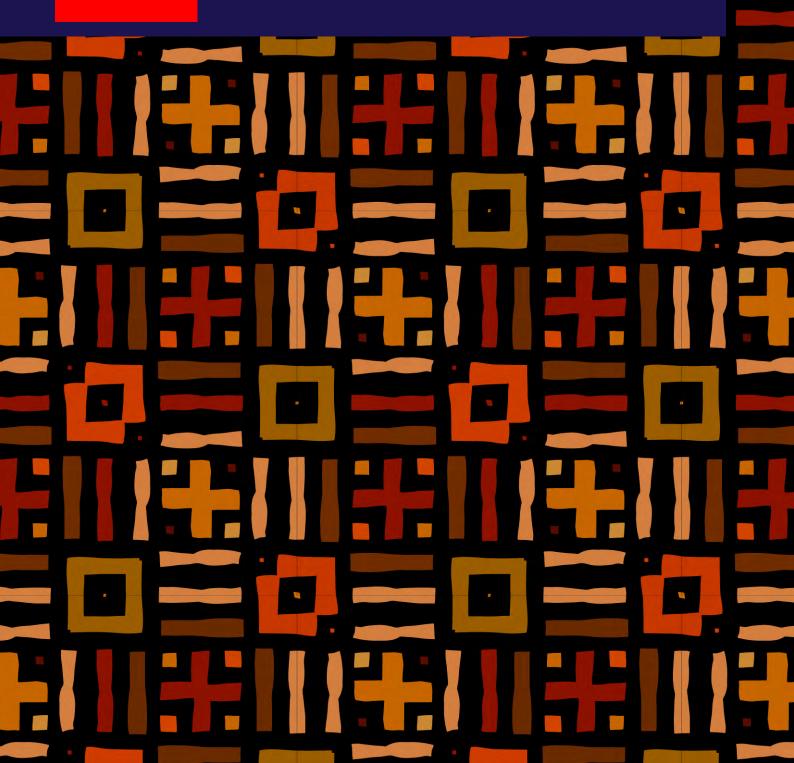SECTION

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.

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 he 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.

Ka-kwei liri yɔɔ yɔɔ ye woŋo kolo na daane logo kom baŋa maama to mo. Ko ba jege daanem ko pae balo na kwei se to yerane amaa, ba yera nɔɔna de logo kom maama mo. Liri wae se vugimi boboŋa ye se pae nɔɔno ba jege yezura naa o ba ye o tetere. Liri selo kuni dedɛ dé kwei yɔɔ yɔɔ to ye ye-wɛɛma liri, selo na pae yera pempanno, de selo nɔɔno kwei o maa zuri bane to mo. Ye-wɛɛma liri ne parasetamɔ de burufene tento n ná kwei se n gaale naa nɔɔno tetere ná kwia ye ko dae dɔgeta tu mo we o kwei, ko dae ko chwoŋa ne. Konto nam wae ko pae nɔɔno weela. Liri selo na pae yera pempanno to maana mo ye namwale, namwale-balɔrɔ(wee), kwokeeni (cocaine) de sedwonna wae se pae nɔɔno ba foona ye o ke kirikiri dedɛ. Liri selo nɔɔno na kwei o maa zuri bane to maana mo ye sa-dɛɛra de liri sedwonna. Sento pae boboŋa vugimim mo ye se wae se yirisi nɔɔno.

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.

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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

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.

2b. Compare the facts you identified with a friend.

Kiki-balwaaro na dage tei sɛkɔndere sikuula yam ne da yanto Ghana ne to, ye kolo nɔɔno maama na jege se o nii to mo. Kikia yadwonna ne liri yɔɔro kweem, zɔ-bania, kampina tɛɛsa maŋa ne, de banegero laam gaale mo sikuula yam ne.Yu-dwoŋo gana, kwia daa na tera ya pae bia, wo-lage lela de kamunim mo pae kiki-balwaro tem laam gaale. Sikuuli bia dedɛ de laam tiini ba zoore ŋwe-balea kanto dwi wone, sa-nyɔrɔ bagebage, liri kweem yɔɔ yɔɔ, cha cha magem, kabworim, de wo-goriba dwi maama na jege daanem ba ŋwea ne, ba tɔnɔ zamesem ne de ba jwa ŋwea seeni to.

Fwoona baŋa lara yam de tɔge de zeini pa se daanem dento di baŋa, ne sikuuli bia na nae wo chechɔgero tento maŋa dedɛ to. Ko wó taa lamma se tiina, berena de polese tiina kwaane ba ba daane se ba sɔre chane dento, se ko pa se bia taa ke wo-laaro, ba daare ba bere bia bam na wo SHS ne to se ko pa ba ŋwea jwa taa jege kuri.

3 Apply the overview and review skimming types to analyse the passage below. Ma ka-baane ka-ni chwo-dɛ sem n ma n yɛ tapane dem kuri ne.

Tɔnɔ zamesem mo ye kolo na jaane ŋwea na lamma to ko tui ko pae nabiina. Konto mo ye kugu kolo nɔɔna, kateira de teene maama jwa na daŋe ko baŋa ne. Dé tɔge tɔnɔ zamesem baŋa mo dé nae ywono, wakia wonnu, ŋwea wonnu na lamma se dé wane ŋwea kanto chana yam, dé kwei zega na lamma, ye dé tɔge dé ke wonnu se ko woli dé kateira yam. Tɔnɔ zamesem mo yi-pooro, dé cho yiniga ye dé ke wonnu telo dé na lage to dé ŋwea ne. Konto mo jaane leira, yiga veiŋa, teo kwɛɛm de zurim ko tui dé teo kom. Dé ná seene yia de tɔnɔ zamesem, dé wora dé woli dé tetere, dé bia de nɔɔno maama jwa mo.

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 structures 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.comsearch?q=strategies+of+scanning+ a+text&oq=strategies+of+scanning+a+text&gslcrp=EgZjaHJvbWUy B g g A E E U Y O d I B C j I 2 M z A 1 O W o w a j S o A g C w A gE&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. Le botarebu-kura balei/tacheiŋa poponem labaare dem wone n ma-n mɔ tapuna.

Ka-taa jege yezura ye se daanem taa tera n yedaa wone, n boboŋa ne, de-n na zoore nɔɔna wo tei to mo se ko dae jawe-bia na wo zo ye-goa yerane. Ko ye wocheɔ mo se n nii n yezura baŋa ne lanyerane bɛŋwaane konto mo wó pa se n ta-n wae n toŋe chekke ye n jege wopwolo n ŋwea ne. N ná lage se n ta-n jege yezura, n jege se n ta-n di wodi-ŋoŋo mo, n ke yera koresem maŋa maama, n ta-n dɔ n yi n tetere ye n ba tiini n toŋe n buga. N ná ŋwe ŋwea kalo na lamma to, n che jawe-yɔɔro, n boboŋa maa tigi tega ne ye n ta jege dam. Pa na dé nii dé tetere baŋa ne se dé wane dé ŋo dé daane.

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

VID-20200503-W A0 005.mp4

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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.

Kolo n na nigi to poponem (encoding)

Konto vei de n na wó pipiri taane n daare n ni de kuri tei to mo. …. Ko ye chwoŋa mo nɔɔno na tɔge da o maa pipiri taane se de da laŋa kadwoŋi ne se de yi nɔɔno wodwoŋi to. Ko ta jege se ko woŋo se ko ke de labaare dem garem de de cheigim; botarebia, tacheiŋa de tapuna lwarem; kuri niiri; mɛ taane dem na tage to de kolo ŋwaane ba tage de to, ko woli dedaane nabaara kikia yalo na wo de wone to na vei tei to.

Botarebia Beeri (Decoding)

Konto ye chwoŋa mo ba na tɔge da ba maa pipiri taane se de taa jege kuri. Konto wó pa se cheiginu ni taane dem kuri ye o de wane o tole de. Dé ta wó wane dé ta we botarebia beeri ye se n ta n boboŋa naa n pa labaare mo n tɔge ŋɔŋa baŋa.

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.

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.

Varem ye totoŋe delo nɔɔna boboŋa laam na tu de baŋa bena fenfee na kɛ to mo. Varem de kɔnɔ totoŋe dem jege wonnu dedɛ de wone nenɛɛne, ywona jaanem de ya kɔnɔ, vara kɔnɔ, cheeni kɔnɔ de wodiiru varem. Totoŋe dento mo

pae nabiina wodiiru se ba taa di ba ŋwe, konto mo pa se de jege wola lanyerane. Varem ye totoŋe chekke mo na woli teo kwɛɛm.

Logo kom baŋa jei dedɛ ne, ba vare wonnu nenɛɛne, gar-punnu, kwokooru de worabaa teeni se ba taa yeiga ba tetere teene dem ne ba daare ba taa yeigi ba pae teene dedwoŋi de. Teene dedwoŋi jege yuywoŋo de wonnu tento tedwonna ba dwoi teene dedaara. Teene dedwonna ne, ba mae sabu dedɛ mo ba woli varem de kɔnɔ totoŋe dem ko fɔge ko dae varem. Vala dedɛ ta mae faŋa varem zola mo ba maa vara. Ba dedɛ maa ba jege jei se ba tiŋi ba wodiiru tem da ye vara de pwonnu de yeini ba chɔge tedwonna kare sem ne. Wonnu tento maama ye daanem mo te pae vala bam.

Gɔmente dem wó wane de ke wonnu dedɛ de pa vala bam se ko woli ba. Ba wó wane ba ŋɔɔne de vala bam se ba ke tigisina yalo na wó woli ba to ba daare ba taa jene ba sabia se ba taa maa vara. Ba ta wó wane ba bere vala bam ba na wó ke tei ba lɔ jei se ba taa tiŋi ba wodiiru tem da to. Wonnu tento maama de tedwonna mo wó woli se varem vo yiga teo maama ne.

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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