

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

- 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.

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

Tibiɛlima valibu yiriŋyiriŋ nyɛla binshɛli dunia zaa ni zaŋ be tɛha n-niŋ. Di bi muɣisiri ninvuy' yino amaa ban yuri ba yaha ni salo zaa. Tim ni tooi dam zuɣu din yɛn che ka nira ku tooi lahi niŋ binshɛli o maŋmaŋaa. Di ni tooi kuli vaani tibiɛlin' shɛŋa n-nyɛ din baligiri bierim, din kpaŋsiri kɔba ni ni din chɔyisiri kɔba ni. Ɗan baligiri bierim kamani, tiramoo ni bɛ ni ti' shɛŋa ŋan baligiri bierim ni tooi tahi nyu m-bahi bee nyu yaɣi na. ŋan kpaŋsiri kɔba ni kamani kookee ni tooi tahi girigiri mini suhuyiyisibo na. Ɗan chɔyisiri kɔba ni kamani dam tooi baligi zuɣupuri tuma ka tahiri haŋkali vuubo din yɛn che o tuumtumsa bi doli soli.

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

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

## REFERENCES

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

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

Nu gbeḡblẽ wɔwɔ va le fievo dom le sekendrisukuviwo dome le Ghana le fe ve siwo va yi la me. Atikewo zazã ɔe madzemadze dzi, sisi le suku, fifi le dodokpɔwɔwɔ me kple amemabumabu va xɔ afe ɔe míaḡe sekendrisukuwo me. Hagbebleame, ɔeviawo madamada ɔe mɔ nyuitɔwo dzi kple gakpɔkpɔ kaba kple ŋkɔxɔxɔ fe didi si le wo me la wɔe be nu manyomanyo siawo wɔwɔ le dzidzim ɔe edzi. Sukuviawo le agbe madeamedziwo abe ahanono, atikewo zazã ɔe madzemadze dzi, tsatsadada, gbɔdɔdɔ yakatsɔe, kple nu bubu siwo ŋu se meɔe mɔ le o la wɔwɔ si ate ŋu agblẽ nu le wofe lãmesẽmenɔɔ, agbalẽsrɔnyawo kple etsɔ me ŋu la gale dzidzim ɔe edzi koko.

Dugbadzanyakamɔnu totoewo fe gbɔsɔsɔ ɔe edzi va gblẽ nya la ɔe edzi elabena sukuviawo fe susuwo le tɔtrɔm ɔe beblenuwɔna siwo ate ŋu agblẽ nu



le wo ɲu la ɲu. Ele vevie be dzilawo, nufialawo kple ɔɔɔwɔlawo nawɔ ɔɔɔka akpɔ nu manyomanyo wɔwɔ fe nyawo gbɔ, ado agbe nyui nɔnɔ fe wɔnawo ɔɔ ɲɔ eye woakpɔ egbɔ be míafe sekendrisukuviwo xɔ hehe akuakua le agbalɛsrɔnyawo me eye ade wo dzi be etsɔ me nanyo na wo.

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

Agbalɛsrɔnye safui si sua mɔnukpɔkpɔ kple dzidzekpɔkpɔ fe agbowo na ame. Enye gɔmedɔkpe na amewo, duwo, kple dukɔwo fe etsɔ me. To agbalɛsrɔnye me la, nunya, aɔaɲu kple nɔnɔme nyuiwo sua mía si siwo wɔne be míetea ɲu kpɔa ɲuɔɔɔ na agbemekuxiwo, wɔa ɔɔɔ deamedziwo, eye míewɔa míafe wɔfewo le ɲɔyinyawo me. Agbalɛsrɔnye nana míedua numanyamanya, ahedada kple vovotodede ame me fe wɔnawo dzi, ale be míade míafe ɲutetewo afia blibotɔe. Eyae nye ɲusɛ si doa nu yeyewo wɔwɔ, ɲɔyiyi kple gakpɔmɔnunyawo fe tsitsidedzi ɔɔ ɲɔ, eye wòle vevie le amɛnkumemakpɔmakpɔ kple tomefafa fe wɔnawo hehe ve na mí le xexea me godoo. Ne míefã agbalɛsrɔnye fe ku la, míewɔe na mía ɔɔkuiwo kple mía viwo me hena etsɔ me fe nyonyo na mí katã.

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 identify the specific facts in it.  
**b.** Use four key words/phrase in the text to form sentences.

Lāmesēmenɔɔ nye ale si míafe ɔutilã, susu kple kadodo kple mía nɔewo nɔa nɔnɔme nyui blibo me, ke menye dóléle fe fumaɔemaɔename ɔɔɔ ko o. Beléle na ame ɔokui le lāmesēnyawo me le vevie na míafe dzidzemekpɔkpɔ kple agbenɔɔ si aɔe vi na mí la. Agbenɔɔ hena lāmesēmenɔɔ lɔ nuɔɔ si me amenyinuwo le la ɔɔɔ, kamedede edziedzi, alɔɔɔ ɔe ɔɔɔ nu kple tukaɔa fūu mawɔmawɔ ɔe eme. To lāmesēmenɔɔ fe tiatiawo wɔwɔ me la, amewo ate ɔu aɔe dóléle vɔɔiwo fe fuɔenamewo dzi kpɔɔ, ado wofe lāmesēmenɔɔ le susu me fe nyawo ɔe ɔɔ eye wɔɔzi wofe ɔusɔwo ɔe edzi. Mina míafe lāmesēmenɔɔ nanɔ vevie na mí be míanɔ agbe wɔɔe edefe.

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



VID-20200503-WA0  
005.mp4

## EXTENDED READING

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

## Oral Interpretation and translation

**At 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.

## 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.



## NU KAE NYE GBEDEASINANA?

Enye asitɔtrɔ le nya si nufola aɔe di be yeagblɔ la ɲu be woanɔ nɔnɔme nyui me hafi aɔo ame bubu alo nane gbɔ. Elɔ asitɔtrɔ le gbedeasi si nam nufola la le kple efe gɔmesese ɔe eme. Egalɔ nuxexlẽ alo gbedeasi la xɔxɔ, dzesidede nyawo, nyakɔsɔkɔsɔwo kple nyagbewo kpakple ɲugbledede le gɔmesesedidi na nyaawo ɲu ɔe ale si wozã wo kple susu si ta wozã wo ɔo la, ale si woase egɔme le dekonu, gbegbɔgbɔ kple gɔmesese vovo siwo tea nɔa nyawo me la ɲu.

### Gbedeasixɔxɔ

Esia nye gɔmesesedidi na nya alo gbedeasi aɔe. Elɔ agbagbadzedze le gbedeasi aɔe ɲu hena egɔmesese ɔe eme. Aleae nyaselawo wɔna hafi sea gbedeasi si wona wo la gɔme. Woate ɲu agaa gbedeasixɔxɔ gɔme be enye asitɔtrɔ le susu kple nya siwo le nufo aɔe me la ɲu.

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
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University Press of America
4. Nolan, James (2005). *Interpretation: techniques and exercises*. Cromwell Press Ltd.
5. 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.
2. Agbledede nye dɔwɔna vevi aɖe si ŋu ame geɖewo le tɔtrɔm ɖo le fe ve siwo va yi la me. Agbledede lo nu bubuwo abe ɖɔkpɔkplɔ kple lɔnyinyi ene ɖe eme. Nu siawo katã le vevie elabena amegbetɔwo kpɔa nuɖuɖu tsoa wo me ɖuna alo nɔa agbe ɖe wo ŋu. Agbledede va zu dukɔ geɖewo fe gɔkpɔmɔnuwo fe vevitɔ.

3. Le xexea me fe akpa geḍewo egbe la, wodea agblemenukuwo abe koko, rɔbati kple ɔetifu ene fe agble le agbɔsɔsɔ gã aḍe me ale gbege be wodzraa wo na dukɔ bubuwo. Agbledede dea dukɔ aḍewo dzi wu dukɔ bubuawo. Le dukɔ aḍewo me la, ehiã be woagblẽ ga geḍe ɔe agbledede ŋu, vevieto agblemenukuwo fe agbledede. Agbledela geḍewo zãa agbledenu siwo wozãna le agbledede me tsã la le agbledede me. Wo dometo geḍe mekpɔ tefe adzra wofe nukuwo ɔo, si wone be nudzodzoewo kple nugbagbeviwo gblẽa agblemenukuwo fe akpa gãto dome le boa dzi hafi nuɲeyi ɔona. Nu siawo katã gblẽa nu le viḍe siwo agbledelawofe kpɔna la ŋu.

Dziɖuɖua ate ŋu awɔ nu vovovowo atso ado alo agbledelawo. Woate ŋu ado ŋusẽ agbledelawo be woado habɔbo siwo me woano kpekpe me ɔe wo nɔewo ŋu le la be woate ŋu ado ga na wo to dziɖuɖudɔwɔfewo abe gadzraɔfewo kple gadofe bubuwo ene la dzi. Woate ŋu afia nu agbledelawo tso ale si woawo tefe siwo woadzra wofe agblemenukuwo ɔo la ŋu. Nu siawo kple bubuawo ate ŋu ado agbledenyawo ɔe ŋɔ le dukɔ siawo me.

4. 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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