“The Language Learning Facilitator and Member Care: Update after a Quarter Century”
“The Language Learning Facilitator and Missionary Care”

For me the question:

Should member care “professionals” scoot over and make room for people with a ministry like ours?
The Language Learning Facilitator and Missionary Care

Greg Thomson
University of Alberta

There is considerable evidence that learning and using field languages is a major source of stress in the missionary’s life. If so, it is also one of the major challenges to missionary mental health. This suggests that language learning facilitators are in a position to contribute positively to the overall mental health picture of missionaries, serving as colleagues to those in the more traditional categories of missionary care-givers. This is first of all a spiritual ministry. In addition the facilitator can benefit from an understanding of the encouragement process and of the academic discipline of second language acquisition.

How I Learned About Caring for Language Learners

Robert Fulghum claimed in the title of one of his books that he learned all he really needed to know back in kindergarten (Fulghum, 1988). My personal kindergarten as a language learning facilitator took place in 1979. The North America Branch (NAB) of the Summer Institute of Linguistics (SIL) was placing six new teams (a team generally consisting of two single people or a married couple) in the field at approximately the same time. All of them were faced with the challenge of learning Native American languages. I felt that new teams needed more guidance with language learning than Angela and I had received as a new team, and so I offered to hold a language learning workshop to help these new teams get off to a good start. Even as I offered, I knew I was not qualified to conduct such a workshop. But the Lord graciously visited that workshop with his presence. At the end, we joined hands in a circle to say a closing prayer. Two or
“The Language Learning Facilitator and Member Care”

Why would this topic have been of interest?
Approach taken to talk in 1995

1. Yes, there is an emotional cost: Evidence

2. Yes, there is an emotional cost: Reasons

3. Helping workers deal with the emotional cost: ENCOURAGEMENT
Scoured The Literature
Gish’s 1983 Questionnaire (n=549)

“...communicating across language-cultural barriers”.

This was the second most frequent area of “considerable to great stress” (52%) for missionaries.

What’s so painful??

- Merleau-Ponty
- Vygotsky
- Labov
- Brown & Levinson
- Giles & Coupland
- Guiora:


[T]he task of learning a new language is a profoundly unsettling psychological proposition ... What is required of the learner is ... formidable: the necessity to recategorize information ... that inevitably must lead to a demand to assimilate alternative and new ways to describe and thus conceptualize, and ultimately experience, events in and around us. ... 

...fear of losing the grip on the psychological integrity for which native language serves as such a powerful anchor.
Stages in Encouragement Process

• Stage 1, Relationship building and exploration
• Stage 2, Broadening awareness
• Stage 3, Action and movement toward goals
• Stage 4, Interdependence, Self-Encouragement, Encouraging Others
Key Theme of My Presentation at ICLL-2 in 1995:

Encouragement
Key Theme of LLAC-10 in 2019

Encouragement
“The Language Learning Facilitator and Member Care: Update after a Quarter Century”
Knowing Discouragement First Hand

• Gave up
• Took heart (←group fellowship)
• Gave up
• Took heart (←One caring conversation)

Both times: Seeing a new possibility
(a new possible self)
I was angry that new workers still weren’t being encouraged!
Language Learning Advisor Workshops/Courses (LLAWs, LLACs)

• In the years between ICLL 2 and ICLL 10 a lot changed
• Big turning point 2003-4
• A new framework: Growing Redemptive Participation
First LLAW (2003)

• The glory of the clay pots
• A new understanding of redemption

**INTEGRATION**:

1. Language and culture learning (All levels)
2. Our team experience
3. Sharing Jesus
4. Our role as “coaches”
5. One’s personal walk with God and with others
1995-Present: Encouraging hundreds through trained encouragers

Encouragers of Growing Redemptive Participators (EGRPs)
Now there have been thirty-one LLAWS/LLACs

Every one emphasizing encouragement principles and skills.
And now---24 years after ICLL2
Should Member Care Include Language Learning Facilitators among its Specialists?
Should Member Care include people specially equipped to encourage new coworkers and others struggling to participate well in host life??
Which is it?

Encouraging “Language Learners”

or

Encouraging Whole People in Whole Contexts.
The Growing Redemptive Participation Framework means that issues of:

- Spiritual life as individuals and teams
- Marriage and family (in two worlds)
- Kids special needs (in two worlds)
- Social life in host world
- Participation in host world practices
- Making Christ known (in two worlds)
- Employment in host world
- Living arrangements
- Other?

...are all the same ball of wax.
Your life “(100 waking hours per week) on the field”

- **Home-world life** (incl. on the field)
  - **Special-growth redemptive participation**
- **Host-world life (on the field)**
  - **Lifestyle growing participation**
  - **Moderate-growth redemptive participation**
  - **Low-growth redemptive participation**
Your life “(100 waking hours per week)

Home-world life (incl. on the field)

Special world life (on the field)

Lifestyle growing participation

Moderate growth redemptive participation

Low-growth redemptive participation

Redemptive participation
Your life "(100 waking hours per week) on the field"

- Home-world life (incl. on the field)
  - Special-growth redemptive participation
- Host-world life (on the field)
  - Lifestyle growing participation
  - Moderate-growth redemptive participation
  - Low-growth redemptive participation
The Psychology of Encouragement: Theory, Research, and Applications

Y. Joel Wong

Abstract
Despite the frequent use of encouragement in everyday social life, encouragement remains an understudied topic in positive psychology and counseling psychology. To address this gap, this article resolves ambiguity in terminology and synthesizes diverse streams of theorizing and research to propose an integrative psychological science of encouragement. The author offers a definition of encouragement, delineates its conceptual boundaries, and proposes a conceptual model that provides a taxonomy of encouragement processes. Known as the Tripartite Encouragement Model (TEM), this model charts the foci, features, and levels of encouragement. Encouragement is conceptualized, at different levels, as an act of interpersonal communication, a character strength, as well as an ecological group norm. The author explains how encouragement can enhance the quality of counseling practice as well as practical applications in other areas of psychology. Finally, the author delineates how the TEM can guide future research on the psychology of encouragement.
Defining encouragement

... affirmation ... to instil

• courage,
• perseverance,
• confidence,
• inspiration,
• hope

... for a challenging situation or
... realizing a potential
The General Flavour of the Encouragement Stages and Skills

**Activity 9: Stages of D&L’s Encouragement Process (50 Min, 4:50-5:40)**

**Purpose:** Survey the D&L four stage strategy of encouragement, and apply it to the role of an EGRP ministering to a DP (Discouraged Person).

**D(iscouraged) P(erson)**
- Facing challenges
- Lacks courage
- Sees solution as impossible
- Tunnel vision
- Not expecting change
- Doesn’t think EGRP can help
- Paralyzed

**Stage 1: Relationship Building and Exploration**
- EGRP
  - Listens LONG, values
  - Keeps DP at center
  - Doesn’t contradict
  - Helps DP keep talking
  - Treasure hunting
  - Keeps open mind
  - Respect, confidence
  - Genuine enthusiasm

**Stage 2: Broadening Awareness**
- DP
  - Feels safe
  - Feels not condemned
  - Feels “talked out”
  - Feels understood
  - Sees a bigger picture
  - Feels energized, joyful, refreshed
  - Ready to search for solutions together with EGRP

**Stage 3: Action, movement toward goals**
- EGRP
  - Two-way conversation
  - Solutions-oriented
  - Again keeps open mind
  - Spotting possibilities
  - Teaches new ideas
  - Noticing discouraging beliefs (Negative nonsense)

**Stage 4: Independence, self-encouragement, Encouraging others**
- DP
  - Implementing decisions
  - Efforts
  - Movement

Ex-DP
- Confident
- Courageous
- Joyful
- Fruitful
- Resilient

**EGRP**
- Supports DP in decision-making
- Interacts in planning action
- Affirms effort
- Affirms movement

- Values effort
- Values movement
- Teaches about discouraging thought processes
4

Motivation and ‘Self-Motivation’

It is appropriate that the coverage of language aptitude in chapter 3 should be followed by the discussion of the other major ID variable that has been found to significantly affect language learning success: motivation. It is easy to see why motivation is of great importance in SLA: it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions, and Robert Sternberg (2002), one of the leading aptitude researchers of our time (whose work was briefly described in chapter 3), goes as far as to say that:

Much of what appears to be foreign-language learning aptitude may reflect a valuing process. In Belgium, those who learn Flemish as a first language are much more likely to learn a second and even a third language than are those who learn French as a first language. Why? Can anyone seriously believe that the difference is one of language-learning aptitude? Probably not. Rather, the difference is that of the perceived need for additional languages. There is a practical need for additional languages, and the languages are taught with this practical use in mind. (p. 19)

This argument is almost exactly the same as the one put forward by Robert
Key to motivation

My current self

Is there a distance in here

Target for Change

My hoped-for possible self
Worker headed out with a great vision:

• I will not leave the field prematurely
• I will be able to communicate in the host world
• I will have lots of social life with host friends
• I will naturally share Jesus with host people
Vision Lost
Busted Vision Syndrome
Your life “(100 waking hours per week)\

Home-world life (incl. on the field)\

Special redemptive participation\

Moderate redemptive participation\

Low-growth redemptive participation

Lifestyle growing participation

Redemptive participation
1st Degree Busted Vision Syndrome

• I have not left the field prematurely
• I am able to communicate
• I have lots of social life with host friends
2nd Degree Busted Vision Syndrome

• I have not left the field prematurely
• I am able to communicate (somewhat)
3rd Degree Busted Vision Syndrome

- I have not left the field prematurely
Tried to separate the ball of wax into smaller balls?
Your life “(100 waking hours per week) on the field”

- Home-world life (incl. on the field)
  - Special-growth redemptive participation

- Host-world life (on the field)
  - Lifestyle growing participation
  - Moderate-growth redemptive participation
  - Low-growth redemptive participation
Key to motivation

My current self

Is there a distance in here

Target for Change

My hoped-for possible self
Vision Restored

1. **Hear** the co-worker’s difficulties
2. Help the co-worker **remember** the vision,
3. Help the co-worker **Imagine** the “**new me**”
4. **Enrich** what is imagined
5. Make this “new me” **plausible**
6. Develop an action **plan** (be real!!)
7. Plan to keep the vision (“new me”) alive
8. Try to anticipate possible **demotivators**
9. Consider the “dreaded” outcome
10. **Start!**
11. **Monitor the vision!**

Help needs to help.
Making the new self plausible

1. A change in my possible self (cost)

100 hours in phases 1-2
300 hours in phases 4-5
And now---Back to The Original Question
Language Learning Facilitators (encouragers) and Member Care?
GLOBAL MEMBER CARE

VOLUME ONE:
The Pearls and Perils of Good Practice

KELLY O’DONNELL
“Going Global: A Member Care Model for Best Practice”  (O’Donnell, 2000, 2011)

International Macro-Model for Member Care: Five Spheres of Care:
Specialist Care:
- Physical/Medical
- Teambuilding/interpersonal
- Financial/Logistical
- Counselling/Psychological
- Crisis/Contingency
- Family/MK
- Training/Career
- Pastoral/Spiritual

Missing?:
Help with *being* (identity) and *doing* (practices) and *sharing* (contextualize Good News)
In a host languacultural world
The Case for Language Learning
Encouragement as Part of Member Care
The Case for Language Learning
Encouragement as Part of Member Care
1) God doesn’t intend that this overwhelming task of language learning be carried out in loneliness.

2) To care for one another adequately, we need to get to know one another.

3) Such caring must then be actualized in ongoing relationships.

4) It takes many caregivers to provide adequate care, including multiple official facilitators, peer encouragers, and others with a ministry of encouragement.

5) Caring on a human level is not enough—proper care is based on spiritual ministry rooted in belonging to the same Body.

6) The capacity to care in the way required is a gift given in response to faith—the anointing of God is the key to effective language learning facilitation.
“The Language Learning Facilitator and Missionary Care”

For me the question:

Should member care “professionals” scoot over and make room for people with a ministry like ours?
End
Two Ways to Deal With ’’Culture Stress’’

1. Stress and coping model of adaptation
2. Social skills learning

(Debilitating stress or social skills deficit)

• Source
An organizational leader in India coaching first-term staff. Culture shock is the biggest struggle as our new staff pursue learning a different language and culture. This usually is hard on their sense of identity and sifts through those who can stay on long-term from those who cannot. Loneliness and isolation are two words to describe the first year. Depression is frequently a part of the stress they feel as they try to cope with their new and demanding work.
1. Remember the vision, hear the difficulties
2. Imagine a “new you” and enrich it
3. Make the “new you” plausible
4. Developing an action plan (be real!!)
5. Plan to keep the vision (“new you”) alive
6. Consider the “dreaded” outcome

Stages of Motivation

Motivation to start doing things → Motivation after I’ve started → Motivation from looking back later
Overcoming Busted Vision Syndrome

• More Energizers:
• More courage
• More perseverance
• More confidence
• More inspiration (more Spirit!)
• More hope

• Less energy drainers
• Less sadness
• Less anxiety
• Less anger
• Less interpersonal strain
Language Learning Facilitators (encouragers) and Member Care?
End
Positive and negative emotions underlie motivation for L2 learning

Peter D. MacIntyre
Cape Breton University, Sydney, Nova Scotia, Canada
peter_macintyre@cbu.ca

Laszlo Vincze
University of Helsinki, Finland
laszlo.vincze@helsinki.fi

Abstract
The role of basic emotions in SLA has been underestimated in both research and pedagogy. The present article examines 10 positive emotions (joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love) and 9 negative emotions (anger, contempt, disgust, embarrassment, guilt, hate, sadness, feeling scared, and being stressed). The emotions are correlated with core variables chosen from three well-known models of L2 motivation: Gardner’s integrative motive, Clément’s social-contextual model, and Dörnyei’s L2 self system. Respondents came from Italian secondary schools, and most participants were from monolingual Italian speaking homes. They described their motivation and emotion with respect to learning German in a region of Italy (South Tyrol) that features high levels of contact between Italians and Germans. Results show that positive emotions are consistently and strongly correlated with motivation-related variables. Correlations involving negative emotions are weaker and less consistently implicated in motivation. The positivity ratio, that is, the relative prevalence of positive over negative emotion, showed strong correlations with all of the motivation constructs. Regression

1 This research was supported in part by a grant to the first author from the Social Science and Humanities Research Council of Canada and grants to the second author from the Ella and Georg Ehrnrooth Foundation, Helsinki and the Finnish Cultural Foundation, Helsinki.
That is, a variety of negative emotions, such as anxiety, embarrassment, fear, nervousness, sadness, and shame, were lumped together under the rubric of language anxiety (e.g., Gardner, 1985; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1994a), whereas a list of positive affects, such as creativity, enjoyment, fun, interest, pride, and support, was assembled under the single heading of language enjoyment (e.g., Dewaele & MacIntyre, 2014).
In a prototypical shame experience, L2 learners’ primary concern is with their global self as a person and how this self is perceived, evaluated, and judged by others...

In sharp contrast to shame, in a prototypical guilt experience, L2 learners’ primary concern is with their specific behaviors, rather than their global self (Lewis, 2000; Tangney & Deer-ing, 2003). In the midst of a guilt experience, an L2 learner may critically direct her attention toward her behavior, negatively scrutinize every aspect of it, and carefully examine ways to undo it.
Positive and negative emotions underlie motivation for L2 learning.

Positive: Joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love.

Negative: anger, contempt, disgust, embarrassment, guilt, hate, sadness, scared, stressed,
SOCIETY OF ORIGIN
- Social factors
- Political factors
- Economic factors
- Cultural factors

SOCIETY OF SETTLEMENT
- Social factors
- Political factors
- Economic factors
- Cultural factors

SOCIAL TRANSITION
- Life changes
- Intercultural contact

STRESS AND SKILLS DEFICITS

RESPONSES
- Affective
- Behavioural
- Cognitive

OUTCOMES
- Psychological
- Sociocultural

CHARACTERISTICS OF THE PERSON
- Personality
- Language fluency
- Training and experience
- Cultural identity
- Acculturation strategies
- Values
- Reasons for migration

CHARACTERISTICS OF THE SITUATION
- Length of cultural contact
- Amount of intra- and intergroup contact
- Quality of intra- and intergroup contact
- Cultural distance
- Amount of life changes
- Social support
1) God doesn’t intend that this overwhelming task of language learning be carried out in loneliness.

2) To care for one another adequately, we need to get to know one another.

3) Such caring must then be actualized in ongoing relationships.

4) It takes many caregivers to provide adequate care, including multiple official facilitators, peer encouragers, and others with a ministry of encouragement.

5) Caring on a human level is not enough—proper care is based on spiritual ministry rooted in belonging to the same Body.

6) The capacity to care in the way required is a gift given in response to faith—the anointing of God is the key to effective language learning facilitation.