

## INDIVIDUAL LEARNING ASSIGNMENT

### Church Service Observation

At least every 2 weeks attend a regular worship service in the target language. Observe stated phrases, directions, prayer formulas, etc. Take notes on them -- form, meaning, use in service, response. Add to your notes in each service. Note key words and phrases in each sermon.

**Goals:** To help you systematically observe how worship services are conducted or classes taught (particularly where they are different from what you know from your European or American pattern).

To give a sense of progress from month to month in your comprehension of the language and of the worship setting in your target culture.

To assist you to use your worship experience as a learning experience in language and culture.

To help you thereby to integrate your role as a learner with your devotional life.

To help you gain a more positive experience of worship in a language new and, at first, incomprehensible to you, and in a format new to you.

#### **Instructions:**

1. Fill out an observation sheet on at least one of your services/classes in each month.
2. Note the text for the lesson or sermon and read it again at home -- note any problems in grammar or meaning.
3. Discuss grammar, meaning and usage with your conversant or tutor in one session -- probably Monday is best, for best recall and reinforcement of your Sunday experience.

## **INDIVIDUAL LEARNING ASSIGNMENT**

### **Observation Form For Church Service/Bible Study Class**

Date:

Place:

Activity:

Speaker/Teacher/Leader:

Bible Text:

Topic:

Observations (for example: the way communion was administered, the way people participated, order of worship, discussion in class):

Questions to investigate about the meeting, sermon or activities (including cultural matters):

Notes/Questions on grammar or usage:

New/Useful Vocabulary:

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### Self-Introduction

In the early days of your language learning, develop a self- introduction, so that you can introduce yourself to people, and particularly, introduce yourself to any church where you worship. Some of these phrases you will already have learned in the language text sequence, but some will be new, and you will need to arrange them into an oral presentation for a church service.

You should include the following items:

- Your name, (age if you wish), home state and country
- Where you lived and what you did before coming to Africa
- What you are doing now
- What you intend to do upon finishing basic language learning
- Where you will be living and/or working
- Some facts about your immediate family (no. of children, parents, brothers & sisters, etc.)
- Expression of gratitude for being in the country, and in the particular church where you will give your self-introduction

You should arrange to give your self-introduction in some church no later than the 12th week of language learning.

This self-introduction can serve as the foundation for the personal testimony which you will develop later.

## INDIVIDUAL LEARNING ASSIGNMENT

### Special Church Phrases

Learn how to hear and say special phrases related to church services.

These phrases will be used in the morning devotional period, in which Bible reading and prayer are in focus.

Learn the following and other basic phrases in weeks four and five of your language learning. (Before you begin the regular devotional exercises. You should begin your reading of Bible selections in week six or seven.) Learn standard variations of these phrases as you are able. Active observation and note-taking in church services you attend is one good way to learn them, as well as by eliciting directly from conversants. Note that appropriate forms may vary from the forms you are familiar with.

Sample phrases to learn:

"Open your Bible to the book of \_\_\_\_\_, Chapter \_\_\_\_\_. Let us begin reading with verse \_\_\_\_\_ and read through verse \_\_\_\_\_. Let us read together."

"Let us read from the book \_\_\_\_\_, page \_\_\_\_\_, the story entitled \_\_\_\_\_."

"Let us sing hymn (song, chorus) # \_\_\_\_\_."

"Let us stand." "You may be seated."

"Let us pray."

## INDIVIDUAL LEARNING ASSIGNMENT

### Personal Christian Testimony

As you learn more phrases and progress in religious vocabulary, prepare your personal testimony. This can develop from the self-introduction which you prepared earlier. You should be ready to give this personal testimony during your visit to a church, at least by week 18 or 20.

You should get help from your conversants or other resource people for preparing the phrases you want to use. Be sure that your grammar is correct, but make the story your own. Use this learning exercise to state your own ideas, beliefs, experiences in your own words. But be sure that you do not simply make religious statements, but that you tell your own story in your own words in an everyday manner. Your personal Christian testimony should be an expression of your own faith experience and life journey. Relate this in such a way that you could help win someone to Christ, or strengthen another Christian.

The format may vary according to your own desire, and you may tailor what you want to say to your own abilities in the language at this stage. You will of course learn some new words or ways of saying things, but make sure you are able to express your own thoughts in the things you learn while putting together your testimony.

You may wish to relate your conversion experience, your basic concept of faith in Jesus Christ, or perhaps one particular experience of grace in your life.

You should write it out in the language as you develop it, then commit it to memory, as much as possible, so that it may come from you to the recipient as a personal statement. But be as natural and spontaneous as you can. This memorized start is only a resource for your ultimate goal to creatively develop your thoughts and feelings in the target language.

If what you want to say is too hard at first, think of something simpler to say. Do not try to be profound, but try to be clear and meaningful. If what you want to say becomes too grammatically complex, find a simpler way to say something similar. This will give you experience in use of basic sentence patterns and alternatives.

You may wish to use some scripture verses in connection with your testimony, and thus the testimony and verses might form the basis of a lesson or sermon, should you have the opportunity to preach or teach.

## INDIVIDUAL LEARNING ASSIGNMENT

### Scripture Memory

By about week twelve, begin to commit to memory a selection of verses and passages from the Bible. Memorize at least 20 verses out of those given here by week 23 of the learning program. If more than one translation exists in your target language, I suggest you choose a modern-language translation, so it will sound more natural and communicate better to your community.

**Goals:** To give you a basis of authoritative witness in the target language even before you attain the skill and proficiency that you will ultimately gain.

To help you become familiar with the Bible in your target language.

To give you a firm basis of religious vocabulary through your familiarity with portions of Swahili scripture.

To support your general language skills by your committing to memory useful and correct passages of the language.

To build your subconscious "reference bank" of sentence patterns and grammar, as well as vocabulary, complementing the language dialogue units.

#### **Instructions:**

1. From the list below choose a total of 20 verses. (Each verse within a passage counts as one verse.)
2. Work on them, passage by passage, and say them for your language helpers as you have them ready, on your own schedule. (You may want to have a special helper for the Bible verses.)
3. The first two passages should be given priority: Matthew 6:9-13, "The Lord's Prayer," and Psalm 23. The former is often recited in public worship, and the latter is a favorite for meditation and comfort.
4. Finish memorizing your chosen verses by the 22nd week of school.
5. Choose 5 verses (or one major passage of 5 or more verses) which you will say on the final oral exam.
6. For the final oral evaluation, write out on a card or paper the verses you have chosen and bring this with you. If you list five individual passage verses, three will be chosen by the convenor. If you choose a passage, you will say the entire passage.

**VERSES:** Matthew 6:9-13    John 11:25-26  
Psalm 23                      Galatians 5:1  
Isaiah 53:4-6                Galatians 3:27,28  
Romans 3:10                 Psalm 100  
John 3:16                     Matthew 28:18-20  
John 1:12                     Matthew 5:1-12  
Romans 6:23                 Revelation 3:20  
Romans 3:23

## LEARNING ACTIVITY GUIDE

### Devotional Period

From week six, plan one session of a half-hour to one hour as a devotional time as part of the language learning process.

**Goals:** To add a devotional dimension to language learning.

To introduce the learner to religious vocabulary.

To give experience in leading worship in the target language.

To build comprehension of the written language.

To increase awareness of grammar and usage inductively, from written sources.

To help the learner move systematically from simplified toward more natural language in vocabulary and grammar.

To provide a basis for reading unrestricted language from the Bible.

### Format:

Begin reading passages from the simplified Bible selections. Translation and discussion of a passage from these sources will be the main focus of the devotional period. From about the third or fourth month, the Bible should be used. The session should be done with the language helper present. This exercise is probably most productive in a group in which the learners rotate leadership.

1. All (or both) learners should translate the lesson for the day, but one should be responsible for reading and translating in class, and leading the session. (Focus on sentence patterns and key vocabulary. Discuss grammar and usage at the end of the session with your tutor.) You do not have to have a finely polished translation, but rather the focus should be on comprehension of the passage in the target language.

2. The person in charge should open the devotional period with an appropriate opening phrase. For example,  
"Let us begin by singing hymn number \_\_\_\_"  
or  
"Let us stand and sing the chorus \_\_\_\_."

3. A hymn from the hymnal, a chorus from a book or learned by heart should be sung. The learner in charge does not necessarily have to lead the song; he may request the tutor/conversant to do so, or may arrange with another (the other) learner to choose and/or lead the song.

4. After the hymn, the learner in charge should give directions for the reading for the day. He/she should read the passage through in the language, then go back and translate phrase by phrase into good English. (Do not just read a written English translation.) The meaning of the scripture verse should be clear from the translation provided by the learner or arrived at in discussion.

5. Brief comments on the passage or its theme may be appropriate after finishing the translation.

6. The leader should close the period with prayer in the language, giving the proper direction for prayer. (For example "Let us now pray." The prayer need not be long. You should learn to use in the language standard prayer forms for opening and closing the prayer, etc. For example, "Our father in heaven...."

# INDIVIDUAL LEARNING ASSIGNMENT

## Long Field Assignment

The Long Field Assignment is useful for learners who have not been living in a deep-culture and language setting during their initial learning.

The Long Field Assignment should be fulfilled by the sixth month of full-time language learning. (This should be about Proficiency Level 1+ to 2. See *Proficiency Evaluation Checklist*) This assignment focuses on a totally indigenous setting, away from the area where you have been studying, with activities to involve you in hearing and speaking only the target language during your stay. The individual activities included in this assignment may be done in connection with a Field Apprenticeship in ministry.

**Goals:** Introduction to a new area of the country and ministry there.

As much practice as possible in the target language, consolidating skills and knowledge you have learned up to now.

Opportunities to use personal skills for learning from the situation in which you find yourself (thinking on your feet in the language with no special resources at hand.)

More intensive cultural contact and language immersion.

Learning or practicing social skills through this cultural contact.

Opportunity to give your Christian testimony before a congregation of speakers of your target language, teach a class or preach a sermon.

### **Instructions:**

#### **1. Preparation:**

a. Prepare a personal testimony, to be given in a church while on the field trip, or a sermon or Bible lesson. This may be

- 1) your life history and Christian pilgrimage,
  - 2) your salvation experience, or
  - 3) a meaningful event or worship experience in your Christian life.
- Get help from a language helper.

b. Do some historical and cultural reading, if materials are available, about the area where you will go.

**2. The Experience:** Your assignment should include three basic elements in the area you visit:

a. One day spent visiting local markets, homes or other areas of interest. All of this, or as much as possible and practicable, should be in the target language, to give you as much benefit as possible.

b. A night spent in a village home. You should spend at least one night with a local family. Stay with the national host family, visit in the village or whatever other activities they may plan for you. If possible go to church with the same family. You may have done this earlier, but it is important to do this at this stage in your progress.

c. Attend a regular church service. Give your testimony in the church service, teach a Sunday School lesson or preach a sermon.

## LEARNING ACTIVITY GUIDE

### Bible Correspondence School Materials (English)

Materials from a Bible Correspondence Course might be used in the last few months of language learning. If these are in English, this Learning Activity Guide is meant to give guidelines for maximizing this activity. Use of materials might immediately be seen just as a translation exercise. This would be more work than benefit. But the exercise can be worthwhile if this guide is followed conscientiously.

**Goals:** To obtain more extensive religious vocabulary in your target language.

To build skills in self-expression of ideas in the language, and to foster discussion of faith concepts.

To build general oral comprehension through discussion, question and answer.

**Format:**

1. You should work on a paragraph or smaller segment at a time with your language helper. Have your language helper summarize each segment with a phrase you can learn easily.

2. Do not write out a full text translation of the English. You are working for basic summary statements in the target language. Do not worry about getting a word in the target language for every English word or phrase.

3. After you are sure that your helper has given you one or two learnable phrases which represent the idea of the English segment, have the helper lead you in a repetition drill on the sentences as a new text.

4. Try to clarify new words by discussion or elicitation of further examples in sentences. Do substitution drills for the sentence patterns to be sure you have internalized them and can use those sentence patterns flexibly. Do not worry about the English phrasing--try to formulate your concept around the target language phrases.

5. Have your helper give you one or two questions for each major section of the lesson. This will give you a question to ask when you actually teach the lesson. Also elicit a likely answer, and discuss the topic with your helper. This should foster your comprehension and enhance your teaching.

## LEARNING ACTIVITY GUIDE

### Bible Correspondence School Materials (Target Language)

Use this Learning Activity Guide for Bible Course books in your target language. The initial books in the Bible Course will give you intensive practice with religious vocabulary. The emphasis in this activity will **not** be **translation into English**, but comprehension and discussion in the target language. Remember, the meaning is NOT in the English but inherent in the original, arising from its own structure and cultural context.

Discuss each lesson in a session with your language helper. Read portions of the lesson orally, discuss the general topic, or particular questions from the text.

**Goals:** To provide more extensive exposure to religious material in your target language.

To give advanced opportunities for formulating ideas in the language, and for discussing topics flexibly.

To assist the learner to move past initial "translation" approaches into comprehension of the original text within its own context and discussion of it without the limitation of English.

To build general oral comprehension through discussion, question and answer.

#### **Format:**

1. You should read and prepare the lesson before meeting your language helper. Refer to Activity Guide for Readings, steps 1 through 5. Observe these steps carefully.
2. Do not write out a full text English translation. Take notes as necessary for new words and concepts. Translation is not the major focus--comprehension is, along with oral discussion.
3. Try to clarify new words by discussion or elicitation of further examples in sentences. Get your language helpers to explain in the language as much as possible, by giving examples, drawing pictures, etc. For certain technical words, English equivalents may be helpful. **BUT TRY TO AVOID LIMITING YOURSELF BY THE ENGLISH.**
4. Discuss questions in the text or at the end of lessons. **THIS SHOULD BE DONE IN THE TARGET LANGUAGE.** This is critical if this exercise is to help you deal with lessons in a church setting.
5. Take the exam(s) and send them in as other students of the Bible Correspondence Course.