

Understanding Biblical Exposition



The Necessity of Expositional Teaching

- 1 Peter 4:10-11 –



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- 1 Peter 4:10-11 – *“let [her] speak as one who speaks oracles of God.”*
 - *oracles* – divine utterances, specific messages that come from God; God’s word
 - *as* – corresponding to
- We are obligated to make sure our content corresponds directly to the Word of God.



The Meaning of Expositional Teaching

- The goal of expositional teaching is to discover the author's intended meaning and to clearly communicate that message to the audience.
- “Expository [teaching] is text driven... Its goal is to discover the God-inspired meaning through historical-grammatical-theological investigation and interpretation.... The [teacher] explains, illustrates and applies the meaning of the biblical text in submission to and in the power of the Holy Spirit, [teaching] Christ for a verdict of changed lives” (*Engaging Exposition*, p2).



The Meaning of Expositional Teaching

- Expository teaching occurs when the “main point of the biblical text... becomes the main point of the [message]” (*Preach: Theology Meets Practice*).



Characteristics of Expository Teaching

- It is based on one passage of Scripture.
- It is based on a complete unit of Scripture.
- It is built around the primary truth in a passage of Scripture.
- It follows the general grammatical or literary structure of the passage of Scripture.



Characteristics of Expository Teaching

- It is consistent with the context of the passage of Scripture.
- It explains words, phrases, and theological concepts that are significant or hard to understand.
- It reflects understanding of the Scripture passage's literary genre.



Characteristics of Expository Teaching

- It represents the author's intent for the audience to whom he wrote it.
- It includes application to the present-day audience.



The Failure to Teach Expositionally

- We often practice hasty contextualization.

TEXT - - - - - Us/Now



The Failure to Teach Expositively

- We need to practice exegesis
 - “To lead out”
 - A critical interpretation of the text—seeking to discover the author’s intended meaning



The Failure to Teach Expositionally



TEXT - - - - - Us/Now



The Failure to Teach Expositionally





Process Overview: PREPARE

- Pray.
 - Bathe the process in prayer.
 - Psalm 119:18 – *Open my eyes, that I may behold wondrous things out of your law.*
- Make a Commitment.
 - To handle the Word of God as accurately as possible.
 - To stay on the line (Deut 4:2; 1 Cor 4:1, 6)



Process Overview: OBSERVE

- Observe the Text.
 - Read the text at least ten times, preferably comparing a few translations.
 - Record observations. (Your observations will vary depending on the genre of Scripture you are teaching from and will be covered in each genre-specific session.)
 - Note key words: repeated words, unfamiliar words, word pictures, connectors, and theological terms.



Process Overview: INTERPRET

- Define Key Words.
 - Use a Bible dictionary such as blueletterbible.com.
- Explore the Literary Context (The *words* around the text).
 - Read the passages immediately before and after your text, looking for repeated ideas or words or for teaching that sheds light on your text.



Process Overview: INTERPRET

- Investigate the Historical Context (The *world* around the text).
 - Discover what was going on in the lives of the readers to further clarify the meaning as they would have understood it.
 - Resources: A study Bible, contemporaneous books of the Bible, *Nelson's Book of Bible Maps and Charts*, Bible dictionaries or encyclopedias, or Old or New Testament Introductions.
- Interpret the Meaning of Phrases and Key Ideas.
 - Consult commentaries: <https://bestcommentaries.com>.
 - Attempt to summarize the key ideas in your own words.



Process Overview: INTERPRET

- State the Main Idea of the Text.
 - Determine the subject of the text: What is the author talking about?
 - Determine the complement of the text: What is the author saying about what he's talking about?
 - State the big idea in one historical third person sentence.
- Develop a Passage (Exegetical) Outline.
 - (This process varies depending on the genre of Scripture and will be covered in each genre-specific session.)



Process Overview: DEVELOP

- State the Main Idea of the Message.
 - This is a current-day expression of the main idea of the text.
- Structure the Message Outline.
 - The message points should be current-day expressions of the main ideas of the text.
 - Each message point should be logically related to the main idea of the message.
 - Each message point should come directly from the text (not from secondary texts).



Process Overview: DEVELOP

- Develop the Body of the Message.
 - This step includes the elements of Explanation, Argumentation, Illustration, and Application.
 - This process varies depending on the genre of Scripture and will be covered in each genre-specific session.)



Process Overview: DEVELOP

- Prepare an Introduction.
 - Establish rapport.
 - Arrest attention.
 - Create a need.
 - Offer an answer.
 - Direct to the text.



Process Overview: DEVELOP

- Craft a Conclusion.
 - Restate the message idea.
 - Review the main points.
 - Exhort your listeners to a response of obedience, trust, or gratitude.



Illustrations



Definition of Illustrations

- The word *illustrate* comes from the Latin word that means “to illuminate.”
- To illustrate is to make clear or intelligible, as by examples or analogies, so illustrations make truth understandable.



Definition of Illustrations

- Illustrations take a theological concept and picture it through a “natural analogy” (*12 Essential Skills*). This makes the truth memorable.
- Illustrations bring the message down to life, making truth livable.



Developing Illustrations

- Determine the key idea from the message division that you want to illustrate.
- Generalize the concept: Move from the specific idea to the general idea.
- Brainstorm natural analogies (everyday experiences that picture the concept).



Guidelines for Using Illustrations

- Tell the illustration well.
 - Be familiar with the details—do not read it.
 - Be accurate with the facts.
 - Include relevant details to set the scene.
- Tell it in a way that listeners can identify with the experience.
- Relate the illustration back to the key idea: “In the same way...” or “Just as....”

