

Teaching English From Cities to Villages

英語教學——從城市走進農村



(From Left to Right) George Jor, Zoe Fung and Jenny Wong taught ACE course at Summer English Gospel Camp, organized by Eng Yu Evangelistic Mission Church in Hong Kong.

(由左至右)左治強，馮詩愉及王忻在基督教會恩雨堂主辦的暑期英語體驗營透過ACE course 一邊教英語，一邊教聖經。

Jenny Wong 王忻

Chief Executive Director
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The ministry of English-teaching is usually considered a city mission. This is because it is the urban-dwellers who see the need of using English to interact with global traders. Villagers who live 2-3 hours drive from the city lack the learning motivation to speak fluent English.

Around three years ago when I conducted teachers' training at a small town in Sichuan, some in-service English teachers did not even bring a pen with them, giving us the impression that they lacked learning motivation. But they enjoyed building relationships (guan xi) with course mates during breaks and after class, and even offered to treat us teachers to karaoke towards the end of training. These village school teachers whined about being unable to apply advanced teaching methodologies from the West (such as small group teaching and communicative teaching) simply because the class size was too large to realize this model. The teachers also complained that we trainers offered little time to talk to them during breaks.

以教授英語的方式宣教，人們一般都會認為是在城市裡進行的。因為城市人察覺到自己需要以英語跟世界各地的商人溝通，至於那些住在農村的人，他們所住的地方跟城市相離2-3小時車程，就缺乏學習操流利英語的動機了。

約在三年前，我在四川一個小鎮培訓教師，部分在職教師來上課時甚至連原子筆也沒帶，這使我們，覺得他們都缺乏學習動機。然而，在小息和課餘時間，他們都很積極與其他教師建立關係，甚至在課程臨近尾聲時，提出要請我們唱「卡拉OK」。這些農村學校的老師向我們訴苦說，只因班裡人數太多，根本沒法將西方那些現代教學方法（例如是小班教學以及溝通式教學法）應用出來。受培訓的老師也埋怨我們沒有太多時間與他們交談。

三年過去了，這個暑期，我前赴四川一個小城，有機會跟一群來自農村的初中至高中的學生接觸，我發覺當地的

Three years passed, and it was this summer when I got in touch with the junior to high school students in a less developed city in Sichuan that I realized how much has changed in their social landscape. I had to correct my earlier perception of village school students whom I thought had less motivation for learning English. Some of the students had arrived the night before the camp started. They were punctual, showed good attendance, took note of every new learnt word and enjoyed every moment. Our course evaluation showed that 100 percent agreed that their improved their reading, writing, speaking and listening skills had been improved after the course. 85 percent students became more interested in the Bible, while 95 percent became more interested in Christianity. The results are unexpectedly high by any standard.

What did not change over the past three years is that the class size in Mainland schools has remained large. A class of 70 students is not rare, a class over 50 is relatively small. At our camp, the teacher-student ratio is as small as 1-3. Little wonder they felt so satisfied during the camp, because they could participate in small group discussions and interact with teachers more intimately, something that can never be done in the usual big class setting.

The pace of urbanization has swiftly swept across the country at an alarming rate. Urban population has increased to over 40 percent of total population by 2009 in China. This figure will only continue to rise. Driven by the rapid economic development in China, more and more farmers and villagers will flow into the city. One 14-year old student at our English camp who came from the villages said she wanted to study English to prepare for entering a university.

What opportunities does urbanization present for English teachers on mission?

1) Oral practices with village children.

In the past, learning idiomatic English is the privilege of urban-dwellers, who enjoy more learning resources such as movies, satellite TV programmes, and more frequent contact with expatriates in the city. With the popularization of Internet and mobile Internet, most of the above resources become accessible to village kids, with the exception of personal contact with native-English speakers. Teachers who can speak fluent English (whether they are from overseas or from the nearby Hong Kong) are much valued as they can correct their mispronunciation, a common problem among Chinese learners due to their lack of foreign exposure.

2) Intimate, small group discussions.

The lack of teaching resources especially in the rural areas often implies a large class size. Students in English classes normally sit in lectures without the chance of interacting with classmates or teachers in class. A mentor is desperately needed at their age but cannot be afforded, and any struggles can only be shared with their classmates or kept to themselves. A summer camp can foster intimate relationship between students and teachers and they can get a number of issues off their chest.

3) Along with urbanization is a shortening of people's attention span. The availability of different modes of entertainment, quickening working and living pace and different value systems (e.g. the value of time) all have a

社會面貌已改變了不少。以往我認為農村學生的學習動機較低，但這觀念要改掉過來。有些學生在營會開始前一晚就來到教會，可見對學習何等期待。他們都準時、穩定地來上課；每學一個生字都記下來，並享受課堂的每時每刻。我們的課程問卷調查結果顯示，百分之100的學生均同意，課程之後他們的閱讀能力、寫作能力及聆聽能力都提高了；百分之85的學生則表示對聖經的興趣增加了；百分之95的學生均表示對基督教的興趣增加了。這些結果都是出人意外地理想。

過去三年來一直沒改變的，是內地學校的每班人數仍然很多。一班70人並不算罕見，一班超過50人已算是小班了。在我們的營會裡，教師與學生的比例只是1比3。難怪他們在營會裡如此滿足，因為他們可以參與小組討論，與老師更緊密地交流，這些都是在一般大班環境之下無法做到的。

全國正以驚人的速度走向城市化。2009年，中國的城市人口佔總人口超過百分之40，而這數字只會有增無減。在內地經濟急速發展的推動下，愈來愈多農民和農村的人將會湧到城市去。一位來自農村的14歲女生表示，她想學好英語，裝備自己投考大學。

對英文教師來說，城市化為宣教事工締造了什麼機遇呢？

1. 與農村小孩練習口語

一直以來，學習地道英語是城市人的專利。他們享有較豐富的資源，如電影、衛星電視節目，又有較多機會接觸外籍人士。在互聯網和流動網絡普及化之後，農村的小孩已較易接觸到這些資源，但仍無法與外籍英語老師個別交談。故此，能操流利英語的老師（不論是外籍的還是來自香港的）對小孩極具吸引力，因為他們可以糾正小孩錯誤的發音，這是中國學生因很少接觸外國文化而普遍存在的問題。

2. 親密的小組討論

教學資源缺乏（特別在農村地區）往往意味著大班教學。英文課通常以演講形式教授，學生缺乏與班上同學或老師交流的機會。他們這年

bearing on a city-dweller's attention span. There are so many things to which we are drawn. We are goal-oriented, purposeful, time-conscious. When we were teaching our ACE course using communicative approach (i.e. inductive, discovery based) in Sichuan, what was boring to children in Hong Kong became very interesting to kids in China. They are more attentive, want more discussion time, more in-depth Bible study than their counterparts in Hong Kong. They are willing to read the Chinese Union Bible (not children's Bible) cover to cover at their age, without feeling intimidated by the length of the book. While the reasons for such discrepancy are beyond the scope of this article, one thing is for sure. The earlier they are fed and nurtured by the Word of God, the seeds sown will grow on firmer ground before they move into cities.

- 4) From the published experiences of missionaries working in tribes, people in villages feel more contemporary with the Bible times, during which people kept flocks and worked the soil. At the camp, we came across children who helped their parents deliver vegetables to the market. God who listens to the needs of farmers and who sends rain to righteous and unrighteous is the one whom villagers can easily relate with. Teaching missionaries can pray for their farming needs and recount stories such as Cain and Abel and relate better to their environment.

Urbanization is a double-edged sword — it has become an irreversible trend in countries throughout the world, creating issues on the labour force, healthcare, education etc. On the other hand, opportunities for mission arise when more and more village students are aware of the need to close the knowledge gap with the city students. These pure souls, un-contaminated by the predominant urban values and lifestyle, should be fed with Christian morals at a young age, so that when they grow up, they can truly be a light of the world and salt of the earth with their beautiful and pure-hearted testimonies.

紀極需要同路人，只是學校沒能提供，故此他們的內心掙扎就只能跟同學分享，或者藏於心裡。夏令營能令學生和老師之間建立起親密的關係，讓學生向老師敞開心懷。

3. 城市化現象降低了人們的學習專注力。不同形式的娛樂俯拾皆是，急速的工作及生活節奏、各種不同的價值觀（例如非常看重時間觀念，不能浪費每一刻）都一一影響著城市人的集中能力。有太多事情把我們的心吸引過去了。我們變得目標為本、凡事講求目的、抓緊每分每秒。當我們在四川以溝通式教學法教授ACE英語課程時，對香港初中生來說平平無奇的學習形式，對於內地的學生來說卻非常生動有趣。相比起香港的學生，他們都較留心、爭取更多討論時間，且渴求更深入地查考聖經。在他們這年紀，已樂意從頭至尾地讀和合本聖經（非兒童聖經），沒有因為聖經的厚度打退堂鼓。至於這些落差的詳細原因，已超越了這文章的討論範圍。我們相信，他們愈早得著聖經的餵養和栽培，在他們進入城市之前，他們心中的種子就愈能夠在好土裡成長。
4. 根據宣教士在部落宣教經驗，農村的人往往覺得自己與以農為本的聖經年代相去不遠。在營會中，我們認識一些小孩是要幫務農的父母將蔬菜送往市場的。農村的人較容易代入聖經故事的一些角色，因為神就是那位聆聽農夫需要的神，是那位降雨給義人，也降雨給不義的人的神。宣教士可以為他們耕作的需要代禱，又可以講述與他們生活環境較相關的聖經故事，如該隱與亞伯的故事。

城市化是一把雙刃劍，已成為全世界不能逆轉的大趨勢，製造了勞動力、醫療、教育等問題。另一方面，當愈來愈多農村學生意識到他們在知識上需要與城市學生接軌，宣教的機遇就隨之而來。這一顆顆單純、未被城市的主流價值觀和生活模式所染污的心靈，應該在他們年青時以基督教的道德標準來餵養，到當他們長大成人，就能夠以赤子一般的見證，真真正正地作世上的鹽和世上的光。



Summer English Camp in Hong Kong

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Rev. David Chan, pastor of Eng Yu Evangelistic Mission Hong Kong Church (left) and George Jor with students at the camp.

基督教會恩雨堂陳肇兆牧師(左)和老師左治強在營會與學生合照。

Five Lessons Learnt from the Camp

The ACE course run by teachers of the SELBL has challenged the kids to think for themselves in their discussions of the words of the Bible in relation to their life experiences. The challenge for the four ACE teachers was to engage the young people with the English language, and to make accessible to them some deep, profound lessons from the Bible such as resistance to temptations and sin, pride, jealousy, long-suffering, life-changing lessons of repentance, betrayal and forgiveness, and the possibility of a turning point.

Judging from the performance of the campers during the lessons, it was obvious that some of them stayed up too late or were too excited to sleep at night. During the daytime lessons, a few looked very tired and sleepy. It was not difficult to understand why they found the lessons boring and were only able to learn a little. The teachers kept trying, singing and dancing with the kids. Showing movies and arranging skits, role-plays and discussions, teachers have sown words of the Bible as seeds in the heart of the kids who may not immediately see the benefits. But we believe some of the lessons, music and images, and more importantly the words of God will stay with them and eventually influence decisions they make later in their lives.

Memorable Feedback from participants

I was very much impressed by the thoughtful question of a Form One student in the camp, "Why should we turn the other cheek?" I was teaching the class an idiom taken from Luke 6:29, "If someone strikes you on the cheek, offer him the other one as well." (NIV). I was surprised by the thought-provoking question from a young inquisitive mind. I thought to myself, "Yes, why don't we strike back and stop people from causing us more harm? Isn't that the way of the world?" But Jesus' teaching is so different: offer him the other cheek as well. I remember that was the most interesting part of the discussion in the camp. I sang the student's praises and encouraged the others to think deeper and talk more about the idea of turning the other cheek. Deep within me, I knew God is the God of love and at the same time also the God of Justice. I shared with the class what God taught me. An eye for an eye makes everybody blind. A tooth for a tooth, evil for evil, that's the deadly trap of the devil. Getting even or retaliation only brings escalating violence and waste of life. Violence breeds more violence. Turning the other cheek is not a sign of weakness or humiliation, but a response of courage and strength, saying "I will not seek revenge" because vengeance belongs to the Lord. What I have learned from the Bible is, "To act justly and to love mercy, and to walk humbly with your God." (Micah 6:8).

There were 23 students in my class. Twenty one of them gave positive and encouraging feedback such as "I am very happy. The lesson is very interesting. I like the music," one student wrote. Another wrote, "We learn a lot." But 2 of the 23 students felt that the course was boring. One wrote "I think it is very boring and u let me want to sleep, so sad. Just kidding! but really boring." As a Christian teacher, I have learned to humble myself in the sight of the Lord and to seek continuous improvement. Everything my hands find to do, I do it not for man, but as if for the Lord. It is not too bad to end with 21 votes of confidence out of 23 (91%) and 5 practical lessons.

Five lessons I have learned from the Summer English Gospel Camp

It has been a joy and honour for me to serve the Lord and to do my part in the Camp. I have learned a few lessons and I hope some of them might be helpful to campers next year.

1. Students don't care how much you know until they know how much you care.
Consider their physical conditions, the room temperature, and the setting of the classroom. Make sure that students get enough sleep and are not too hot or too cold. Ask them for feedback on the spot and adjust the fans / air-conditioning if any, and the pace of the lessons accordingly.
2. Pre-camp communication among the tutors, teachers, and organizers is important. It helps a lot if we know enough of each other's expectations, goals, limitations and requirements.
3. Things that are hard to bear are sweet to remember. Students should know that there is no output without input. Success comes before work only in the dictionary.
4. As teachers, we have to over-prepare and go with the flow. Be flexible to meet students' changing needs and challenging questions. At the end of the day, what really matters is that we loved them. As Benjamin Disraeli said, "The greatest good you can do for others is not just to show your richness, but to reveal to them their own."
5. A Christian scholar and writer, Yuan Zhiming (遠志明), compares the acts of the ancient Chinese sage with the ministry of Jesus and finds remarkable resemblance. He believes that God loves the world including all the Chinese too. In His infinite wisdom, God has revealed his spirit to the Chinese people through ancient teachings (以聖人常善救人，故無棄人，常善救物，故無棄物。)

Sichuan Summer English Camp

Zoe Fung

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First Time to Lead Children to Christ

On the 31st July 2011, fifteen of us set off from Hong Kong to a church in Sichuan to teach English at a week-long camp. The fifteen of us were all from different churches and most of us did not know one another before. We only had several meetings before the camp and then off we went to a place where we were all not familiar with.

On the first day of the camp, we had short interviews with secondary school students in order to allocate them into different classes. I was not too worried before the trip until there was silence when I asked the question "What is your name?" to the first student. I did not expect such poor English from the students. How were we going to teach them the Bible when they did not even know the English alphabet? However, God is good and our teachers were all very patient. Through translation and some use of Putonghua, we were able to communicate messages from the Bible to the students.

Jenny and I had the chance to teach the oldest group and their English was quite good and hence it wasn't too big a problem to communicate with them in English. The students were all very eager to learn and they were all willing to discuss and share their feelings during discussion. They were very receptive and we had the chance to share the gospel with each of them and I was so happy that I was able to lead my first person to Christ during the camp. There were altogether 5 students in our group who committed themselves to Christ by the end of the camp. I was so thrilled about it. Before I went to Sichuan, I had never been so up front in asking people to come to Christ. God has taught me during this camp that in Him, all things are possible. However, it is definitely not our strength but His that we were able to bring many to Christ.

In the seven-day camp, we got to know the students better and I was so pleased that we teachers all got along quite well, too, even though we did not know one another before. Everyone was willing to share and give. The students could definitely see the love that we had for them since they were all very appreciative and kept asking us to go back again next year. I am so glad that I was able to join this trip and be part of God's amazing work. Only He can put us all together like this and I could definitely see how God can use each one of us through faith in Him. I do pray that those students would continue to grow in Christ and keep on loving God in their life. I look forward to going back there again when there is a chance.



(From left to right) Sze Wai Shing, Yo Yo Yuen, Zoe Fung, Clara Lui, Wallace Lee and Fanny Cheung outside church

God Used My Profession for His Purpose

Angela Tang

King Fook Church of Evangelical Free Church of China

When asked what my plan would be upon the completion of my theology course in May this year, honestly I just said I had no idea. The only choice available is to resume my teaching duty in September at my school, who granted me a two-year study leave. Before that, I had an opportunity to join a short-term mission trip to Sichuan from 31 July to 7 August. This was an English summer camp where we spread the gospel to the students through the teaching of an English course - ACE Course. God does not ask me to put aside my long time experience, but use it as an instrument to serve Him. We were allowed to share the gospel with students, which was the real purpose of the whole trip.

Integrating the Gospel into Classroom Learning

What we could do from scratch was to prepare the lesson for our own group based on the textbook, and the overall program for all the students. I had no clue about the students' English standard. After the placement test on the first day, we realized that the majority of the students had problem in understanding our English. As a result, we had to adapt the teaching materials to meet their English standard and work closely with the teacher assistants (TA). We had to make sure we had time for group discussion. It helped to bring what they had learnt into their own lives, and we could introduce our Savior to them at the right time.

Before we went, we had been told to find at least ten prayer warriors to support our mission against attacks from Satan. We had had devotional time with group prayer before the program began. And so we found that we were all safe and sound except for two or three cases of minor headaches. I had been warned of the adverse weather conditions and the supply of safe drinking water. However, when we arrived, the weather was just superb, cool with very little rain. Everything was carried out smoothly and students enjoyed themselves so much. Even though the venue, the church, was still under construction with a dusty floor, we managed to have more than 80 people learning Scottish dance there together. With the dusty air and no air-con or fans, we still had great fun and the students just fell in love with this eye-opening cultural experience!

Sharing His Good News-Our Top Priority

Though we had very tight schedules and suffered sleep loss during the night, we seized every opportunity to share the gospel with our students. In one of the morning assemblies, we emphasized God's creation and His love for us. It was an effective way to show them God's presence through His amazing creation of the natural world and His wonderful plan for us to continue to live and multiply on the earth. Once they believed in the existence of God, they were willing to submit their pure hearts to Him. Another interesting thing was that some of them had already believed in Christ and were only waiting for the right person to do the "reaping" job. I realized it was not the super 'ME' who makes them come to faith. I was just the one who did the harvesting after a lot of "ploughing" and "sowing" work being administered. They were only waiting for His time to say "Yes, I do." My harvesting job was only an advantage taken from previous efforts of others.

In addition, our teamwork is worth mentioning. While I was preparing my teaching materials in the church office, a student of my group was curious about what I was doing and began to chat with me. She was the sheep who came to me and wanted to be fed. Yet, I was not aware of the calling at that point of time, and wanted to end the chat with the student so that I could have the hymn singing practice with other teammates. Luckily, my teammate was aware of something divine going on and got me to go ahead. And by God's grace, that student came to Christ and received His salvation.

An Impressive Learning Attitude of Students

Learning the ACE course proved to be challenging to the students. The content and vocabulary were indeed far beyond their language ability, and we did not have sufficient time to explain all the new words to them. Nevertheless, they persevered and paid attention in class. Usually they took a short break before

the second lesson. However, on the last day, I told the class that we were running out of time due to the very tight schedule, but still they were given a rest. Amazingly, no one ever moved or showed impatience. Seeing that, my partner immediately conducted the next lesson. The students were able to learn and concentrate despite not having a break. What a positive learning attitude, which we can rarely find in their counterparts of Hong Kong!

In our group, there were two girls who did not feel like being part of the class. We prayed specifically for them, and let them take part in more activities both in class and in group competitions. They started to change and became more active and positive. We had long and friendly chats about the gospel. They did not come to Christ, but expressed that they were interested in Jesus and promised the teachers they would be informed if one day they did accept Jesus. We hugged a lot and they came to bid us farewell on our last day in church with their presents for the teachers. How can we forget these memorable times with tears of joy and sadness in parting?

The "Unexpected" Application in My Workplace

Last but not the least, the mission trip did equip me with great confidence that I am in fact God's instrument to be used for His plan of salvation. Four days after the trip, I had to join a new teachers' workshop in my school. At the end of the workshop, every participant had to say something, and I said, "As Christian teachers, we have the privilege to pray to God for His guidance and assistance when faced with challenges. So do pray for our students as well as yourself." After we were dismissed, a new teacher came to me and confessed, "I am in fact not a Christian yet, but I do go to fellowship and sometimes visit the church." After talking over some of her worries, I and two other Christian teachers helped her to pray and led her to faith in Christ. What a miracle! It happened before her reporting duty to school. It is God's timing, which is totally a great surprise to us! We trust that He is a faithful God with loving kindness.

The mission trip is a good start for my journey to walk with God and live for His kingdom. Thank you, Lord, for using this camp to grant Your grace to the teachers and students to experience your love and faithfulness; thank you, SELBL, for giving me this great opportunity to serve God. God would definitely reward those who have made sacrifices for His kingdom, and surely our labor in Him will never be in vain!

Course Evaluation of English Camps in Hong Kong and Sichuan 香港及四川英語營課程反應比較		
	Hong Kong (n=88) 香港	Sichuan (n=59) 四川
Grade of participants 學生年級	Upper primary to Lower secondary 高小至初中	Lower to upper secondary 初中至高中
% more interested in Bible 對聖經更有興趣	39.77%	84.75%
% more interested in English 對英語更有興趣	37.50%	79.66%
% more interested in Christianity 對基督教更有興趣	56.82%	94.92%
Most liked lesson in ACE course 最喜愛的ACE course課堂	Lesson 1 (Story of Adam and Eve), Lesson 4 (Exodus)	Lesson 9 (Last Supper), Lesson 5 (Wisdom of Solomon)
Most liked element in class 最喜愛的課堂活動	Listen to Songs, Watch Video Clips, Group Discussion, the Bible Story	The Bible story, Listen to Songs, Group Discussion

Statistics in Sichuan Camp 四川暑期英語文化體驗營小統計					
	Shared Gospel 談道	Converted 決志	Reconfirmed Faith 澄清信仰	Open to Gospel* 慕道*	Willing to take the Bible 願意拿聖經
Total 總計	59	19	10	8	42

* Those open to Gospel are those non-believers who are willing to learn more about Christ.
慕道者為尚未歸主但對信仰有興趣的人士。

New Hope for New Life Rehabilitants ACE course 為更生人士帶來希望

Fanny Cheung



From May to July 2011, we conducted an adapted ACE Course for 15-18 young men at New Life Association. They were drug abusers and stayed in the rehabilitation halfway house. Though most of them had no strong academic background, they still had a wide range of English ability. I narrowed down the lesson foci to suit their ability and let them have a taste of cultural exposure about the biblical influence. Some of them showed interest in the lessons and they did finish the assignments. Their response was better than expected. These men seldom or never submitted homework according to the centre staff. During these lessons, they enjoyed most in the discussion part and they loved those songs that used the English phrases or idioms in the Bible. They liked the video clips as well. They were willing to share their past experience in the discussion session. They hoped that they could have a new life after they left this centre.

There were a few teaching assistants serving as facilitators of the discussion session. One of them was a volunteer who had joined a training session at Christian Times and others were ex-participants of the ACE Course. I really thanked God for providing all these helpers who facilitate the lessons.

"Glory to God in the highest, and on earth peace to men on whom his favor rests." Luke 2:14

從五月至七月，我們為新生協會的中途宿舍約十五至十八名院友開辦ACE course。這些過去為濫藥的一群，今日在中途宿舍重獲新生。由於英語水平參差，我調低了教學目標，旨在介紹聖經中的文學影響。有些同學在堂上表現積極，願意完成作業，讓人喜出望外。據中心的職員表示，他們過往一般很少提交作業，但在上ACE course時卻樂意參與討論，分享以往的經歷，以及喜愛一起唱聆聽有聖經用詞的歌曲。他們也喜歡觀看聖經故事短片。他們更表示希望離開宿舍後能重獲新生。

感謝上帝為我們賜下一些助教帶領小組討論。他們有些是參與過我們與時代論壇合辦的「看聖經。學英語。教英語」培訓，有些參加過ACE course。正如路加福音2章14節所說：

「在至高之處榮耀歸與 神、在地上平安歸與他所喜悅的人」。

佳美腳蹤 - 四川英語文化體驗營分享文章

內地信徒的栽培需要

李文生、張麗娟（宣教會恩盈堂）

本會董事

這次短宣讓我們看到中國內地信徒栽培上的需要——內地的弟兄姐妹真的很缺乏在信仰上的栽培。他們只憑單純的信心一起聚會，一起禱告。不像我們這樣有成長八課、主日學、聖徒 / 門徒裝備等各樣信仰課程。所以偶爾有些信徒在生活遇到一些不如意的時候，就很容易失卻信心。還有一些就是在小時候於農村信了主，但長大後出城打工或到大學唸書後，他們會告訴你雖然他們已經信了主，但是信仰對他們來說沒有太大關係，這些都是很可惜的。要是有多一些栽培課程讓他們在主道上紮根深一點，再加上他們那股彼此關顧的力量，一定能為主得更多的人。反觀我們香港的弟兄姐妹們實在要向他們學習！我們有很多機會去聽道和參加不同裝備課程，但聽道而沒切實行道，又有什麼益處呢？主動關心鄰舍、切實懷著信心去為別人禱告、時刻記念著未信的家人，這些都是很多信徒所缺乏的！在整個短宣過程中，神讓我們看到兩地教會的不同和需要！

我們很喜歡那裡的同學，他們雖然沒有很多機會用英語上課，但比起香港的學生更珍惜學習機會，更懂得要有禮貌、更懂得要對人好、更知道要感恩。就是這樣，那裏沒有多餘的物質，卻有著人與人之間最直接、最真摯的聯繫。我們突然覺得香港很窮、很窮，窮得只餘下金錢，只餘下MSN、FACEBOOK、享受、物質與永遠的不足夠。

我們學會人在清心的時候，就能遇見神。

他們的愛融化我們城市人的冷漠

楊燕韶 (宣道會北角堂)

2011年四川英語營參與侍奉的有十五位弟兄姊妹，有來自香港的播道會、宣道會、中華基督教會及其他不同堂會，更有來自溫州、珠海及四川的助教，難得領隊的開放態度，容讓一些未確認信仰的內地助教參與，營會結束前兩位大學生分別確認信仰加入主耶穌的大家庭，驚嘆上帝呼召是如此奇妙！

我們服侍的對象都是中學生，他們來自教會的子弟或相熟的親朋。內地中學生十四歲已經是青年，我班上的一個「小不點」剛好是十四歲，個子很少，父親不良於行，母親從事農務，她早上要幫忙拿四十五斤的絲瓜到市場賣，早上五點就要起牀，她在營會第二天認信，老師給她澄清信仰後，她每天都歡天喜地在教會跑來跑去、學習英文，「小不點」非常懂事，明白父母的勞苦，她將所學的英文背上，她明白學好英文，就是以後上大學必須的條件。



(由左至右)陳昌炳、呂燕菁、盛思維、袁瑋瑤、楊燕韶、鄧慶餘及葉月玲於教會內午膳

在英語營裏，學生都喜歡自己有機會參與的項目，例如演話劇、Bingo、組內討論等。我以助教的身份，跟他們談天，沒想到他們將內心的話，家庭的問題跟我談論，他們都是很乖巧的孩子。Sylvia第一天在營會時，將自己的臉孔收藏起來，然後第三天，已經交到朋友，最後一天我們離開的時候，在主日崇拜帶同禮物送給我們組內的老師及助教，她說「明年英語營，我會再來；到我真正相信的時候，我第一個跟老師您說！」對於我們來說，這是何等感動的場面！就是不能用其他物質代替的快樂。

表面來看，我們遠赴四川服侍他們，但從他們的身上，我們學會了去愛、去分享他們的內心世界，重拾那份赤子之心，是四川孩子們將色彩注入我們宣教的旅程，他們的愛融化我們城市人的冷漠，開了我們眼界，信仰原來可以好簡單，宣教路上原來這麼美好……

重拾久違了的感動

葉月玲 (元洲邨浸信會)

今次我班上有一位學生在上課最後一天決志信主，接着我鼓勵他翌日回教會出席敬拜。那天他真的到來出席崇拜，當我站在台上獻詩，看到他坐在禮堂外面，不怕太陽曬，很喜樂地唱詩，見到他是那麼單純地信靠主，我十分感動。

在參與短宣時，我特別經歷聖靈的同在。一方面祂賜下力量，讓我可以完成各項工作，也能有機會和學生分享福音。此外，聖靈常觸動我的心靈，像今次看到有人信主；見到彭州教會會友對主的愛和對信仰的認真和持守；聽到弟兄姊妹的真情分享等，每次看着和聽着，就淚眼盈眶。這些感動，似乎是久違了，今次藉短宣之旅，再次重拾這些感動。

榮神益人的情景

陳昌炳 (中國基督教播道會和平堂)

當知道除了一位男弟兄職員外，其餘老師都是姊妹而只有我這一個老弟兄時，出發時彼此還素未謀面，特別是首次運用英語課程書籍教授聖經，並要在短促的時間下與一位姊妹夥拍，心情比以往參與內地事工更添掛慮，加上存在自然代溝的問題，我這個「老老師」起初內心真的有點兒忐忑，只好默然禱告。但自從踏上征途後，一直在忙碌於隊員與學生中，無暇去顧盼其它。老師事前預備豐富材料，無論是早禱會、上午集會、授課，下午的活動與晚禱，都顯現出榮神益人的情景。

每天與夥伴輪流教授每一課，每次我都嘗試用不同方式講解課本，平添一點姿彩。一如所料，內地學生的英語水平與一般基準有落差，不過他們都用心聆聽，積極回應提問，學習態度良好。兩名香港老師加上一名內地助教去照顧十位左右的同學，對關顧方面很合宜。當然課本內容可以兼容一些日常應用的英語例子。

短宣讓我反思信仰

王雪鳳 (沙田浸信會小瀝源堂)

記得有一個機會和三個初中的女孩子分享信仰，一起禱告。她們都是跟家人信主的，信主的家人讓她們了解了神的愛，所以在她們簡短的禱告中，就很實在地把親人交托給神了，有身體不適的爸爸，有未曾決志信主的伯伯和堂姐，還有脾氣暴躁不受歡迎的哥哥。一起祈禱的時候，聽到這些小朋友很有信心地交托神，覺得真是非常感動！

又有一位平時看起很安靜害羞的同學，有一次跟她單獨傾談信仰的時候，她竟然很認真嚴肅地跟我分享了心中的疑問，這些疑問是很有深度的——一個自小在妓院成長的孩子若果一生沒有機會認識神，她就注定要落地獄嗎？一個做了許多壞事的人信了神就一定能上天堂嗎？這樣不同的結局公平嗎？這位同學能問這樣的問題確實令我很驚奇，那時差點兒不知道該如何回答……當我在不是很有信心地解答她的問題時，我也在很深刻地經歷一種對信仰的反思。



王雪鳳於早禱分享

這個夏令營 是天父的時間

林微芳 (圓洲角浸信會)

看見他們單純想認識神的心，對學習英語的心，讓我更想與他們分享更多。有些學生很自卑，不敢抬起頭說話，照相。我真的很心酸。只能慢慢地和她們玩一玩，談一談，說說笑，慢慢地和她們混成一片，當她們能開放自己，放心與我們交流時，我真的感到很安慰。我知道這個夏令營是天父的時間，天父會叫一切願意相信祂的都歸向祂。我只能把握時間，盡我所能做的。我深知道，叫人歸向神的是聖靈，所以縱然緊張，我要倚靠神，我不能靠我自己的才能或知識。因此也放鬆了不少。感謝神，祂與我們同在，讓我們經歷聖靈的同在和大能。祂開了學生的心，更奇妙地在當地助教心中也動了工，讓她們也接受主愛。學生和助教都感受到天父的愛。有位還未準備好接受主的也希望能有一本聖經。願榮耀歸給主。



(由左至右) Bessie、林微芳及李文生於教會內

專業侍奉——專業重要還是侍奉重要

王忻 本會總幹事

這次營會有很多令我難忘的場景。那些同學在跳舞時，尚未修好的教會大堂立時塵土飛揚，害得喉嚨也乾了，但同學沒有怨言，仍然樂此不疲，在工地上跳上跳落，自能發揮他們的自衛能力而沒損傷。教會尚未建好，環境有待改善，但沒有成為與小孩子建立關係的攔阻。老師的愛心，足以彌補所有條件上的不足。另一場景，是營會到了最後一晚，孩子與傳道同工在漆黑的天幕下圍著圈坐在教會辦公室外的空地分享見證。我們能辨別他們的樣子，是因為房間仍然透著光。那一刻的景象，讓我也彷彿重回孩童時的簡樸年代。沒有燈，沒有電視或電腦遊戲，我們的日子原來可以過得很快樂。那些孩子在二十多度的氣溫看電影，寧願關掉空調，並不感到悶熱。同一年歲的香港孩子，卻因為營會冷氣不足而影響學習情緒，在課堂悶悶不樂。同一本英語教材，那些來自彭州的孩子在每個生字旁都記上解釋，珍而重之，每早連上兩節課卻嫌太短；香港的孩子，面對備課充足的老師，同樣面對很多不懂的生字，在課堂上卻仍然嫌悶，要求老師多玩遊戲。四川的孩子，無論初信還是慕道，拿著和合本聖經如獲至寶，傳道人的孩子才升中一，就把和合本聖經看過兩遍。我們的孩子，出版社丑盡六壬把聖經漫畫化、故事化、彩色化、簡單化，才吸引到這些小皇帝小皇后。到底，我們所謂的城市人，所自誇的生活素質和娛樂，是進步還是倒退？我們這些城裡長大的人，要到有機農莊才能吃到鮮美的蔬果，見到蜘蛛會大聲呼救，沒有空調會暈倒，有甚麼不滿就投訴；當我們遇上這些能天天享用有機美食，適應力特強且懂得謙卑忍耐的孩子，我們還有甚麼可自誇？

以往辦營會，心裡存有一個想法，就是希望辦得夠大，夠多人，夠專業。這次神卻讓我看到，聖殿的建造，是靠心靈誠實。材料硬件並不是最重要的，最重要是人心。以往參加的英語營，老師超過四十人，來自美加各地，學生達至百多人，學校設施一流，有外教進行地道的英語會話，但信仰內容甚少，真正信主的人，其實不足一成。這次我們出隊，切切實實的讀英語聖經，憑著互相感染的傳福音熱誠，結出了美善的果子，令我再一次反思，甚麼是專業侍奉？如果有專業卻沒有侍奉，又怎能作成神的工？如果只求表面的專業包裝（如漂亮的紀念品，外籍人士作招徠），而沒有救人靈魂的逼切；教授英語卻不觸及福音，是否達到短宣的真正意義？專業還是侍奉，從來是基督教辦學團體所面對的兩難。以往耶穌會傳教士辦學要辦名校（或貴族學校），福音內容也不得不削弱，才能吸引更多上流人士子女，讓這些學生畢業後在社會施行更大的影響力。基督教學校注重全人教育，要顧及有需要的學生，走福音的路線未免會失去一批客源，但濃厚的基督教氛圍和基督教價值觀卻成為許多學生畢生的座右銘。任何一種侍奉的模式也能帶人信主。只是，當越來越多團體走向專業化、制度化、形象化的道路，為的是希望走「更長遠的路」時，我們不禁要問，當天國近了，神想差遣我們作甚麼的工？當異教團體也舉辦一些「導人向善」的專業英語營，我們除了為孩子帶來愛，還有沒有盡基督徒的責任，帶來不一樣的福音？

zu bewahren den Weg zu dem
So werden die Engel
Society for English Learning through Biblical Literature

主辦

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紀念欽定版聖經譯本出版四百年 Interpreting Bible and Literature Across Cultures – Celebrating 400 years of King James Bible

研討會 的跨文化演譯

10月8日(星期六)

上午9:30 至 下午4:30

主辦：聖經英語文學促進會

地點：牧職神學院 / 香港短宣中心
(香港沙田小瀝源順圍28號都會廣場七樓)

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主題講座 Plenary Session:

聖經・神學與文學 Cross Over
Bible, Theology and Literature

9:30 am 註冊登記

10:00 am - 12:00pm

1. 欽定版聖經遇上莎士比亞
King James Bible, Shakespeare and Literature

賈斯柏教授 Prof. David Jasper



- 格拉斯哥大學文學與神學教授
 - 中國人民大學長江學者
 - 著有 The Bible and Literature: A Reader 等書
- 英語主講，粵語傳譯
In English with Cantonese Interpretation

2. 心靈捕手：靈樞教導與莎士比亞的人性探索

彭鎮禎教授



- 國立台灣大學外國語文學學系及戲劇學系榮休教授
 - 譯作包括多部莎士比亞劇，如《哈姆雷》
- 國語主講

回應

余達心牧師
中國神學研究院院長

約翰福音受難故事的多聲道演譯

A Dramatized Reading of
Passion Narrative in Gospel of
John using Multiple Voices

(To be Conducted in English)

1:30pm - 2:00pm

多位演員，多重聲音，
演繹約翰福音最動人心弦的受難故事
約翰福音一向以其詩意著稱，
活用比喻等修辭技巧，
其記述的受難故事(passion narrative)
更啟迪不少英美文學著作，
深具文學價值

基督教英語文學與中國文學

2:00pm - 3:00pm

1. Teaching English through
Religious Poems and Songs
(To be Conducted in English)*

Julia Wan

- Consultant, Creative English Teaching
- Part-time Lecturer, Department of English Language & Literature, Hong Kong Baptist University

2. 聖經與中國文學——
理清基督教小說的跨文化意義*
(廣東話主講)

黎子騰教授

- 香港中文大學文化及宗教研究系助理教授
- *同場進行，參加者須二選其一

英語教學與跨文化工作

English Teaching and
Cross Cultural Ministry
(In Cantonese with
English Interpretation)

3:00pm - 3:30pm

王忻

- 北京師範大學 - 香港浸會大學
聯合國際學院人文及社會科學學部
助理教授
- 聖經英語文學促進會總幹事

圓桌對談

Roundtable Discussion

3:30pm-4:00pm

回應嘉賓 (排名按姓氏筆劃序)：

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Activities Report (May to August 2011) 五至八月活動一覽

- 於四月二十六日首播SELBL與創世電視合作製作的「五分鐘聖經學英語」，已於有線電視，NowTV及bbTV三個收費電視頻道已播出二十五集，反應良好。觀眾可登入<http://www.selbl.org>重溫節目。下一輯將於今年秋季播出，敬請密切留意。
The first episode of TV programme “5-Minute Learn English through Bible” premiered on 26 April in three pay TV channels in Hong Kong – Cable TV, Now TV and bbTV. You can visit <http://www.selbl.org> for the past 25 archived programmes. Stay tuned for the next series starting this fall.
- 五月十四日舉辦「愛聖經。愛英語運動簡介及異象分享會」，超過三十位來賓出席，當中有中學學生用英語道出ACE course對她的幫助，場面感人。
Over 30 people attended “Love Bible Love English Movement” Vision Sharing Session on 14 May.
- 五月底於新生協會中途宿舍為院友開辦ACE course，共18人參與。
ACE course started in late May for 18 rehabilitants at a half-way house run by New Life Association.
- 六月四日於蘇格蘭亞巴甸為當地教牧舉辦培訓，共十九人出席。
Training on ACE course and Learning English through Bible was held on 4 June in Aberdeen, Scotland, in cooperation with Friends International.
- 六月二十二日開始於格拉斯哥大學牧靈部為該校學生舉辦為期十周的ACE course，參與者主要為海外華人留學生。
ACE course started on 22 June at Glasgow University Chaplaincy at Turnbull Hall for ten weeks. Attendees were mostly overseas Chinese students.
- 七月八日於第五屆國宣大會（香港）主講「教英語。傳福音」工作坊，超過三十人出席。
Over 30 people attended “Learning and Teaching Bible through English” at the 5th IFSTM conference on 8 July.
- 首次於衛道神學院開辦「語言教學與跨文化工作」神學課程，已於七月二十日完滿結束。
The new seminary course on “Language Teaching and Cross-cultural Ministry” successfully concluded on 20 July 2011 at United Wesleyan Graduate Institute in Hong Kong.
- 七月二十一至二十三日協辦「暑期英語生活體驗營」，由SELBL專業老師負責教授六課ACE course，並於營會結束後於基督教會恩雨堂繼續餘下ACE course課堂，成為同學與教會之間的橋樑。
Coorganized Summer English Gospel Camp with Eng Yu Evangelistic Mission Hong Kong Church on 21 July to 23 July. SELBL teachers taught 6 lessons ACE course. Students of the camp were bridged to the church as the remaining 4 lessons of ACE course taught at Eng Yu Church.
- 七月三十一日至八月七日於四川一間教會舉辦「暑期英語文化體驗營」，共有十五位香港隊員向七十位初中至高中生教授ACE course以及帶領文化活動。共有十九位參加者決志，感謝神！
The Summer English Camp in Sichuan was held between 31 July and 7 August. A team of 15 teachers from Hong Kong taught ACE course and organized cultural activities for 70 local students, among them 19 were converted. Praise be to our Lord!
- 於八月中旬在宣教會恩溢堂開辦ACE course，共有十六位高中至大學生出席。
ACE course was held as a summer programme at Hong Kong Evangelical Yan Yat Church in Yau Tong, Kowloon in mid August, attracting 16 high school students.
- 獲選國際短宣使團選為滕張佳音博士宣教基金支持機構。
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