Communicating Heart to Heart
Learning Worship and Ministry Language

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## Story of two learners

### John
- told many opportunities to share
- assured of bright future in c-c ministry
- found language more difficult than expected
- unable to teach, disciple → devastated

### Mark
- very good at memorizing
- memorized spiritual vocabulary/phrases
- memorized Gospel presentation
- shared every opportunity he had
A. Let’s talk: What went wrong?

Faulty assumptions?

- John
- Mark
What about your situation?

Do you have learners who

• attempt heart-language ministry (HLM) tasks that are too advanced?
• want HLN now, but they are still beginners?
• have been doing HLM, but not very effective?
• want HLM but don’t know where to start?
• want build good foundation in HLM for long-term ministry and need guidance?
What about your situation?

What are your needs?
What about your situation?

What are your needs?

• We want to address your needs in a new ICCT online course for coaches and learners.
New ICCT online course

Communicating Heart to Heart: Learning Worship and Ministry Language

• for coaches and learners
• fully online, five modules
• available fall 2019 or early 2020
• no prerequisites
Learning Outcomes

Differ according to level and needs

1. Handle worship and ministry tasks
   - praying, giving testimony, teaching Bible stories, meaningful conversations, preaching, teaching, writing, reading Scripture

2. Develop self-management skills
   - identify needs, set goals, use a variety of activities, communicate in real-life situations, evaluate progress

3. Increase confidence and motivation
## B. Understanding proficiency levels

What can learners do at each proficiency level?

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>What tasks can you perform?</th>
<th>What topics can you talk about?</th>
<th>How much language can you produce?</th>
<th>What kind of language can you produce?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice (A1-A1+)</td>
<td>Count, Greet, Name, Tell</td>
<td>Basic objects, Expressions of politeness</td>
<td>Words / phrases</td>
<td>Memorized words and phrases</td>
</tr>
<tr>
<td>Intermediate (A1-B1)</td>
<td>Ask, Describe, Direct, Make plans</td>
<td>Survival phrases, Information about yourself</td>
<td>Sentences</td>
<td>Combination of familiar language in reaction to questions</td>
</tr>
<tr>
<td>Advanced (B1-B2+)</td>
<td>Ask, Compare, Explain, Narrate</td>
<td>Daily life situations, Topics of public interest</td>
<td>Connected sentences</td>
<td>Factual talk in conversation</td>
</tr>
<tr>
<td>Superior (C1)</td>
<td>Advise, Discuss, Hypothesize, Persuade</td>
<td>Abstract topics, Unfamiliar topics</td>
<td>Extended conversation</td>
<td>Structured argument in organized talk</td>
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<tr>
<td>Distinguished (C2)</td>
<td>Defend</td>
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How can we help Mark?
### Helping Mark

**Mark: Intermediate-Low proficiency**

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Mark’s great leap

Mark

LOW

HIGH
C. Step-by-step approach
Mark: step-by-step approach

Accountability each step of the way.
Celebrating at each step of the way
D. Where do you begin to help Mark?

Mark needs to know...

• **Basic principles** *(Module 1-WML course)*
  ◦ proficiency principle
  ◦ developmental principle (easy before difficult)
  ◦ general-purpose language before worship and ministry language

• **His current proficiency level** *(Module 1)*
  ◦ “can-do” self-assessment checklist, or
  ◦ another type of proficiency assessment
Mark needs to know...

- **His communication needs** *(Module 1)*
  - how he needs to use worship/ministry language

- **Proficiency-oriented approach** *(Module 2)*
  - proficiency scale (ACTFL, CEFR)
  - proficiency goals
  - proficiency activities
How can we help Mark?

Mark needs to know...

• What to do and how to do it *(Modules 3-5)*
  ◦ tasks
  ◦ learning activities
  ◦ basic assessment procedures
  ◦ planning next steps
Mark’s proficiency level: intermediate-low

We want to make sure Mark can handle Novice tasks.

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E. Example:
Tasks graded by proficiency level
Novice-level tasks  (CEFR: A1 – A1+)

1. Observing, collecting (for future use)
   • cultural differences related to religious ceremonies (Christian, other)
   • record words and phrases that occur frequently (e.g., “Let’s pray.”)
   • begin vocabulary notebook
   • collect recorded songs, videos, Christian materials
2. Acquiring vocabulary (to learn/use now)

- names used for God, Jesus, Holy Spirit
- other common names (e.g., John, Moses, Paul)
- names of books of Bible
- basic biblical vocabulary, especially words and phrases used most frequently
- common words / phrases in hymns and songs
- common greetings among Christians
- common farewells among Christians
3. Communicating (listening, speaking)

- find Scripture references in church or B. study (John 3:20, Genesis 1:12)
- greet appropriately 4-6 people each week
- say farewell appropriately to 4-6 people each week
- (Novice High) converse with 4-6 people each week (simple conversation using memorized phrases and recombinations of memorized phrases)
### 4. Evaluating, Planning

**Self-report:**  *I have...*
- *make cultural observations about ___*
- *make (or collect) recordings of ___*
- *collect (or locate) Christian materials: ___*

**Performance assessment:**  *I have...*
- *give my coach recorded role plays of ___*

**Planning future learning**
- *I need to continue working on ___*
- *my immediate plans are ___*
Discussion questions:

• Would Mark have been happier if he’d been given tasks and activities to do at the Novice and Intermediate levels?
• How about your learners?
Novice-level tasks  (CEFR: A1 – A1+)

**Summary**

- There is a wide range of WML tasks for learners to focus on at Novice level.
- The range of tasks increases with each level.
- It’s important to build a foundation of Novice-level tasks before Intermediate-level tasks, etc.
- Learners have a feeling of accomplishment when they know they have started their WML learning journey and they are making progress.
What can you do to help your learners with WML now?
<table>
<thead>
<tr>
<th></th>
<th>What can you do to help your learners?</th>
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<tbody>
<tr>
<td>1.</td>
<td>Understand proficiency levels</td>
</tr>
<tr>
<td>2.</td>
<td>List tasks for each level</td>
</tr>
<tr>
<td>3.</td>
<td>Teach learners about proficiency (scale, levels, tasks, etc.)</td>
</tr>
<tr>
<td>4.</td>
<td>Encourage them to begin learning WML at Novice level</td>
</tr>
<tr>
<td>5.</td>
<td>Include assessment of WML at each level</td>
</tr>
<tr>
<td>6.</td>
<td>Celebrate what they CAN do</td>
</tr>
</tbody>
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F. Learning Procedures

Preparing to teach Bible study
<table>
<thead>
<tr>
<th><strong>Goal: Teach Bible Study (Advanced Low, CEFR: B1+)</strong></th>
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<tbody>
<tr>
<td><strong>Short easy task</strong></td>
</tr>
<tr>
<td>participate in small way with advanced prep</td>
</tr>
<tr>
<td>• pray simple prepared prayer</td>
</tr>
<tr>
<td>• make announcement</td>
</tr>
<tr>
<td>• read verse</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Somewhat more complex tasks</strong></td>
</tr>
<tr>
<td>• tasks that require a little interaction</td>
</tr>
<tr>
<td>• speaking with individuals</td>
</tr>
<tr>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Teach basic B. study</strong></td>
</tr>
<tr>
<td>familiar topic that can be explained easily and simply</td>
</tr>
<tr>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>Easy task(s), but slightly more challenging</strong></td>
</tr>
<tr>
<td>• 2-3 tasks</td>
</tr>
<tr>
<td>• longer verse, announcement, etc.</td>
</tr>
<tr>
<td>• multiple types of tasks (read verse and also pray)</td>
</tr>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Longer, more complex tasks</strong></td>
</tr>
<tr>
<td>• Short presentation that requires little or no interaction</td>
</tr>
<tr>
<td>• Interaction where others’ responses are predictable (e.g., asking questions with only 1-2 possible answers)</td>
</tr>
<tr>
<td><strong>5</strong></td>
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</table>
Activity chain

Collect NS samples
- record native speakers (NS) making similar announcements (praying similar prayers, etc.)

Listen to recordings multiple times
- note vocabulary, organization, etc.
- ask questions of NS about things you don’t understand

Practice with helper and others
- announcements you might make, etc.
- record and get critique by NS

Fill gaps and continue practice
- look for gaps in knowledge and skills (vocab to learn, phrases to use/avoid, etc.)
- practice and critique multiple times, but with different details each time

Handle short easy tasks
- Make announcement, and/or pray, read verse in B. study

1  2  3  4  5