Communicating heart to heart requires functioning effectively in one’s worship and ministry roles. It’s a skill that develops over time. So, when and where should learners begin and how should they expect to progress? We’ll discuss steps coaches can take to empower learners with realistic goals and appropriate learning procedures.

A. Defining the problem
   • Assumption: learners can engage in significant heart-language ministry in a year or a little more
   • What are your concerns, frustrations, needs? (Please email me with your list of needs so that we can address them in our new online course for language coaches and language learners.)

B. What can learners do at each proficiency level?
   • Proficiency level should determine learning tasks, topics, and type of language

C. Step-by-step approach
   • Appropriate learning tasks for learners at all proficiency levels
   • Better overall learning, higher motivation when learners know what to do and how to do it

D. Where do you begin with learner at fairly low level?
   • Basic principles: Proficiency principle; Developmental principle (easy before difficult); General-purpose language before worship and ministry language
   • Current proficiency level (approximate)
   • Communication needs related to worship and ministry activities
   • Basic information about proficiency-oriented approach: scale (ACTFL, CEFR), goals, activities
   • What to do (tasks, activities) and how (learning procedures), basic assessment, planning
E. Example: Tasks graded by proficiency level
   - Novice tasks: Making observations, collecting resources, communicating, evaluating, planning

F. Examples: Learning Procedures
   - Preparing to teach B. studies
   - Progressive role play technique

New ICCT online course for coaches and learners

“Communicating Heart to Heart: Learning Worship and Ministry Language.”
   Beginning fall 2019 or early 2020; no prerequisites.

Part 1: Getting Started
   Module 1: Overview; Basic principles: proficiency principle, developmental principle (easy before difficult, more useful before less useful); Determining your communication needs.
   Module 2: Proficiency-Oriented Learning: proficiency scales, proficiency goals, proficiency activities, proficiency assessment checklists; Determining your proficiency level.

Part 2: Developing Proficiency Step-by-Step
   For each module: Setting goals; Selecting tasks; Practicing learning activities; Using activities in the community; Assessing Progress
   Module 3: Listening Comprehension
   Module 4: Speaking (conversation and oral delivery)
   Module 5: Reading and Writing

Part 3: Resources
   Learning Procedures: Activities for all skills (e.g., listening) and components (e.g., vocab.)
   Basic Assessment Procedures: Assessment for learning (e.g., recordings, checklists)
   Resources for Ongoing Learning: Websites, books, articles, etc.

ICCT online courses for language coaches and language learners

“Foundations of Language Coaching.” Offered three or four times each year.
“Learner Assessment.” Offered four times each year; prerequisite: “Foundations of Language Coaching.”
“Communicating Heart to Heart: Learning Worship and Ministry Language.” Beginning fall 2019 or early 2020; no prerequisites; for coaches and learners.

Five different fully online courses for pre-field and on-field language and culture learners at beginning through advanced levels. Our newest course, available later this year, is “Cross-Cultural Living and Ministry.”

Additional course information is available at www.wheaton.edu/icct. Please email me for more information about our new “Communicating Heart to Heart” course, and/or to give me a list of specific concerns or needs related to your learners (Lonna.Dickerson@wheaton.edu).