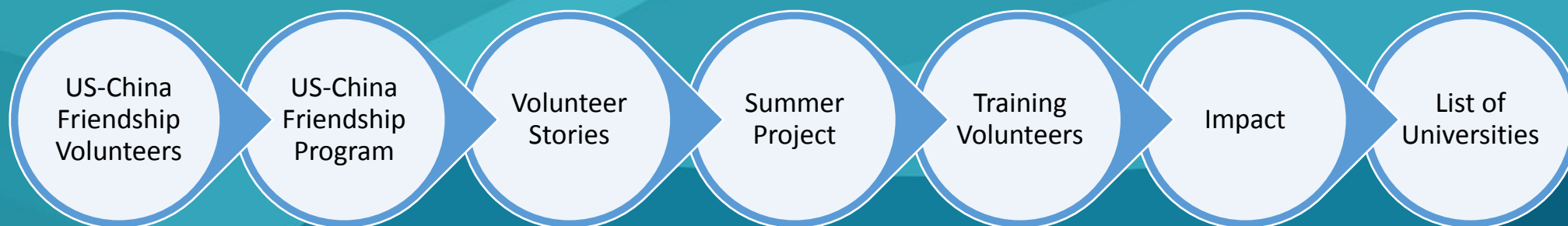


U.S – China Friendship Volunteers Annual Report 2018

美中友好志愿者
2018 年度报告





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See Photos of PCV 2018

1. US-China Friendship Volunteers

This year Peace Corps is celebrating 25 years of the US-China Friendship Volunteer program. In August 2018, Peace Corps Director Dr. Jody Olsen came to Chengdu to launch the anniversary celebration and to swear in the 24th group of volunteers. Dr. Olsen spoke to the new volunteers, faculty from 60 universities, and provincial education department officials from Sichuan, Guizhou, Chongqing and Gansu. She said, “At its heart, this program brings together people to share knowledge, world views, cultural riches and values, and shared aspirations of the American and Chinese peoples. We could not be prouder of our shared legacy, or more grateful for your friendship and collaboration.” The year-long celebration will culminate with the swearing in of the 25th group of volunteers in August 2019.

The United States-China Friendship Volunteers program was launched in June 1993 with the arrival of 18 American Peace Corps Volunteers to teach English at universities in Sichuan province, including Chongqing municipality. In 1999 and 2000 the program expanded to Guizhou and Gansu provinces. 1391 Volunteers have completed their two-year assignments at more than 140 universities, colleges, and technical schools. The Volunteers have taught hundreds of thousands of students and teachers and made long-lasting friendships.

The United States Peace Corps works in cooperation with the China Education Association for International Exchange to plan and implement the program. From its office at Sichuan University in Chengdu, Peace Corps works with the provincial departments of education and the counterpart universities to assign and support qualified and well-trained volunteers to teach English to undergraduate and graduate students.

The three goals of Peace Corps are to meet the need for trained Chinese teachers of English, help Chinese students and teachers better understand diverse American cultures, and for American Volunteers to learn Chinese language and culture to share with others when they return home. In this way, the Volunteers promote the mission of world peace and friendship. In 2018 there were 137 Volunteers teaching in 85 universities and colleges.

1.美中友好志愿者

今年，和平队庆祝美中友好志愿者项目开展25周年。2018年8月，美国和平队总领队Jody Olsen博士来到成都市，启动了纪念活动，并带领第24批志愿者宣誓就职。Olsen博士对新入职的志愿者和来自四川、贵州、重庆、甘肃的60所大学的领导和老师以及省市教育部门官员讲了话，她说：“这个项目的核心是把人们聚集在一起，分享知识、世界观、价值观和丰富的文化，以及美国和中国人民的共同愿望。我们对我们共同的传承感到无比自豪，对你们的友谊和合作表示无比感激。”为期一年的庆祝活动将在2019年8月第25批志愿者宣誓就职时达到高潮。

美中友好志愿者项目始于1993年6月，首批18名美国和平队志愿教师分配在四川省包括重庆在内的大学教英语。1999年和2000年，项目扩大至贵州和甘肃。1391名志愿教师先后在100多所大专院校和职业技术学院完成了两年的服务。志愿教师们教授了成千上万的学生和教师，建立了长久的友谊。

美国和平队与中国教育国际交流协会合作实施此项目。位于成都四川大学内的和平队办公室与教育部门和项目院校携手合作，派遣并支持合格的训练有素的志愿教师教授本科生和研究生英语。

和平队有三个目标：满足中国对训练有素的英语教师的需要；帮助中国学生和教师更好地了解美国多元文化；美国志愿教师学习中国语言和文化，并在回国后将所学分享给其他的美国人，他们通过这样的方式促进世界和平与友谊。2018年有137名志愿教师在85所大专院校任教。



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2. U.S.-China Friendship Program

Peace Corps Volunteers are typically assigned to the department of foreign languages at their school and work full-time side-by-side with their Chinese colleagues. They teach reading, writing, listening and oral English to majors and non-majors of English. They also teach English literature and Western culture.

Outside the classroom, Volunteers collaborate with teachers and students to organize English clubs, drama and speech clubs, sporting clubs, and cultural events. They often coach students in writing, speech, and debate competitions and many students have won provincial and national awards.

Volunteers also collaborate with their university counterparts to benefit other interests of their school and community. These secondary projects include such activities as women's leadership skill building, environmental awareness, physical fitness, and volunteerism. Secondary projects contribute to the program's mission to serve the community and strengthen cross-cultural understanding.

Volunteers live with local host families during their initial ten-week training in Chengdu. Afterward they are assigned to their universities. Volunteers make many friends in their communities. These relationships form strong bonds of mutual understanding and friendship that last a lifetime.



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2.美中友好志愿者项目

和平队志愿教师通常派遣到学校的外语系与中国同事们肩并肩地全职工作。他们教授英语专业和非英语专业学生的听说读写课程，也教授英语文学和西方文化。

课外，志愿教师与中国老师和学生们一起组织英语俱乐部、戏剧与演讲俱乐部、运动俱乐部，以及各种文化活动。他们常常指导学生参加各类写作、演讲和辩论比赛，使很多学生获得了省级和国家级奖项。

志愿教师还和合作老师一起为学校 and 社区的其它活动贡献力量。这些课外活动包括女性领导力培训、环保意识培养、健身以及志愿服务。课外活动增强了为社区服务的项目使命，增进了跨文化的理解。

刚到成都的最初十周，志愿教师住在当地接待家庭。派往大学后，志愿教师在当地结交很多朋友。这些基于双方相互理解的友谊将地久天长。



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3. Volunteer Stories

Sichuan: Hilary Clifford & Sam Blobaum, Mianyang Teachers' College

We consider ourselves lucky to be placed at a U.S.-China Friendship Volunteers site which has had volunteers since the very beginning—25 years. In our first semester, we had the opportunity to continue a legacy project, called the Bookend. It's an English club we hold daily for students both in and outside of the English department.

At first, taking on a daily club was overwhelming. We began holding Bookend meetings before we even began classes—just days after we moved to Mianyang. We look back at photos from those first days and laugh with recognition at the freshmen in their military training uniforms. We didn't know it then, but some of those students would be our closest relationships at site. Outside of the Bookend, we've barbecued together, explored local parks and temples, celebrated holidays important to both of our cultures, and of course, cooked and eaten many, many meals. There may be time when language fails, but we've found that food never does!

By October, we would often have days with over 80 students crammed in the Bookend for a spelling bee, a twist on 20 questions, or a heated debate about science and technology. Holding an English club every day requires a lot of creativity; we had to come up with a wide range of different activities to keep students interested. We've experimented with reading comprehension activities, debates, songs, conversations, crafts, and more.

The results have made themselves clear in our students who have provided us with some of the highest highs that any teacher—and any Education Volunteer—knows so well. We've seen the results manifest in our classrooms, with higher participation, increased confidence, and a positive trend in student grades. Students who in September had come to us at office hours (sometimes in tears) to discuss their English level have blossomed, winning speaking and skit competitions and bringing others to Bookend to share in the fun. Going forward, we hope to empower the Bookend volunteers to revive the dormant English student newspaper, helping them hone not just their spoken English, but their professional writing as well.

We definitely look forward to continuing this project over the next three semesters and are proud to write our chapter of the U.S.-China Friendship Volunteers legacy at Mianyang Teachers' College.



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3. 志愿教师讲的故事

美中友好志愿者与绵阳师范学院的缘分始于25年前项目启动之初。我们荣幸被分配到了绵阳师范学院。在任教的第一学期里，我们有机会延续了“读书会”这个传承多年的项目。“读书会”是个每天都举办的英语俱乐部活动，不仅针对英语系学生，而且也吸纳非英语专业学生。

起初，每天都要举办俱乐部活动让我们感到有些难以应对。就在我搬到绵阳几天后，甚至还没开始正式上课，我们的读书会活动就开始了。回头翻看那些第一天的照片，看到身穿军训服的新生们，我们不禁感到欣慰。我们当时并不知道，照片上的一些学生会成为我们在学校里最亲密的朋友。除一起参加读书会外，我们还一起吃烧烤，参观当地的公园和寺庙，庆祝东西方节日。当然，我们还经常一起做饭、享受美食。也许有时语言交流不那么顺畅，但舌尖上的美食为我们架起了沟通的桥梁！

截至十月，我们经常会有八十多名学生于读书会济济一堂，参与拼字比赛和涉及二十个问题的扭扭乐游戏，或是就科技展开激烈辩论。每天举办英语俱乐部需要很多创造力，我们尝试了阅读理解、辩论、歌曲、对话、手工艺等许多不同的活动来维持学生的兴趣。

这些努力的结果在学生身上得到了清楚的体现，为我们带来了前所未有的成就感——这种满足感任何教师 and 任何教育志愿者都能感同身受。

在课堂上我们也看到了明显的成效，学生的参与度更高，自信心更强，成绩也呈现上升的趋势。一些从九月份起就来到我们的坐班时间与我们进行讨论的学生，当时时常还显得情绪沮丧，而现在他们的英语水平都取得了巨大进步，有些学生还在演讲和短剧比赛中夺冠。这些学生还带来了更多的学生参与读书会，分享学习的乐趣。展望未来，我们希望能让参与读书会的学生们重振沉寂已久的英语学生报，从而不仅帮助他们练习英语口语，也帮助他们提高专业写作水平。

我们非常期待在接下来的三个学期继续这个项目，并很自豪地在绵阳师范学院美中友好志愿者项目写下属于我们的篇章。



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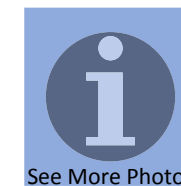


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*'Bookend' English
Club Activities at
Mianyang Teachers'
College*



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Guizhou: Zoe Novak & Austin DiCola, Guizhou University

It's a Wonderful Life Drama Club was founded 10 years ago in 2008 by the China 13 Peace Corps Volunteers serving at Guizhou University in Guiyang. Since then, the club has produced fourteen shows, participated in national Shakespeare competitions, and mentored students in all aspects of the performing and technical arts. The drama club is just one example of how Peace Corps Volunteers in China have implemented secondary projects to engage with communities and meet their Peace Corps goals. In fall semester 2018, the GZU community gathered to celebrate the club's history with a production of "10 Wonderful Years."

PCV Zoe Novak led a team of forty-seven actors during the rehearsal process. The plot of "10 Wonderful Years" involved tying together scenes from each of the drama club's previous productions into one narrative. Throughout the semester, student performers met almost every evening for three hours to practice singing, dancing, and acting. It was a joy watching student's gain confidence, tackle new language skills, ask difficult questions, and create expressive characters.

PCV Austin DiCola supervised a team of twenty-five students to arrange production elements such as props, costumes, set pieces, lighting and sound. To make the performance accessible to the majority Chinese-speaking public, two translation students translated over 1,000 PowerPoint slides of actors' lines from English to Chinese and projected them onto the auditorium walls. Austin and his team had to get creative to find everything we needed for the production. They ordered items on TaoBao, designed unique pieces, and commissioned a carpenter to build set pieces.

Of course, the club would not have been successful without administrative support from our long-time counterpart Tian Ting (Cathy) and the rest of the GZU foreign language department. While Zoe is incredibly proud of the three performances she has directed, she feels that the club's most significant impact happens off stage. She will never forget the long hours of rehearsal filled with laughter and "ah-ha!" moments. Austin expressed that, "To me, the biggest impact of this performance was building the reputation of the drama club. I hope other students in the audience will have seen what we did, and consider joining the club themselves. This would be a step towards sustainability, though obviously more work needs to be done to make it truly sustainable."



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“美好的十年”

—贵州大学外国语学院美好人生戏剧社10周年汇报演出

十年前，2008年，在贵州大学服务的第13批美中友好志愿者在学校创立了英语戏剧社，取名叫“美好人生”。十年间，戏剧社不但演出了十四场剧目，还参加了全国大学生莎士比亚戏剧比赛。“美好人生”戏剧社的各届同学们在表演和艺术才能等方面受到了良好的指导。戏剧社是志愿教师积极融入当地社区，实施课外活动以实现美中友好志愿者项目目标的一个普通例子。为庆祝戏剧社成立十周年，2018年秋季学期，贵州大学师生创作并演出了“感谢有你——美好的十年”戏剧夜。

第23批志愿教师Zoe Novak任导演，全程指导由47名学生组成的演员团队。“美好的十年”的故事情节是将该戏剧社以前的每一部作品的某个场景结合起来，组成了一个完整的新故事。整整一个学期，戏剧社成员几乎每天晚上排练三个小时，练习唱歌、跳舞和表演。通过排练，同学们从中获得了自信，掌握了新的语言技能，不仅学会提出复杂的问题，又创造出了富有表现力的角色，Zoe作为导演，很高兴见证了同学们各方面的成长。

同为第23批志愿教师的Austin DiCola担当了制片人角色，指导一个由另外25名学生组成的幕后团队，负责道具、服装、布景、灯光和音效等。为了能让大多数的中文观众欣赏演出，两名翻译专业的学生不仅把1000多张英语台词的幻灯片翻译成中文，还负责当晚把它们投射到礼堂的墙上供大家观看。Austin和他的团队还发挥创造力，全力满足表演所需的一切。他们不仅在淘宝上订购商品，还自己设计独具一格的布景装饰，甚至还找来木匠制作整套道具。

当然，如果没有长期与志愿者合作的田婷(Cathy)老师、以及贵州大学外国语学院其他老师给与的行政支持，戏剧社是不可能成功的。

Zoe对自己导演的三场演出感到无比自豪。但她觉得戏剧社最重要的影响产生在舞台表演之后。她永远不会忘记充满了笑声和“灵光闪现”时刻的漫长排练时光。

Austin表示，“对我来说，这次演出最大的影响是建立戏剧社的声誉。我希望观众席里的其他同学能看到我们所做的一切，并考虑加入我们的戏剧社。尽管还需要做更多的工作才能使它真正地持续下去，但这会是迈向可持续发展的第一步。”



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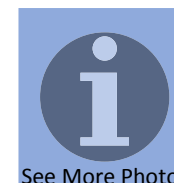


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Highlights from the play 'Ten Wonderful Years' which artfully wove together scenes from the various plays that the club produced over the past decade into a single narrative



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Gansu: Carolyn Reisdorff, Tianshui Normal University

This fall, I taught a theater and film elective course for sophomore English majors. While only 7 students signed up for the class, we became a very close-knit group and to see their confidence grow was a highlight of not only this semester but also my whole service! Topics studied were elements of film, great American films, and different styles of theater performance such as improv, drama, and comedy. The end of the semester culminated in a theater showcase, where each student performed 3 times in a monologue, duet scene, or group scene.

I looked back on some intro questions that they had written answers to at the beginning of the semester. A few of the students wrote about how they wanted to gain confidence in both their English and themselves, but that they'd never performed before and were nervous to do it. While a few girls came into the class already knowing me and already confident and outspoken in general, the others tended to be more shy. However, as the semester progressed, I witnessed these girls grow in their confidence, push through their nerves, and just say something. By the end of the semester, we put on a showcase. For the first time ever, they performed in front of an actual audience, on a stage, with props, costumes, and the culmination of all their hard work in blocking scenes, memorizing lines, rehearsals, and personal growth.

The same girls who had never performed before and had been so nervous at the beginning pushed themselves and put on a show that I felt so sincerely proud of. One student shifted perfectly scene to scene from her roles as a nerdy high school student, to an elegant but heartbroken older woman, to a perfectly composed dead body. One student gave a dramatic monologue that tapped into such deep, raw emotion, that even though I had seen it rehearsed several times, I was moved to tears during her performance (I had to try really hard to keep it together and not cry!) Another student improvised a scene that received immediate laughter and applause...I could go on and on about how proud I am of each of their performances; I'm so happy to have seen their growth and accomplishments.



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这学期我教授大二英语专业戏剧与电影，这是一堂选修课。虽然只有7个学生报名参加，但因此我们这个小群体却有了紧密的联系。亲见他们的自信心不断增长，不仅是这学期，也是我这两年在华服务的亮点。课程包含电影的基本理论，经典美国影片，戏剧表演的不同风格，比如即兴表演，戏剧和喜剧。期末学生的戏剧表演将气氛推向了高潮。每一位学生都分别在独角，双人和集体场景中有三次表演机会。

我回顾了学生在开课前写下的问题。一些学生想提升自信心，但是他们从未登台表演过，所以很怯场。只有一些女学生在开课前就已认识我，所以总体来讲，表现得自信和外向。其他的学生都很害羞。然而在课程的进程中我目睹了他们努力克服紧张情绪，增长了自信，主动开口讲话。在学期结束时，我们进行了戏剧表演。学生们第一次面对真实的观众，换上演出服，登台演出。他们精心地布置舞台，努力地记台词，多次带妆彩排，展现了最佳的自己。从未表演过的姑娘们成功地克服了紧张情绪，我对他们的表现感到无比自豪。一个学生在各种角色间切换自如。她完美地扮演了一个书呆子高中生，一位优雅心碎的女士和一位平静安详逝去的人。一个学生的独角戏细腻地表达了内心深处的激情，尽管我在彩排时观看过多次，但在她现场演出时依旧感动落泪。（我拼命强忍夺眶而出的眼泪）。另一位学生的即兴演出博得观众席的阵阵掌声。诚实地讲，我可以不停地细数他们的表演，对此我深感骄傲。总体来讲，我很开心的见证学生们的成长。

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English Theater & Film elective course taps future teachers' creativity, building confidence inside and outside the classroom.



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Chongqing: William Abbott, Yangtze Normal University

Beginning from several months at site to present, I have worked to support Yangtze Normal University (YZNU) in cultivating a Sister School partnership between my Alma Mater Shenandoah University and YZNU. Working through a contact at a Shenandoah, I travelled to the United States in January of 2018 to have exploratory meetings with Shenandoah administration. After the initial meeting, there clearly was potential and interest from both universities to engage in academic exchange. I extended an invitation to visit YZNU and Shenandoah University agreed to send a delegation to Chongqing.

The Delegation from America visited with YZNU's President Huang Da Yong. The two universities exchanged gifts and signed an MOU to establish intent and goodwill for future cooperation. Following the meetings with President Huang, Shenandoah's delegation, YZNU administration, and I worked to negotiate the terms of the cooperation agreements. Consequently, Shenandoah University began plans to create a Chinese language program. Terms of the agreement designate Yangtze Normal University as the institution to pilot this new program, sending teachers from China to America to instruct Chinese language and culture courses. The objective: three years after the program is up and running, there will be sufficient students from Shenandoah University to engage in a mutual exchange of students between the two universities. The partnership officially begins March 30, 2019, when YZNU's teachers are due to arrive in Washington D.C.

I returned to America in February 2019 for meetings with Shenandoah administration as a representative of Yangtze Normal University. Additionally, Yangtze Normal University plans to accept a group of faculty and students from Shenandoah to Fuling, Chongqing in December 2019. Faculty from Shenandoah will collaborate with YZNU to provide an immersive two week credited course exploring China and Chinese culture.



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到学校几个月后至今，我一直在努力促成长江师范学院与我的母校美国雪兰多大学的合作。通过雪兰多大学的联系人，我于2018年1月回到美国，与该校管理层进行了探讨性会谈。在首次会谈之后，我清晰地感到两所大学都有参与学术交流的潜力和兴趣。我向雪兰多大学发出访问长江师范学院的邀请，学校同意派代表团前往重庆。

美方代表团与长江师范学院校长黄大勇会面，两所大学交换了礼物，并签署了一份备忘录，确定了今后合作的友好意向。在与黄校长会晤后，雪兰多大学代表团与长江师范学院管理层和我谈判了合作协议的条款。据此，雪兰多大学开始计划创立一个汉语语言项目。协议条款指定长江师范学院作为试点这一新项目的机构，派中国教师到美国教授汉语和文化课程。合作目标：该项目启动并运行三年后，雪兰多大学将有足够的学生参与两所大学之间的交流活动。合作于2019年3月30日正式开始，届时长江师范学院的教师将抵达美国华盛顿特区。

2019年2月，我作为长江师范学院的代表，返回美国与雪兰多大学管理层多次会谈。此外，长江师范学院计划于2019年12月接待一批雪兰多大学的教师和学生到重庆涪陵。来自雪兰多大学的教师将与长江师范学院合作，为他们提供为期两周的沉浸式学分课程，探索中国和中国文化。

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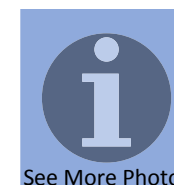
Shenandoah University President Fitzsimmons and PCV William Abbott, presenting a gift from YZNU to his alma mater during his "Third Goal" visit.

图: 雪兰多大学校长Fitzsimmons和美中友好志愿者William Abbott



Shenandoah Senior Vice President Adrienne Bloss, with YZNU President Huang Da Yong, exchanging gifts during trip to China to establish Memorandum of Understanding between Shenandoah University and Yangtze Normal University for future academic exchange.

图: 美国雪兰多大学资深副校长Adrienne Bloss与长江师范学院院长黄大勇互换礼物



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4. Summer Project

Now in its' 13th year, Summer Project remains a highlight of service in Peace Corps China. In 2018, 63 first-year Volunteers trained 1,109 primary and secondary education teachers at 14 different sites in leading-edge English language learning techniques. The teachers and the training sites are selected, organized, and paid for by the Department of Education in each of the four provinces where Peace Corps works. The following reflects the total number of teachers trained in each province: Gansu 243; Sichuan 373; Chongqing 203; and Guizhou 400. The intensive two-week experience is spent exploring Communicative Language Teaching techniques, practicing oral English, and engaging in meaningful cross-cultural exchange. The teacher trainees gained confidence speaking with foreigners, many of them for the first time, and learned how to adopt or adapt new approaches in their classrooms. Volunteers learned about teaching methods in Chinese primary, middle, and high schools, which helped them to understand their own students better. Through classes, outings, and continued exchanges over the course of two weeks, all participants forged new friendships and gained greater cultural awareness.



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4. 暑期项目

在暑期中小学英语教师培训项目开展的第13个年头，它仍然是美中友好志愿者项目服务的一个重点。2018年，63名第一年的志愿队员在4个项目省市教育部门组织下，选拔了14个不同的地点，培训了1109名中小学教师。教师学员和培训地点都是由四个省市的教育部门选定、组织的。以下是每个省参训的教师人数：甘肃243名；四川373名；重庆203名；贵州400名。集训的两周时间里，教师们探索交际语言教学法的技巧，练习英语口语，进行有意义的跨文化交流。学员获得了与外国人交谈的信心，他们中许多人是第一次，并学会了如何在课堂上采用或适应新的教学方法。同时，志愿教师们了解了中国小学、初、高中的教学方法，这有助于他们更好地了解自己的学生。通过两周的课程、郊游和持续交流，所有参与者都建立了新的友谊，并增强了文化意识。



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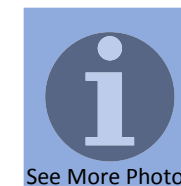


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Summer Project



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5. Training Volunteers

The US-China Friendship Volunteers are asked to commit to a high level of service during their time in China, which requires an equal commitment to professional development to help Volunteers meet the needs of their students and communities.

Every summer, Trainees arrive in Chengdu to begin training for their two-year service in China. The Pre-Service Training (PST) is 10 weeks long and focuses on Chinese language and culture, effective teaching methods for service in China, intercultural competency, diversity & inclusion (ICD&I) and developing host-community integration skills. Over the 10 weeks of PST, trainees receive over 140 hours of language and culture instruction and over 80 hours of teaching instruction. Additionally, Trainees participate in a two-week teaching practicum with local students. Upon Trainees successful completion of PST, they are officially accepted as US-China Friendship Volunteers and are sent to their sites of service.

Throughout their service, Volunteers continually deepen their understandings of integration, service, and community needs. Key to this process is their participation in two In-Service Trainings during winter semester breaks. During these trainings, Volunteers focus on building language, intercultural communication, technical skills, and developing secondary activities at sites of service, as well as reflect on and share lessons learned throughout service.

Other training opportunities available to Volunteers include: Chinese language camps, tutors, workshops, and consultations with Peace Corps China staff. To support Volunteers' development of relationships with their colleagues and leadership at sites of service, Peace Corps China also provides training to school counterparts and supervisors. During these trainings counterparts and supervisors work together with Volunteers to deepen their understanding of Volunteers' roles, community needs, and best practices in working together. Lastly, for Volunteers who take a formal role in supporting their peers, additional training in active listening and peer coaching skills is provided.



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5. 志愿教师的培训

我们要求美中友好志愿者在华服务期间完成高水平的志愿服务。为此，我们也为志愿教师提供满足学生和社区需求所需的职业技能培训。

每年夏天，志愿教师抵达成都后开始接受培训，为他们两年的志愿服务做准备。岗前培训（PST）为期10周，主要学习汉语和中国文化、英语教学法、跨文化的交际能力、对多元和包容的理解和践行、以及如何融入当地生活的技巧。培训期间，志愿教师接受140多个小时的中国语言文化培训和80多个小时的英语教学法培训。此外，志愿教师还参加为期2周的教学实习，教中国学生英语。他们只有成功完成了岗前培训，才能正式宣誓成为美中友好志愿者，然后被分配到项目院校服务。

在两年的服务期间，志愿教师不断加深他们对社区融合、志愿服务和社区需求的理解。志愿教师在两个寒假期间参加的在岗培训（IST）起到了重要的作用。在提高志愿者语言能力、跨文化交际能力、教学法技能和开展第二课堂活动能力的同时，在岗培训也为志愿教师提供总结和相互交流学习的机会。

志愿教师还可以通过其它培训提高自己，如：参加寒暑假语言学习班、聘请中文辅导老师、参加美中友好志愿者办公室举办的研讨会以及向办公室工作人员咨询讨教。为了支持志愿教师和学校领导及同事们建立良好的关系，我们也为指导老师和合作教师提供培训。志愿教师和指导老师、合作教师一起参加培训，这有助于大家对志愿教师的角色、社区的需求和合作的最佳方式有更深的共识。此外，对于那些支持帮助同伴的志愿教师，我们也为他们提供积极倾听和同伴指导的技能培训。

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6. Impact

Based on the Ministry of Education's goals, the U.S.-China Friendship Volunteers support China's need to train human resources to meet the needs of economic and social development through access to quality English education for tertiary students and current teachers of English. The results for 2018 are as follows:

Goal 1 aims to improve Chinese college students' English language skills. Its first objective aims to improve skills through classroom teaching. 137 volunteers taught a total of 42,126 students in the classroom. Its second objective aims to improve students' confidence and motivation through secondary activities. 104 volunteers reported engaging more than 13,950 students through extracurricular activities such as English Corner and other secondary projects.

Goal 2 aims to improve Chinese teachers' English skills. The first objective contributes to this through PCVs' engagement with English Department or other faculty members. 53 PCVs reported successfully doing this with 1,676 faculty members over the course of the year. Fifteen sites host the National Teacher Training Project (NTTP) where each volunteer trains an average of 100 teachers per year. Other schools use volunteers to host teaching methodology seminars or lectures. The second objective under goal two is to improve the teaching skills of primary and secondary school English teachers, through the intensive two-week training program known as Summer Project. In 2018, 63 Volunteers trained 1,109 secondary teachers.

Peace Corps Volunteers often say they have benefited far more than their students. Volunteers live for two years in a local community, interacting with and learning from Chinese people from all walks of life. They learn the languages, culture, history, nature and food of China. They make lasting friendships. The volunteers will carry these lessons and experiences with them for the rest of their lives, sharing them with their friends and families back in America.



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6.项目影响

根据教育部的目标，美中友好志愿者项目通过为大专院校学生和英语教师提供优质英语教育, 为中国培训所需人才，以满足经济和社会发展的需要。**2018**成果报告如下：

目的—：提高中国大专院校学生英语语言技能。第一个目标是通过课堂教学提高英语技能。**137**名志愿教师通过课堂教学共计教授学生**42126**名。第二目标是通过课外活动提高学生的信心和动力。**104**名志愿教师通过课外活动，比如英语角和第二课堂活动，帮助学生**13950**名。

目的二：提高中国老师的英语技能。第一个目标是通过志愿教师与英语系或其它院系的老师一起共事来实现。**53**名志愿教师在过去的一年和**1676**名同事一起顺利开展工作。全国教师培训项目（**NTTP**）在**15**个培训点举办，通过这个项目，平均每个志愿教师每年培训**100**名老师。其他学校让志愿教师举办教学方法的研讨会或讲座。第二个目标是通过暑期举办的为期两周的暑期培训项目，提高区县中小学英语老师的教学技能。**2018**年**63**名志愿教师总共培训中小学教师**1109**名。

志愿教师常常说他们自己比他们的学生受益更多。志愿教师在当地生活两年，和各行各业的中国人接触并向他们学习。他们学习语言、文化、历史，欣赏中国的大自然和品享美食，建立了长久的友谊。这些知识和经历将伴随志愿教师们一生。在他们回到美国后，也会把这些经历分享给他们的亲朋好友。



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New Project Framework for 2019-2023

Project Goal

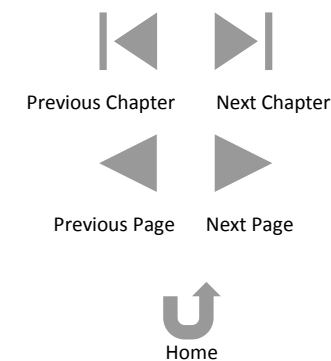
Chinese students and teachers attain communication skills in English necessary to access academic and/or professional opportunities.

Project Objectives

- 1.Increased capacity and confidence of Chinese students in English.
- 2.Increased capacity and confidence of Chinese teachers to communicate and teach in English.
- 3.Increased intercultural communication competence among students and teachers for effective communication in English.

Logical Project Framework

Activity	Output	Short-Term Outcome	Long-Term Outcome
Objective 1: Supporting Students--Increased student capacity and confidence in English communication skills			Students attain communication skills in English
1. Teach English language skills in speaking, writing, reading and listening at the tertiary level	Students taught English in a school setting	Students increase achievement in English skills	
1. Organize weekly office hours and regularly participate in English Corner to provide extracurricular opportunities for practicing and improving English skills	Students participate in recreational activities to practice and improve English use		
Objective 2: Supporting Teachers—Increased teacher capacity and confidence in English communication skills and communicative teaching techniques			
1. Teach communicative teaching techniques to Chinese teachers of English	Teachers participate in English teaching skills workshops	Teachers increase their capacity in teaching English	
1. Teach English to Chinese teachers	Teachers participate in formal English lessons and informal English learning, conversation practice	Teachers increase their English proficiency	
Objective 3: Engaging School Communities – Increased community involvement in intercultural communication in English			
1. Organize extracurricular activities that provide cultural exchange opportunities in English	Community members participate in activities that support student learning	Community members are involved in activities focused on student learning, support and school improvement	



2019-2023年项目新框架

项目总目标
中国学生和教师获得必要的英语交流技能，以获得学术和/或职业机会。

- 项目目标
- 1. 提高中国学生的英语能力和信心。
 - 2. 提高中国教师用英语交流和教学的能力和信心。
 - 3. 提高学生和教师有效地用英语进行跨文化交流的能力。

项目逻辑框架			
活动	成果	短期成果	长期成果
目标1: 支持学生——提高学生的英语交流能力和信心			学生得到英语交流技能
1.在大学教授听说读写英语语言技能	学生在课堂学习英语	学生提高英语技能	
2.组织每周办公时间以及定期参加英语角，提供课外活动机会以便练习、提高英语技能	学生参加课外活动练习、提高英语运用能力		
目标2： 支持教师——提高教师的英语沟通能力和信心，提高教师的英语交流技能和教学技巧			
1.教授中国英语老师交际英语教学法	教师们参加英语教学技能研讨会	教师们提高英语教学能力	
2.教中国老师英语	教师们参加正式的英语课程、非正式的英语学习和谈话交流练习	教师们提高运用英语的能力	
目标3： 参与学校社区活动——通过运用英语跨文化交流，增强社区融入			
1.组织课外活动，运用英语提供文化交流机会	社区成员参加支持学生学习的活动	社区成员参与有关支持学生学习、学校发展的活动	



7. List of Universities /合作院校名单:

School partners	合作院校
Chongqing 20	重庆 20
Chongqing City Management College	重庆城市管理职业学院
Chongqing College of Electronic Engineering	重庆电子工程职业学院
Chongqing Industry Polytechnic College	重庆工业职业技术学院
Chongqing Jiaotong University	重庆交通大学
Chongqing Medical and Pharmaceutical College	重庆医药高等专科学校
Chongqing Medical University	重庆医科大学
Chongqing Normal University	重庆师范大学
Chongqing Technology & Business University	重庆工商大学
Chongqing Three Gorges Medical College	重庆三峡医药高等专科学校
Chongqing Three Gorges University	重庆三峡学院
Chongqing Three Gorges Vocational College	重庆三峡职业学院
Chongqing University of Arts and Sciences	重庆文理学院
Chongqing University of Education	重庆第二师范学院
Chongqing University of Science and Technology	重庆科技学院
Chongqing Vocational Institute of Engineering	重庆工程职业技术学院
Chongqing Vocational Institute of Tourism	重庆旅游职业学院
Sichuan International Studies University	四川外国语大学
Southwest University - Beibei	西南大学-北碚
Southwest University - Rongchang	西南大学-荣昌
Yangtze Normal University	长江师范学院



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Gansu 21	甘肃
Dingxi Teachers College	定西师专
Gansu Agricultural University	甘肃农业大学
Gansu Industry Polytechnic College	甘肃工业职业技术学院
Gansu Medical College	甘肃医学院
Gansu Political Science and Law Institute	甘肃政法学院
Gansu University of Chinese Medicine	甘肃中医药大学
Gansu Vocational and Technical College of Communications	甘肃交通职业技术学院
Hexi University	河西学院
Lanzhou City University	兰州城市学院
Lanzhou Institute of Technology	兰州工业学院
Lanzhou Jiaotong University	兰州交通大学
Lanzhou Petrochemical College of Vocational Technology	兰州石化职业技术学院
Lanzhou University	兰州大学
Lanzhou University of Arts and Science	兰州文理学院
Lanzhou University of Finance and Economics	兰州财经大学
Lanzhou University of Technology	兰州理工大学
Longdong University	陇东学院
Longnan Teachers College	陇南师专
Northwest Normal University	西北师范大学
Tianshui Normal University	天水师范学院
Wuwei Occupational College	武威职业学院



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Guizhou 24	贵州
Anshun University	安顺学院
Bijie Vocational and Technical College	毕节职业技术学院
Guiyang Nursing Vocational College	贵阳护理职业学院
Guiyang Pre-school Education College	贵阳幼儿师范高等专科学校
Guiyang University	贵阳学院
Guizhou Education University	贵州师范学院
Guizhou Institute of Technology	贵州理工学院
Guizhou Medical University	贵州医科大学
Guizhou Minzu University	贵州民族大学
Guiyang University of Chinese Medicine	贵阳中医学院
Guizhou University	贵州大学
Guizhou University of Commerce	贵州商学院
Guizhou Polytechnic of Construction	贵州建设职业技术学院
Guizhou University of Engineering Science	贵州工程应用技术学院
Guizhou Radio and TV University/Guizhou Vocational Technology Institute	贵州广播电视大学/贵州职业技术学院
Kaili University	凯里学院
Liupanshui Normal University	六盘水师范学院
Qiannan Normal University for Nationalities	黔南民族师范学院
Tongren Polytechnic College	铜仁职业技术学院
Tongren Preschool Education College	铜仁幼儿师范高等专科学校
Tongren University	铜仁学院
Xingyi Normal University for Nationalities	兴义民族师范学院
Zunyi Medical University	遵义医科大学
Zunyi Normal University	遵义师范学院



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Sichuan 24	四川
Chengdu Normal University	成都师范学院
Chengdu University	成都大学
Chengdu University of Information Technology	成都信息工程大学
Chengdu University of Traditional Chinese Medicine	成都中医药大学
Chengdu Polytechnic	成都职业技术学院
China West Normal University	西华师范大学
Luzhou Vocational and Technical College	泸州职业技术学院
Mianyang Teachers' College	绵阳师范学院
Neijiang Normal University	内江师范学院
North Sichuan Medical College	川北医学院
Panzhuhua University	攀枝花学院
Sichuan Agricultural University	四川农业大学
Sichuan College of Architectural Technology	四川建筑职业技术学院
Sichuan Engineering Technical College	四川工程职业技术学院
Sichuan Normal University	四川师范大学
Sichuan Preschool Educators College	四川幼儿师范高等专科学校
Sichuan Tourism University	四川旅游学院
Sichuan University of Arts and Science	四川文理学院
Sichuan University of Science and Engineering	四川轻化工大学
Southwest Medical University	西南医科大学
Southwest Petroleum University	西南石油大学
Xihua University	西华大学
Yibin University	宜宾学院
Yibin Vocational and Technical College	宜宾职业技术学院



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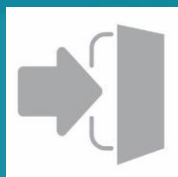


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See Photos of PCV 2018

美中友好志愿者 2018 年度报告





Peace Corps China 24 Volunteers
Swearing-In photo.



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Peace Corps China 24
Volunteers Swearing-In photo.



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Chongqing PCV Sara Wei with nursing students



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Guizhou PCV Tanya Sprang performing
an ancient Chinese poem at a
Mid-Autum Festival celebration: 观沧海
(曹操)



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Guizhou PCV Benjamin Reid
hosting International Folk Music Festival
in Kaili



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Guizhou PCVs Andrew Dieckhoff, Anna Pettee, Conrad Ng and Zoe Novak having a great time at summer project in Sandu.



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Gansu PCVs Garret Smith , Michelle Sapalasan, Annie Hua, James Arthur, Stephanie Dragon, and Trey Daly facilitating teambuilding activities during English Camp.



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Sichuan PCV Dillon Green participating in the Sports Meeting at Panzhihua University.



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Gansu PCVs Brittany Nickerson, Shade Williams, Audrey Schmelzer and Tyson Nickerson trying local food.



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Gansu PCV Anisa Moyo's "Beijing Opera" dance performance group.



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Sichuan PCV Katherine Huang and school supervisors cutting the ribbon for the founding of English Resource Center, which Katherine helped to set up as her secondary project.



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Sichuan PCVs Madison Locicero and Nichole Nicholson, along with other foreign teachers, giving a short speech in Chinese during the New Year's Eve Celebration at Neijiang Normal University.



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Sichuan PCV Nora Mckenna celebrating Christmas with students.



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Gansu PCV Alexandra De Mingo McAllister and her students during an activity for “Compass,” the English learning club of their school.



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Sichuan PCV Cameron Carlson making *zongzi* with counterpart teachers in Nanchong.



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Sichuan PCV Jordan Crider doing a live broadcast in Dazhou



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Sichuan PCV Darian Boylson and teachers from her department celebrating winning a basketball game in Yibin.



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Guizhou PCV Anna Pettee conducting Ultimate Freesbee secondary project at site.



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Chongqing PCV Tara Ancone celebrating Halloween in her local community.



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Chongqing PCV Vanessa Gomez and her students making Christmas cards.



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Chongqing PCVs Jesscia Williams and Seanna Lexilien singing with freshmen students to promote English Club at Chongqing University of Arts and Sciences.



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Gansu PCVs Diana Matson and Talisa Woodroffe with their students at English Corner Thanksgiving dinner.



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Sichuan PCVs Estefani Uribe and Jessica Brown during their secondary activity, “Embracing Me,” empowering female students.



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Chongqing PCV Aimee Jamison uses food to teach her Audiovisual English class about figures of speech.



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Guizhou PCVs Victoria Spencer and Nicholas Vecchio helped their counterpart teachers win prizes in the National Teaching Contest.



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Guiyang PCV Leora Kurtzer works with her students to create advertisements applying the persuasive language they've been studying.



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PCVs and counterpart teachers participate in an intercultural competence activity during the Regional Counterpart Workshop in Guiyang



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Group photo from Guizhou Counterpart Workshop, 2018



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Gansu PCV Edward Zhang in class.



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Sichuan PCV Tasmin Swanson with a student she coached at the FLTRP Cup National English Competition, Sichuan Regional Finals.



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Chongqing PCVs Taylor Knoedl (Left) and Jasmine Wibisono (Right) organized a Halloween party for kids in their community.



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Chongqing PCV Nicolas Payan teaching
local kids English in a community center.



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Sichuan PCVs Jessica Brown and Maria Pervova hosting a Halloween party in Jiangyou.



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Sichuan PCVs Elise Lambert and Steven Westergren with their student whom Elise coached to win

the 3rd prize of FLTRP Cup National English Speech Competition, Sichuan Regional Finals.



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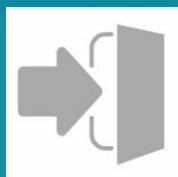
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