

2015

Confucius Institute 2015 Annual Report

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西肯塔基大学孔子学院
WVWKU 2015 ANNUAL REPORT



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This year marked the 5-year milestone for the Confucius Institute at WKU (CI at WKU). Under the leadership of Dr. Gary A. Ransdell, who coined Western Kentucky University's (WKU) vision of "A Leading American University with International Reach," the CI at WKU has worked tirelessly toward this goal.

With the aim of creating programs for the dissemination of the Chinese language and culture, the CI at WKU was the pivotal piece which set things in motion. Becoming one of over 495 CI's worldwide and one of over 109 CI's in North America, the CI at WKU has taken a very deliberate approach in creating a presence in promoting the Chinese language and culture throughout the state of Kentucky.

The CI at WKU is not an academic unit, but does tap into K-12 institutions throughout the state of Kentucky, yielding students who quite possibly will attend the Chinese language programs at WKU. The latest data shows the following trends since the 2010/2016 academic year to present:

- Increased from 11 Chinese Hanban teachers to 47 teachers (327% Increase);
- Increased the number of school districts from 4 to 21 (425% Increase);
- The number of students registered in the program has increased from 1,600 to over 13,580 (748% Increase).

This growth was enhanced by the Kentucky Teacher Certification process, developed through a partnership with WKU's College of Education and Behavioral Science, and Kentucky Education Professional Standards Board (EPSB), who establish a platform that assisted a total of 51 being granted Kentucky Teacher Certification.

With the development of the Kentucky Teacher Certification process, and the 1 + 2 MAT degree, the CI at WKU has worked with Hanban/Confucius Institute Headquarters to fund a position to support the ongoing development of these programs, in both the Modern Languages Department and WKU's College of Education and Behavioral Sciences. These two positions are key to the advancement of the dissemination of the Chinese language and culture.

The CI at WKU is not only interested in being an institute with progressive vision and action, it strives to implement the standards that we set for ourselves. Following these standards, we conduct an evaluation of our performance every year and we take it very seriously. Since the inception, we have evaluated ourselves through the creation of a booklet that outlines our accomplishments. Please see below for some highlights in 2015:

- Hosted the 5th Annual Chinese New Year Dinner for over 200 faculty, staff, students, and community members on February 22, 2015;

- Led seven (7) focused programs to China:

April 2 – 12, 2015 – "Intensive Language Program," which led 32 students and chaperons to China, which led them to Beijing and Xi'an.

May 17 – 28, 2015 – "Research Intensive Program," which led 15 students from the Gatton Academy, Dr. Breedlove and Mr. Derick Strode. The group broke into 3 subgroups focusing on China's High-Speed Rail system, Chinese architecture, and Business/Foreign Trade.

May 20 – June 17, 2015 – "4-Week Intensive Language Study" for students who have taken and passed the HSK (Foreign Proficiency Test)

May 23 – 31, 2015 – Drs. Martha Day and Lynn Hines visited the Hanban/Confucius Institute Headquarters Teacher training camp to train the CI at WKU teachers on the 10 Kentucky Standards.

June 4 – June 15, 2015 – Led the 2nd Annual "Understanding China – Business, Education, and Traditional Chinese Medicine" as part of the Confucius China Study Plan.

July 15 – July 31, 2015 – "High School China Bridge Program," which led 18 students from across Kentucky, and seven students from the Dallas area to Nanjing China for 2-weeks.

August 3 – 7, 2015 – "Hanban Teacher Training Camp," led by Drs. Martha Day and Lynn Hines. There they trained over 36 Hanban teachers and professors who will be either recruiters or trainers for the next group of Chinese teachers in 2016.

- Over 6,000 students have taken the HSK/HSKK/YCT (The CI at WKU is ranked the highest U.S. CI to register students for these proficiency tests), among which over 30 were awarded scholarships worth a total over \$500,000;
- Hosted the 2015 Hanban Teacher In-Service training in Bowling Green, which drew over 110 teachers, representing 20 U.S. states, and 19 speakers from this geographic regions.
- Increased the number of Confucius Classrooms from 11 to 15, adding Butler County, Boyle County, Trinity (Archdiocese of Louisville), and Field Elementary (Jefferson County Public School System).



On the basis of these achievements, the Confucius Institute at WKU is striving to achieve the following goals in 2015-2016 academic year:

- Build a Model Confucius Institute at WKU (the CI at WKU is the only Model CI to build a brand new building);
- Increase the number of students from 13,580 to 15,000, and to 50,000 by the year 2020;
- Increase the number of Chinese Hanban teachers from 47 (the CI at WKU has the most Chinese teachers in the U.S.) to 65, and to 100 by the year 2020;
- Increase the number of teachers enrolled in the "1+2" program and maximize the Teacher Certification Program (the CI at WKU is the only one can offer certification for Chinese language teacher from China) in Kentucky in collaboration with College of Education and Behavioral Science;
- Expand the number of Confucius Classrooms from 15 to 20;
- Prepare over 4,000 WKU and local students for YCT and HSK;
- Develop and improve Online Cloud-based Curriculum Development to expand its coverage;

- Launch more "Understanding China" Programs and "Trips to China" to promote the cultural communication and understanding between U.S. and China.
- The CI mobile (Chinese Cultural Experience) will continue to reach more school districts, and is the only one of its kind in the U.S. To date, more than 15,000 individuals have experience China through the unit.
- Launch the "Confucius Mobile Kitchen," which is the first of its kind through the CI program, will be unveiled in January 2016.

Reviewing our past achievements, shows our teams' persistence, the "Can Do" spirit and relentless execution, and allows us to have a clear view of the path of what lies ahead. It is our sincere hope that CI at WKU will follow this path to the realization of its ultimate goal. To be the best CI in the world.

Sincerely,

Wei-Ping Pan
Dr. Wei-Ping Pan

5 YEAR MILESTONE



5 YEAR M I L E S T O N E

院长致辞:

2015年,是西肯孔院走过的第五个年份,具有里程碑式的意义。在西肯校长Gary A. Ransdell博士提出的“建设美国一流国际化大学”方针的指引下,西肯孔院正努力地朝这一目标奋进。

西肯孔院以传播汉语言和文化为工作宗旨,已经成为推动各项活动开展的中心枢纽。作为全球495所孔子学院、北美109所孔子学院之一,西肯孔院不断创新、细致入微的寻找各种方式以促进在肯塔基全州推广汉语言和文化。

西肯孔院在大学中不是学术单位,但的确在肯塔基全州K-12的各级各类学校开展汉语教学工作,并能为西肯塔基大学中文项目储备更多的学生。以下的数据说明了五年来我们工作的进展情况:

汉办中文教师由11位增至47位(增长327%);

学区数量由4个增至21个(增长425%);

注册汉语项目的学生数由1,600人增至13,580人(增长748%);

这些成绩的取得要感谢西肯塔基大学教育和行为科学学院及肯塔基州教育职业标准委员会,由于他们的支持与合作,西肯孔院成功申请到肯塔基州教师资格认证项目,为汉语教师资格认证搭建了平台,共帮助51位汉办教师获得了汉语教师资格证。

随着肯塔基教师资格认证和西肯1+2汉语国际教育联合培养项目的开展,国家汉办批准了西肯塔基大学汉语师范专业两个教席岗位,其中一个教席岗位设在教育和行为科学学院,负责肯塔基州汉语教师资格认证项目管理,另一个教席岗位设在现代语言系,负责汉语师范专业/辅修专业的学位课程管理。这两个教师岗位是促进汉语师范专业和文化传播的关键。

西肯孔院不仅仅是一所远见、有行动、不断进取的孔院,我们为自己的孔院制定了较高的标准和目标,在现有的标准和目标之上,我们依然在不断的提高并努力完成。遵循这些高标准,我们每年都严肃认真地对我们的执行情况进行一次评估。自创办以来,我们一直都通过年度报告来评估我们所取得的成绩。请看下面所列2015年度的大事。

- 举行了第五届春节晚餐会。在2015年2月22日,200人以上的教职员工,学生和社区成员出席了团拜会。
- 带领七个核心项目组访问中国
- 4月2日—12日,“YCT强化语言项目”,包括32个学生和监护人,他们访问了北京和西安。
- 5月17日—28日,“青年领袖新汉学计划”,项目组由全美评鉴第一名的盖顿高中的Breedlove博士,Derick Strode先生和15名学生组成。学生分成3个小组,分别研究中国的高铁系统,建筑和工商业/外贸。
- 5月20日—6月17日,“四周强化语言学习项目”,由参加并通过了汉语水平考试的学生组成。
- 5月23日—31日,Martha Day和Lynn Hines博士参加了汉办/孔子学院总部的教师培训营,依照肯塔基10条标准培训即将到任的西肯孔院汉语教师。
- 6月4日—15日,第二届“新汉学计划”“理解中国”短期访问项目,重点关注中国的工商业,教育和传统中医药。

• 6月15日—31日,“高中生汉语桥”项目,由18位肯塔基州的学生和7位达拉斯市的学生组成,到中国南京参加了两周的活动。

• 8月3日—7日,“汉办教师培训营”项目,由Martha Day和Lynn Hines博士带领,他们培训了36位汉办教师和教授,受训者将成为2016年度汉语教师的招募人员或培训人员

• 6,000多名西肯孔院的学生参加了HSK/HSKK/YCT考试,西肯孔院因此成为注册学生参加汉语水平试人数全美第一的孔子学院。

• 举办2015年汉办志愿者教师岗中培训,在西肯塔基大学所在地鲍灵格林市举行,吸引了周边地区120多名汉语教师参加。

• 孔子课堂数量由11所增至15所,新增孔子课堂设在Butler县,Boyle县,路易斯维尔市的Archdiocese(圣三一高中)和Jefferson县公立学区(菲尔德小学)。

以上述成绩为基础,西肯孔子学院力争在2015—2016学年度实现以下目标:

- 在西肯塔基大学建设一所示范孔子学院(西肯孔院是唯一一所在美国修建崭新办公楼的示范孔子学院);
- 由目前13,580名汉语学生数增至15,000人,并力争到2020年达到50,000名;
- 增加汉办志愿者教师人数,由目前的47人(西肯孔院目前汉语教师人数位列全美第一)增至65人,并力争到2020年增至100人;
- 扩大“1+2”联合培养项目招生计划,通过与西肯教育和行为科学学院合作优化汉办汉语教师资格认证项目(西肯孔院是唯一一所能为来自中国的汉语教师提供认证的孔院);
- 扩大孔子课堂的数量,由15所增至20所;
- 准备4,000多名西肯和周边的学生参加YCT/HSK考试;
- 组织更多“理解中国项目”和“中国之旅”夏令营,以促进中美两国间的文化交流和理解;
- 孔院“中国文化体验”移动车将继续开到更多的学区,它是全美此类移动车中唯一的一辆。迄今为止,已有30,000以上人次通过该移动车体验了中国文化。
- 创办中华厨艺展示车,可算是孔子学院项目中的第一个流动餐车,在2016年1月揭幕。

综上所述,总结过去所取得的成绩可以让我们更清楚地看到西肯塔基大学孔子学院所走过的历程,这将进一步保障西肯孔院沿着正确的轨道实现自己的最终目标。

Model CI

示范孔子学院大楼

In December 2013, the CI at WKU began the application process to be designated as a Model CI. A Model CI is more than a building. It is a CI program that is focused, diligent, progressive, and one that has a track record of cutting edge ideas and programming. A Model CI is the future of the Chinese language and culture programming. With the development of the Chinese Major/Minor program, the Chinese Flagship program, Asian Studies program, and the 1 + 2 MAT program, the Chinese language and culture is engrained in WKU, and will be for years to come.

The funding for the Model CI was up to \$1.5 million for the renovation of an existing building on a university campus used to house the CI staff and program. For consideration, a CI needed to submit an 88 page document outlining why they should be a Model CI. With over 450 Confucius Institute's worldwide, many CI's were vying for the distinction of a

Model CI. During the 9th Annual Global Confucius Institute Headquarters Meeting in Xiamen, China, the announcement was made, selecting the CI at WKU as one of two U.S. CI's to be designated as a Model CI (San Diego State University was the other). While the CI at WKU has only existed for five years, some of the reasons the CI at WKU was granted the designation is as follows:

- Increased from 11 Chinese Hanban teachers to 47 teachers (327% Increase);
- Increased the number of school districts from 4 to 21 (425% Increase);
- The number of students registered in the program has increased from 1,600 to over 13,580 (738% Increase).



The only financial requirement for Model CI designation was a one-to-one dollar match, which was labeled as land, and another portion was private funds in the amount of \$800,000. The funds were leveraged to erect a brand new 7,000 square foot building. This will be the only new building erected in the U.S., and will be located next to the new Honors College & International Center building. The Model CI will be a two story building, with the ground floor being designated to three flex classrooms, a cooking demonstration kitchen, and an exhibition area displaying traditional Chinese artifacts. The second floor will consist of office, and meeting space. The ground breaking is slated for late October 2015, with a completion date of approximately July 2016.

2013年12月，西肯孔院启动了示范孔子学院大楼的申请程序。一所示范孔院不仅仅是一幢房子，申请示范孔子学院的单位需要对孔子学院事业倾注全部的精力，不断勤奋进取，具备先进的理念和成功的发展经验，示范孔院是海外拓展中国语言和文化事业的未来。随着汉语师范专业专修/辅修项目、中文领航项目、亚洲研究和1+2国际汉语教学硕士等项目的发展，中国语言和文化已经成为西肯塔基大学发展的主题，且在未来若干年仍将如是。

建设示范孔子学院的资助金额为150万美元，资金将用于新建大学校园里用于孔院人员工作与教学的建筑设施。参选的孔子学院需要递交一份长达88页的实施计划书，陈述参选示范孔院的理由。当时全球共有450多所孔子学院，其中很多孔院都在争取获得示范孔院这一殊荣，最后在中国厦门召开的第九届全球孔子学院总部大会上，西肯孔院最终当选成为美国两所示范孔院中的一所（另一所为圣地亚哥州立大学孔子学院）。虽然西肯孔院只有五年的历史，它能成功当选有如下几个原因：

- 汉办汉语教师由11位增至47位（增长327%）；
- 学区数量由4个增至21个（增长425%）；
- 汉语学习注册学生人数由1,600人增至13,580人（增长744%）

汉办的唯一要求是中外双方1:1的资金配套投入，外方入其中一部分是土地，另一部分是金额为80万美元的私募基金，全部资金将用于建设一幢面积达7,000平方米的新楼。西肯塔基大学示范孔院大楼将是汉办在美国唯一新建的一幢示范孔院，此楼与荣誉学院及国际交流中心相邻。这座示范孔院大楼有两层组成，一楼有三个弹性教室，一个烹饪演示厨房和展示中国传统手工艺品的展区；二楼由办公室和会议室组成。

新孔院大楼将于2015年10月下旬破土动工，并预计在2016年6月份竣工完成。

A Model CI is more than a building.
It is a CI program that is

focused, diligent,

PROGRESSIVE...



Strategic Programs for Sustainable Development

有计划推动孔子学院的可持续发展

Kentucky Chinese Language Teachers

The Kentucky Certified teachers program continues to be the heart and soul of the CI at WKU. This year, the Kentucky Education Professional Standards Board (EPSB) approved thirteen new Kentucky Certified Chinese language teachers. EPSB is responsible for issuing and renewing certificates for all Kentucky teachers and administrators. Our teachers are not only recognized by EPSB, but are properly credentialed in order to best meet the needs of Kentuckiana students.

This year three new school districts (Adair, Butler and Todd) joined the CI at WKU family. The CI at WKU ended 2015 with a total of 43 Hanban Chinese language and culture teachers, and 4 permanent teachers affiliated with our program. The 47 teachers are responsible for teaching over 13,580 students throughout the state of Kentucky.

With the support of Dr. Sam Evans, Dean of College of Education, our Hanban teachers can achieve their dream of becoming Kentucky Certified Chinese language teachers. The

Hanban teachers who are selected for this category go through a one-week rigorous training, and submit a written portfolio while in China. The written portfolio must contain evidence collected to demonstrate their understanding of Kentucky standards from their current in-class teaching in China. Upon arrival to Kentucky, the candidates do an oral interview with WKU faculty from the College of Education. It is only after all the documents are processed and the passing of both written and oral portfolios, are the candidates recommended for the Kentucky certification to EPSB.

The CI at WKU will continue to grow and refine this program based on continual updates by the Kentucky Department of Education. The support from the local school districts in Kentucky have been overwhelmingly positive. Thus, resulting in an increase in enrollment of students studying in the Chinese major/minor at WKU. We are grateful to all our stakeholders, especially the Hanban teachers who are qualified for the “Certified” category. To date, fifty-one (51) CI at WKU teachers have obtained Kentucky certification.

The Kentucky Certified Teachers Program

continues to be the

HEART AND SOUL of CI at WKU.

肯塔基州汉语教师资格证

西肯塔基大学孔子学院一直把肯塔基州汉语教师资格证认证项目作为工作核心。2015年，肯塔基州教育专业委员会 (EPSB) 又批准了13名肯塔基州认证汉语教师。教育专业标准委员会负责为肯塔基州所有教师和行政人员发放和换发从业资格证书。我们的教师不但得到了EPSB的认可，并且获得证书，以便更好地满足肯塔基州学生的教学需求。

今年又有三个学区 (Adair, Butler和Todd) 加入了西肯孔院这个大家庭。截至2015年，西肯孔院共有43名汉办教师，4名本地教师。这47名教师负责肯塔基州13,580多名学生的汉语课程教学工作。

在教育学院院长Sam Evans教授的支持下，我们的汉办教师实现了成为肯塔基州认证汉语教师的梦想。这些汉语教师经历了一些列的挑战，包括为期一周的艰苦培训，2个月的时间准备一份书面材料，这些书面材料必须能够证明他们对肯塔基州教育标准与当前中国课堂教育的理解。以上是在中国完成的工作，待老师们到达肯塔基州后，西肯塔基大学教育学院相关人员对候选人进行面试。只有文件经过审核，书面材料和面试都通过的教师才会被推荐去申请EPSB认证。

西肯孔院将根据教育学院的更新政策，不断发展和完善该项目。项目还得到了肯塔基州当地各学区的大力支持，因此，西肯塔基大学汉语师范专业主修/辅修的学生人数不断增加。我们对所有参与孔院工作的人们表示感谢，特别是对获得认证的汉语教师们。截止到目前，西肯孔院共计有51名教师获得肯塔基州汉语教师资格证认证。

Hanban Volunteer Teacher In-Service Training

More than 120 Chinese Hanban Teachers representing more than 20 states gathered at WKU’s Center for Research and Development from October 9-11, 2015, for the “2015 Chinese Hanban Volunteer Teacher In-Service Training.”

It was a critical weekend of training for the120 Volunteer teachers, as most teachers have settled into their new roles as the professional Chinese language teachers in their community. Many teachers are seeking answers and solutions to very realistic questions or struggles they have encountered in their own classroom or in their living arrangements.

In addition, it was a great opportunity for all the teachers to realize and accept that they are not alone as Hanban supports them 100%, and wants them to become successful professional teachers in the U.S. The teachers were able to share their stories of success, their challenges, and reconnect with their friends. Throughout the weekend, the teachers acquired new teaching strategies, tools and resources, which can be implemented and integrated immediately when they return to their classroom.

Speakers included Dr. Ransdell - President of WKU, Dr. Evans - Dean of College of Education, representatives of WKU to include Dr. Peng Ke, Dr. Wu Ching-Hsuan and Dr. Du Chunmei. Guest speakers from across the U.S. included Ms. Wang Yan of Fayette County schools, Ms. Guan Chunmei of Butler University, Ms. Lisa Huang Healy of College Board, Dr. Jeffrey Jammer of the Kentucky Center for Arts and Ms. Hong Shao of the Singletary Center for the Arts. The list also included Superintendent Dr. Charles Proffitt, WKU Chancellor Dr. Tice, Assistant Principal Sarah Baker and KY Department of Education World Languages Consultant -Alfonso De Torres Núñez.

As the participants engaged in discussions, one could feel their passion and enthusiasms. The atmosphere was full of enriching dialogue on how to promoting the Chinese language and culture successfully in the U.S. Many words of encouragement and support were offered by each speaker. This was a great confirmation to the Volunteer teachers to know that they are on their way of becoming a successful and outstanding “Hanban Volunteer Teachers!”

汉办志愿者教师岗中培训

10月9日-11日，来自20几个州的120多名汉办教师在西肯塔基大学研发中心参加了2015年汉办志愿者教师岗中培训。

这个周末的培训对于120多名志愿者教师来说是非常重要的，他们大多数刚刚适应来到美国后汉语教师这个新角色，许多人都处在寻找解决课堂教学或生活中遇到的现实问题或困境的阶段。

此外，通过这次培训，志愿者们知道自己不是孤单的，他们有汉办100%的支持，鼓励他们在美国成长为成功的专业汉语教师。志愿者教师们又可以见到自己的老朋友，与他们分享自己的成功经历和遇到的挑战。通过这个周末的培训，教师们掌握了新的教学方法，获得了新的教学工具和教学资源，回到课堂后能够立即进行整合并应用到教学之中。

我们邀请到西肯塔基大学校长Ransdell博士、教育学院院长Evans博士在开幕式上发言。西肯塔基大学代表有彭珂博士、吴清璇博士和杜春媚博士，来自美国各地的特邀发言人包括菲亚特县学校的王雁女士、巴特勒大学的关春梅女士、大学理事会的Lisa Huang Healy女士、肯塔基州艺术中心的Jeffrey Jammer博士和辛格尔特里艺术中心的邵宏女士。与会人员还包括负责人Charles Proffitt博士、西肯塔基大学欧文斯伯勒校区校长Tice博士、校长助理Sarah Baker和肯塔基州教育部世界语言顾问Alfonso De Torres Núñez。

参会者们一直围绕如何在美国成功推广汉语和中国文化的话题进行热烈的讨论。各位发言者都对教师们表达了鼓励和支持，使志愿者教师们更加确信自己正在逐渐成为成功的优秀的汉办志愿者教师！

Hanban supports [teachers] 100%, and wants them to become successful professional teachers in the U.S.

HSK/HSKK/YCT Tests

The CI at WKU was invited by Mr. Li Peize, Deputy Director and Vice General Manager of Division of Testing, Headquarters of Confucius Institute (Hanban) to co-present at the "2015 National Chinese Language Conference" organized by the College Board and Asia Society. The event was held on April 17, 2015 in Atlanta, GA, with more than 1,200 participants in attendance. The participants were K-16 educators from across the U.S., who came to hear expert-led sessions and to share best practices.

The session was led by Mr. Li of Hanban and Ms. Yu of the CI at WKU, and was titled "Chinese Proficiency Test (HSK), Youth Chinese Tests (YCT) and CLT Assessments: From Perspectives of Themes and Learning Tasks." Mr. Li provided an overview of the assessments based on empirical analysis of 40,000 HSK and YCT items which were tested by more than 10 million test takers.

Ms. Yu of the CI at WKU shared her experiences of recruiting U.S. students to participate in the assessments, along with the challenges and successes. In 2014, according Mr. Li, over 421,651 participated in the HSK/YCT/BCT assessments worldwide, of which 15,601 were students from the U.S. The CI at WKU was approximately 17.5% of the total U.S. with 2,732 students. This year, over 3,000 students participated in the HSK/HSKK/YCT exams, yielding a 32% passing rate.

For many of the Chinese language students in Kentucky, the HSK/HSKK/YCT translate into opportunities for Hanban scholarships to study abroad in China. In addition, the K-12th school administrators wholeheartedly support these research-based assessments. They are viewed as the summative assessment to measure students' progress by the school administrators. The results are also an excellent tool for the teachers to know where the gaps exist, and what areas students are struggling with. The Chinese teachers are encouraged to use the results from the assessments to drive their instruction.

These tests are definitely a win-win for CI at WKU, as seen by the commitments of massive student participations and the school administrators' support. The HSK/HSKK/YCT assessments inspire the Hanban Chinese teachers and the CI at WKU staff to ask these challenging questions:

- "Are we teaching what we think we are teaching?"
- "Are students learning what they are supposed to be learning?"
- "Is there a way to teach the Chinese language better, thereby promoting better learning?"

Through the analysis and reflection of these assessments results, the CI at WKU hopes to continue to provide the students in Kentucky with the Chinese language skills that will allow them to face a world that is continually changing, successfully.

HSK/HSKK/YCT 测试

应孔子学院总部（国家汉办）汉考国际副总经理李佩泽先生的邀请，西肯塔基大学孔子学院于2015年4月17日在佐治亚州亚特兰大出席了由大学理事会和亚洲协会组织的“2015年全美中文大会”。全美K-16教育领域的1200多名人士出席了本次会议，参加了专家组织的研讨会并分享了成功的实践经验。

会议由国家汉办李佩泽先生和西肯孔院于圣惠女士主持，主题为“汉语水平考试（HSK）、青少年汉语考试（YCT）和交际教学法（CLT）测试：在主题和学习任务的视角下”。李沛泽先生基于对1000万考生作答中的40,000个HSK和YCT条目进行实证分析并对测试进行了综述。

西肯孔院于圣惠女士分享了自己邀请美国学生参加测试的经验，包括遇到的挑战和成功经历。根据李先生的研究，2014年全世界共有421,651多名考生参加了HSK/YCT/BCT（商务汉语考试）测试，其中美国考生有15,601人。西肯孔院考生为2,732人，大约占到美国考生总数的17.5%。今年，3,000多名考生已经参加完HSK/HSKK/YCT测试，通过率为32%。

对于肯塔基州的很多汉语学习者来说，通过HSK/HSKK/YCT测试能够有机会获得汉办奖学金前往中国留学。此外，K-12学校管理者全力支持这些科研型测试，将这些测试作为总结性评价来衡量学生的进步。测试结果也是教师了解学生们差距所在和学习难点的良好途径，因此鼓励汉语教师根据测试结果调整课程。

通过大量学生积极参与这些测试与学校管理者们的大力支持可以看出这些测试对于西肯孔院与学区双方来说能够实现共赢。HSK/HSKK/YCT测试激发汉办汉语教师和西肯孔院的工作人员思考以下几个具有挑战性的问题：

- 我们的授课能够达到预期目的吗？
- 学生们能够获得相应的知识吗？
- 能否通过一定方式改善汉语教学，促使学生更积极地学习？

通过对测试结果的分析 and 思考，西肯孔院希望继续向肯塔基州学生传授汉语语言学习技巧，使他们能够成功应对瞬息万变的世界。

INNOVATIVE Marketing

创新思路，全方位推广孔子学院

Chinese Learning Center at the Confucius Institute at WKU

The Chinese Learning Center (CLC) was established on May 20, 2011 with a vision of "experiencing the Chinese culture without leaving Kentucky." Strategically located at the entrance to the Helm Library, the CLC takes up an area of over 651 square meters (7,000 square feet) and contains seven touch screen videos highlighting Ancient Chinese Science & Technology, Chinese Characters, Famous Philosophers, Paper Cutting, Chinese Musical Instruments, King Fu, and Chinese Cities. Thanks to the contributions from the WKU community, as well as around the world, several revolving racks stand in the CLC to exhibit the gems of the Chinese culture. Over the past four years, the CLC is constantly enriched and expanding with Chinese artifacts and folk arts. This year, Mr. Ma Chengguo donated 50,000RMB in musical instruments to enhance the collection at the CLC. In addition, Ms. Betty Yu, has allowed the CI to temporarily display a traditional Chinese dining table, chairs, and dishes. Since its inception, more than 60,000 individuals have toured the CLC, and more than 15,000 students from K-12, University, and community individuals visit our CLC every year.

西肯塔基大学孔子学院中国文化体验中心

秉承“足不出户体验中国文化”的理念，中国文化体验中心（CLC）于2011年5月20日正式成立。中心位于学校Helm图书馆的入口处，占地超过651平方米，配有7台数字触屏显示器，分别介绍中国古代科技、中国汉字、中国古代先贤、剪纸工艺、中国乐器、中国武术以及中国的著名城市。此外，得益于西肯塔基大学社区以及世界范围内的捐助，中心还配备有多个旋转展示台，以实物形式展示中国文化的精品。

在过去的4年中，中心不断丰富和增添新的中国手工艺品和民间艺术品。今年，马成果理事向中心捐赠了5万元人民币用于购置中国传统乐器。此外，于圣惠女士还在中心布置了中国传统餐桌、椅子和餐具用于临时性的展示。

自中心投入运行以来，前来参观学习的人数已经超过6万人，平均每年来此参观的中小學生、大学生和社区群众超过1万5000人。



Chinese Cultural Experience

Unveiled in September 2013, the "Chinese Cultural Experience," a 40'x 13'x 10' (ft.) mobile home that has been converted to a Chinese museum on wheels. Inside the CI mobile unit, it is divided into 6 compartments, including Musical Instruments, Facts/Holidays, Chinese Calligraphy, Arts/Crafts, Wellness/Games, and Costumes. The fundamental purpose of the Confucius Institute Mobile Unit "The Chinese Cultural Experience" is to establish a new innovative and economic unit, which will be transported strategically throughout the state of Kentucky to promote the Chinese language and culture.

Kentucky consists of 120 counties, 174 school districts, and 1,233 public schools (excluding private schools) with 647,827 students enrolled, which gives the possibility for further promotion of the CI program. The concern is that the further away from WKU, the fewer individuals in the state of Kentucky know about WKU, and least about the CI program. Thus, the unit is a win-win for all involved.

Since its inception the unit has traveled to more than 210 locations throughout the state, where more than 15,000 students, parents, administrators, and community members annually have an opportunity to experience the Chinese language and culture aboard the mobile. The mobile has attracted great interest from local school districts, as a result of which, more and more new school districts are applying for Chinese language and culture programs at CI at WKU.

Below is an article from Ms. Han Shasha from the People Daily News/Xinhua.Net on October 12, 2015.

An American, a mobile exhibition, a cultural feast.

This is one of the Confucius Institute at Western Kentucky University's way to share the Chinese language and culture experience to local people.

In this nearly 56 square meters of space, in the past two years, Confucius Institute at Western Kentucky University's, Martin Cohron (Chinese name Kong Maoting) has shared with more than 15,000 Americans on China's Qing Dynasty clothing, paper cutting culture, pen and ink, paper and ink, bamboo paperwork, erhu cymbals, Chinese acupuncture, and even play with objects and so on.

The Americans, said the car with red and white at the bottom, black highlighted English word "Confucius Institute's" modified RV as his "BABY."

From the ground, climb the three stairs to get into the car. The first thing that was pleasant to the eye was a Chinese map, with the red rooster outline, the distribution of the golden stars similar to the Chinese flag. Then came several sets of Qing Dynasty costumes.

Kong Maoting explained the dress of the Qing emperor, empress and the prince's clothing in detail. He said that every time he would tell the visitors of the dragon emperor costume; he let the girls experience the "Saucers shoes;" even the "Double Happiness" you can try on the brides Hongsha.

When he talks, the proud look on his face, and his whole body exudes passion the same passion as if he were explaining his culture in his country he has known.

He believes that visitors' favorite is the "paper-cut culture" he describes. He said, simply enter your year of birth, the screen will show the visitors' Zodiac pattern. Follow the prompts on the touch screen and it will display the Lunar New Year in a paper-cut pattern. He said: "Children are most like this, they think this is very interesting."

However, the most proud of this car are the nine visual news panels. The news boards use Chinese watercolor and calligraphy as the background, with additional mobile access to digital videos, multi-angle detailed description of the Confucius Institute. He also demonstrates, through a smart phone or tablet applications will align the camera display panels, can experience augmented reality overlay technology to realize the interactive environment. Originally stationary planar patterns can appear on your phone after scanning a dynamic form of the latest developments in video Confucius Institute to improve the dynamic sense of news reports and on-site. This project is Western Kentucky University and Western iMedia started in autumn 2012.

Kentucky is a state in the southern United States. Geographically the state jurisdiction contains over 120 counties. According to the U.S. Census Bureau, data show that in 2014 the

state's population of 4.43 million people, with whites accounting for 88.3 percent, and Asians accounting for 1.4 percent. The state has 174 school districts, 1,233 public schools (not private).

SOCIETY FOR Confucius Institute, said the number of students in the Confucius Institute at Western Kentucky University, was officially registered 13,580 people, 43 volunteer teachers distributed in 42 public schools in 17 school districts. He said, "Chinese language and culture to promote the project here has great exhibition space."

But the problem is that the farther away from Western Kentucky University in the area, often know less about the Confucius Institute. The best solution is to move the Confucius Institute in remote areas to understand, so that they experience the Chinese language and culture. However, it is relatively difficult to implement.

Pan Yuanzhang thought form moving car, so statewide students and communities to experience the Chinese language and culture. September 23, 2013, "Chinese cultural experience of mobile car was "officially unveiled." (Han Shasha)

中国文化移动体验车

中国文化移动体验车于2013年9月投入使用，是将一台一辆长40英尺、高13英尺、宽10英尺的房车改造成可移动的中国文化博物馆。在中国文化移动体验车的内部，共分为6大板块，包括中国传统乐器、中国传统节日与中国文化常识、书法、艺术与手工艺品、养生与游戏以及传统服饰。中国文化移动体验车的主要目的是通过一种形式新颖、经济有效的方式，将中国文化带到肯塔基州的各个地方，促进汉语和中国文化的传播。

肯塔基州拥有120个县、174个学区、1,233个公立学校（不含私立学校），注册中小學生人数达647,827人，这使得西肯塔基大学孔子学院在这里有非常大的发展空间。发展的瓶颈在于大多数学区和中小学校都离西肯塔基大学比较远，肯塔基州境内了解西肯塔基大学特别是了解西肯孔院的人并不多。中国文化移动体验车是一个双赢的项目，既可以宣传西肯塔基大学以及西肯孔院，又可以给偏远地区的中小學生们亲身体验中国文化。

自从该项目投入运行以来，中国文化移动体验车已经走过了肯塔基州境内的210个地区，每年有超过1万5000名学生、家长、学区领导以及社区群众登上大巴车，亲身体验中国语言和文化。中国文化移动体验车引发了地方学区对中国语言和文化极大兴趣，越来越多的学区申请加入西肯塔基大学孔子学院的中国语言文化项目。

以下是人民日报-人民网记者韩莎莎于2015年10月12日对西肯塔基大学孔子学院中国文化移动体验大巴车的相关报道。一辆房车，一位美国人，一个流动展厅，一场文化盛宴。这是美国西肯塔基大学孔子学院给当地民众体验中国语言文化的方式之一。

美国西肯塔基大学孔子学院的Martin Cohron（中文名 孔茂庭）在这个将近56平方米的空间里，在过去的两年中，向15000名美国人介绍了中国的清朝服饰、剪纸文化、笔墨纸砚、竹筒文牒、二胡箫笛、中药针灸，甚至把玩物件等。

这位年近花甲的美国老人称这辆以红白为底、黑字突出中英文“孔子学院”字样的改装房车为“宝贝”。拾阶而上，三步便从地面跨入车内。最先入眼的是一幅刷在车体上的中国地图，红色的雄鸡轮廓，上面分布着中国国旗上的金色五星。随后就是几套清朝服饰。

孔茂庭会对清朝皇帝、皇后以及皇子的服装进行详细介绍。他说，每次他会告诉来访者皇帝服装上锈的龙；他会让女孩子体验“花盆底”的鞋子；甚至可以感受下新娘红纱上的“双喜”。他在讲解时，如果不是英语作为语言干扰，他脸上那种骄傲的神色和周身散发的激情会让人误以为他在讲述他所熟知的他的国家的文化。

他认为参观者最喜欢的是可触屏的“剪纸文化”介绍。他说，只要输入自己的出生年份，屏幕会显示参观者的生肖图案。根据提示触及屏幕，最后会展示生肖图案的剪纸。他说：“孩子们最喜欢这个，他们觉得这个很有趣。”

不过，最让他骄傲的是车里的9块可视化新闻展板。这些新闻展板采用中国水彩画和书法作为背景，附加可移动访问的数字视频画面，多角度详细地介绍了全球孔子学院。他还演示，通过智能手机或平板电脑的应用程序将摄像头对准展板，可以体验现实增强叠加技术实现的交互环境。原本静止的平面图案扫描后可以在手机上以动态的视频形式展示孔子学院的最新发展，从而提高了新闻报道的动态感和现场感。这个项目是西肯塔基大学西部传媒2012年秋启动的新闻报道项目。

肯塔基州是美国中东部的一个州。这个地理位置上东西横向拉长的州下辖120多个县。美国人口普查局数据显示，2014年该州人口为441.3万人，白人占比为88.3%，亚洲人占比为1.4%。该州有174个学区，1,233所公立学校（不含私立学校）。

孔子学院院长潘伟平介绍说，西肯塔基大学孔子学院正式注册的学生人数为13580人，43位志愿者老师分布在17个学区的42所公立中小学中。他说“中国语言和文化推广项目在这里有很大的发展空间。”

但问题是，离西肯塔基大学越远的地区，往往知道孔子学院汉语言文化推广项目的人就越少。最好的解决方案就是将孔子学院搬到并不了解的偏远地区，以便让他们亲身体验中国语言和文化。但是，这实施起来相对有难度。

潘院长想到了用移动车的形式，让全州的学生和社区都体验到中国地语言和文化。2013年9月23日，“中国文化体验移动车”正式亮相。（韩莎莎 人民网 2015年10月12日）

Chinese CULTURAL EXPERIENCE



Confucius Classrooms

A Confucius Classroom is a dedicated room within an organization for the dissemination of the Chinese culture and language. While it is used to support the current language and culture classes, it is also intended to reach beyond the classroom, and engage the communities in which they reside.

In September 2013, the CI at WKU opened the first affiliated Confucius Classrooms in the state of Kentucky, by partnering with Franklin/Simpson Schools, Barren County, and the Housing Authority of Bowling Green. In fact, Franklin/Simpson has purchased the “Beasley House,” which is a home that the CI at WKU teachers live, and is the home of their Confucius Classroom. Just this year, they constructed a Chinese Friendship Garden, which held its dedication on October 20, 2015, in Franklin, KY.

In September 2014, an additional eight affiliated Confucius Classrooms were opened up at Hardin County, Owensboro/Daviess County, St. Francis Elementary/Middle (Goshen, KY), St. Francis High School (Louisville), Logan County High School, Gatton Academy, Cloverport City, and Bowling Green Independent Schools. Each of the classrooms share a special focus, such as Owensboro/Daviess County is specializing in Traditional Chinese Medicine. In fact, Dr. Gene Tice,

of Owensboro/Daviess County Confucius Classroom is spearheading this project, and took a trip to China in the summer of 2015 to get more insight into Traditional Chinese Medicine, and seeks to identify potential partnerships with Owensboro Regional Health.

In 2015, the CI at WKU is happy to report that an additional four Confucius Classrooms will be joining the CI family. Presently, these classrooms are under construction and will undergo “Grand Openings” in early Spring 2016. These new classrooms are located in Butler County Schools, Boyle County Schools, Trinity High School (Archdioceses of Louisville), and Field Elementary (Jefferson County Public School). In addition, plans are underway to send 15 – 20 students from Trinity High School to China in June 2016.

孔子课堂

孔子课堂是附属于某一机构内进行汉语教学和文化传播的专用课堂。虽然孔子课堂是用来支持当前的汉语教学和文化课程，但是他旨在超越课堂从而进一步影响课堂所在的社区。

2013年9月，西肯孔院开办了肯塔基州第一批孔子课堂，分别与富兰克林/辛普森学区，巴伦县，鲍灵格林房管局合作。富兰克林/辛普森学区已经建成了一所中国友谊园，并在2015年10月20日在富兰克林举行了开园典礼。

在2014年9月，西肯孔院与哈定县，欧文斯伯勒/戴维斯县，戈森县的圣弗兰西斯小学/初中，路易斯维尔市的圣弗兰西斯高中，楼根县高中，盖盾学院，克拉夫波特市以及鲍灵格林市独立学区合作，开设了另外8所孔子课堂。每一所孔子课堂都有一个特别的主题，比如欧文斯伯勒/戴维斯县专注传统中医药。事实上，吉恩·泰斯博士正在领导这个项目，并在今年夏天随团前往中国加深对中医药的了解。

2015年，西肯孔院很高兴又有四所孔子课堂即将加入孔院大家庭。目前，这些孔子课堂正在建设之中，将在2016年春季初举行盛大开幕式。这些新成立的孔子课堂分别位于巴特勒县学区，波伊尔县学区，圣三一高中（路易斯维尔的大主教管区）和菲尔德小学（杰弗逊公立学校）。另外，我们正在制定带领圣三一高中的15-20名汉语学生于2016年6月到中国学习的计划。

The Confucius Mobile Kitchen

The Confucius Institute at WKU is very progressive in its pursuit to expose as many individuals throughout the state of Kentucky to the Chinese language and culture. They seek new and exciting ways to not only engage the community, but students, faculty, and staff it serves. Presently, many affiliated Confucius Classrooms within the state offer Chinese cooking classes, which, has been well received within these communities. In addition, the CI at WKU supports various festivals, and community events; thus, the “Confucius Mobile Kitchen” concept was spawned. The unit is a 2015 concession trailer, which is 16 ft. in length, and 8.5 ft. in width, and is fully equipped with a refrigerator, freezer, sinks, gas grill, gas stove, fryers, and gas burners. The unit is designed to educate and expose individuals on the various Chinese cuisines. The project is two-fold.

First, the CI at WKU seeks to engage students/faculty/staff from both the business and hospitality programs, who will be responsible for developing the business model, marketing,

scheduling, recipe development, and food preparation. The group will travel to local area businesses, festivals, schools, and community events to sell food and raise money. The funds earned will go to supporting the mobile kitchen, and send the core group of students/faculty/staff to China and develop their understanding of the different Chinese cuisines.

Second, located within the Model CI building, there is a state-of-the-art kitchen, dedicated to teaching individuals how to prepare, and cook traditional Chinese meals. The kitchen will be used as the test kitchen for the students and community members to perfect their recipes, and then execute them for the community through the mobile kitchen. It is also another way to engage the WKU campus community on how to prepare traditional Chinese cooking.

In conclusion, this is another way to engage the communities in which the program reside, and what better way to connect and share culture, than through food. The Confucius Mobile Kitchen will be unveiled in January 2016.

WHAT BETTER WAY to connect and share culture, THAN THROUGH FOOD.

西肯孔院-中华厨艺展示车

西肯塔基大学孔子学院正在积极努力实现让全州人民都能接触到汉语和中国文化的目标，并为此不断探寻开发激动人心的全新方式，不仅动员社区成员，而且号召西肯塔基大学学生、教师及员工都参与进来。目前，肯塔基州的多个孔子课堂都开设了烹饪课程，在各个社区里广受欢迎。与此同时，西肯孔院支持举办并积极参与各种节庆和社区活动，因此“中华厨艺展示车”的想法应运而生。这是一辆2015年款的移动拖车，车长16英尺，宽8.5英尺，全

套配备冰箱、冷冻库、水槽、燃气烧烤炉、煤气炉、煎锅和煤气炉，设计初衷是使人们有机会接触并学做各种中国菜肴。该项目包含两部分：

首先，西肯孔院邀请商学院和酒店经营与管理学院的学生、教师、员工们加入并负责开发商业模式与营销手段、安排日程、研究食谱和准备食材。小组成员在节日和社区举办活动时前往本地商业区和学校售卖食品，筹集资金。这些资金将用于厨艺展示车的运营，并将核心团队的学生/教师/员工们送到中国，进一步了解中国饮食文化，学习成功的企业经营方式。

其次，在孔子学院示范大楼内，将会有一间设施完备的、专门教授中国烹饪的厨房教室。学生们在厨房教室里面精进自己的厨艺并通过展示车将中国烹饪文化带到社区中。这也是让社区群众们了解中国传统烹饪方法的另一条途径。在采购原料、管理厨房方面，我们还与爱玛客公司进行了合作。

总之，这是吸引周围社区群众参与我们孔院活动的一条新途径，我们希望通过舌尖上的美食，以色香味的方式去实现文化的沟通和分享。中华厨艺展示车将于2016年1月正式亮相。



Coordination and Arrangement of Performance Tours

成功组织孔子学院大型巡演活动



Huanggang Hungmei Opera Performance Troupe

On November 12, 2015, at the invitation of the CI at WKU, 25 performers from Huanggang Normal University, China, led by the Deputy Mayor (Mr. Zhan Wangmin), and Vice President of Huanggang Normal University (Ms. Wang Qin), brought an enjoyable performance to the students from both Owensboro and Daviess County School systems. The CI at WKU has shifted its focus to expand its programming into places throughout Kentucky to share more about the Chinese culture. This is the first big stage Chinese performance through the CI at WKU in the Owensboro area. Through our partnership with both school districts, they bused in students who enjoyed the performance, which showcased a wide variety of Chinese dances, instrumental acrobatic skills, martial arts, opera and Chinese folk songs. Performers from Huanggang Normal University, were dressed in brightly embellished traditional dresses representing various parts of China, wowed the nearly 1,200 audience members at the Riverpark Center in Owensboro, KY.

2015年11月12日，受西肯塔基大学孔子学院的邀请，中国黄冈师范大学的25名演员给欧文斯伯勒市和戴维斯县学区的学生带来了精彩的演出。该艺术团由黄冈市副市长詹旺民先生和黄冈师大副校长王芹女士率领。西肯孔院现已调整工作重心将项目扩大到肯塔基全州以便更好地传播中国文化。这是经西肯孔院在欧文斯伯勒地区组织的第一场中国艺术演出。这场演出展示了中国舞蹈，乐器，杂技，武术，戏曲和中国民歌。黄冈师大的演员们身着代表中国不同地域色彩亮丽的传统服饰。演出过程中，在肯州欧文斯伯勒市河边公园演艺中心观看演出的1,200名观众喝彩不断。

黄冈师范学院

in Owensboro



2015

2015

Confucius Institute Day Events

西肯塔基大学孔子学院2015年孔子学院日活动

At the opening ceremony of the first ever, "2013 Joint Meeting of the U.S. Confucius Institutes" on September 28, 2013, the Kentucky House of Representatives, Warren County Judge Executive and the Mayor of Bowling Green proclaimed September 28th as Confucius Institute Day. In order to celebrate the 11th anniversary of global Confucius Institute, and to better serve the needs of learning and understanding Chinese language and culture for local citizens in Kentucky, the CI at WKU held/participated in many CI Day events from August to September 2015.

2015 Confucius Institute Day Events

Confucius Institute at WKU Welcomes 43 Hanban Chinese Teachers

WKU President Gary Ransdell and his wife, Julie, hosted a reception recently to welcome the 2015-2016 delegation of the Confucius Institute at WKU's 43 Hanban Chinese teachers. In attendance were school superintendents, principals, host families and WKU faculty and staff.

As the program enters its fifth year, Dr. Ransdell noted that the heart and soul of the CI at WKU continues to be the Hanban Chinese teachers.

The CI at WKU will continue to provide high quality Hanban Chinese teachers to teach the 13,000-plus students in Kentucky public schools. The CI at WKU is grateful for the continual support of Hanban by providing 43 outstanding Hanban Chinese teachers to teach students throughout the state. The program continues to grow with Adair County, Butler County, Todd County and Plum Tree Montessori as the newest additions to CI at WKU family.

With the support of faculty from WKU's College of Education and Behavioral Sciences, led by Dean Sam Evans, the CI at WKU will continue to expand its 1+2 Master's in the Art of Teaching (MAT) program, which will add Beijing Normal University to the list of current partnerships of Minzu University and Beijing Language and Culture University.

This year, 13 Hanban Chinese teachers received Kentucky certification for the Chinese language, issued by the Kentucky Department of Education. Since 2012-2013, 51 teachers have received Kentucky certification to teach Chinese in K-12.

Dr. Wei-Ping Pan encouraged the teachers to strive to increase the number (from 3,000 to 5,000) and pass rate of students (from 30 percent to 40 percent) taking the YCT (Youth Chinese Test).

Confucius Institute at WKU Brings Chinese Art Troupe to Area Schools

The CI at WKU brought in a professional Chinese art troupe from the New York Chinese Traditional Art Center in Flushing, New York, to visit several school districts in Kentucky from September 8 – 12, 2015.

The "Amazing China" troupe amazed more than 4,000 students, teachers and community members in Warren, Simpson, Hardin and Jefferson counties. The troupe performed pieces such as Face Changing (Bian Lian), Fighting in the Dark, The Monkey King Uproar in Heaven, the Goddess of Heaven Scatters Flowers, and Chinese Magic.

The troupe visited Plano Elementary School and Rich Pond Elementary School on September 8th; Lincoln Elementary School and Lost River Elementary School on September 9th; Bowling Green Junior High School and East Hardin Middle School on September 10th; and Emmett Field Elementary School and St. Francis Schools on September 11th. On September 12, 2015, the troupe performed during the 2nd Annual Louisville Dragon Boat Festival.

According to Dr. Jana Kirchner (Instructional Supervisor in Simpson County Schools), "It was wonderful. The kids were so engaged and loved all of the different components of the presentation. They did a great job of including the student volunteers."

THE AMAZING CHINA TROUPE
amazed more than 4,000 students,
teachers and community members



Dragon Boat Festivals in Owensboro and Louisville

On August 22, 2015, the CI at WKU team became Grand Champions at the fifth annual Owensboro Dragon Boat Festival. On September 12, 2015, the CI at WKU provided all of the cultural activities at the 2nd Annual Louisville Dragon Boat Festival. The CI had 15 booths (displaying calligraphy, chopsticks demonstrations, fan painting, fan dancing, language table, traditional Chinese musical instruments, and more). The CI Mobile unit was on display, in addition, the "Amazing China" troupe performed for the ninth time in one week. After a second-place finish last year, the CI at WKU team finished as Division Champions this year with the best overall time of the day and took home its second trophy of the year.

Presenting at Different Cultural Festivals

2015 Owensboro Multicultural Festival

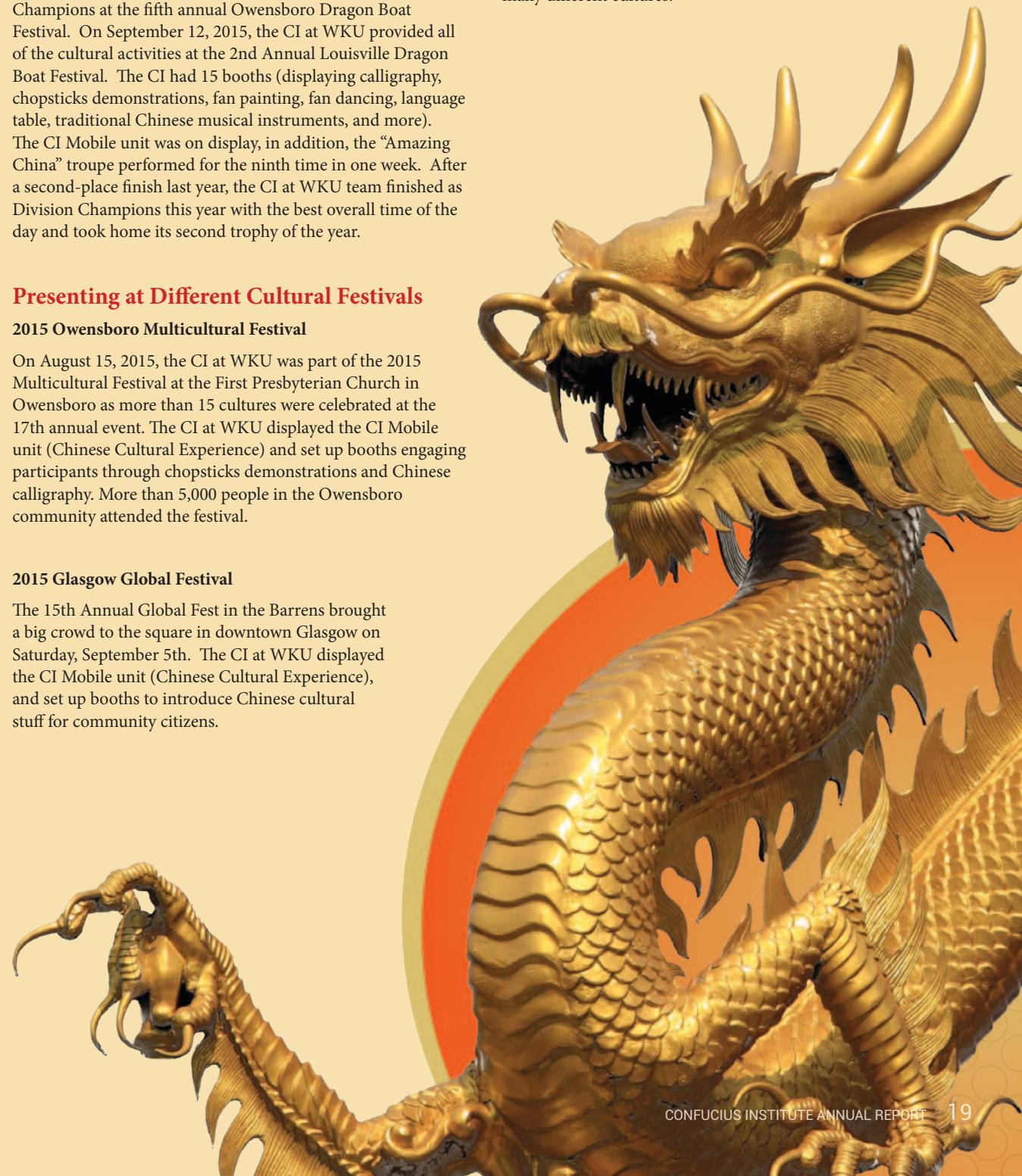
On August 15, 2015, the CI at WKU was part of the 2015 Multicultural Festival at the First Presbyterian Church in Owensboro as more than 15 cultures were celebrated at the 17th annual event. The CI at WKU displayed the CI Mobile unit (Chinese Cultural Experience) and set up booths engaging participants through chopsticks demonstrations and Chinese calligraphy. More than 5,000 people in the Owensboro community attended the festival.

2015 Glasgow Global Festival

The 15th Annual Global Fest in the Barrens brought a big crowd to the square in downtown Glasgow on Saturday, September 5th. The CI at WKU displayed the CI Mobile unit (Chinese Cultural Experience), and set up booths to introduce Chinese cultural stuff for community citizens.

2015 Bowling Green International Festival

September 26 2015 was the Bowling Green International Festival, which celebrated the many different cultures throughout the Bowling Green/Warren County area. The CI at WKU set up a total of 15 exhibition booths to share the Chinese culture, with activities that included the CI mobile unit ("Chinese Cultural Experience"), paper cutting, traditional clothes, calligraphy, Chinese knots, fan painting, tea ceremony, chopsticks demonstrations, and calligraphy. More than fifteen (15) CI at WKU teachers assisted during the festival. More than 15,000 people attended the BG international festival this year, held in Circus Square Park. The international festival has for several years provided an opportunity for many nationalities to be represented in Bowling Green allowing visitors to enjoy the many different cultures.



2015 Confucius Institute Day Events

2013年9月28日，在西肯塔基大学孔子学院主办的美国首届孔子学院联席会议开幕式上，肯塔基州众议员、Warren县执行法官和鲍灵格林市长曾正式宣布将9月28日确定为孔子学院日。2015年8月-9月，为了庆祝全球孔子学院成立十一周年，更好地满足美国肯塔基州师生和当地民众学习和了解中国语言和文化的需求，增强孔子学院的凝聚力和向心力，西肯塔基大学孔子学院积极响应中国国家汉办/孔子学院总部的号召，举办了丰富多彩的孔子学院日系列活动。

1. 西肯塔基大学孔子学院新学年汉语教师招待会

8月13日，西肯塔基大学校长Gary A. Ransdell携夫人在其家中为2015-2016学年西肯塔基大学孔子学院汉语教师举行隆重的欢迎招待会，也就此拉开了2015年度孔子学院日系列活动的序幕。在西肯塔基大学孔子学院及所属孔子课堂工作的汉语教师志愿者和公派教师悉数到场，参加招待会的还有多位教育局长、学区校长及为部分汉语教师提供住宿的寄宿家庭代表。

Ransdell校长在致辞中对汉办选派的汉语教师们在过去五年中取得的成绩和做出的贡献表示由衷的感谢。在教育学院院长Sam Evans及学院教师的支持下，西肯将继续推进教育学硕士联合培养项目，从目前已经合作的北语和民族大学到即将签约的北京师范大学乃至更多对该项目有兴趣的中国大学。

今年，共有13位汉语教师获得了由肯塔基州教育局颁发的美国汉语教师资格证书，与此同时西肯孔院的大家庭里又加入了很多新成员，感谢汉办为西肯孔院选派了43名优秀的汉语教师，帮助西肯孔院顺利开展各学区的教学工作。

西肯孔院外方院长潘伟平博士向各位汉语教师的辛苦付出表示感谢，他表示理解各位老师在第一年所面临的压力和挑战，希望大家尽快入乡随俗，按照美国的工作方式和节奏，安排好各自的作息、工作时间。他还鼓励各位老师再接再厉，争取2015年YCT参加考试的人数由3000人上升到5000人，合格率由30%上升到40%，继续保持北美第一，再创佳绩！

2. 中国传统艺术表演团走进中小校园

为迎接2015年孔子学院日的到来，让肯塔基地区特别是西肯塔基大学孔子学院下属的孔子课堂的学生进一步感受中国传统文化，增强汉语学习的兴趣，西肯塔基大学孔子学院特别邀请来自纽约的中国传统艺术表演团，于9月8日至9月11日，走进中小校园，为沃伦县、辛普森县、哈定县和杰弗逊县的8所中小学带来了精彩纷呈的中国京剧、魔术等表演。演出获得了巨大的成功，总共超过4000多学生、老师和社区居民观看了表演。学校的学生和老师对西肯塔基大学孔子学院为大家带来的这场中国传统文化视觉盛宴表示由衷地感谢。

3. 龙舟搭台，文化唱戏

- 8月22日，西肯塔基大学孔子学院龙舟代表队在第五届欧文斯伯勒龙舟节上荣登12支队的冠军。孔子学院参加了每一届的活动，并在2013年夺得区域赛第一名（各轮比赛平均最佳时间），2014年获第三名。
- 9月12日，西肯塔基大学孔子学院参加了第二届路易斯维尔年度龙舟节，在去年决赛第二名的基础上，西肯塔基大学孔子学院龙舟队今年取得了分组赛冠军，并捧回了今年的第二个奖杯。

在活动现场，西肯塔基大学孔子学院进行了中国文化的展示和宣传活动。孔子学院一共摆出了15个展台，用来展示书法、筷子的使用、绘画、太极扇、中国传统乐器等等。孔子学院中国文化文化移动体验车也开到了龙舟节活动现场。来自纽约的中国传统艺术表演团也在现场为当地群众带来了精彩的京剧和魔术表演。

4. 借力文化节，孔子学院走进社区

2015欧文斯伯勒地区多元文化节8月15日第17届肯塔基州欧文斯伯勒市2015多元文化节如期举行，共有15余种不同国家和地区的代表文化参加展出。西肯塔基大学孔子学院派出中国文化体验移动大巴参加，并在现场布置两个展位，让市民亲自体验使用筷子和用毛笔写字。有近5,000多位市民到场体验感受中国文化。

2015年格拉斯哥市环球文化节9月5日，肯塔基州格拉斯哥市第15届环球文化节在市区举行，西肯塔基大学孔子学院将中国文化体验移动大巴开到了现场，并派出多位汉语教师通过两个展位向市民讲解和展示书法、筷子使用等中国文化。

2015鲍灵格林国际文化节9月26日，位于美国肯塔基州西部的鲍灵格林市，迎来了一年一度的国际文化节，为整个鲍灵格林市和沃伦县地区的不同文化提供了一个展示的平台。

西肯塔基大学孔子学院在活动现场布置了15个展位，通过参观中国文化体验大巴车，展示剪纸、传统服饰、中国结、扇面绘画、茶艺表演、筷子使用示范等，向前来参加文化节的社区民众分享中国文化。总共有超过15名孔子学院的汉语教师帮助参与了此次活动。在鲍灵格林市圆形广场举办的这场国际文化节，今年共吸引了超过15000人来参观。多年以来，国际文化节一直是鲍灵格林地区不同国家和民族展示不同文化的一个重要舞台，每年都吸引大批周边地区的游客前来感受和体验异域文化。

美国当地新闻媒体，如《鲍灵格林日报》、《信使调查报》、《格拉斯哥每日新闻》、《Franklin Favorite》、西肯塔基大学新闻等，对以上孔子学院日系列活动进行了专题采访和报道，大大提高了孔子学院在美国的影响力。这也是中国国家汉办、西肯塔基大学和西北电力大学三方合作建设孔子学院模式所取得的巨大成功和丰硕成果。西肯塔基大学孔子学院目前已经为中美友谊和文化交流的重要窗口，孔子学院日系列活动的举办更增加了美国当地民众对中国文化的了解和喜爱，树立了孔子学院在美国的品牌形象。

Community Outreach

拓展社区活动，提高孔子学院的影响力

YCT Camp

The Chinese language program at St. Francis was first established at the high school in 2006, with the hiring of the first Chinese teacher provided by Hanban. The classes continued to grow, thus, in 2007, the class was offered at four grade levels, which necessitated the hiring of the first full-time teacher in the school. In 2010, the program reached a total of 20 students, and in the same year, St. Francis High School was designated as a Confucius Classroom through the Asia Society. Through the establishment of the Confucius Classroom, it provided support to enhance the program through the purchasing of books, technology, and additional teaching materials. In 2012, the program expanded into their middle school in Goshen, KY. Presently, the two-campus program reaches more than 60 students from 5th – 12th grades.

The Confucius Institute's program has grown since reaching 1,600 students in 2010, to over 13,580 students in 2015/2016. Now that the program has exposed the students in Kentucky to the language, the next mission is to increase and track the proficiency level of the students enrolled in the program. In the Spring of 2013, the CI at WKU became an official testing site to administer the YCT/HSK/HSKK/BCT tests throughout the state of Kentucky. In Spring 2014, the CI tested more than 2,600 students in either the YCT/HSK/HSKK/BCT to establish a baseline. In Spring 2015, more than 2,800 students (many are repeat testers from 2014) have taken the YCT/HSK/HSKK/BCT.

In 2014, the CI at WKU opened eight Confucius Classrooms in new school districts. Two of those classrooms were with St. Francis High School in downtown Louisville (who ended the partnership with the Asia Society, and became affiliated to the CI at WKU) and St. Francis Elementary and Middle school in Goshen, KY. Thus, the CI at WKU collaborated with St. Francis to create a “Spring Intensive Language Program,” which led 32 individuals to Beijing and Xi'an, China from April 2 – April 12, 2015, who stayed on the campus of North China Electric Power University, and took tests administered by Hanban/CI Headquarters.

Prior to the trip, all participants took the “YCT Pre-Trip Test” (Youth Chinese Test – offered to foreigners to gauge Chinese proficiency) to get a baseline, which drew a passing rate of 40% for YCT Level 1. Two specific reasons contributed to this low passing rate. One, of the 29 students, 8 only had limited exposures to Mandarin Chinese prior to this trip. Although they were all avid learners, more preparation and study time was needed in order to pass the exam. Two, most students were not familiar with the testing format. The listening materials were

especially challenging as many of the speaking questions had example prompts and students were not aware and immediately responded to the questions on exam.

When the students first arrived in China, they were divided into two groups, A and B. Group A's teacher took more of a traditional approach to work with students by using vocabulary drills, repetition of materials and longer lecturing lessons. This group of students (based on the mock exam results) needed more instructions to memorize vocabulary and one-on-one instruction. Group B's teacher took less time to focus on vocabulary drills, but engaged the students to work more on conversation and helped them to write and speak more. Again, based on the mock exam result, group B had more vocabulary bank, but needed additional instruction and practice to be able to use the language. Since both groups had different needs, it was extremely positive to witness the teachers at NCEPU differentiate their teaching strategies to meet each and every students' needs.

During the 5-days immersive experience, students were in the classroom from 8:30 A.M. to 12:00 P.M. After a break for lunch, they were back in the classroom by 2:00 P.M. to 5:30 P.M. Another short dinner break and back in the classroom from 6:30 P.M. to 8:00 P.M. The total instructional times were 8.5 hours per day, for a total of 42.5 instruction hours for the program. Upon the conclusion of the trip, the participants took the YCT again, this time yielding a 96% passing rate. While this type of study is next to impossible to recreate here in the U.S., what was learned was the teaching strategies employed by the teachers at NCEPU. They used various strategies that could be replicated in the U.S. classroom to further assist in the proficiency rate of American learners of Mandarin Chinese.

路易斯维尔市的中文课程最早于2006年始于圣弗朗西斯高中，汉办派来了第一位汉语教师。从2007年开始班级数量持续增加，发展到4个年级，因此学校聘用了第一位全职汉语教师。2010年，汉语学习的学生总人数达到了20人；同年，圣弗朗西斯高中通过亚洲协会设立了孔子课堂。孔子课堂设立后，通过买书、设备和教学材料等方式促进了汉语教学的进一步发展。2012年，该地区的汉语教学扩展到Goshen的中学，目前，两个校区的汉语学生分布在5-12年级，总人数超过了60人。

在肯塔基州地区孔子课堂的学生数量持续增长，已经由2010年的1600人，发展到2015-2016学年的13,580人。我们已经将汉语引入到了肯塔基州的校园内，下一步的任务就是增加学生质量，并跟踪评估学生的汉语水平。2013年春季，西肯孔院被指定为肯塔基州进行YCT/HSK/HSKK/BCT考试的官方考点。在2014年春季，2600名考生参加了YCT/HSK/HSKK/BCT考试，2015年这一数字更新到超过2800名（其中相当一部分是2014年的考生再次参加考试）。2014年，西肯孔院在新的学区设立了8家孔子课堂。其中2家分别在路易斯维尔市中心的圣弗朗西斯高中（结束与亚洲协会的合作，开始与西肯孔院合作）和Goshen的圣弗朗西斯中小学。因此，西肯孔院与圣弗朗西斯合作创立了“春季语言强化项目”并于2015年4月2日至4月12日带领32人的学生团访问了北京和西安。他们在西北电力大学校内进行汉语学习并参加了由汉办/孔子学院总部组织的汉语考试。

UNDERSTANDING CHINA

学员们在出发之前参加了“YCT行前考试”（测试外国人汉语水平的考试）以获得一个汉语水平的基本参考数据，考试结果是只有40%的人通过了YCT一级。通过率低有两个具体的原因：一是在29人中，8位是成年人，他们学习汉语的时间非常有限，虽然他们都是热心的成年学习者，但要想通过考试还是需要准备和更多的学习时间的。二是大多数考生不熟悉考试形式，听力材料有些难度，虽然很多问题有范例，但学生并不知道情况并马上开始答卷。

学生们一到华北电力大学就被分成了两个组，A组和B组。A组的老师更多采用传统教学方式，既词汇操练，语料重复和长时间的讲解。该组学生（根据模拟考试成绩）需要更多的指导去记忆词汇并进行一对一的辅导。B组老师在词汇操练上花的时间较少，更多的是在和学生进行会话，并帮助学生多写多说。因为根据模拟考试成绩，B组学生单词量更大，但需要额外的指导和练习才能熟练运用汉语。因为两组学生的需求不同，华北电力大学的老师们能够采用不同的教学策略来满足每位学员的要求令我们很欣慰。

在5天沉浸式的体验过程中，学生从上午8点半到12点在教室学习。午饭后回到教室，从下午2点到5点半继续学习。一小时的晚饭休息时间之后，从晚上6点半到8点继续学习。这样一来，每天的总教学时间有8.5小时，该项目的总学习时间达42.5小时。项目结束前，学生们再次参加YCT考试，而这次的通过率达到了96%。虽说这种学习模式在美国近乎无法做到，但是华北电力大学的老师们所采用的教学策略是值得借鉴的，他们所采用的差异化的策略是可以运用到美国的课堂去帮助汉语学习者提高他们的语言水平。

Confucius China Study Plan: Business, Education, and Traditional Chinese Medicine Leadership

From June 4 through 15, 2015, the CI at WKU led its second “Understanding China” Short-term Research on Business, Education, and Traditional Chinese Medicine Leadership as part of the Confucius China Study Program. The 19-member team was composed of 1 CI staff (Mr. Terrill Martin), 2 journalists (Mr. Brian Hancock, and Ms. Lora Wimsatt), 5 educators (Dr. Tony Norman, Ms. Cheri Smith, Dr. James Flynn, Dr. Matthew Constant, Ms. Natalie Flynn), 2 traditional Chinese medicine (Dr. Gene Tice, and Mr. Reid Haire), and 9 business people (Ms. Karen Martin, Dr. Kenyetta Martin, Dr. Brian Dunican, Mr. Alex Downing, Ms. Heidi Estes, Dr. Madison Silvert, Mr. Bill Heinz, Mr. Tid Griffin, and Ms. Wshana Moss).

The team conducted talks with incoming Chinese teachers, and administrators at Beijing Language and Culture University, American and Chinese business leaders (Tencent, ZETEC, Alltech, and Tsinghua University Transpark), and Chinese Medical institutions (Xiyuan Hospital, Beijing National Hospital, and Beijing University of Chinese Medicine). The fundamental purpose was to gain a better understanding of the leadership practices in China as it relates to the different sectors. This eleven-day visit was a great opportunity for Kentucky business leaders and administrators to gain insight on how to bridge the gap between China and the U.S. as it relates to the three focus areas. Many of the Kentucky administrators stated their wish to have Chinese administrators visit the schools systems in Kentucky, for leadership opportunities and teaching practices in the future.

Young Leaders: Intensive Research on China's High Speed Rail System, Chinese Architecture, and Business

From May 17 to 28, 2015, the CI at WKU led its first “Young Leaders” Gatton Academy Research Intensive Program focused on three different topics. With the Gatton students focusing on the areas of science, technology, engineering, and mathematics (STEM), the research projects chosen were China's High-Speed Rail System, Chinese Architecture, and Chinese business. The students stayed on the campus of Beijing Language and Culture University, and made visits to places such as the Great Wall, Olympic Birds Nest/Water Cube, Alltech (in Tianjin), China Railway Museum, Beijing Jiaotong University, National Palace Museum, 798 Art Zone, Beijing Railway Construction Group Co., Ltd., and had cultural exchanges with Beijing's #1 High School, Tsinghua High School. Dr. Lynette Breedlove (Director of Gatton), and Derick Strode (Assistant Director of Gatton) led the group. The group consisted of 15 students (Juan Guerrero, Dana Biechele-Speziale, Erin Burba, Ian Canedo-Muzevic, Rachel Cooper, Kain Kotoucek, Linyue Fan, Luci Keller, Kelly McKenna, Logan Nofsinger, Alexandria Pike-Goff, Valerie Richmond, James Senig, Riley Walch, and Jack Wassom).



2015 High School Summer Bridge Program

Since 2011, the CI at WKU has led a group of high school students to China as part of the Hanban/CI Headquarters sponsored “China High School Bridge Program.” In 2011, the CI at WKU led a delegation of 11 students from the Gatton Academy to Beijing and Tianjin. In 2012, the CI at WKU partnered with the Housing Authority of Bowling Green, who sent 7 students, in addition, to 1 student from the Crane House in Louisville to Beijing, Deng Feng, and Luoyang, China. In 2013, the CI sent a diverse group of 9 to China, who visited Shandong (Confucius' Birthplace). In 2014, the CI led the single largest group of 19 to China, and visited Beijing and Changchun (Jilin Province). In 2015, the CI led a total of 18 students to Beijing, and Jiangsu (Nanjing Province) China, led by Ms. Kathryn Burchfield, and Ms. Ma. To date, the CI at WKU has led 65 students to China as part of this program.

Four-Week HSK Intensive Language Program

The CI at WKU partnered with the Department of Modern Languages, and sent 14 students (Natalia Rodriguez, Katherine Hall, Nina Lobo, Hannah Neeper, Stella Treumann, Michelle Tran, Emma Johnston, Logan Mitchell, Annabeth Burke, Samantha Tran, Cameron Jang, John Abercrombie, Melissa Smith, and Choudy Teav) on a 4-week HSK intensive language program on the campus of North China Electric Power University. The trip took place from May 20 through June 17, 2015. The group was broken into three smaller groups focusing on Chinese architecture, Chinese economics, and Chinese Diets. This was the first trip of its kind, but based on the increase in the number of students taking the HSK, it will not be the last.

“新汉学计划之工商、教育和传统中医药领导力团”

2015年6月4日至15日，西肯孔院第二次带领“理解中国”访问团到访中国，作为“孔子新汉学计划”的一部分，代表团就中国的工商业、教育和传统中医药进行短期研究。19人的代表团由以下人员组成：一名孔院工作人员（Terrill Martin），两名记者（Brian Hancock先生和Lora Wimsatt女士），5名教育专家（Tony Norman博士，Cheri Smith女士，James Flynn博士，Matthew Constant博士，Natalie Flynn女士），两名医疗界研究人员（Gene Tice博士和Reid Haire先生）以及工商界人士（Karen Martin女士，Kenyetta Martin博士，Brian Dunican博士，Alex Downing先生，Heidi Estes女士，Madison Silvert博士，Bill Heinz博士和Wshana Moss女士）。代表团先后与各界人士举行了会谈，

包括即将赴美的汉语教师，北京语言文化大学的领导，美国和中国商界的领袖（腾讯公司，ZETEC，沃特公司和清华大学产业园）以及中国的医疗机构（西苑医院，北京民族医院和北京中医药大学）。代表团的核心目标是为了更好的理解中国领导力的实践。为期11天的访问是个很好的机会，能够让肯塔基州的工商界领袖和管理人员就如何在这三个领域中进行中美两国间的沟通并获得了第一手的知识。许多肯塔基州的管理人员希望中方管理人员将来能够访问肯塔基的学校系统，了解领导力和教学实践。

“青年领袖”
2015年5月17日至28日，西肯孔院率领首个“青年领袖”代表团访问中国，本次访问团全美评鉴第一名的盖顿中学师生们研究项目关注三个不同的话题：中国的高铁系统，中国的建筑和中国工商业，因为盖顿学院学生的专业领域就是科学，技术，工程和数学（STEM）。同学们住在北京语言文化大学内，先后参观了下列地方：长城、奥运场馆鸟巢、水立方、沃特公司（天津）、中国铁路博物馆、北京交通大学、故宫博物院、798艺术区、北京铁路建设集团公司，并与北京第一高中、清华高中举行了文化交流活动。代表团由盖顿学院院长Lynette Breedlove博士和副院长Derick Strode率领，有15名学生：Juan Guerrero, Dana Biechele-Speziale, Erin Burba, Ian Canedo-Muzevic, Rachel Cooper, Kain Kotoucek, Linyue Fan, Luci Keller, Kelly McKenna, Logan Nofsinger, Alexandria Pike-Goff, Valerie Richmond, James Senig, Riley Walch, and Jack Wassom。
“2015年高中生夏季汉语桥”

自2011年以来，西肯孔院已经成功率领高中生访问中国多次，参加汉办/孔子学院总部组织的“高中生汉语桥”项目。2011年，西肯孔院率领由盖顿学院的11名学生组成的代表团访问了北京和天津。2012年，西肯孔院和鲍灵格林房管局合作，他们派出了7名学生，还有1名来自路易斯维尔房管局的克莱恩，组成了代表团。代表团访问了北京，登封和洛阳。2013年，西肯孔院派出了9人代表团，他们访问了山东（孔子诞生地）。2014年孔院带领单次人数最多的代表团19名团员到访中国，他们访问了北京和长春（吉林省）。2015年孔院派出18名学生访问了北京和南京（江苏省），代表团由Kathryn女士和马女士带队。迄今为止西肯孔院已经派出了67名学生到中国参加这个项目。

“四周HSK语言强化项目”
西肯孔院和西肯塔基大学现代语言系合作，派出14名学生到华北电力大学参加为期四周的HSK语言强化项目，这些学生是：Natalia Rodriguez, Katherine Hall, Nina Lobo, Hannah Neeper, Stella Treumann, Michelle Tran, Emma Johnston, Logan Mitchell, Annabeth Burke, Samantha Tran, Cameron Jang, John Abercrombie, Melissa Smith, 和 Choudy Teav, 学习时间为2015年5月20日至6月17日。学生们被分成3个小组，分别关注中国的建筑，经济和饮食。这是此类项目的第一个访问团，但根据参加HSK考试学生数的增长情况来看，此类团组还会继续增加。

How to Nurture the Relationship between Foreign Director & Chinese Director of the Confucius Institute

Dr. Wei-Ping Pan, Director of the Confucius Institute at WKU, Mr. Yanjun Wu, former Chinese Director (North China Electric Power University – Baoding Campus), and Ms. Bo Li, incoming Chinese Director (North China Electric Power – Beijing Campus) of the CI at WKU shared their working experiences with other Chinese directors at the “2015 Confucius Institute Headquarter Chinese Director Training Camp” held at Chongqing Normal University on July 21, 2015. Three major themes were presented: (1) How to Nurture the Relationship between Foreign Director & Chinese Director; (2) How to Deal with Negative Publicity; and (3) How to Build Relationships between Hosting University and the CI.

Every Confucius Institute is connected with a “Sister” Chinese university, who assists the CI with the establishment of the program. Each “Sister” Chinese university provides a Chinese Director who will serve as the liaison between China and the U.S. In addition, each American university will appoint or hire a Director, who will manage the day-to-day operations of the unit, and be the American liaison. Each position is critical to the success of the program, but it is the experience of the CI at WKU that clear lines be established to ensure that there is cohesion between the leadership. The main difference is in the culture, as there are clear differences between operations in China versus the U.S. There is a difference between the “Manager” mentality of China versus the “Leader” mentality in the U.S. Typically, the Chinese operations have clear lines of control, and are a more managerial operation where title and defined lines of leadership are clearly defined. The Director makes all decisions, whereas, in the U.S. there is a more leadership mentality, where everyone has a voice, and relies a bit more on group consensus. Everyone shares in the decision making process, which increases buy-in by all parties. Also, there are differences in the politics that govern each University. The Chinese Director does not totally understand the nuances of each University, versus the Foreign Director, who is typically a faculty member of said university. The Foreign Director is cognizant of the political landmines, and is typically able to effectively navigate these landmines for the betterment of the CI. Understanding these differences, and being open about these differences, makes the team stronger. In the U.S., the Foreign Director is the official voice of the University and not the Chinese Director. However, they are both representatives of their respective governments, and universities working for the greater good of the advancing the Confucius Institute program.

Negative publicity can be viewed as the adverse publicity that an organization may incur due to a particular reason, which may lead to potentially disastrous consequences. Some of the causes are disillusion of individuals, angry constituents, misleading interpretations of blogs/forums, posts/interviews, or mischief mongers spreading unsubstantiated rumors. The effects, whether the allegations are true or unsubstantiated is irrelevant, as these allegations become damaging to the reputation of an organization as a whole. One of the main issues that exist with faculty and staff is the lack of education and explanation of what a Confucius Institute is, its mission, and purpose. As with any new program, collaborating with another country, all communication is directed from the top down. It is up to the President/Chancellor of the University to set the vision, purpose, and tone for the campus at-large. One of the tones

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COHESION BETWEEN THE LEADERSHIP.

that must be established is that the CI program is not an “Academic Unit” and does not set curriculum, recruit students, or hire faculty. The CI program is only a feeder program into these Chinese/Asian studies programs on campus. Once that tone is set, it is up to the individual Confucius Institute to spread the mission and focus of the program throughout the campus. The Confucius Institute must create collaborative programming with faculty and staff to ensure that they share a sense of the CI program, and stay connected to its mission. As with any good intention, there will be unintended consequences. Everyone is not going to buy into the programs’ mission, and will continue to look at the program as Chinese propaganda, a take-over, or soft power. If these issues go unaddressed by both the University and the CI, they will continue to fester, grow, and these thoughts and ideas will begin influencing more faculty/staff across the campus. These issues must be addressed quickly, and concisely. Both the University and the Confucius Institute must address these issues, immediately. If there is a spirit of openness, honesty, and transparency, these claims will become unsupported allegations, and their real motives will become exposed. One of the things that the CI at WKU has heralded is the transparency of its program. The CI at WKU is proud of its program, believe in what they do, and they have no issue with sharing that with the world. Investigative reports are running loose trying to get their story of the Confucius Institute, thus, a lot of the Universities are receiving pressure to interview, and discuss with journalists about some of these negative comments or actions. However, the answer to this is very simple, “Transparency.” On the other hand, not speaking with the journalist, and not being transparent, will send the message that the CI is hiding something, and that there is something more going on. However, in doing so, one must be strategic about what is said, how it is said, and ensure that what is being presented is exactly what the CI wants shared.



Once the University has agreed to establish a Confucius Institute on its campus, it is very important for leadership to provide the support needed for the program to succeed. As stated earlier, one of the things that need to be set early on, is to define what the Confucius Institute is. While the 495 CI's worldwide share the same mission of "disseminating the Chinese language and culture" throughout the world, they each do this in a myriad of ways. Many of the CIs have the Hanban Chinese teacher program, and many do not. Some are more interested in bringing in lecturers and professors to provide demonstrations of the Chinese culture through calligraphy, song, dance, musical instruments, and others do not. Defining how and what the specific CI's strength will be, depends on the resources that the university provides. For example, WKU has a very strong teaching program, thus, incorporating the "Chinese" aspect was very easy, as teaching is the inherent strength of the university. Thus, it is important for the CI to evaluate the following items (SWOT): (1) Strengths – Identify what the university is good at, and identify ways to enhance that into other areas of the CI programming; (2) Weaknesses – Identify areas that are lacking, or that need considerable work in their programming; (3) Opportunities – Identify opportunities that exist within their university, or community that is presently not being addressed; (4) Threats – Identify what other entities exist within their local communities, which potentially compete. In some of the bigger cities (i.e. New York, California, Chicago, etc.), there are other competing Asian organizations. Recognizing the competition gives the CI the opportunity to partner with these organizations rather than compete with them. Each CI should use this plan as a basis for growth and effectiveness of their program as a whole.

At the end of the presentation, Ms. Bo Li shared her working experiences with CI at WKU staff for past four months. She believed that good communication along with the "Can Do" spirit are the most important factors in solving problems. More than 60 new Chinese directors were present during the presentation.

中文:

中外院长的角色定位与分工合作

2015年7月21日,在汉办总部举办、重庆师范大学承办的2015年中
方院长岗前培训中,美国西肯塔基大学孔子学院院长潘伟平博士、
前中方院长武彦军、准中方院长李博向六十几位即将赴任的中方院
长们就以下三个方面介绍了自己的工作经验和体会:(1)如何处理
孔子学院中外院长的关系;(2)如何处理负面报道;(3)如何处理
国外主办院校和孔子学院的关系。

每所孔子学院都有一所中方合作院校,以共同建设孔子学院。每所
中方合作院校都会派遣一位中方院长,作为中国与美国的联系纽
带。此外,每所美国主办大学也会委任或聘任一位外方院长,来管
理孔子学院的日常运营,并作为美国方面的联系纽带。中外院长
岗位对于孔子学院项目的成功至关重要。西肯塔基大学孔子学院
的经验表明,必须制定明确的原则以确保中外院长的相互协作和相
互协调。中外双方的差异主要体现在文化方面,这是因为中国在管
理方面与美国有着明显的不同。在中国,中方院长往往持一种“管
理者”的心态;而在美国,院长则持一种“领导者”的心态。更进
一步说,中方院长的运营模式往往属于明显的管理范畴,更多地是
一种管理类型的操作,职责和领导权限都有着明确的规定。在美
国,院长则负责做出所有的决定,同时拥有一颗领导者的心态,每
个人都可以发表意见,从而在集体一致同意的基础上达成共识。每
个人都参与决策的制定,可以增进各方对决策的认同。此外,美国
高校在管理政策方面各不相同。中方院长可能并不完全了解每所大
学的细微差别;而外方院长大部分本身就是所在高校的知名教授,
他对所在高校的政策非常了解。外方院长能够意识到孔子学院项目
在政治上的隐患,并且有能力有效地处理好这些隐患,以利于孔子
学院的发展。了解这些不同,并对这些差异持一种开明的态度,才
可以使得孔子学院的工作团队更加强大。在美国,孔子学院发言人
基本上是外方院长,而不是中方院长。然而,他们都代表着各自的
政府、大学,为了推动孔子学院的更好发展而共同努力与合作。
导致学校教职工对孔子学院产生负面言论的一个主要原因是他们
对“孔子学院”缺乏了解,没有人向他们解释什么是孔子学院,
其宗旨和目标是什么。与任何其他的新项目一样,与另一个国家
合作的项目,所有的沟通都是自上而下进行的。项目的发展愿景
和目标要由大学校长来设置,并最大程度地为其明确在学校的定
位。这里必须明确的定位是:孔子学院不是一个教学单位,不设置

GOOD COMMUNICATION

along with the “Can Do” spirit are the most important factors in solving problems.

-Ms. Bo Li

课程,不单独招收要学分的学生,也不参与大学教师的甄选。孔
子学院只是为校园内已有的中文系/亚洲研究中心提供服务的项目
单位。任何一个美好的计划,总会出现一些意料之外的结果。
不是每个人都相信孔子学院的宗旨,有些人会继续把孔子学院项
目看作是中国的政治宣传、一种强势介入或软实力的展现。如果
这些问题不被大学和孔子学院解决,那这些问题就会持续恶化并
发酵,最终这些人会逐渐影响到校园内的更多教职工。因此这些
问题必须及时、果断地解决掉。大学和孔子学院必须尽快解决这
些问题。遵循公开、真诚、透明的原则去处理这些问题,那些不
实的言论就会变得毫无事实根据,其真实的政治意图就会被暴
露。调查记者随心所欲地想去获得有关孔子学院的故事,因此,
很多大学在访谈或者与记者讨论一些负面评论和负面行为时感到
了压力。不过,对于这个问题的处理非常简单,那就是“高度透
明”。西肯塔基大学孔子学院值得一提的就是项目的透明性。西
肯塔基大学孔子学院以自己的中国语言和文化推广项目为荣,对
自己所做的工作满怀信心,并且毫无保留地与外界分享信息。反
过来看,如果不与记者交流,不公开我们的信息,就会给别人发
出另外一种信号——我们在隐藏着什么,可能有更多不可告人的
事情。然而,在与他们开诚布公地进行交流的时候,还必须掌握
一定的技巧,明白说什么,怎么说,确保你所呈现的就是你想展
现给别人的。

一旦国外大学同意在其校园内成立孔子学院,领导层为孔子学院
的发展提供必要的支持是十分重要的。如前文所述,孔子学院成立
时首先应该明确的一件事情就是:孔子学院是什么。虽然全球495
所孔子学院都有一个共同的任务,即在世界范围内“传播中国语言
和文化”,但是每所孔子学院都有着各自不同的运营模式。很多孔
子学院都有汉办教师志愿者项目,但是也有不少孔子学院没有。一
些孔子学院很乐意聘请中国讲师、教授等讲授中国书法、歌曲、舞
蹈、乐器等,以展示中国文化,而有些孔子学院却不愿意这样。
每所孔子学院的优势及其展示方式,取决于大学校园所能提供的
资源。举例来说,西肯塔基大学孔子学院拥有强大的汉语教学项
目,“汉语”拓展就显得非常容易,因为教学本身就是我们的优
势。因此,对于新成立的或成立未满五年的孔子学院来说,孔子学
院需要对它们进行以下四个方面(优势、劣势、机遇、挑战,简
称SWOT)的评估:(1)优势:确定该孔子学院擅长什么,哪种方式
可以充分发挥其优势。(2)劣势:确定哪些方面存在不足,或者确
定哪些方面还需要做大量的工作。(3)机遇:找出大学和社区潜
在的、至今仍未开发的机遇。帮助他们开发项目、更新理念,以进
一步挖掘机遇。(4)挑战:确定当地社区所存在的其他潜在竞争
对手。在一些大城市或地区(如纽约、加利福尼亚、芝加哥等),有
很多作为竞争对手的亚洲组织。要认识到竞争对手的存在也为孔
子学院提供了与这些组织合作的机会。基于以上孔子学院的SWOT
分析,孔子学院制定“发展规划”,并以此作为对孔子学院财政、发
展和成效进行总体评估的依据。
在演讲的最后,李博与60几位准院长们分享了她在过去四个月中
为西肯孔院工作的体会,那就是良好的沟通和“能做”的精神是解
决问题最重要的因素。

In 2014 and 2015, Western Kentucky University's Confucius Institute partnered with The Kentucky Center for the Performing Arts and the Kentucky Department of Education to provide five-day Academies for teachers focusing on the integration of the arts with world languages. Teachers in the Hanban program participated in Kentucky Center Arts & World Language Integration Academies, where they learned how the arts can engage students, enrich cultural studies, and provide opportunities to build vocabulary and stimulate conversation in the Mandarin Chinese language classroom.

At the Academies, Chinese language teachers and arts teachers learned together how to perform traditional Chinese dances and songs in which the rehearsals were led primarily in Chinese. They learned "on their feet" by doing the dances and singing the songs, so that they could later teach these to their students. We also focused on classroom management and best practices in pedagogy in an arts-integrated world language classroom.

By engaging together in arts activities, we quickly build community for joyful learning and sharing of expertise. We also invite presenters from the Kentucky Department of Education, Kentucky Arts Council, and Kentucky Educational Television who provide outstanding resources and the most current information about curriculum standards and teaching practices.

The 2015 Academy was really a double Academy in which we also worked with Spanish language teachers and this allowed for more cultural sharing. For example, on the first day of this Academy teachers heard performances on both the Pipa and the guitar, allowing us to compare and contrast the instruments and discuss their common origins in central Asia along the Silk Trade Route. The Kentucky Center is very proud of our partnership with the WKU Confucius Institute and the opportunity to work with the wonderful teachers in the Hanban program.

世界语言与艺术的融合

在2014年和2015年连续两年，西肯塔基大学孔子学院与肯塔基演艺中心、肯塔基教育局联合举办了为期5天的教师交流活动，主题为世界语言与艺术的融合。汉办教师们也参加了本次交流活动并了解到如何用艺术激发学生、丰富文化学习内容以及如何在汉语课堂中组织词汇、激励学生对话。

活动中，汉语教师和艺术教师们还一起学习了中国传统舞蹈和歌曲，排练过程中基本使用汉语进行交流。他们亲身体验这些舞蹈和歌曲，然后教授给学生。大家还重点讨论了艺术与世界语言融合进课堂的班级管理和最佳的教育实践方式。

通过共同参与艺术活动，我们能够迅速融入到快乐的学习和分享自己的经验之中。我们还邀请了肯塔基州教育局、肯塔基艺术委员会和肯塔基教育电视台的工作人员发言，为我们提供了有关课程标准和教学实践的宝贵资源和最新信息。

2015年的活动真正实现了两种文化的对比，活动中我们也与西班牙语教师合作，分享了各自不同的文化。例如活动第一天我们欣赏了琵琶和吉他表演，并对比了两种乐器，交谈中发现它们共同起源于丝绸之路的中亚地区。肯塔基艺术中心非常荣幸与西肯塔基大学孔子学院建立友好关系，也非常高兴能有机会与优秀的汉办教师们进行合作。



The WKU Confucius Institute Helps to Make the First Year of the WKU Society for Lifelong Learning a Success

In the Spring of 2014, the WKU Division of Extended Learning and Outreach (DELO) asked a group of "older" local residents if they would be interested in helping to create a new educational program for those who were over 50 years old and who would enjoy returning to a classroom where there would be no examinations, no term papers, and no grades awarded. This would be a program for "lifelong learners" who simply enjoyed learning new things and exploring new ideas and doing so with a group of other adults with similar interests. The response was a very enthusiastic "Yes!" and the group quickly went to work on how best to make a lifelong learning program available at Western Kentucky University.

By Spring of 2015, the new WKU Society for Lifelong Learning was ready to begin offering courses. Over 125 people joined the Society and during the 2015 year, over 40 different courses and lectures were presented. Instructors were delighted to find that their "older" students came to class prepared to actively participate in discussions ranging from bird watching and geology to world affairs and the world of finance.

Among those helping to make the Society such a success in its debut year was the WKU Confucius Institute which presented a course for participants entitled "All About China: From Tai Chi to Brush Painting and More!" Betty Yu, the WKU Confucius Institute Associate Director of Educational Outreach, helped a very enthusiastic group of participants create a bit of calligraphy, do a bit of Tai Chi, master the art of paper-cutting and learn a bit about Chinese culture, art and history. Following every class, participants left enthusiastically discussing what they had done and what they had learned and looking forward to the next class meeting.

The Society for Lifelong Learning hopes to continue working with the Confucius Institute and perhaps one day, arranging a trip to China for this group of older folks who are such wonderful examples for their younger counterparts. The members of the Society for Lifelong Learning and their Instructors have brought to Western Kentucky University a unique program for older area residents all of whom have kept every bit of their youthful enthusiasm for sharing new ideas and new experiences.

西肯孔院助力社区终生学习项目第一年获得成功

2014年春季，西肯塔基大学延伸学习和推广处对一群老年社区居民作了一个调查：让年纪超过了五十岁的人重新回到课堂，没有考试，没有学期论文，不分成绩高低，对这样的学习项目他们是否有兴趣。这是一个针对终生学习者的项目，旨在让一群有相同兴趣的成年人学点东西，探讨新观念。调查结果是非常热情的“是”，这群老年人接着就商量怎样把西肯塔基大学提供的终生学习项目做好。

到2015年春季，新成立的西肯终生学习社团就开始提供一些课程。125人加入了这个社团，并在2015年，给学员们提供了40多门不同的课程和讲座。授课老师很高兴地发现“老年”学生到课很积极，主动参与各种讨论话题：观鸟，地质，世界大事和世界金融等。

在帮助这个学习社团第一年获得成功的教师团队中有西肯孔子学院。孔院准备的课程总名称为“中国的方方面面：太极，水墨画和更多”，西肯孔院负责教育推广的副院长于圣惠女士，为热心参与的社团成员们准备了写书法，打太极，做剪纸，了解中国文化，艺术和历史等内容。每次课后，学员们都会兴高采烈地交流他们的所做所学，并总是期盼着下一次课的到来。

终生学习社团希望与孔子学院继续合作，也许有一天能为这群老年学员组织一次中国之行，因为他们为年轻人树立了很好的榜样。终生学习社团的成员和授课老师为西肯创造了一个独特的项目：让社区老年居民始终保持一颗年轻的心，并乐于分享新观念和新体验。



Perspective of a Student

Jonathan Ashcraft, 11th Grade, Boyle County High School

My experience learning Chinese began when I was in the 7th grade and I took my first class. At first it was intimidating; I thought the characters would be difficult. However, after the first month I realized it was actually easy. The main thing I liked about Chinese is that was it was so different from anything else I'd learned. During 8th grade I became interested in Astronomy. I learned that a lot of people who study astronomy, for example people who work for NASA, take Chinese. That made my interest even greater.

Mr. Tan Yuanshun was my Chinese teacher in 10th grade. I really enjoyed having him as a teacher and miss him now that he has returned to China. One thing I liked about our class is that after we learned something new he would prove that we knew it well and then celebrate. Mr. Tan had a game that was somewhat like "telephone." In order to play it you really had to know Chinese words. Another game, one Mr. Tan made up himself,

was one that you had to run around the room finding matches for Chinese and English words.

To celebrate our knowledge we would watch clips from Chinese movies or listen to a song called "My Little Apple" by the Chopstick Brothers. It is a story about a guy who left his wife an apple for her to remember him by when he went to war, and it has a really funny music video. I challenged myself to read the lyrics in Chinese. With Mr. Tan's help I was able to read the entire song. I still have the song on my phone and still listen to it.

Some classes feel really long, but Mr. Tan's always went by quickly. I think the reason for that is that we had so much fun and Mr. Tan always was happy and enjoying himself. I am taking Chinese again this year with Mrs. Wang and I am looking forward to expanding my knowledge of Chinese.

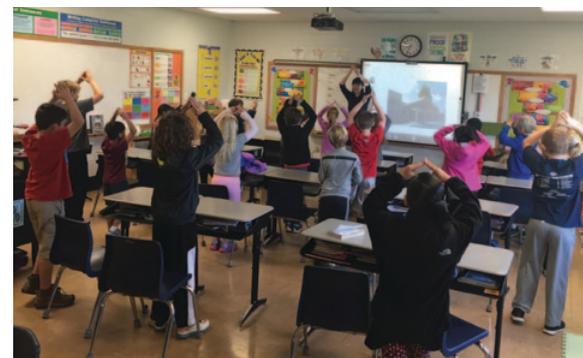
Student/Teacher PERSPECTIVES

学生视角
波意尔县立高中11年级 Jonathan Ashcraft

我学汉语的经历开始于我上七年级时的第一堂汉语课。乍一看有点头晕，因为我觉得汉字会很难。然而，学了一个月之后我意识到其实汉语很容易。我喜欢汉语的主要原因是这门语言与我以前所学的东西有太多的区别，另一原因是八年级时我喜欢上了天文学。我了解到很多研究天文的人，比如在NASA（美国宇航局）工作的科学家们就在学中文，这一现象使我对中文的兴趣更加浓厚。

谭元顺是我十年级时的中文老师。我真的很喜欢他教我们。现在他回中国了，我还时时想到他。谭老师的中文课让我喜欢的原因之一是：在我们学了新知识之后，我们得证明我们学得很好，还要庆祝。谭老师有一种类似打电话的游戏，要玩这种游戏，你得真的认识一些汉语词语。还有一种游戏，是谭老师自己编的，你得在教室里跑来跑去去找汉英词语的配对。

为了庆祝我们学到的知识我们常常看中文电影的小片段，或听筷子兄弟唱的“我的小苹果”的一首歌曲。这首歌是关于有个人要去打仗，为了让妻子记住他，他给他留了一枚小苹果。音乐视频也配得很好。我挑战自我用中文来朗读歌词，在谭老师的帮助下我会朗读整首的歌词。我的手机里还保留着这首歌，我也时时的听一听。有些课你会觉得很长，但谭老师的课却总是过得很快。我认为个中原因是：我们上课很快乐，谭老师也很开心。今年我又选修中文课了，上课老师是王老师。我期待着我的汉语知识会不断扩大。



Colleagues' Perspectives: "Wonderful Young Chinese Colleagues"

As I have worked 24 years at Potter Gray Elementary School as a 4th grade math/science teacher, Academic Team Head Coach, Space Camp Coordinator and Jr. Optimist Sponsor, I had the opportunity to work with the WKU Confucius Institute and meet two wonderful young Chinese colleagues – 张哲 Zhang Zhe (Jerry) and 万志芳 Wan Zhifang (Zoe). Through this program our 500+ K-5 elementary school students have been able to learn the Chinese language, enjoy their music, learn songs, how to write Chinese, and learn about the Chinese Culture. What a learning experience!

万志芳 Wan Zhifang (Zoe), our most recent Chinese teacher and colleague, has become a very integral part of Potter Gray Elementary. This year in her class she started a new classroom management program using replicas of Chinese Yuan in which the students earn to exchange for rewards. She also has some stuffed pandas that students get to hold during class for participation. Like myself she is very passionate about education and that is why we developed a special friendship. She is a team player and is willing to help out in any way possible, even if it doesn't relate to what she is there to teach.

Last April, Zoe, myself, other teachers and some 4th grade students went out to dinner before she was to return home to China for the summer. It was a special time. Many of her students wanted to share in the opportunity to have dinner with her outside of school. 万志芳 Wan Zhifang (Zoe), has built a strong rapport with not only her students but her colleagues throughout the school year. I for one feel that I have learned a lot from 万志芳 Wan Zhifang (Zoe), through her compassion with people. 万志芳 Wan Zhifang (Zoe), always has a smile on her face, a willingness to help and a soft voice for all!

Written by Ms. Nita Cole

同事眼中“年轻优秀的中国同事”

我是Nita，在波特格雷小学工作了24年，担任四年级数学与科学教师、学科团队主任、太空营协调员和Jr. Optimist 活动发起人，并有机会与西肯塔基大学孔子学院合作，接触到了两位年轻优秀的中国教师——张哲和万志芳。通过孔子学院，我们的500多名K-5小学生能够学习汉语，接触中国音乐、学唱中国歌曲，学写汉字并了解中国文化，这都是非常珍贵的学习经历。

万志芳是新来的汉语教师，也是我们的同事，她已经完全融入到波特格雷小学了。她今年在班级开展了一项新的活动，让学生们赚取仿制人民币，然后兑换奖品，她还为班里参加活动的学生们准备了一些可爱的熊猫玩具。我和她都对教育充满热情，所以彼此建立了深厚的友情。她非常具有团队精神，热心帮助别人解决各种问题，即便是与她的教学任务无关的事情。

去年4月，在万志芳回中国过暑假之前，我们几个老师和几个四年级学生同她一起出去吃饭。那真是一次特别的聚餐，她的许多学生都希望有机会和她在学校外共进晚餐。在这一学年中，无论是同事还是学生们，万志芳都和大家建立了融洽的关系。比如说我自己，就被她的乐于助人，总是面带微笑，声音温柔，随时帮助别人这些特质所感染。

作者：Nita Cole女士

Teaching and Learning in Western

1+2 MAT Students
Di Zhu, Huanhuan Li, Jing Xuing, Liming Li,
Xuan Wu, Yuting Chou

Last year, we became the first group of students in the 1+2 MAT Program, between Beijing Language and Culture University (BLCU) and Western Kentucky University (WKU). In the first year at BLCU, we took the elective courses for 6 credit hours, the optional courses were Theoretical Linguistics, Teaching Chinese as a Second Language, Second Language Acquisition, and Theory and Practice of Teaching Chinese to Speakers of Other Languages. In the second semester of our first year, we got the next schedule of classes and signed up for it immediately. In order to be in this program, we studied even harder, and passed many required exams, such as TOEFL, Chinese(Mandarin), C-PPST, and Hanban Volunteer Teacher Selection Test. After that, we submitted all the required materials to WKU, and finally received the offer. We were so happy, because we made it, and we were so excited about our life on the other side of the Ocean.

The first semester at WKU was exciting, at the same time, knowing nothing. As students in 1+2 MAT program, we have transferred 6 credits from BLCU. In the first year, we chose 6 courses, each course had 3 credit hours, which means 18 credit hours in total. The 6 courses were Planning for Instruction, Methods of Literacy to Adolescents, Survey of Educational Technology Practices, Advanced Educational Psychology, Fundamental of Differentiated Instruction, and Educational Assessment for All Learners. The American teaching mode is very different from

Chinese one. First, there are only about ten students in one small classroom for graduate students, and the class lasts for 3 hours. Second, teaching methods are various which is fresh and challenging to us. Third, the web course is most shocking to us, as there will not be face-to-face classes, only homework drives us to learn and develop unconsciously. We need to be accustomed to a lot of reading and homework in both face-to-face courses and web courses. To be an early bird is the secret to success. At the same time, we teach Chinese in elementary schools. Two of us co-teach in one school and students usually have one Chinese class per week. We teach them Chinese and Chinese culture. Topics we teach are fun and related to students' daily life such as number, family, sports, food and so on. In the happy learning, students learn more about China and Chinese culture.





This is our second year at WKU and in the MAT 1+2 program. Compared with last year, it is not that easy though. The difference is as a graduate student, our homework is not piled as high as a mountain like last year. This semester, we have chosen 3 courses, which are Principles of Action Research for Teacher Leaders, Teaching Foreign Language, and Advanced Internship. As teachers, our role has changed to middle school teachers from elementary school. The special characteristics of middle school students require more attention. Also, our schedules are not as flexible, at the same time, we need to overcome the difficulty of having no independent classroom. In all, as a member in the MAT1+2 program, we have two roles, two responsibilities on the shoulder. This is a challenging year, as we still need full courage to overcome new challenges.

The “2015 Hanban Volunteer Teacher In-service Training,” was held at WKU, where more than 120 volunteer teachers from different states gather to communicate how to improve Chinese teaching. We felt honored to attend this training, and learned various teaching strategies and methods, such as how to apply learning games, interactive storytelling and drama in teaching Chinese. During the training, we also shared the good and bad of teaching and gained encouragement and support from each other, which gave us more confidence and courage to face the future challenges.

西游记

1+2联合培养项目学生
俞雨婷 李欢欢 李黎明 吴旋 徐静 朱迪

去年，我们很荣幸地成为了北京语言大学和西肯塔基大学1+2联合培养项目的第一批学生。第一年，我们在北语选修了6个学分的课程，选修范围为理论语言学、汉语作为第二语言教学、第二语言习得和汉语国际教育理论与实践。研一下学期，我们得到联合培养项目的消息，于是怀着激动的心情争先恐后地报名。为了这个目标，我们更加努力地学习，先后通过了托福，汉语普通话，C-PPST和汉办志愿者选拔考试。然后，我们向西肯塔基大学递交了各项申请材

料，最后终于收到了录取通知书。我们既高兴又期待，高兴的是这么久的辛苦终有回报，期待的是大洋另一边未知的生活。

第一学期令人兴奋，同时也面临着各种未知。作为1+2 MAT项目的国际学生，除了从北语转过来的6个学分之外，我们第一年修了6门课程，每学期3门，每门课3学分，总共18个学分。课程分别为教学备课、青少年读写教育方法、教育科技手段、高级教育心理学、个别化教育入门和针对所有学习者的教育评估。美国研究生的教学模式与国内大不相同，首先从班级容量来看，美国属于小班授课，十人左右的学生，一间小教室，便撑得起三个小时的课程。同时，美国教师教学方法多样，对我们来说，既新鲜又有压力。而网络课带给我们的更是对学生视野的冲击，基本不会面对面的教师定期留下作业，督促我们不断学习并不知不觉提高自己。不管是面授课，还是网络课，大量的阅读、作业需要初来美国的我们认真适应，“赶早不赶晚”的道理在这里恰恰适合。我们同时也在小学教汉语。两个人合作教一所小学，每个班每周上一次汉语课，我们教授小朋友们汉语知识及中国文化。教授过的汉语话题很有趣并且与学生实际生活紧密相连，如数字，家庭，运动，食物等，小朋友们学得十分快乐，加深了对中国的了解。

今年已是来到西肯、在1+2 MAT项目的第二年。相比去年，说轻松，倒也没那么轻松。今年的不同在于，作为WKU的研究生，我们的课业不再像去年那样堆积如山，而是在可承受的范围内。这学期，我们修了3门课，分别为教育领导行动研究原理、现代语言学和教学实习。作为汉语教师，我们的角色由小学教师转变为中学教师。中学生们的特殊年龄特点则需要我们倾注更多的精力管理课堂秩序及设计教学活动。因为学生要修学分，所以汉语课的上课时间也不像小学那样灵活多变。同时也要克服没有独立教室的困难。总之，作为1+2 MAT项目的成员，我们依然身负两种角色、两种责任。今年仍是具有挑战性的一年，依然需要打起十二分精神面对新的挑战。

2015年汉办的志愿者岗中培训在西肯塔基大学举办，来自美国各州的140余名志愿者教师聚集在一起，分享和讨论如何提高汉语教学。我们很荣幸参加了这次培训，在这个过程中学习到了许多教学策略和技巧，比如如何运用游戏活动、互动讲故事的方式、戏剧和艺术相结合的方式进行汉语教学等等。同时，我们还和其他志愿者教师分享了在汉语教学当中的酸甜苦辣，互相支持和鼓励，这给了我们更多信心和勇气去面对接下来的挑战。



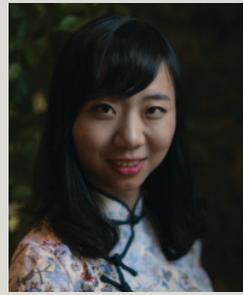
2015 Chinese Teachers 2015年汉办教师一览



Bin Mingzhi 宾明智
Franklin-Simpson High School
Franklin, KY



Cao Liya 曹丽雅
East Hardin Middle School
Glendale, KY



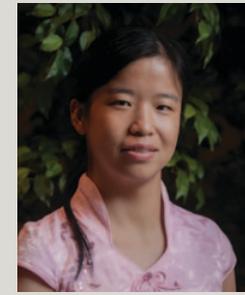
Chen Lijuan 陈丽娟
Apollo High School
Owensboro, KY



Liao Zheng 廖箏
Lincoln Elementary School
Franklin, KY



Lin Weipeng 林伟鹏
Butler County Elementary School
& Morgantown Elementary School
Morgantown, KY



Liu Qian 刘倩
Meade County Middle School
Brandenburg, KY



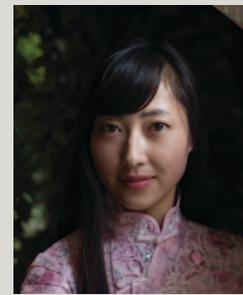
Chou Yuting 俞雨婷
Henry F. Moss Middle School
Bowling Green, KY



Cui Lili 崔莉莉
Logan County High School
Russellville, KY



Gu Fang 谷芳
WKU Confucius Institute
Bowling Green, KY



Liu Shanshan 刘珊珊
Cumberland Trace Elementary School
Bowling Green, KY



Pan Yanfang 潘艳芳
Dishman Mcginnis Elementary School
Bowling Green, KY



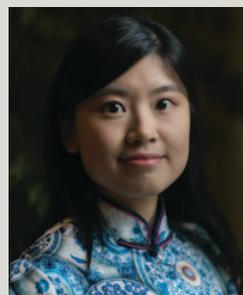
Shi Baolin 施宝琳
Franklin-Simpson Middle School
Franklin, KY



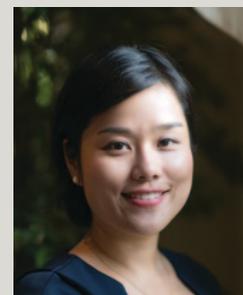
Li Guodong 李国栋
WKU Confucius Institute
Bowling Green, KY



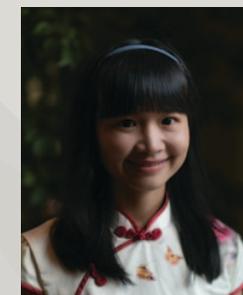
Li Huanhuan 李欢欢
Bowling Green Junior High
Bowling Green, KY



Li Liming 李黎明
Bowling Green Junior High
Bowling Green, KY



Sun ling 孙菱
WKU Confucius Institute
Bowling Green, KY



Qin Qiuhua 覃秋华
W.R.McNeil Elementary School
Bowling Green, KY



Wan Zhifang 万志芳
Potter Gray Elementary School
Bowling Green, KY



Li Na 李娜
Metcalf Middle School
& Metcalfe High School
Edmonton, KY



Li Xiaojing 李晓静
Deer Park Elementary School
Owensboro, KY



Li Yuehua 李岳华
William Natcher Elementary School
Cloverport, KY



Wang Cong 王聪
Boyle County Middle School
& Boyle County High School
Danville, KY



Wang Hua 王华
WKU Modern Language
Bowling Green, KY



Wang Zhenya 王震亚
Bristow Elementary School
& Drakes Creek Middle School
Bowling Green, KY



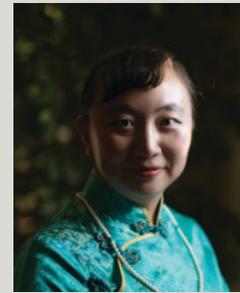
Wu Jiangju 吴江菊
WKU Confucius Institute
Bowling Green, KY



WU Wenxi 吴文希
Stuart Pepper Middle School
Brandenburg, KY



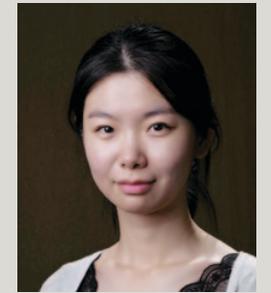
Wu Xuan 吴旋
Warren East Middle School
Bowling Green, KY



Zhang Miao 张妙
Simpson Elementary School
Franklin, KY



Zhang Qin 张琴
WKU Confucius Institute
Bowling Green, KY



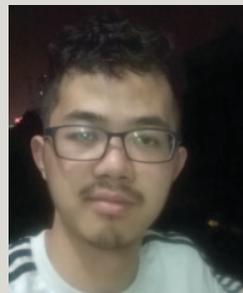
Zhang Tianwei 张添威
WKU Modern Language
Bowling Green, KY



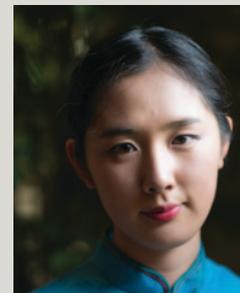
Xing Jia 邢佳
Frederick Fraize High School
Cloverport, KY



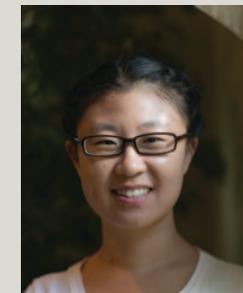
Xu Jing 徐静
TC Cherry Elementary School
Bowling Green, KY



Xu Zihan 徐子汉
Parker Bennett Curry Elementary School
Bowling Green, KY



Zhang Wenhui 张文会
WKU Confucius Institute
Bowling Green, KY



Zhang Yanjie 张妍杰
WKU Confucius Institute
Bowling Green, KY



Zhang Yu 张瑜
Adair County Primary School & Adair
County High School
Columbia, KY



Xu Huihui 许慧慧
Alvaton Elementary School
Bowling Green, KY



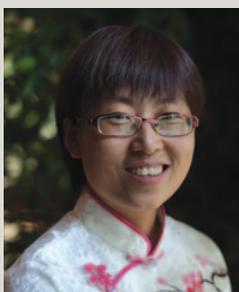
Xu Jieqiong 许洁琼
Richmond Elementary School
& South Warren Middle School
Bowling Green, KY



Yang Xinbei 杨欣蓓
Newton Parrish Elementary School
& Owensboro High School
Owensboro, KY



Zhu Di 朱迪
Henry F. Moss Middle School
Bowling Green, KY



Yang Ying 杨颖
Barren County High School
Glasgow, KY



Yi Wenping 易文平
Todd County Central High School
Elkton, KY



Zhang Dandan 张丹丹
Adair County Middle School
Columbia, KY



How to Nurture



Four-Week HSK



2015 Gatton Young Leaders



2015 High School Summer Bridge



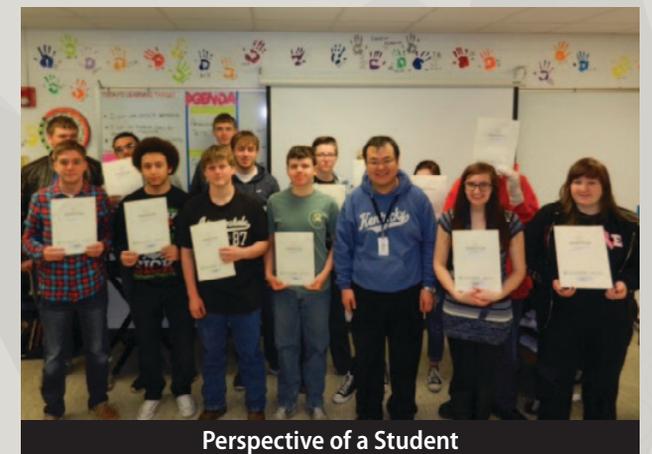
2015 YCT Camp



Hanban In-Service Training



Confucius China Study Plan



Perspective of a Student



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