

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.

#### By the end of this you will 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



<https://globalinitiative.net/analysis/gold-guns-and-china-ghanas-fight-to-end-galamsey/>

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.

Nyidane enlonle le ewiade kɔsɔɔti ngyegyeye koatee. Tɛ menli mɔɔ wɔ nu la angome a nwole ngyegyeye ne ka be a na emomu, ɔka be alɔvole(kulovolɛma) nee maanle(ezuavole) ne kɔsɔɔti. Ayile kola kakyi ke bezile bebɔle adwenle ne la na ɔfa enyelezo nee adwenlenu ngyegyeye ɔmaa sonla. Nyile mɔɔ beta bebulu mela zo beno ye kpale la bie a le: nyane azehanle nyile(opioids), mɔɔ maa beye hegyahagya(sitimulante) ye mɔɔ ka be nye aze la(depressants). Nyane azehanle nyile(opioids) mɔɔ le ke hilɔnye(heroin) ne mɔɔ eha la kola maa sonla kɔ nyidane enlonle anzee nyile-molozo evale nu. Sitimulante(nyile mɔɔ maa sonla ye hegyahagya) mɔɔ le ke kokeni nee amfetamene mɔ la kola maa sonla nye zo ye hegyahagya na ɔye mgbane mgbane. Dipelezante(Depresants) mɔɔ le ke nza mɔɔ anu ye se nee benzodiazepini(benzodiaepines) mɔ la kola maa adwenle ne anwosesebe nee ye gyimalile ka aze na ɔlua zo ɔka ke yesi yedwenle nee nwonane ne anu ngitanwolile ne aze.

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

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

[https://www.researchgate.net/publication/356207173\\_CHAPTER\\_ONE\\_BASIC\\_CONCEPTS\\_IN\\_DISCOURSE\\_ANALYSIS/citations#fullTextFileContent](https://www.researchgate.net/publication/356207173_CHAPTER_ONE_BASIC_CONCEPTS_IN_DISCOURSE_ANALYSIS/citations#fullTextFileContent). Retrieved on 5<sup>th</sup> May 2024.

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:**

- 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.

Ninyɛndane mɔɔ sukoavoma mɔɔ wɔ Gana sukunwiɔ ne mɔ anu la ɛlɛda ye ali la ɛraye ngyegyɛle ko mɔɔ ɛkpogya ɔ nwo zo wɔ meke ehye mɔ anu a. Ninyɛne le ke nyidane ɛnlonle, ɛkobɔle, sɔnea nu mɛla zo ɛbulule nee bɛ nwo mɔɔ bɛnli ye eni la ɛlɛkɔzo dɔɔnwo wɔ ye sukunwiɔ ne mɔ anu. Agɔnwolɛma foledule ɛtane ɛtane, ndetele kpale mɔɔ bɛnnyia ye, bɛ nwo ɛnyianle ndɛnde, nee duma ɛnyianle mɔɔ menli kpondɛ la a ɛva ninyɛndane ehye mɔ ɛra a. Sukoavoma ɛlɛkɔzo abɔ ɛbɛla ɛtane ɛtane le ke; nzabole, nyidane ɛnlonle, nzeleba ɛdole, adwɔmanɛbɔle yɛɛ nyɛleɛ bie mɔ mɔɔ tia mɛla na ɔle ngyegyɛle mɔɔ anu ye se la wɔ bɛ kpɔkpdele, nwomazukoale, nee bɛ kenlebie boɛyɛle zo la.

Adwuleso ngitanwolile bamazo mɔɔ ɛzo la ɛzɛkye edweke ne, kɛmɔ ɔmaa adenle ɔmaa sukoavoma nwu ninyɛne mɔɔ di bɛ adwenle wɔ adenle ɛtane zo nee ɛbelabɔle ɛtane ɛtane mɔɔ yɛnea zo yɛbɔ ye ɛdeɛ la. ɔhyia ke awovole, kilehilevolɛma nee menli mɔɔ ye arane nu ngyehyɛle la ka bɛ nwo bɔ



nu na b̄esi ninȳendane ehye m̄o ade, nȳelēe nee subane kpale ngilehile na b̄emaa yenwu ke sukoavoma ne m̄o m̄o w̄o sukunwīo ne m̄o anu la nyia nwomazukoale m̄o di munli na osiezie b̄e kenlebie bōeyele la.

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

Nwomazukoale le sanve m̄o buke adenyia nee bōeyele adenle a. Yem̄o a le adiabo m̄o menli, azua nee maanle maanle gyinla zo siezie b̄e kenlebie a. Olua nwomazukoale zo, yenwu nrelebe, sukoanyia nee nȳelēe m̄o le f̄onwo la na om̄aa yenea yesiezie ye eb̄elab̄lenu ndonie, yesi gyinla, na yeboa ezuavole ne ke m̄o ofeta la. Nwomazukoale boa maa yetwe ye nwo yefi ngyegyele m̄o ninyene m̄o yenle nwole adwenle fa ba la, ehyia fufule nee tone ko m̄o bendo ye nu la na om̄aa yenwu m̄o yekola ye ye la. Ehye fa ninyene fofole eyele, anyuhole nee ezukoa gyinlabel̄e nwo ndotolee kpale ba na om̄aa maanle ne nyia anzodwole a. Yefa ezukoa yewula nwomazukoale nu a, yeb̄o ye nwo, ye mra nee ye kenlebie ne anwo kake.

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&gslcrp=EgZjaHJvbWUyBggAEEUYOdIBCjI2MzA1OWowajSoAgCwAgE&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:9f31d498,vid:ZOS1NzVsHxI,st:52>
- 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.

Kpɔkɛdele kile awie mɔɔ di munli wɔ enyele zo, adwenle nu nee menli ngitanwolile nu la na te ke ewule enle e nwo la angome ɔ. Ke awie nea ye kpɔkɛdele boe la le debie mɔɔ hyia a, amaa yeanyia anyeliele na yeabo ebela mɔɔ nvasoe wɔ zo a. Kpɔkɛdele nwo nyeele bie mɔ a le ke ekeli ale mɔ le aleenu ninyene mɔɔ nwonane ne hyia la, be agboke nu ekpundikpundile wozowazo, nafele kpale na ekede wɔ adwenleadwenle zo. Eye wɔ kpɔkɛdele nwo ngyehyelee boe a, ɔkola ɔte ngyegyele mɔɔ koango ewule bava amaa wɔ la azo, ɔfa anyuhole ɔba adwenlenu kpɔkɛdele nu na ɔmaa wɔ anwosesebe mɔɔ ele la ko ɔ nyunlu. Maa yemaa ye kpɔkɛdele eli moa ehyia ye amaa yeade ebelabole nu feleko ne.

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



VID-20200503-WA0  
005.mp4

## EXTENDED READING

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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.

## REFERENCES

Barasa, D. and Mudogo, B. (eds.) (2019). *Communication Skills. A handbook for students*. Utafiti Foundation

Butler, D. (2014). *Reading with the right brain: Read faster by reading ideas instead of just words*.

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Langan, J. (2016). *College writing skills*. (8<sup>th</sup> Ed.). McGraw-Hill

# LANGUAGE USAGE

## Oral Interpretation and translation

**By 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.

## 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.

## Duzu a le Nrelaledole Edweke

Nrelaledole Edweke le adenle mɔɔ yekakyi edweke yɛmaa ɔye mɔɔ yekola yɛfa yɛnwa anzɛɛ yekɔ ɛleka la. Ɔkile ɛgengadeɛ anzɛɛ edweke ngilenu nee bɛ ndenlebebo. Ɔkile ɛgengadeɛ ɛgengale anzɛɛ ye ɛdiɛɛ,edwekemgbɔke, ɛdendesinli nee ɛdendɛmunli nzonɛyɛɛ, ngilenu ɛmaanɛ, ɛleka nee kɛsi bɛhɛɛ ye la, atiakunlukpɔke mɔɔ ɛgengadeɛ anzɛɛ edweke ne gyi zo la. Eza ɔkile ndelebebo mɔɔ gyi maandɛɛ, anɛɛnu ɛnɛnleanɛ nee anɛɛ ndelebebo zo la.

## Ndelebeboyanɛ

Ehye le adenle mɔɔ yɛdua zo yɛnwo ɛgengadeɛ anzɛɛ edweke la. Ɔle adenle mɔɔ yɛdua zo yekile anzɛɛ yekakyi adwenle bie mɔɔ ye ndelebebo anye ɛnla ɛke la ɛmaa ye ndelebebo ne da ali la. Ehye kile kɛsi tievole/kengavole ne te edweke bie mɔɔ ɔkɛde la abo a. Ndelebeboyanɛ noko kola kile adwenle, atiakunlukpɔke nee edweke mɔɔ bɛhakyi ye anɛɛ mɔɔ bɛka ye bɛ nloa anu la.

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

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Baker, M. ed ((1998). *Encyclopedia of Translation Studies*. Routledge

Blackstil, M. (2007). *Theories of Interpreting*. Arnold

Larson, M.L (1984). *Meaning –Based Translation. A guide to cross –language equivalence*.

University Press of America

Nolan, James (2005). *Interpretation: techniques and exercises*. Cromwell Press Ltd.

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.

Eyazonle le gyima ko mɔɔ anwo hyia kpale na yelie menli yebo zo wo evole ekyi mɔɔ eze eho la. Eyazonle le ngane ngane dɔɔnwo mɔɔ le ke fele eziele nee ye ehyele, nane eziele nee ngokole eziele a. Ehye mo kɔsɔti noko anwo hyia oluake befa ale ale mɔɔ sonla di nyia ngoane la beba. Benwu eyazonle ke yemo a maa maanle ye ezukoa gyinlabelle gyinla a.



Ɛnɛ, wɔ ewiade eleka dɔnwo ne ala belua ninyene mɔ le ke kookoo, wolɔba nee dwɛsɛ mɔ befa bekɔ adɔne wɔ maanle maanle gyene zo a. Maanle maanle ne mɔ bie mɔ le moale mɔ maa bedua ebɔ nu ninyene bie mɔ betela bie mɔ a. Wɔ maanle maanle ngakyile ehye mɔ azo, ɔhyia ke bekezekye ezukoa dɔnwo wɔ eyazonle nwo , bɔbɔ eyayele. Eyazonlema dɔnwo ne ala fa eyazonle nwo ninyene mɔ ekpanwo la a so be eya ne a. Dɔnwo ne ala enle eleka mɔ besie be ninyene mɔ kevi eya ne anu kera la a. Ngɛkɛba sekye dɔnwo ne ala kolaa na ebuhɛnle ne adwu zo. Ehye mɔ kɔsɔti le anwo ngyegyɛle ne ka ninyene mɔ benyia befi eya ne mɔ anu la.

Arane ne bahola aye dɔnwo aboa eyazonlema. Bebahola beamaa eyazonlema atete koyele eku eku na arane gyima gyima le ke bange, nee ezukoa nwo gyima gyima ne mɔ abɔ be bosea. Bebahola bahile eyazonlema ne ke besie azua kpale mɔ besie eya nu ninyene nu la. Ehye mɔ kɔsɔti nee dɔnwo mɔ bokeboka nwo la bahola aboa amaa anyuhɔle ara maanle ehye mɔ eyayele nu.

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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