

**Institute for Christian Teaching  
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**INTEGRATING THE BIBLE IN THE STUDY OF ENGLISH  
AS A SECOND LANGUAGE IN A SECONDARY SCHOOL**

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## Introduction

For Seventh-day Adventist teachers the Bible is the best textbook in the world. But our reality of education is far from the truth. It is very hard to teach the Word of God to students in every subject because the government prescribes the school curriculum and all textbooks are already made and distributed to schools in Korea. Therefore Adventist teachers have to be interested in making auxiliary textbooks, which are greatly related with the Scriptures. It is God's command that Adventist teachers teach the Bible to the students "when they sit at home and when they walk along the road, when they lie down and when they get up"(Deut. 6:7).

A scholar says that there are three factors of education - teachers, students and textbooks. In our church school, teachers and students belong to Christianity, but textbooks do not. It is certain that we should have Adventists' textbooks that belong to God. So we should have Adventists' textbooks, whose knowledge is not truth itself but meaningful contents of human life is the truth. Of course we teach the Bible in the Bible classes. But it is also necessary to teach the Bible in every class. That is integration of faith and learning in every subject. The Bible should be placed in the hands of the every student as the great lesson book through which they may know Him to give eternal life. Let us face the fact that for the young and advance minds of the students today, they find the Bible boring and dull. Today students want to know, explore and make adventures in learning about new things. Students devote many years to acquiring language, science, and philosophy. But the book that comes from the divine teacher has to a great extent, been neglected. Nowadays English language is more important than in the past. Many students want to learn English. But in the classroom teachers have some difficulties to teach the English Bible because they do not have interest in studying the Bible. We should present the Bible in interesting and various methods. As the students learn the Bible, at the same time they learn English.

## Theological Background

There are many theories of language learning which govern the principles involved in the language acquisition. Behaviorism and cognitive code were major theories in the past. By observing irregularities of secretions in normal unanesthetized animals, Pavlov(1897) was led to formulate the laws of the conditioned reflex. Instead, B. F Skinner(1961) led to formulate the principles of programmed learning. Central idea to

his approach is the concept of reinforcement, or reward. The student, learning by use of the teaching machine at his own pace, is rewarded for responding correctly to questions about the material he is trying to master. Learning is thereby presumably reinforced. But Language learning is not the habit of connection of stimulation and response.

A great deal of mathematical research of cognitive code theory has been devoted to finding structures for block codes in which the code rate is relatively close to capacity, the probability of error is small, and the complexity of encoding and decoding is reasonable.

The second theory is based on the work of Swiss psychologist Jean Piaget who viewed cognitive adaptation in terms of two basic processes: assimilation and accommodation. Piaget believed that representational thought does not originate in a social language but rather in unique symbols that serve as a foundation for a later, acquired language. He also viewed constructivism which is interaction between man and environment.

There is another theory which is the communicative method, reaction against the grammar-based approach and audiolingualism. D. Humes(1965) argued that Chomsky's notion of 'competence' is too limit to account sufficiently for the social and functional rules of language. The communicative competence includes knowledge about how (when, where, and to whom) to use language appropriately in specific contexts. In language teaching, language functions are often described as categories of behaviors: request, apologies, complaints, offers, and complement.

A certain scholar said, "Language acquisition is the natural way to develop linguistic ability and is a subconscious process in the natural approach." Students have many chances to use English situation. To make the class natural, communicative approach can be applied as follows;

1. Using interesting and various teaching materials.
  - text-based materials
  - task-based materials : variety of games, role play, simulations, and task-based activities
  - realia : use of authentic, from-life materials,
2. Having many chances to use English in natural situations, and reinforcing activities of students

3. Using group activities into small group
4. Reorganising textbooks easily to apply to this method

### **Integrating the Bible and English Learning**

Larsen-Freeman in teaching English recommends that in the practice phase lesson we need to select an activity that encourages meaningful repetition of the pattern, not verbatim repetition. There are several methods available here depending on the structure being practiced. Common exercises are filling in the blanks, sentence combining multiple-choice and ordering of sentences. For a specific learning point, learners need to progress from more controlled and mechanical to more free and communicative behaviors. Human life in its present form would be impossible and inconceivable without the use of language. People have long recognized the force and significance of language. The biblical account of Adam's naming the creatures of the Earth under God's guidance is well known:

So out of the ground the Lord God formed every beast of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name. (Gen. 2:19)

The later biblical story of the Tower of Babel (Gen. 11:1-9) exemplifies three aspects of early thought about language: (1) divine interest in and control over its use and development, (2) a recognition of the power it gives to man in relation to his environment, and (3) an explanation of linguistic diversity. In this aspect we have look for the language with divinity, power, and diversity. To get linguistic diversity we should teach the English Bible in the classroom. 'God speaks to us through nature, the Bible, and by the influence of His Spirit'. (Steps to Christ p.212) To teach His Words, we should integrate the Bible and learning which give us eternal education.

#### **1. Traditional Approach**

##### **A. Classified Vocabulary**

We have to increase English vocabulary to conquer it. Nevertheless, it is not easy to memorize them. In the Bible there are many names which Adam called. We can teach them with Bible verses. Interestingly it is classified as similar sorts as follows:

Ex. 1) Find names of animals in the Bible verses and explain the shapes and traits.

- ① And Noah sent out the raven, and it kept flying back and forth until the water had dried up from the earth. [Genesis 8:7]
- ② Flowers appear on the earth the season of singing has come, the cooing of doves is heard in our land. [Song of Songs 2:12]
- ③ They will soar on wings like eagles they will run and not grow weary, they will walk and not be faint. [Isaiah 40:31]
- ④ I am like a desert owl, like an owl among the ruins. [Psalms 102:6]
- ⑤ Even the stork in the sky knows her appointed seasons, and the dove, the swift and the thrush observe the time of their migration. But my people do not know the requirements of the LORD. [Jeremiah 8:7]
- ⑥ So Moses made a bronze snake and put it up on a pole. Then when anyone was bitten by a snake and looked at the bronze snake, he lived. [Numbers 21:9]
- ⑦ I have given you authority to trample on snakes and scorpions and to overcome all the power of the enemy nothing will harm you. [Luke 10:19]
- ⑧ They brought the donkey and the colt, placed their cloaks on them, and Jesus sat on them. [Matthew 21:7]
- ⑨ Catch for us the foxes, the little foxes that ruin the vineyards, our vineyards that are in bloom. [Song of Songs 2:15]
- ⑩ I am the good shepherd. The good shepherd lays down his life for the sheep. [John 10:11]
- ⑪ The cow will feed with the bear, their young will lie down together, and the lion will eat straw like the ox. [Isaiah 11:7]

Ex. 2) Find names of plants in the Bible verses and draw pictures of their traits.

- ① After this I looked and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb. They were wearing white robes and were holding palm branches in their hands. [Revelation 7:9]
- ② Then the eyes of both of them were opened, and they realized they were naked so they sewed fig leaves together and made coverings for themselves. [Genesis 3:7]
- ③ When the dove returned to him in the evening, there in its beak was a fresh plucked olive leaf! Then Noah knew that the water had receded from the earth. [Geneses 8:11]
- ④ Noah, a man of the soil, proceeded to plant a vineyard. [Geneses 9:20]
- ⑤ The seed that fell among thorns stands for those who hear, but as they go on their way they are choked by life's worries, riches and pleasures, and they do not mature. [Luke 8:14]
- ⑥ I am a rose of Sharon, a lily of the valleys. [Song of Songs 2:1]
- ⑦ I went down to the grove of nut trees to look at the new growth in the valley, to see if the vines had budded or the pomegranates were in bloom. [Song of Songs 6:11]

### **B. Grammar and Reading Comprehension**

It is the traditional approach to acquire language. Usually students study written sentences, memorize vocabulary and analyze the structures.

Ex. 1) Find out grammatical errors in the following sentence.

On the third day a wedding take place at Cana in Galilee. Jesus' mother is there, and

Jesus and their disciples had also been invited to the wedding. [John 2: 1-3]

Ex. 2) Read the following sentences and answer the question. Matthew 27:27-31

Q) What did the governor's soldiers do to Jesus?

- ① The soldiers stripped Jesus, put a yellow robe on him and placed a crown made of thorns on his head.
- ② The soldier stripped Jesus, put a white robe on him and placed a crown made of thorns on his head.
- ③ The soldier stripped Jesus, put a scarlet robe on him and placed a crown made of thorns on his head.
- ④ The soldier put clothes on Jesus and placed a crown made of thorns on his head.

## 2. Communicative Approach

### A. Discussion- the function of emotions

In discussions of the functions of emotions the focus is usually on the phenomenological or experiential aspect of emotions. For purposes of this discussion, however, the functions of emotions are examined in terms of the three structural components – physiological, expressive, and experiential.

Ex. 1) First zoo in the world – Noah's ark (Genesis 6:14 – 7:9)

God commanded that Noah made an ark of cypress wood. It was 450feet (140m) long, 75 feet (25m) wide, and 45feet (14m) high. God wanted creatures to survive their lives during the flood. So God would make the big ark which had enough room. Nowadays zoologist said that numbers of all kind of animals are about 17,600. Therefore, all pair numbers of them were 35,200 in Noah's ark.

Q. 1) Then, was it possible for Noah's ark to have enough room for all creatures?

The answer is possible. The scholar said that only 11% of animals are bigger than sheep. The ark was enough to accommodate 35,200 sheep if all sizes of animals could

be the same size of sheep.

Q. 2) And is it possible for Noah's family to take care of all the animals?

Yes, it is possible. Animals were not active- no exercises in the ark! So they ate only half food of normal quantities and they would have the blunting period of sensibility every other day. So it is possible to care for animals for 150 days.

Ex. 2) Names written frequently

In the Bible there are so many names : whose names are frequently appeared?

Discuss why?

Men ① Jesus - guess?(1223)

② David - 1118

③ Moses - 740

④ Aaron - 339

⑤ Saul - 320

⑥ Abraham - 306

⑦ Solomon - 295

○ Adam and Eve - 2 (exempt for their story)

Women ① Sara - 90

② Rachel - 47

③ Leah - 34

④ Ethbaar - 23

⑤ Maria - 19(Jesus' mother)

⑥ Abigail - 15

⑦ Magdalene Maria - 14

### B. Role play

Another approach is through role playing. The aim is to develop skills in dealing with such practical social situations as speechmaking, interviewing, or applying for a job. By practicing their own roles and those of others, participants may improve their ability to see situations from other points of view and take more objective views of themselves. Of course they hardly know the Bible, so those stories you've told already and they know, could be their role play. This will interest and excite them showing their talent and skills in the play. Through this they will be more familiar with the events and what really happened to a certain story. But very long role play will not be advisable, it will be hard for them. Role-play such as below is more simple and easy:

1) The First Miracle of Jesus <John 2:1~12>



Narrator: Two days later there was a wedding in the town of Cana, in Galilee.

Jesus' mother was there, and Jesus and his disciples had also been invited to the wedding. When all the wine had been drunk:

Mary: They are out of wine.

Jesus: You must not tell me what to do, woman, My time has not yet come.

Narrator: Jesus' mother then told the servants.

Mary: Do whatever he tells you.

Jesus: Fill these jars with water.

Narrator: They filled them to the brim.

Jesus: Now drew some water out and take it to the man in charge of the feast.

Master: Everyone else serves the best wine first, and after the guests have drunk a lot he serves the ordinary wine. But you have kept the best wine until now!

Narrator: Jesus performed this first of his mighty works in Cana of Galilee: there he revealed his glory, and his disciples believed in him.

## 2) Do You Love Me <John 21:15~22>

Narrator: After they had eaten, Jesus said to Simon Peter:

Jesus: Simon, son of John, do you love me more than these?

Peter: Yes, Lord, you know that I love you.

Jesus: Take care of my lambs. Simon, son of John, do you love me?

Peter: Yes, Lord, you know that I love you.

Jesus: Take care of my sheep. Simon, son of John, do you love me?

Narrator: Peter became sad because Jesus asked him the third time, do you love me? And said to him:

Peter Lord, you know everything; you know that I love you!

Jesus: Take care of my sheep. I tell you the truth: when you were young you used to fasten your belt and go anywhere you wanted to: but when you are old you will stretch out your hands and someone else will take you where you don't want to go.

Narrator: In saying this Jesus was indicating the way in which Peter would die and bring glory to God. Then Jesus said to him:

Jesus: Follow me!

Role play should not be long and complicated. Easy and familiar words should be used. Not only their talent in act will be developed but also the way they speak and pronounce English words.

### C. Realia

It is the use of 'authentic', from-life materials: signs, religious magazines, advertisements, pictures, graphs, and charts.

Ex) maps of the Holy Land, objects used in biblical times, models of sanctuary, the ark, or religious newspapers

### D. Story Telling

Telling them stories from the Bible is another way. It's true that words from the Bible are very difficult to comprehend for young students. What we need to do is to use simple and familiar words, but the meaning and the lesson of the story must remain. We can start the story telling by telling them the beginning of the world. The story can go like this:

1) Genesis 1:

Ex.1) "As the light of earth's first day fades into night, something strange and wonderful begins to happen. Silently, mysteriously, the heavy, moisture-laden mist, that has held close to the ocean, begins to rise. All night and all the next morning it goes up, up, up, until it becomes a beautiful fleecy-white covering high above the world. Between it and the water below there is clear, fresh, air, forming the 'atmosphere,' or the 'firmament,' as the Bible calls it. 'And God said, Let there be a firmament in the midst of the waters, and let it divide the waters from the waters. And God made the firmament, and divided the waters which were under the firmament from the waters which were above the firmament: and it was so. And God called the firmament Heaven. And the evening and the morning were the second

day.' ”

Ex. 2) " In the beginning was our wonderful God. Our world was empty. Everything was dark and gloomy. So, God decided to make our world a happy place for us to live. God told the light to shine brightly. And flash! Beautiful light chased the darkness night. That was the first day and night. On the second day God made air. We call it sky. The sky is a space so big and high and wide that it has no end. Wonderful things happened on the third day! He planted golden wheat, apple trees, and grape vines. Then He smiled because it was all very good."

Ex. 3) "A long, long time ago there was nothing in this world. Without the sun, moon, and the stars, everything was black as night. Only God existed in the world. A world with nothing seems quite weird, right? So God first made the world. "Let there be light." God called the bright light 'day' and the darkness 'night'. This was the first day. On the second day, he made the blue sky and the rainy clouds. This is what he said on the third day. "Let all the waters gather in one place and the dry land 'earth'. He also made grass, trees and flowers. Isn't the world becoming a more beautiful place?"

## 2) Matthew 2:

Ex.1) Far to the east of Palestine, possibly in Arabia. Or Persia, a little group of men not only saw the light but were convinced it had some special meaning. How old they were the Bible does not say, but we know they were wise and learned. Certainly they knew the Hebrew Scriptures well, for they were sure that the time had come for the king of Israel to appear. They must have studied the prophecies of Daniel, Moses, Isaiah, and others. They had worked out the seventh-week prophecy better than the leaders of Israel had done, and had taken literally the promise "there shall come a Star out of Jacob." When they saw the strange light they said to themselves, "This must be what we have been expecting." Then they set out to find what it meant. Day after day they journeyed till they came at last to Jerusalem.(Maxwell 1975:23)

Ex. 2) The wise men of the east rode camels through the desert and into Israel. And they went to King Herod and asked. "Where is the one who has been born king of the Jews? We saw his star from the east and have come to worship him." King Herod

was surprised to hear that there was another king besides himself. So called together his priests and teachers of law. “Where is the savour born? “The Bible says that it is Bethlehem.” King Herod told the wise men, “When you find the baby, report to me.” The wise men took off towards Bethlehem. The star that they saw in the east led them to the barn. The wise men bowed down and worshipped baby Jesus. And they gave gifts of gold, incense, and myrrh. (Kang 2002:45)

After telling the story, we can make some discussions, some questions and answers for the better comprehension. We have to point out the lesson that they could get from the story. Visual aids and pictures can be useful also to create attention and attraction to the students. We can also give the students a printed copy of the story. If there are still unfamiliar words to them, then you can discuss for their vocabulary.

#### **E. Prayers and Songs**

We can find out many prayers in the Bible. Prayer is the opening of the heart to God as to a friend.(Steps to Christ p.213) When Jesus was here on the earth, He taught His disciples how to pray.

- 1) I do believe: help me overcome my unbelief. (Matthew 9:24)
- 2) Lord, help me never to use my reason against the Truth.(A Jewish prayer)
- 3) Lord, we are so quick to forget the obvious  
Renew us today in Your strength in Your ways.
- 4) Dear Father, I want to love my friends,  
and I want to tell my friends about Jesus.  
Open my eyes to see friends who have problems.  
I prayed in the name of Jesus.
- 5) The Lord's Prayer [Matthew 6:9-13]  
'Our Father in heaven,  
hallowed be your name,  
your kingdom come,  
your will be done  
on earth as it is in heaven.  
Give us today our daily bread.  
Forgive us our debts,  
as we also have forgiven our debtors.  
And lead us not into temptation,

but deliver us from the evil one.'  
 for yours is the kingdom  
 and the power and the glory forever.  
 Amen.'

Ex. ) Cloze Test - Listen carefully to the song and fill in the blanks.

Our Father in (1. heaven),  
 hallowed be your name,  
 your (2. kingdom) come,  
 your will be done  
 on earth as it is in heaven.  
 Give us today our (3. daily) bread.  
 Forgive us our debts,  
 As we also have (4. forgiven) our debtors.  
 And lead us not into (5. temptation),  
 but deliver us from the evil one.'  
 for yours is the kingdom  
 and the power and the (6. glory) (7. forever).  
 Amen.'

Songs will be very fun and enjoying for them. There are Bible verses which turn into songs, too. It is nice, at the same time they could memorize Bible verses through songs. It is helpful to explain the meaning of the song. Here is an example:

Behold, behold, I stand at the door  
 And knock, knock, knock  
 Behold, behold, I stand at the door  
 And knock, knock, knock  
 If anyone hear my voice,  
 If anyone hear my voice  
 And will open, open, open the door I will come in. [Rev. 3:20]

Clap your hands  
 All you people  
 Shout unto God

With a voice of triumph!  
 Clap your hands,  
 All you people  
 Shout unto God  
 With a voice of praise!  
 Hosanna!, hosanna!  
 Shout unto 'God  
 With the voice of triumph!  
 Praise Him!  
 Praise Him,  
 Shout unto God  
 With a voice of praise! [Ps. 47:1]

#### F. Proverbs or Maxims

All verses of the Bible contain proverbs and maxims. We can find proverbs used in routine life and teach them to students.

1) Let's be a good Samaritan. [Luke 10:33]

Ex.) A: Look over there. The old man is having trouble with crossing the road.

B: Let's be a Good Samaritan and help him out.

2) She is the salt of the Earth. [Matthew 5:13]

Ex.) A: What do you think of your new teammate?

B: She is the salt of the Earth. She'll do anything for the team.

3) Don't worry about tomorrow. [Matthew 6:34]

Ex.) A: You don't look well. What's up with you?

B: I worry about my exam tomorrow. I didn't do well last time.

A: Don't worry about tomorrow. Trust the Lord and do your best.

4) Turn the other cheek. [Matthew 5:29]

Ex.) A: North Korea attacked our sea again. We have to strike back.

B: I don't think so. We should turn the other cheek and go on our sunshine policy.

5) Don't throw your peals to pigs. [Matthew 7:6]

Ex.) A: They say hi is a playboy.

B: But I don't care. I'll marry him.

A: No way! Don't throw your pearls to pigs.

6) I am with you always.[Matthew 1:23]

Ex.) A: Honey, are you afraid of losing your job?

B: Yes, a little.

A: Don't forget I am with you always. I'll pray for you.

7) The blind leading the blind. [Matthew 15:14]

Ex.) A: How can he teach you computer science? He can't even know how to use a computer.

B: It's just like the blind leading the blind.

8) The eleventh hour [Matthew 20:6]

Ex.) A: Do you know who became a president of the U.S.A? Have they finished recount?

B: No, they have to wait until the eleventh hour.

9) Am I my brother's keeper? [Geneses 4:9]

Ex.) A: Where is your brother Abel?

B: I don't know. Am I my brother's keeper?

10) In the sweat of your face you shall eat bread.[Geneses 3:19]

### **G. Bible games**

Students now love competition! Bible games will be very fine to them. This is not a boring and dull time to the students. Here is a sample game: the title of the game is "Name the Name". There are two groups. From each group one representative will come in front. Teacher should prepare the materials. Choose names (familiar to them) from the Bible, write in the small pieces of paper, and put them together inside a box. That representative will draw out one paper from that box. Then he will describe the name in that paper to his group mates, His group mates will guess the name, and if they get it right they will have the points. And the next group's chance, and go on. This game will test their vocabulary in describing that name from the Bible. And they will be

familiars with the Bible Character.

## **Conclusion**

Using English language in studying the Bible is a great help. In all these practice students should attempt to communicate with great thoughts of the Bible through English. Students need to practice simple English vocabularies in the Bible and spiritual songs, to retell the Bible stories, to pray in English, to rewrite conversation and poems. It is easier to study Bible if we use English language.

The all-important knowledge from the Bible should be kept before the students, not in a dictatorial manner, but in a divine disclosure, as instruction of the highest value, as essence for their present peace in this world of turmoil and strife, and as a preparation for the future eternal life. But the Bible might be a difficult thing to learn for the young minds of the students. It is our creativity that will work on how to present the Bible interestingly to the students. It is very important to note that in order to secure a thorough education the wisdom that comes from God must be made the first and most important. The Bible contains a simple, yet complete system of literature, theology and philosophy. It tells us of the love of God, imparting -the knowledge of Christ.

“True object of education is to enable us to bring into use the powers which God has given us, in such a manner as will best represent the religion of the Bible and promote the glory of God. For all the talents which God has instructed to us, we are indebted to Him who gave us existence.”(Christian Education p.23)

Therefore, we'll integrate the Bible in the study of English language and we'll integrate faith and learning in English classes.



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