe bɔne a ɛkɔ so wɔ Ghana ntoaso sukuu ahorow adesuafo mu no abeye ade a eha adwen pa ara . Nneyɛe bɔne bi te se nnubɔnenom, kobɔ, sohwekyerɛw mu nwiamu ne aturuturusem taa kɔ so pa ara wɔ yen ntoaso sukuu ahorow no mu. Afekubɔ. Atenetene a ɛnkɔ so ne sikanibere a ebema wɔagyɛ wɔn din ntam so ama saa subammɔne yi akɔ soro pa ara. Adesuafo yi de wɔn ho hye nea eye hu mu te se asaboro,nnubɔnenom,kyakyatow, mmea ne mmarima mpam agodi basabasa ne dwumadi ahorow a etia mmara na ewɔ nsunsuanso bɔne wɔ wɔn apɔwmuden, wɔn adesua ne wɔn daakye yiedi.

Abɛfo ntontanfidi so dwumadi a ate atese no abeto asem yi mu nkyene esiane se ama adesuafo yi sua nneyɛe bɔne san di nnipa bɔne binom suban akyi Eho behia se awofo, akyerɛkyerɛfo ne wɔn a wɔka bi a ewom wɔ nThomasua nhyehyee ka bom de hwɛ saa nneyɛe bɔne ahorow yi ano pomasibere, na



wɔboɔ ma adesuafo yi da subampa adi na afei nso wɔhwɛ sɛ adesuafo yi besua nneɛma papa a ɛɛboɔ ama wɔn abrabɔ asi wɔn yie daakye.

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

Nhomasua yɛ ade a ɛboɔ ma onipa de yie wɔ n'asetena mu. Ɛyɛ nnyinaso ma ankorakoro, kurow ne ɔman mu no nyinaa de siesie wɔn ho ma wɔn daakye. Yɛnam nhomasua so nya nimde, sua nyansa ne nnyɛɛ papa a ɛboɔ ma yɛfa akwannuasa so bɔ bra, si gyinae papa, na yɛnam so de aboɔ ɔman mu no nyinaa. Nhomasua ma onipa adwen mu dɔw na ɛnam so boɔ ma otumi ko tia ohia,nyinyimu na ama no adu ne botae ho. Nhomasua boɔ ma yetumi dwen yɛ nneɛma foforo , tu mpɔn ma yɛn sikasɛm kɔ yie na ɛnam so ma ɔman mu no di yie wɔ asomdwe ne pɛpɛyɛ mu. Yɛboɔ ma nhomasua tu mpɔn a , ɛboɔ yɛn ankasa, yɛn mma ne yɛn daakye .

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.

Apɔwmuden yɛ nipadua, adwen, ne asetena mu yiedi na mmom ɛnye sɛ wonyare . Sɛ obi rehwe apɔwmuden ho so yie hia pa ara efise ɛma onipa no nya anigye de bɔ bra. .Akwan ahorow a yɛfa so nya apɔwmuden no mu bi ne sɛ wɔbedi aduan a nnuanennuru no nyinaa bi wom. Daadaa apɔwmutenetene, wɔbɛda yie na wɔbɛte adwendwen dodow so. Wɔbɔ w'apɔwmuden ho ban a, etumi boa bɔ wo ho ban fi yare koankorɔ ahorow ho san ma wo wunya

adwenmu fann na aboa ama woanya ahooden. Momma yen apɔwmuden ne yen asetena mu nsem ho nhia yen yie na ama yeatumi anyini akye wɔ asase yi so..

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



VID-20200503-WA0  
005.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/UIIdaho-Responsive/Files/class/special-programs/writing-center/process/reading-strategies\\_skimming-and-scanning.pdf](https://www.uidaho.edu/-/media/UIIdaho-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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# LANGUAGE USAGE

## Oral Interpretation and Translation

**After this section, 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.

## 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.

## Dɛn ne nsemfua ntease?

Nsemfua- ntease yɛ ɔkwan a yɛfa akyerɛw so kyerekyere nsem bi ase kɔ ɔkasa foforo bi mu sɛnea ɛbɛyɛ a afoforo bi benya mu kyɛfa. Eyɛ ɔkwan yɛfa so kyerekyere akenkansɛm bi ase anaa amannebɔ bi nya mu ntease. Ɛfa sɛ worekenkan anaa worgye akenkansɛm bi ahu mu nsemfua kasasin ne ɔkasamu na woakyerekyere ne ntease mu, emu nsem ne adwɛmpɔw a ɛtaa akenkansɛm no akyi, ɛna woate amammerɛ, ɔkasa ne nsonsonoe a ɛda emu ntease no ntam.

## Dɛn ne nsemfua nkyerɛase?

Nsemfua -Nkyerɛase: Eyi yɛ kwan a yɛnam nkyerɛkyerɛmu ne ɔkasa asekyere so nya amannebɔ bi mu ntease yie. Eyi ne kwan a otiefɔ bi nam so tumi te nsem ase san kyerekyere mu. Yetumi san kyere nsemfua- nkyerɛase ase sɛ,eyɛ kwan a yɛfa so sesa adwɛmpɔw, adwenkyere anaa amannebɔ bi kɔ anokasa mu.

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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# 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.

Kuayɛ yɛ adwuma pa a nnipa bebibree ani abɛgye ho mfe kakra a atwa mu yi mu. Kuadwuma wɔ nkorabata ahorow bi te sɛ nsumnamyɛn, mmoayɛn ne ntakraboayɛn. Eyinom no nyinaa ho hia efisɛ ɛfa kwan a yɛfa so nya nnuan ahorow a nnipa tumi di de nya ahoɔden . Yehu kuayɛ sɛ ɛno na ɛyɛ ɔman no sikasɛm kankɔ nnyinaso.

Amanaman a ɛwɔ wiase nne mmere yi mu no yɛ mfuw akɛse de nya nnɔbae bi te te sɛ kookoo, rɔba,ne asaawa kɔ aman foforo so kɔtɔn. Aman no mu bi tumi dua mfuwde nya nnɔbae pii kyɛn afoforo binom. Saa amanaman yi mu no, ɛsɛ sɛ wɔbɔ fotoɔ bi de pia kuadwwuma ahorow ne titiriw, afuwye. Akanfo no mu dodow no ara de tete hɔ akade a na wɔde yɛ kua no ara na wɔda so de di dwuma. Wɔn mu dodow no ara nni beae a wɔkora wɔn nnɔbae, ne saa nti, ntummoa ne nnwewemmoa tumi sɛe nnɔbae ansa na otwabere adu. Eyinom nyinaa nya nsunsuanso bɔne wɔ nnɔbae dodow a ɛsɛ sɛ wɔnya so.

Aban no betumi ayɛ nneɛma pii de aboa akuafo no. Wɔbetumi ahyɛ akuafo no nkuran ama wɔayɛ nnɔboakuw na wɔnam so de anya bosea afi aban nnwumakuw ahorow bi te sɛ sikakorabea nea ɛkeka ho nkyɛn, Wɔbetumi akyerɛ akuafo ɔkwan pa wɔbɛfa so akora wɔn nnɔbae ahorow. Eyinom nyinaa ne mmoa



afoforo a ekeka ho betumi aboa ma kua dwuma atumpɔn wɔ saa amanaman yi mu..

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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