



# TYNDALE

CANADIAN CHINESE SCHOOL OF THEOLOGY

加拿大華人神學院·天道學院

## Course Syllabus

### Winter 2013

PERSPECTIVES ON THE WORLD CHRISTIAN MOVEMENT 展望課程：普世差傳浪潮透視  
MISSCM03

JANUARY 16, 2013 – APRIL 10, 2013  
WEDNESDAYS, 8:30AM – 11:20AM

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Courses on-campus <http://mytyndale.ca>  
Online courses <http://class.tyndale.ca>

## I. Course Description 課程簡介

This course provides a comprehensive survey of the nature of Christian mission worldwide with a focus on fulfilling the Great Commission. It covers the biblical, the historical, the cultural, and the strategic perspectives of worldwide mission.

這課程提供基督教普世差傳的詳細綜覽，特別以完成大使命為焦點。內容包括聖經根基、歷史檢視、文化辨析、和策略整合。

## II. Learning Outcomes 課程目的

At the end of the course, students should be able to: 完成課程後學生：

1. be able to explain the mission purpose of God and His calling of His people to fulfill the purpose 能夠解釋神的宣教目的和給神的子民完成這目的之呼召
2. be able to explain God's mission work in history in the last 20 centuries and the mission history related to China 能夠解釋過往二千年的宣教歷史和中華宣教歷史
3. be able to distinguish the effect of culture on the missionary task 明瞭文化對宣教事工的影響
4. demonstrate one's commitment to fulfill God's purpose by embracing strategic sacrifice and suffering with Christ 以戰略性犧牲和與基督同受苦的行動來表現完成宣教目的之心志

## III. Course Requirements 課程要求

### A. REQUIRED TEXTS 必讀課本

《普世差傳浪潮透視:展望课程读本》

(Winter, Ralph, and Steven Hawthorne, ed. Perspectives on the World Christian Movement: A Reader. 4<sup>th</sup> ed. Pasadena, CA: William Carey Library, 2009)

《普世差傳浪潮透視:展望课程学习手册》

(Hawthorne, Steven. Perspectives on the World Christian Movement: The Study Guide. 4<sup>th</sup> ed. Pasadena, CA: William Carey Library, 2009)

莊祖鯤。《宣教神學》。美國：基督使者協會，2004。

(Chuang, Tsukung. Mission Theology. Paradise, PA: Ambassadors For Christ, 2004)

莊祖鯤。《宣教歷史》。美國：基督使者協會，2004。  
(Chuang, Tsukung. Mission History. Paradise, PA: Ambassadors For Christ, 2004)

## **B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目**

*Refer to Selected Bibliography*

## **C. ASSIGNMENTS AND GRADING 作業及評核**

1. Book Reports 閱讀心得和評估 20%

After completing the two books by ChuangTsukung, write a paper of about 500 words for each book reflecting on the author's main tenet(s), your own learning, your application to your personal and ministry situation at the present time, and an evaluation of the book.

閱讀完必讀課本中的莊祖鯤所著兩本書後，對每本書寫約 500 字的文章，包括你對主要觀念的反思，你的學習和應用，和對這本書的評估。

The book reports are due on February 13. Indicate in your reports that you have completed reading the required texts. 於 2 月 13 日呈交閱讀心得和評估。並寫下你已完成必讀課本的閱讀。

2. Learning Journal 學習札記 30%

### **The Learning Journal 學習札記**

The purpose of this journal is to give you some insight into your own emotional and cognitive rhythms as a learner. By this, I mean that you will become more aware of how you go about organizing your learning, what kinds of learning tasks you are drawn to, what teaching styles you find most suitable, what tasks you resist and seek to avoid, what conditions encourage you to take risks in learning. Try writing a few lines in response to the following questions:

學習札記的目的是給你作為學生在認知和感受上對你自己的了解。你會更了解自己怎樣組織你的學習，什麼學習作業吸引你，什麼教學方法最適合你，什麼作業令你抗拒和逃避，和什麼情形鼓勵你冒險去學習。在學習札記中寫下有關以下問題的答案：

What have I learned from the course materials?

What have I learned today about myself as a learner?

How did I learn?  
When did I learn?  
Why did I learn?  
What have I learned today about my emotional responses to learning (positive and negative emotion such as enjoyment, frustration, etc.)?  
What learning tasks did I respond to most easily today?  
What learning tasks gave me the greatest difficulties today?  
From what I have learned today what is the important to me?  
How can I improve my learning ability?  
我今天從課程中學習了什麼？  
我今天對自己作為一個學生有什麼認識？  
我怎樣學習？  
我什麼時候學習？  
我為什麼有學習？  
我對學習時的感受(例如喜歡、奇怪、興奮等)有什麼了解？  
今天我最容易回應的學習活動是什麼？  
今天最難的學習活動是什麼？  
今天在學習中所發生的事情中對我最重要的是什麼？  
我怎樣可以改善我的學習能力？

Write a page of journal of about 200 words after every class session and submit by email to the instructor by the following Wednesday. In the journal incorporate the following Practical Assignments of the Study Guide:  
每課後寫約 200 字的學習札記，於下週星期三用電郵呈交。

3. Integrative Paper 整合文章 50%

The paper is due on April 17 於 4 月 17 日呈交整合文章。

Write a paper of about 4,000 words covering all six parts of the Integrative Project (explained below). Parts 1-5 are worth 8% each. Part 6 is worth 10% and should be about one-fifth of your paper.

The paper should follow the general outline of the project parts. Grades are based on well-reasoned application of what you learn in this course to your people's specific situation. For each section, answer the questions and use your thoughts as the basis for writing your paper.

***You do not need to answer every question. The questions are there to stimulate your thinking. References and bibliography should be included. Because of the limited size of this paper you are not expected to give detail answer to the questions.***

寫約 4000 字的文章，包含整合功課的六部(參看以下說明)。從第一至第五部每部佔 8%，第六部應佔全文的五分之一，佔 10%。

文章應跟著這六部的次序。評估標準根基於有條理的應用本課程的學習。

*每部的引導問題幫助你的思潮發展，不須解答每個問題；但須包括引用和參考的書目文章。因為這文章不是論文，不須詳細的解答每個問題。*

## **Integrative Project 整合功課**

### **Part 1: Why This People Now?**

#### **第一部：為什麼選擇這民族？**

Imagine that you are “special assignment,” participating on an international action council of influential representatives from several local churches, a half dozen mission agencies, and a missionary training institute. The council wants to initiate work among an unreached people group. Your first job is to learn more about your people group, substantiating the choice historically, strategically, and biblically. The council and its constituencies will invest five million dollars over the next 10-25 years among “your” people, so try to validate the strategic value of reaching this people.

假設你加入一個國際性的、由不同的教會、差會、和宣教培訓中心組成的機構，在一個未得之民開拓事工。這機構會運用五百萬美元和十至二十五年來向這民族宣教。你的首先任務是研究這民族，從聖經根據、歷史反省、和宣教策略的角度來證實選擇這民族的重要性。

#### **Guiding Questions 引導問題**

1. Choose your people.
2. Support the choice of this people according to the following three perspectives:
  - A. Historical
    - (1) What are some major historical facts concerning your people that might affect their receptivity to the Christian message?
    - (2) Have any attempts ever been made to evangelize this people? Which mission agencies have worked near or among your people? What was the outcome in each of modern missions' Three Eras, if any?  
First Era (1792-1910)  
Second Era (1865-1980)  
Third Era (1934-2000)
  - B. Biblical
    - (1) List several biblical reasons underlying the choice of this people.
    - (2) List three verses that might be key promises or exhortations specifically for work among your people. For example, Psalm 2:10 may be seen a promise of hope and conviction specifically for the Brahmins of India.

C. Strategic

(1) In view of the biblical mandate, what are some of the underlying reasons for focusing on this group? Why is reaching them a priority?

(2) Is there any indication that reaching this people might potentially be strategic in reaching other people groups?

(3) What indicators are there that this people group should be classified as an unreached people group?

1. 揀選民族(可包括中國少數民族)。
2. 根據以下角度來解釋選擇這民族的理由：
  - 一. 歷史反省
    - a. 這民族有什麼重要歷史事件影響他們對福音的接納性？
    - b. 以前對這民族有什麼宣教嘗試？是什麼差會的工作？其後果和近代宣教三個時代有什麼相連關係？  
第一時代 (1792-1910)  
第二時代 (1865-1980)  
第三時代 (1934-2000)
  - 二. 聖經根據
    - a. 列出選擇這民族的聖經根據。
    - b. 列出三段主要經文述說對這民族的宣教的應許或勸勉，例如 詩 2:10 可用作對印度婆羅門(最高種姓) 宣教的應許。
  - 三. 宣教策略
    - a. 從聖經根據，解釋選擇這民族的理由是什麼？為什麼這民族比其他民族優先？
    - b. 向這民族宣教會引致向其他民族宣教嗎？
    - c. 有什麼因素指示這民族是未得之民？

**Part 2: Understanding Your People**

**第二部：明瞭這民族**

**Guiding Questions 引導問題**

1. Where do they live?
  - A. Are they concentrated in one location, in different countries, or in significantly different regions of the same country?
  - B. Where are they migrating to and/or from?
  - C. How might the above factors affect where and how you will initially reach out to them?
2. What have you discovered about your people's culture. List any relevant features of any of the four levels in Kwast's simple model of culture:
  - A. Behavior

- B. Values
  - C. Beliefs
  - D. Worldview
3. Consider issues related to language and literacy. How do these affect the way the gospel will best come to them?
  4. Think about your peoples' awareness of the gospel. In what ways is their understanding of Christianity accurate? In what ways is it inadequate?
  5. If you asked members of that society how things are changing for them, how would they respond? What are the implications for their evangelization?
  6. What is the status of religion among your people?
    - A. What do they follow, and with what degree of orthodoxy and fervency?
    - B. How does this affect the way the gospel should be presented to them and the way they'll receive it?
- 
1. 這民族住居在那裏？
    - 一. 他們集中在一地區，分散在不同國家，或在一個國家的不同區域？
    - 二. 他們從何處遷徙到現在居處？現正在遷徙到其他居處嗎？
    - 三. 這些因素對宣教有什麼影響？
  2. 你對這民族的文化有什麼認識？根據 Kwast 的「了解文化」的四層文化，列出有關的因素：
    - 一. 行為
    - 二. 價值觀
    - 三. 信念
    - 四. 世界觀
  3. 這民族的語言和識字程度對宣教有什麼影響？
  4. 這民族對福音和基督教有正確的認識嗎？有誤解嗎？
  5. 這民族經歷著重要變遷嗎？對宣教有什麼影響？
  6. 這民族的宗教信仰
    - 一. 有什麼宗教信仰？熱心程度是怎樣？
    - 二. 對宣教有什麼影響？

### Part 3: Mobilizing the Needed Missionaries 第三部：宣教士的動員

#### Guiding Questions 引導問題

1. On the table below list five potential sets of missionary personnel for your people. Make one sets a team that you lead or participate on. In the columns to the right list the unique skills, gifts, and connections each brings to the work, as well as the unique obstacles that each set will face.

在下列圖表列出五類需要的宣教士。其中一類是你參與的隊工。在右行列出每隊工

的特別才能、恩賜和關係、面對的特別困難、和這隊工的缺點。

	才能、恩賜和關係	困難、缺點

2. Phil Elkins lists three principles of incarnational ministry: understanding their worldview, responding to felt needs, and being prepared for battle. How might you apply each principle in a customized way to gospel endeavors among your people? 道成肉身化的事奉有三個原則：明白世界觀，回應感受到的需要，和預備爭戰。你怎樣應用這些原則於宣教？

3. Develop a tentmaking strategy for your team allowing you to stay until a church planting movement is established. Include the following issues:

- A. What employment roles might be available that would engage members of your team with your people group at points of felt needs
- B. How might these jobs enable you to build gospel bridge relationships?
- C. How might these jobs hinder engaging in close relationships with them?
- D. What type of relationship will your team pursue with an experienced mission agency. Why? (Options presently in use range from teams pulled together and sent exclusively by agencies to teams with no relationships, formal or informal.)
- E. What additional missionaries might you need at two years, five years, and ten years? Explain why you'll need them.

—Join team at two years:

—Join team at five years:

—Join team at ten years:

定下一個帶職宣教的策略，使你能停留在這民族中，直至植堂運動發生。

- 一. 有什麼就業機會使你的隊工可以滿足這民族感受到的需要？
- 二. 這些職業怎樣幫助你建立福音橋樑的關係？
- 三. 這些職業怎樣阻礙你宣教？
- 四. 你期望隊工和差會有什麼關係？為什麼？
- 五. 在兩年後、五年後、和十年後你需要什麼宣教士？為什麼？

4. Reflecting on the material on finding an appropriate role in society, describe what you think might be an appropriate role or identity and how you would establish it during your first year. Would all the members of your team have the same identity and role or would the team include a diversity of roles?

你認為宣教士的什麼角色適合向這民族宣教？你怎樣在第一年建立這角色？全隊員

是否採用同一角色？或不同角色？

5. Describe five different ways that short-term workers could advance the gospel among your people group. Consider several ways they could also complicate or hinder the long-term work.

短宣隊可以怎樣幫助你宣教？可以怎樣阻礙你宣教？

#### Part 4: Development and Resource Mobilization

#### 第四部：社區發展和資源動用

##### Guiding Questions 引導問題

##### 1. Development 社區發展

A. On the table below, list three critical needs your people face in physical, political, or social realms. How might their need be addressed prior to, or without the proclamation of the gospel? How might it be addressed in conjunction with the ongoing presentation of the gospel? How might it be addressed in the context of a fully flowering church in the midst of your people? Not all needs can or should be addressed during each stage on this timeline. Consider when and how they might be best met.

一. 在圖表列下這民族的三個物質上、政治上、或社交上的迫切需要。在未傳福音前怎樣處理這些需要？在傳福音時怎樣處理這些需要？在教會成立後怎樣處理這些需要？

需要	傳福音之前	傳福音時	教會成立後

B. Imagine this: A grant has provided funds for an experienced development worker to join your team for three years. Which one will you invite? Explain your choice in terms of method and approach.

二. 假設有奉獻支持一位資深的社區發展工作人員來加入你的隊工，同工三年。你會選擇怎樣的同工？為什麼？

##### 2. Mobilizing Resources

A. Detonate a prayer movement: What would God have you do to challenge and equip a sufficient prayer force for your people's evangelization?

B. Deliver a product: A media mogul has offered to produce a five-minute video to help get the word out about your people. His stipulation: Define your audience. Include only three key points about your people. Finish with three potential responses. What will your video say?

- C. Design a project: Build significant, ongoing commitment for your people by designing a cultural immersion experience for pastors and church leaders.
- D. Develop a partnership: Who might God unite in strategic partnership to establish His church among your people? Think expansively. Consider potential agency and church partnerships, both domestic and foreign. What strengths might organization each bring into the partnership?

#### 資源動用

- 一. 啟動祈禱運動：神想你怎樣發起和裝備支持向這民族宣教的祈禱運動？
- 二. 假設有一位資深傳媒人士願意為這民族宣教製作錄像帶，你要提供以下資料：介紹這民族的三個焦點，和三個可能的回應。
- 三. 定下一個幫助牧者和教會領袖認識這民族文化的計劃。
- 四. 發展伙伴關係：應與誰設立伙伴關係？可以邀請什麼教會和差會？它們有什麼強處？

### 3. Prayer

Remembering that God goes beyond what we could even ask or think, list the top ten prayers of blessing that you want God to answer when He transforms your people.

#### 祈禱

列下十個祝福的禱告，求主改造這民族。

## Part 5: Envisioning a Multiplying Church Planting Movement

### 第五部：植堂運動的異象

#### Guiding Questions 引導問題

- 1. Describe a flourishing gospel movement within your people in these areas:
  - A. What might corporate meetings look like?
    - (1) Where and when might they happen?
    - (2) What happens when the believers gather?
  - B. How will converts evangelize their families, friends, and co-workers?
  - C. How will the church be led? Include, but think beyond church meetings.
  - D. If necessary, how and when will the church become registered with the government?
  - E. In what ways might the new churches relate to already existing, perhaps ancient, churches that are geographically near, but ethnically distant?
  - F. What are some likely first efforts at missionary activity for the new church? When and how will this come about?
- 2. List five ways in which the church will purposely differ from the church you presently attend. Why? Include, but don't limit your answer to, the unique way in which believers will worship God both corporately and personally.

3. Look over the seven basic commands of Christ. List two ways in which believers among your people may obey each.
    - Repent and believe: Mark 1:15
    - Be baptized (and continue in the new life it initiates): Matt. 28:18-20; Acts 2:38; Rom. 6:1-11
    - Love God and neighbor in a practical way: Matt. 22:37-40
    - Celebrate the Lord's Supper: Luke 22:17-20
    - Pray: Matt. 6:5-15
    - Give: Matt. 6:19-21; Luke 6:38
    - Disciple others: Matt. 28:18-20
  4. How many representatives from your group need to follow Christ, and in what ways, in order for your people to consider following Christ to be a good thing?
  5. What might happen if five people were baptized openly? What if 5,000 were?
  6. What sufferings might the new church endure?
    - A. How might missionaries participate in their sufferings?
    - B. What sufferings are likely to never be part of the missionary experience?
- 
1. 形容在這民族中一個福音突被的運動，包括以下：
    - 一. 教會聚會情形：聚會時間和地點，聚會內容
    - 二. 信徒怎樣向親友同僚傳福音？
    - 三. 教會的領導人
    - 四. 若有需要，教會怎樣向政府註冊？
    - 五. 教會和鄰近的不同民族中已存的教會要建立什麼關係？
    - 六. 教會發展到什麼階段才投入宣教？怎樣開始？
  2. 列下五點這民族的教會和你的母會的分別，包括個人和集體敬拜。
  3. 從下列基督的七個命令中寫下教會怎樣遵從：
    - 悔改信主 (可 1:15)
    - 領洗 (太 28:18-20；徒 2:38；羅 6:1-11)
    - 愛神和愛人 (太 22:37-40)
    - 守聖餐 (路 22:17-20)
    - 祈禱 (太. 6:5-15)
    - 奉獻 (太 6:19-21; 路 6:38)
    - 門訓 (太 28:18-20)
  4. 需要幾多個門徒和怎樣的門徒生活才吸引這民族願意成為門徒？
  5. 若五個人信主，會有什麼事發生？若五千人信主，會有什麼事發生？
  6. 教會可能面對什麼苦難？
    - 一. 宣教士可能怎樣同受苦難？
    - 二. 宣教士可能不會同受什麼苦難？

## Part 6: Put It All Together on a Timeline

### 第六部：總括

#### Guiding Questions 引導問題

1. Lay out a 5-10 step timeline for the evangelization of your people. List the important milestones, and the activities you would undertake, from choosing your people, until the church among your people joins the global Church in its mission. Your timeline constitutes a preliminary support, preparation and field strategy to reach your people.
  2. Describe five major roadblocks that stand in the way of your peoples' evangelization.
  3. Exit Strategy: In Part 3, you considered how missionaries might gain access to, and work effectively among this people group. Push those thoughts out toward the end point.
    - A. At what point do missionaries leave?
    - B. What indicators do they have that their work is complete?
    - C. Where should missionaries go from this endeavor?
  4. Imagine what things will be like for the first ten people who follow Christ.
    - A. How will you work to bring whole families to Christ? What will you do to fight the tendency to pull early converts out of their family into the comforting arms of the mission community?
    - B. Consider the visibility of the emerging church. How will you coach early converts to share their faith? How public will be their early meetings? When and why will this change?
    - C. How and when will baptisms take place?
    - D. What will the new believers be called, by you, by non-believing friends, and by one another?
  5. For what sins are your people particularly notorious? Consider which ones the Holy Spirit will deal with early in their corporate walk with Christ. Which sins may not be immediately addressed? Why?
  6. Explain how your plans and timeline rise to William Carey's challenge: "Expect great things from God. Attempt great things for God."
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1. 在一條時間劃分線上，寫下 5-10 個宣教步驟。列出重要里程碑、和從揀選民族至建立教會的各樣活動。這時間劃分線代表和支持你的初步宣教策略。
  2. 寫下五個主要的宣教阻礙。
  3. 退出策略：你怎樣定宣教的最後階段？
    - 一. 宣教士什麼時候退出？
    - 二. 什麼是應退出的情況？
    - 三. 退出後宣教士會做什麼？
  4. 若有十人信主
    - 一. 怎樣帶領全家信主？怎樣避免從家族社團抽離信徒到宣教士群體？
    - 二. 怎樣栽培信徒作見證？聚會是怎樣公開？
    - 三. 什麼時候舉行洗禮？怎樣舉行？
    - 四. 你怎樣稱呼信徒？非信徒親友怎樣稱呼信徒？信徒彼此怎樣稱呼？

5. 這民族有什麼顯著的罪？在教會的初期應先處理什麼罪？什麼過犯可以遲些處理？為什麼？
6. 你這條時間劃分線符合威廉克里的名言(「期待神作大事，竭力為神作大事」)嗎？

#### **D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK** 呈交作業的一般性準則

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

學生有須詳讀學科日曆，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。有關學科日曆在網上可查詢。

#### **E. SUMMARY OF ASSIGNMENTS AND GRADING** 課程分數總結

Evaluation is based upon the completion of the following assignments

Book Reports 閱讀心得和評估	20%
Learning Journal 學習札記	30%
Integrative Paper 整合文章	50%
Total Grade	100 %

#### **IV. Course Schedule, Content and Required Readings 課程進度及內容**

January 16 1月16日

Course overview 課程簡介

The Living God is a Missionary God 宣教的神

January 23 1月23日

The Story of His Glory 神的榮耀

January 30 1月30日

Your Kingdom Come 神國降臨

Mandate for the Nations 傳給萬民

February 6 2月6日

Unleashing the Gospel 解除羈絆

February 13 2月13日

The Expansion of the Christian Movement 宣教浪潮

Eras of Mission History 宣教時代

February 20 2月20日

Pioneers of the World Christian Movement 宣教先鋒

Mission History in and out of China 宣教入中國和出中國

February 27 2月27日

The Task Remaining 未竟之業

March 6 3月6日

How Shall They Hear? 如何得聽

March 13 3月13日

Reading Week - No class

March 20 3月20日

Building Bridges of Love 愛之橋樑

March 27 3月27日

Christian community development 整全服事

April 3 4月3日

The Spontaneous Multiplication of Churches 自發倍增

Pioneer Church Planting 拓荒宣教

April 10 4月10日

World Christian discipleship 大使命者

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