

※ Click to open the article page.

①AY2016 Short-term Joint Education Program (Nov. 2016).....	2
- in English	2
- in Khmer	25
②AY2017 Short-term Joint Education Program (Nov.2017).....	49
③AY2016-17 Short-term JEP report	57
④AY2018 Short-term Joint Education Program (Sep.-Oct. 2018).....	59
- Short-term JEP report.....	59
- Practical Report: Tandem Learning during the Short-Term JEP	62
- Group work task in tandem learning (Book introduction) in Khmer 1: "Kokoro" by Soseki Natsume	70
- Group work task in tandem learning (Book introduction) in Khmer 2: "The Old Capital" by Yasunari Kawabata	72
⑤Learning Japanese History in Khmer	74
⑥Learning Japanese Literature in Khmer	76
⑦AY2019 Short-Term Joint Education Program Tandem Learning Practical Report.....	79

①AY2016 Short-term Joint Education Program (Nov. 2016)

- in English

Chumreap-suo! (“Hello!” in Cambodian)

For nine days from November 22 to 30, 2016, we had six students and two teachers visiting Japan from the Royal University of Phnom Penh in Cambodia, which is the partner university of TUFS, for a Short Stay program. I’ m really excited to meet them! Look at what we’ ve lined up for these guests: Japanese classes by Japanese students, Calligraphy, Karate, Shamisen (traditional Japanese musical instrument), visit to Kamakura and Asakusa, Cambodian teachers’ lectures, student presentations, and so on,··· I’ m going to make their one-week trip a fun-filled and exciting one!

November 22 Day 1

(1) Arriving at Narita

Welcome to Japan! You must be tired after such a long trip.

It takes about eight hours from Cambodia to Japan by air. The direct flight between Phnom Penh, the Cambodian capital, and Narita started just four months back, in September!

The group is now on their way in a limousine bus to Kichijo-ji from Narita.



(2) The first lunch in Japan

They have arrived! Finally, they met the Japanese students in TUFS. Today, an instructor in Cambodian Language at TUFS, Ms. Van Sovathana, who has been assigned from the Royal University of Phnom Penh, prepared three Cambodian dishes - *dried fish*, *stir-fried chicken with green pepper*, *stir-fried eggs* and *pickled Daikon radish* - for the students! The dishes were so delicious that their tiredness was blown away! Thank you so much, Ms. Van Sovathana!



(3) Cambodian teachers taking a break!

The vice-president, Ms. Oum Ravy, on the left, and Ms. Duong Chanmettachampavieng of the Faculty of Development studies, on the right, came to Japan from the Royal University of Phnom Penh. It’ s such a pleasure to meet you!



(4) Short Stay Opening Ceremony

This year, students from three countries, Myanmar, Laos, and Cambodia, came to Japan for the Short-Stay program. I hope you enjoy your stay in Japan! (Can you spot me in the picture?)



(5) Cambodian Play at GAIGOSAI (TUFS school festival)

We took the students to watch the annual Cambodian play put up by the sophomores. This year, the play chosen was “Ken Kon snake” ! This is a famous story that has been the plot of several movies in Cambodia. While the husband is away from home to earn a living, his wife gets involved with a big snake, Ken Kon, which lives in the forest, and she has an affair with the snake. When the husband finally comes to know the truth, he takes revenge, and the story goes on. ...

This is the first long story that students majoring in Cambodian at TUFS read when they are in their freshman year.



Although Cambodian students were sitting in the front rows watching the play, the Japanese

students did not appear nervous and put up a great performance!



(6) World Restaurants at GAIGOSAI

What we looked forward to as much as the play was the food stalls or miniature restaurants set up by the freshmen, with delicacies of various countries to tempt the visitors. The name of the Cambodian restaurant this year was “Nyam-Nyam-Porm,” which means, “Enjoy eating mouthfuls.”



Now, let me introduce you to some Cambodian dishes.

One of the Cambodian dishes sold at the GAIGOSAI restaurants is “Moan-Char-Khnyai.” This is a dish in which chicken (Moan) is stir-fried (Char) with ginger (Khnyai), and since this goes well with rice, one can eat several bowls of rice! But, but,….Don’ t eat me!!!!

Ms. Sovathana says people add pork or frogs instead of chicken depending on their taste and in places where chicken is not easily available. Plus, try Cambodian beer with it if you are over 20!





During this Short Stay, all the students participated in various activities in groups comprising Japanese and Cambodian students. Today, they formed groups and enjoyed the outside-campus stroll and the GAIGOSAI. Some groups went into Kichijo-ji; however, I heard that it was hard to find tables in restaurants and get food because it was the holiday season. Eventually, all of them returned to TUFS, exhausted and happy!

(7) Showing Ms. Ravy around

The vice-president of RUPP, Ms. Oum Ravy, is a former student of a university in Japan.

You haven't come here for a long time, have you? How about some Japanese food?



November 24, Day 3

(8) First one-day-visit~Kamakura~

The first one-day visit we made was to Kotokuin and Tsurugaoka-hachimangu in Kamakura. Surprisingly, Tokyo had its first snow of the season this day! This was the first time in 54 years the Kanto region had snowfall in November!! And this was the first time Cambodian students saw snow, and they were so thrilled they didn't feel the cold at all………NO! It was not as if they couldn't feel the cold because, it was very cold! It snowed in good time, and I took a photograph with the Great Buddha as a keepsake … This experience was a memorable one for all the students of the short-study abroad program.



(9) After enjoying the visit to Kotokuin in the snow, it was time for lunch! The Japanese students answered all the questions in clear Cambodian to the Cambodian students. That' s amazing! I' m going to study Cambodian as well... "Chomuriappu-suo! Knyomu, ku, moan." (Hello! I am a chicken.)



During the Short Stay program, the Japanese students in each group interpreted for the Cambodian students various situations as part of the activities. As they were with the Cambodian students throughout the day, the one-day visit was a great opportunity for them to exercise their language skills in Cambodian language, which they had learned!



(10) Komachi-dori street~Tsurugaokahachimangu

Freshly baked rice crackers and dumpling ... We walked through Komachi-dori street, that' s my favorite place since I was a baby bird. The students were all happy and smiling as we got to Tsurugaokahachimangu!





They told us that most temples except the Chinese ones in Cambodia do not have Omikuji (paper fortune), and this was the first time these Cambodian students experienced Omikuji. The Japanese students were reading out the fortune from the bits of paper and explaining in Cambodian the fortune predicted for each student! “Chu-kichi” (average luck) means this ... and so on.



November 25, Day 4

(11) Lecture 1

Today, the vice-president of RUPP, Ms. Ravy, gave a lecture on the theme of “Higher Education in Cambodia and the International Exchange Program of the Royal University of Phnom Penh.” The students listened in rapt attention!



(12) Preparing for the presentations

The Cambodian students began to prepare for the presentations to be made in front of Japanese students on the last day. Each student chose a theme for the presentation, which was noted down by Mr. Sokun.



They held discussions among themselves to ensure there was no repetition of themes and started preparations individually on Japanese vellum.



The themes were, “I was once a newspaper-selling girl on the street,” “The share house I live in,” “The activities at the Cambodian traditional dance club,” and so on.



(13) Japanese culture trial class <1>

In the afternoon, the Japanese culture trial class was held. The first was a Karate session coached by a Japanese student expert in Karate. Students gathered at the Japanese-style room in TUFS and were highly excited to try Karate for the first time. They learned how to wear Obi, the belt, and got ready for the class!



This was the first time for the Japanese students as well to learn Karate. What a nice smile!



Women too were keen on learning Karate.



They learned how to sit in the right posture for Karate, with the Budo spirit. They seem to be practicing Karate with such seriousness while having fun at the same time!



They enjoyed the professional coaching sample! Cool!!!



Finally, we took photographs to commemorate the karate class. Everyone is looking sharp!!



(14) Shamisen

Next, another Japanese student of the Cambodian department in TUFS played the Shamisen and the Cambodian students enjoyed the sounds of the traditional Japanese musical instrument. Some of them got an opportunity to touch and try playing the Shamisen, and this was a wonderful experience for them!



(15) Thank you, for the trial classes

In return for karate and shamisen trial classes, the Cambodian students taught a Cambodian song and dance to thank the Japanese students. The woman singing at the center is Ms. Kunthea. The song is similar to the Japanese Bon odori, but the movements of the hands and feet are difficult! Thank you for the beautiful singing and dancing!



November 26, Day 5

(16) Second one-day-visit~Asakusa~

We visited Edo-Tokyo museum and Senso-ji temple in Asakusa on the second one-day trip!



It might be hard for foreigners to read this font of the Kanji character!



I've seen this bicycle in a history textbook when I was a high school student! I rode it now for the first time, so Sabba-i (It was fun)!!!



You may often see a rickshaw used for sightseeing on the streets of Asakusa; however, today is the first time we rode in an Edo-era rickshaw!



(17) We were moving toward the Senso-ji temple. It was a beautiful and perfect day for the trip! We could see the Sky Tree in front of us! Is this the Sky Tree everyone talks about? It's really tall!!!



The Senso-ji was crowded. The Cambodian students and teachers drew paper fortunes not only in Kamakura but in Senso-ji as well. I heard that Ms. Chanmettachampavieng had “Sho-kichi” (small blessing) on her fortune!



All the students enjoyed Nakamise-dori shopping street and the townscape in Asakusa: for instance, they loved having the melon-flavor ban, which is famous in Asakusa and Ningyo-yaki, drinking a rare pink-color Ramune soda, having many cups of coffee, buying unique gifts like Japanese ornaments, and so on.

Mr.Sambath too walked on the streets in Asakusa with the male Japanese students! I had a great time too, and took an extreme close-up shot of myself alone.



November 28, Day7

(18) Lecture 2

In her second lecture, Ms. Chanmettatchampavieng spoke about the theme of “Cambodian community development.” A senior of the Cambodian department translated Cambodian to Japanese. From freshmen to seniors, all listened to the lecture and asked many questions. They learnt quite a lot, just as they had from the first lecture!



(19) Lunch time

During the Short Stay program, we had three days when both Japanese and Cambodian students were able to have lunch together at TUFS. When the Japanese students went to save seats in the cafeteria for everyone, many students who had studied Cambodian language but had not signed up for the Short Stay program gathered around and enjoyed having lunch with the Cambodian students.

Ramen Noodles in the cafeteria and the cup soups in the co-op were the most popular among the Cambodians! Oh, that reminds me, a Cambodian student who had come to study in TUFS before also loved Miso-ramen!



(20) Japanese language class

The Japanese students who had studied Cambodian conducted a Japanese language class for the Cambodian students today. They learned from texts prepared beforehand by Japanese students.



The Cambodian students completed self-introduction sentences like “My name isOO. I like OO.” They filled in the blanks with their choice, for example, “I like taking photos,” “I like going shopping,” “I like trees,” and so on. And the Japanese students taught them how to pronounce it and write it.



The Cambodian students read aloud the sentences they had written many times, and practiced voluntarily! The sentences written by each student were different, and they were able to express what they wanted in Japanese!



The next class was the “Shodo-trial class,” and the Cambodian students learnt to write their names in Kanji. Of course, the names of Cambodians use Cambodian characters, so the Shodo instructor created their names in Kanji by choosing the best ones that sound similar to their Cambodian name. (For instance, “vi” of Ms. “Chanmettachampavieng” is 「美」 in Kanji.)

In this Japanese class, the Japanese students explained the meanings of each Kanji character chosen as their name by the instructor. When they were explained about 「美」, the Cambodians squealed in joy, or when they were explained the meaning of the number 「八」, they laughed aloud, and so on. This became a wonderful class!



(21) Shodo trial class

Next, the Shodo trial class was conducted under Ms. Akemi Katsuta’s instructions. This was the first time they used the tools of Shodo! They started by making Sumi.



They tried using a new pen and writing their own name. Ms. Akemi had prepared a sample of their Kanji names beforehand. All the Cambodian students had good posture, and we were surprised that they could write Kanji very well!!!



They carefully watched the sample being made. Although most of the Japanese students who joined this class as supporters hadn't done Shodo for a long time, they tried to recall their learning and advised the Cambodian students on how to use the pen, Bunchin, and paper, and write.



The Cambodian students became fascinated with Shodo, and soon started using a lot of paper to write. Finally, they were given what they wrote and the tools as a souvenir. Please try out Shodo in Cambodia too!



November 30, the Final Day

(22) Presentations 「The university life in Cambodia」 @the Multiple Language Lounge

The first half of presentation was held in Cambodian language without an interpreter since there were only senior Japanese students. This was the last assignment of the one-week Short Stay!



The three Cambodian students soon finished their presentations and were able to relax! Good job!!



Many Japanese students who had finished their other classes were able to come and listen to the latter half of presentations, and the large audience included Japanese and Cambodian teachers as well. During the presentation, the audience was surprised to hear that one of the Cambodian students makes clothes by herself and sells them online! One of the instructors noted down the website address that she provided! They asked several questions, and the presentations turned out to be wonderful and interesting!



(23) Closing ceremony

After the presentations, the Closing ceremony of the Cambodian and Laos Short Stay program was held at the Multiple Language Lounge. All the student names were read out, and the vice-president of TUFS, Ms. Kayoko Hayashi, handed the certification to each student. It's time to wrap-up the week-long Short Stay program.

When I asked them, "How was your short stay in Japan?" "I want to stay in Japan longer!," "One week passed rapidly and it is too short!," they said. They were really sad that their study-abroad program in Japan had come to an end.



After taking photographs of everybody, the Laos students performed a dance as a parting gift for the Japanese students. Cambodian and Japanese students also joined in the dance, and they enjoyed the first Laos dance saying, “It’s so difficult!,” “Did I do it right?,” and so on.



The Cambodian students also danced their traditional Cambodian dance “Arappia” for the Japanese. All the students danced in a circle and enjoyed the last moments of their interactions during the Short Stay program. Laos and Cambodian students, thank you so much for your fantastic presents!!!



At the party after the closing ceremony, all the students spent time with the Japanese students and teachers eating snacks and taking photographs.



The Cambodian students were given files bearing the Japanese Ukiyoe-design by Ms. Van Sovathana!!

They got Japanese souvenirs and we got great smiles!!



(24) To Narita

Soon after the closing ceremony ended, they rapidly changed into their travel clothes and said goodbye to TUFS! They took a limousine bus from Chofu station to Narita...

The Short Stay program got over all too quickly; however, it was a fulfilling week. Good job!

Now that you've finished the overseas study in Japan, I'm looking forward to you becoming a bridge between Japan and Cambodia in the future!!



- in Khmer

ជម្រាបសួរ ! (ជប៉ុន គេហៅថា “ខននីជីវ៉ា”)

និស្សិត ៦នាក់ និង សាស្ត្រាចារ្យ ២នាក់ នៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ ដែលជា សាកលវិទ្យាល័យមានកិច្ចព្រមព្រៀងនឹងសាកលវិទ្យាល័យយើងខ្ញុំនេះ បានមកធ្វើទស្សនកិច្ចសិក្សារយៈពេលខ្លីនៅប្រទេសជប៉ុនចំនួន៩ថ្ងៃ គឺពីថ្ងៃទី២២ ដល់ថ្ងៃទី៣០ ខែវិច្ឆិកា ឆ្នាំ ២០១៦។ ខ្ញុំក៏មានចិត្តរំជើបរំជួលមុនពេលអ្នកទាំងនោះមកដល់។ ក្នុងដំណើរទស្សនកិច្ចសិក្សាមួយអាទិត្យនេះ មានកម្មវិធីជាច្រើន ដូចជា ការបង្រៀនភាសាជប៉ុនដោយនិស្សិតជប៉ុន ការសរសេរអក្សរដោយប្រើដក់ ការសាកល្បងកីឡាការ៉ាតេ ការកូតស្យាមីសែន ការធ្វើទស្សនកិច្ចសិក្សានៅខាម៉ាតូរ៉ា និងអាសាគូសា បាបកថាដោយសាស្ត្រាចារ្យខ្មែរ ការធ្វើបទបង្ហាញដោយនិស្សិតខ្មែរ ជាដើម។

ថ្ងៃទី២២ ខែវិច្ឆិកា ៖ ថ្ងៃទីមួយនៃកម្មវិធី

(១) មកដល់អាកាសយានដ្ឋានណារីតា

សូមស្វាគមន៍ចំពោះអ្នកទាំងអស់គ្នាដែលបានធ្វើដំណើរមកពីចម្ងាយ !

ប្រហែលជា៤ខែមុន គឺនៅខែកញ្ញា មានយន្តហោះដែលហោះហើរត្រង់ពីភ្នំពេញមកណារីតា ហើយការធ្វើដំណើរនេះ ត្រូវចំណាយជិត៧ម៉ោង។ ពេលមកដល់ណារីតា ត្រូវជិះរថយន្តក្រុងលីមូហ្ស៊ីន ទៅយីជិយ៉ូហ្ស៊ី។



(២) បាយថ្ងៃត្រង់ដំបូងបំផុតនៅប្រទេសជប៉ុន

បានជួបនឹងនិស្សិតជប៉ុននៅសាកលវិទ្យាល័យភាសាបរទេសតូក្យូ។ នៅថ្ងៃនោះ អ្នកគ្រូ
បង្រៀនភាសាខ្មែរឈ្មោះ វ៉ាន់ សុវណ្ណនា ដែលសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញបញ្ជូនមក
សាកលវិទ្យាល័យភាសាបរទេសតូក្យូបានធ្វើម្ហូបខ្មែរសម្រាប់ទទួលនិស្សិតទាំងនោះ។
ម្ហូបអាហារមានបីមុខគឺ ត្រីងៀត ឆាម្ទេសប្លោកនិងសាច់មាន់ និងចៀនពងមាន់និងឆៃ
ពៅ។ ម្ហូបទាំងនោះឆ្ងាញ់ណាស់ ដែលធ្វើឱ្យនិស្សិតទាំងនោះមានកម្លាំងឡើងវិញ
បន្ទាប់ពីបានធ្វើដំណើរពីចម្ងាយ។ អ្នកគ្រូ ! ឆ្ងាញ់ណាស់ សូមអរគុណ!



[៣] គ្រូៗបានសម្រាកមួយរយៈពេល

រូបខាងក្រោមនេះ គឺអ្នកគ្រូពីរនាក់មកពីសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ។ ខាងឆ្វេងគឺ
អ្នកគ្រូអ៊ុំរ៉ាវី សាកលវិទ្យាធិការរង និងខាងស្តាំគឺអ្នកគ្រូដូងច័ន្ទមេត្តាចំប៉ាវៀង សាស្ត្រាចារ្យ
ដេប៉ាតឺម៉ង់អភិវឌ្ឍន៍ជនបទ។ សូមស្វាគមន៍អ្នកគ្រូ !



[៤] ពិធីបើកវគ្គទស្សនកិច្ចសិក្សារយៈពេលខ្លី

លើកនេះ មាននិស្សិតមកពីបីប្រទេសគឺ មីយ៉ាន់ម៉ា ឡាវ និងកម្ពុជា។ ពីថ្ងៃនេះទៅ
មួយអាទិត្យ សូមស្នាក់នៅឱ្យបានសប្បាយទាំងអស់គ្នា ! (តើខ្ញុំនៅឯណាទៅ ?)



(៥) មើលល្ខោនសំដែងជាភាសាបរទេស នៅក្នុងកម្មវិធី ទិវាបុណ្យភាសាបរទេស

ជារៀងរាល់ឆ្នាំ និស្សិតឆ្នាំទី២តែងតែមើលល្ខោនសំដែងជាភាសាខ្មែរ។ ឆ្នាំនេះ គេមើលរឿង "ពស់គេងកង" ។ គឺជារឿងព្រេងខ្មែរមួយដែលគេបានយកមកធ្វើជាភាពយន្តខ្មែរជាច្រើនដងហើយ។ នេះគឺជារឿងរបស់ប្តីប្រពន្ធមួយគូរ ។ នៅពេលប្តីចេញទៅរកស៊ីប្រពន្ធដែលនៅចាំផ្ទះ បានទៅស្រឡាញ់ពស់ធំមួយឈ្មោះគេងកង នៅក្នុងព្រៃ។ ពេលប្តីដឹងទៅ។ នេះគឺជារឿងនិទានមួយវែង ដែលនិស្សិតសាកលវិទ្យាល័យភាសាបរទេសដែលសិក្សាភាសាខ្មែរ បានអានដំបូង នៅឆ្នាំទីមួយ។



អ្នកសំដែងបានសំដែងយ៉ាងល្អ រហូតដល់ចប់ ដោយគ្មានភិតភ័យ ទោះជាមាននិស្សិតខ្មែរអង្គុយនៅជួរមុខគេក៏ដោយ។



[៦] ហាងម្ហូបខ្មែរ @ទីវបុណ្យភាសាបរទេស

ក្រោយពីបានមើលល្ខន្ត គេទាំងអស់គ្នាបានទៅញ៉ាំម្ហូបខ្មែរ។ ហាងនោះឈ្មោះ “ញ៉ាំញ៉ាំ ពម” មានន័យថា ញ៉ាំឡើងប៉ោងបបូរមាត់។



ខ្ញុំសូមណែនាំឱ្យស្គាល់ម្ហូបខ្មែរខ្លះ ។

ក្នុងទីវបុណ្យភាសាបរទេសឆ្នាំនេះ គេបានលក់ម្ហូបខ្មែរ ហើយក្នុងនោះមាន មាន់ឆាខ្ចី។ ម្ហូបនេះត្រូវនឹងបាយណាស់ អាចញ៉ាំបាយបានច្រើន។ ប៉ុន្តែខ្ញុំ សូមកុំញ៉ាំខ្ញុំ !

អ្នកគ្រូសុវណ្ណនាបាននិយាយថា បើសិនជាពិបាករកសាច់មាន់ អ្នកខ្លះប្រើសាច់ជ្រូក ឬ កង្កែបជំនួសក៏មានដែរ។ បើសិនជាមានអាយុ២០ឆ្នាំឡើង សូមសាកល្បងនឹងបីវ័យខ្មែរ ដែរ !



ក្នុងកំឡុងពេលស្នាក់នៅរយៈពេលខ្លីលើកនេះ និស្សិតខ្មែរម្នាក់និងនិស្សិតជប៉ុន២ ឬ៣ នាក់ធ្វើសកម្មភាពរួមគ្នា ហើយថ្ងៃនេះ គេបានចែកជាក្រុមៗ ហើយដើរកំសាន្តក្នុង បរិវេណសាកលវិទ្យាល័យ និងចូលរួមសប្បាយក្នុងទិវាបុណ្យភាសាបរទេស។ បន្ទាប់មក ក៏បានទៅលេងរហូតដល់យើងយ៉ូយី តែត្រូវជាថ្ងៃបុណ្យផង មានមនុស្សច្រើនណាស់ ដូច្នេះពិបាករកន្លែងហូបបាយ ហើយពេលត្រឡប់មកវិញ មានក្រុមខ្លះហាត់អស់កម្លាំង ខ្លាំងណាស់។

(៧) ការណែនាំឱ្យស្គាល់អ្នកគ្រូរ៉ាំរ៉ៃ

អ្នកគ្រូរ៉ាំរ៉ៃ ដែលជាសាកលវិទ្យាធិការរង ធ្លាប់មកសិក្សានៅសាកលវិទ្យាល័យជប៉ុន។

អ្នកគ្រូ ! អ្នកគ្រូ ! អ្នកគ្រូខានហូបបាយជប៉ុនយូរហើយ តើយ៉ាងម្តេចដែរ បាយឆ្ងាញ់ ឬទេ ?



ថ្ងៃទី២៤ ខែវិច្ឆិកា ៖ ថ្ងៃទីបីនៃកម្មវិធី

(៨) ទស្សនកិច្ចសិក្សាមួយថ្ងៃ ៖ លើកទីមួយ ~ទៅខាម៉ាគូរ៉ា~

ទស្សនកិច្ចសិក្សាមួយថ្ងៃ លើកទីមួយ គឺទៅ Kotoku-In និង Truruokahachimangu នៅខាម៉ាគូរ៉ា។

ថ្ងៃនេះ ព្រឹលធ្លាក់។ ព្រឹលធ្លាក់ដំបូងនៅកណ្តាលក្រុងនៅខែវិច្ឆិកាបែបនេះ ខានធ្លាក់៥៤ឆ្នាំហើយ !! និស្សិតខ្មែរដែលបានឃើញព្រឹលលើកដំបូងនេះ សប្បាយចិត្តណាស់ តែគេរងារខ្លាំងណាស់ !! នេះជាឱកាសល្អណាស់ ខ្ញុំក៏បានថតរូបមួយសន្លឹកនៅមុខព្រះពុទ្ធរូបដ៏ធំនេះទុកជាអនុស្សាវរីយ៍។ នេះគឺជាអនុស្សាវរីយ៍ដ៏ល្អសម្រាប់និស្សិតទាំងអស់ដែលបានមកសិក្សារយៈពេលខ្លីនេះ ។





១) បន្ទាប់ពីបានលេងយ៉ាងសប្បាយនៅវត្ត Kotoku-In ក្រោមមេឃធ្លាក់ព្រិល យើងទាំងអស់គ្នាបានទៅញាំបាយជាមួយគ្នា។ និស្សិតជប៉ុនបានឆ្លើយចំពោះចម្ងល់របស់និស្សិតខ្មែរជាភាសាខ្មែរ។ ពូកែមែន ! ខ្ញុំក៏ចង់រៀនភាសាខ្មែរដែរ ។ ជម្រាបសួរ ! ខ្ញុំគឺមាន !!!



ក្នុងកំឡុងពេលស្នាក់នៅរយៈពេលខ្លីនេះ និស្សិតជប៉ុនបានជួយបកប្រែតាមកន្លែងនីមួយៗ ។ ជាពិសេស នេះគឺជាឱកាសមួយដ៏ល្អដើម្បីប្រើភាសាខ្មែរដែលខ្លួនបានខំប្រឹងប្រែងសិក្សា ជាមួយនឹងនិស្សិតខ្មែរដែលខ្លួនទទួលបានបន្ទុក ដើម្បីឱ្យអ្នកទាំងនោះបានសប្បាយរីករាយពេញមួយថ្ងៃ !



[10] ពីផ្លូវភូមាជិ ឆ្ពោះទៅវត្ត Truruokahachimangu

មានលក់នំសែមបេ នំដាំងហ្វូ ។ យើងដើរតាមផ្លូវភូមាជិ ដែលខ្ញុំចូលចិត្តតាំងពីតូចមក ឆ្ពោះទៅវត្ត Truruokahachimangu ។ អ្នកទាំងអស់គ្នាបានទៅដល់ទាំងមុខរីករាយ !



នៅកម្ពុជា ក្រៅពីវត្តចិន គ្មានក្រដាសទំនាយទេ ដូច្នេះនិស្សិតមកពីកម្ពុជាបានសាកល្បងលើកដំបូង។ គេកំពុងតែអានក្រដាសទំនាយ ! គេទាយថា " សំណាងបង្អួច " ។



ថ្ងៃទី២៥ ខែវិច្ឆិកា ៖ ថ្ងៃទីបួននៃកម្មវិធី

(11) សិក្ខាសាលា (បាបកថា) លើកទី១

ថ្ងៃនេះ អ្នកគ្រូរ៉ាំរ៉ៃបានមកធ្វើបាបកថា។ ប្រធានបទគឺ "ការអប់រំនៅថ្នាក់ឧត្តមសិក្សាកម្ពុជា និង ទំនាក់ទំនងអន្តរជាតិនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ" ។ អ្នកចូលស្តាប់បានស្តាប់យ៉ាងយកចិត្តទុកដាក់ !



(12) ការត្រៀមដើម្បីធ្វើបទបង្ហាញ

និស្សិត្យខ្មែរបានត្រៀមដើម្បីធ្វើបទបង្ហាញនៅថ្ងៃចុងក្រោយនៃទស្សនកិច្ច ។ ម្នាក់ៗបានកំណត់ប្រធានបទនៃបទបង្ហាញរបស់គេ ។ សុខុនបានចាប់ផ្តើមសរសេរ ។



អ្នកទាំងអស់គ្នាបានសម្របសម្រួល

ដើម្បីកុំឱ្យមានការជ្រើសរើសប្រធានបទជាន់គ្នា

បន្ទាប់មក គេក៏ចាប់ផ្តើមសរសេរនៅលើក្រដាសធំ ។



ម្នាក់ៗបានកំណត់ប្រធានបទរបស់គេ ដូចជា "ខ្ញុំជានារីក្មេងលក់កាសែតតាមផ្លូវ" "ផ្ទះដែលខ្ញុំរស់នៅរួម" "សកម្មភាពក្តីបរចាំខ្មែរ" ជាអាទិ៍ ។



[13] ថ្នាក់ទទួលបទពិសោធន៍អំពីវប្បធម៌ជប៉ុន (១)

នៅពេលល្ងាច មានថ្នាក់ទទួលបទពិសោធន៍អំពីវប្បធម៌ជប៉ុន ។ ថ្នាក់សិក្សាខាងក្រោម

ដោយនិស្សិតជប៉ុនដែលមានខ្សែក្រវ៉ាត់ខ្មៅ ! គេនាំគ្នាមកបន្ទប់មានតាតាមីនៅក្នុង
សាកលវិទ្យាល័យ ហើយម្នាក់ៗត្រេកអរនឹងសាកល្បងហាត់ក្បាច់គុណជាលើកដំបូង
។ គេចាប់ផ្តើមពីការចងក្រវ៉ាត់ ហើយម្នាក់ៗខំណាស់ ។



នេះគឺជាបទពិសោធន៍លើកទីមួយ ដូច្នេះ និស្សិតជប៉ុនពោរពេញទៅដោយទឹកមុខញញឹមដែរ !



បន្ទាប់មក ក្រុមនារីៗ ។ ម្នាក់ៗមានការចាប់អារម្មណ៍ណាស់ ។



គេបានសិក្សាអំពីរបៀបអង្គុយ ឥរិយាបថ និងទស្សនវិជ្ជានៃក្បាច់គុណ ។ ម្នាក់ៗធ្វើតាមយ៉ាងយកចិត្តទុកដាក់ !



គេសប្បាយចិត្តណាស់ នឹងធ្វើតាម ! ពិតជាខ្លាំងមែន !!!



ចុងបញ្ចប់ គេនាំគ្នាថតរូបអនុស្សាវរីយ៍ ។ ពិតជាល្អណាស់ !!

[14] ស្យាមីសែន

បន្ទាប់មក និស្សិតសាកលវិទ្យាល័យភាសាបរទេសជប៉ុន ដែលសិក្សាភាសាខ្មែរ បាន កូតស្យាមីសែន។ គេបានស្តាប់ការកូតឧបករណ៍ដង្រ្កីបុរាណរបស់ជប៉ុន។ បន្ទាប់មក

និស្សិតខ្មែរក៏បានសាកល្បងកូតដែរ !! នេះគឺជាបទពិសោធន៍មួយល្អណាស់ ។



(15) ការឆ្លើយតបពីសំណាក់និស្សិតខ្មែរ

បន្ទាប់ពីបានទទួលនូវបទពិសោធន៍អំពីខាវ៉ាតេ និង ស្យាមីសែនពីនិស្សិតជប៉ុន និស្សិតខ្មែរក៏បានសងវិញ ដោយការបង្រៀនច្រៀងនិងរាំដល់និស្សិតជប៉ុនវិញ។ គុន្ទារឈរច្រៀងនៅចំកណ្តាល ។ គេនាំគ្នារាំរង់ ដែលមានក្បាច់ប្រហាក់ប្រហែលនឹងបុរាណដើមខ្មែរដែរ តែពិបាកធ្វើកាយវិការដៃនិងជើង ! សូមអរគុណចំពោះចម្រៀងនិងរបាំដ៏ល្អនេះ !



ថ្ងៃទី២៦ ខែវិច្ឆិកា ៖ ថ្ងៃទីប្រាំនៃកម្មវិធី

(១៦) ទស្សនកិច្ចសិក្សាពេញមួយថ្ងៃ លើកទី២ ~អាសាគូសា~

ទស្សនកិច្ចសិក្សាពេញមួយថ្ងៃ នៅអាសាគូសា សារមន្ទីរអេដូតូក្យូ និងវត្តសិនស្វយី !



ក្បាច់អក្សរខាន់ៗនេះ ពិបាកអានក៏មិនដឹង !!



ពេលនៅរៀននៅវិទ្យាល័យ ខ្ញុំបានឃើញកង់បែបនេះនៅក្នុងសៀវភៅប្រវត្តិសាស្ត្រម្តងហើយ ។ ខ្ញុំក៏បានជិះជាលើកដំបូង ! សប្បាយណាស់ !



នៅអាសាគូសា ឥឡូវនេះក៏មានឆែកែវសម្រាប់ទេសចរណ៍ដែរ តែថ្ងៃនេះ គឺជាបទពិសោធន៍ដំបូងអំពីឆែកែវនៃសម័យអេដូ !



[17] បន្ទាប់មក យើងបានទៅវត្តសិនសូយី ។ ថ្ងៃនេះអាកាសធាតុល្អណាស់ សម្រាប់ទស្សនកិច្ចសិក្សា ! ពេលនោះ Tokyo Sky Tree បានលេចថ្លូនៅមុខយើង ។ នេះហើយ Tokyo Sky Tree ដ៏ល្បីនោះ ពិតជាខ្ពស់មែន !



នៅវត្តសិនសូយី ក៏មានមនុស្សច្រើនដែរ ។ និស្សិតខ្មែរ និងជប៉ុន ក៏បានហូតក្រដាស

ទំនាយ ដូចនៅខាម៉ាតូរ៉ាដែរ ។ អ្នកគ្រូចំប៉ាវៀនចាប់បានសន្លឹក "សំណាងតិច" !



នៅអាសាគូសា យើងបានញ៉ាំនំប៉័ងមេឡុង នំស្វ័យសណ្តែក ផឹកទឹកឡាំណាពណ៌ ផ្កាឈូកដំប្លែក ផឹកកាហ្វេដែលខ្ញុំចូលចិត្ត ទិញវត្ថុអនុស្សាវរីយ៍ចម្លែកៗ គឺម្នាក់ៗដើរយ៉ាង សប្បាយតាមដងផ្លូវដែលមានហាងសងខាង ឬដើរមើលអាសាគូសា ។

សម្បត្តិក៏បានដើរលេងជាមួយនឹងនិស្សិតប្រុសៗដប៉ុនដែរ ។ ខ្ញុំសប្បាយណាស់ ហើយក៏ បានថតរូបពង្រីកយ៉ាងធំ.....



ថ្ងៃទី២៨ ខែវិច្ឆិកា ៖ ថ្ងៃទីប្រាំពីរនៃកម្មវិធី

(១៨) សិក្ខាសាលាលើកទីពីរ

ក្នុងសិក្ខាសាលាលើកទីពីរនេះ អ្នកគ្រូចំប៉ាវៀនបានពន្យល់អំពី "ការអភិវឌ្ឍន៍តំបន់នៅកម្ពុជា

ជា" ។ និស្សិតឆ្នាំទី៤ ជាអ្នកបកប្រែពីខ្មែរមកជប៉ុន។ និស្សិតឆ្នាំទី១ ដល់ឆ្នាំទី៤ បានចូលស្តាប់ ហើយមានសំណួរជាច្រើន ។ នេះគឺជាពេលវេលាដ៏មានតម្លៃមួយ ដូចសិក្សាសាលាលើកទីមួយដែរ !



[19] បាយថ្ងៃត្រង់

ក្នុងកំឡុងពេលស្នាក់នៅរយៈពេលខ្លីនេះ និស្សិតខ្មែរនិងជប៉ុនបានញ៉ាំបាយថ្ងៃត្រង់ជាមួយគ្នាចំនួន៣ដង។ យើងបានយកកន្លែងអង្គុយទុកជាមុន ហើយមាននិស្សិតជប៉ុនដែលសិក្សាភាសាខ្មែរដែលមិនបានចូលរួមក្នុងកម្មវិធីនេះជាច្រើននាក់ បានចូលរួមយ៉ាងសប្បាយក្នុងពេលបាយដែរ។

និស្សិតខ្មែរចូលចិត្តគុយទាវរ៉ាំម៉ែរបស់អាហារដ្ឋាន និងមីកំប៉ុងដែលគេលក់នៅសហករណ៍និស្សិត ! ខ្ញុំនឹកឃើញហើយ និស្សិតបរទេសមុនៗក៏ដូចជាចូលចិត្តមីស្វរ៉ាំម៉ែដែរ ។



[20] ថ្នាក់សិក្សាភាសាជប៉ុន

ថ្ងៃនេះ គឺជាថ្ងៃបង្រៀនភាសាជប៉ុនដោយនិស្សិតជប៉ុនដែលសិក្សាភាសាខ្មែរ ។ គេបានប្រើឯកសារបង្រៀនដែលគេបានត្រៀមពិសេសដោយខ្លួនឯង ។



ពេលនោះ និស្សិតជប៉ុនដែលអង្គុយនៅជិតៗបានបង្រៀនឱ្យនិយាយនិងសរសេរអំពីឃ្លាសម្រាប់ណែនាំខ្លួន ដូចជា "ខ្ញុំឈ្មោះ :។ ខ្ញុំចូលចិត្ត" ដោយឱ្យនិស្សិតខ្មែរបំពេញកន្លែងចន្លោះទាំងនេះ ទៅតាមអ្វីៗដែលខ្លួនចង់ ហើយបង្រៀនឱ្យចេះនិយាយថា "ខ្ញុំចូលចិត្តថតរូប" "ខ្ញុំចូលចិត្តទៅទិញឥវ៉ាន់" "ខ្ញុំចូលចិត្តរុក្ខជាតិ" ជាដើម ។



និស្សិតម្នាក់ៗបានអានដោយបញ្ចេញសម្លេង នូវអត្ថបទដែលខ្លួនបានតែង ! ម្នាក់ៗអាចនិយាយជាឃ្លាជប៉ុនទៅតាមគំនិតដែលខ្លួនចង់និយាយ !!



តាមពិតម៉ោងបន្ទាប់ គឺជាម៉ោង "សាកល្បងសរសេរអក្សរជប៉ុនដោយប្រើដក់" ។ ពេល

នោះ ម្នាក់ៗសរសេរឈ្មោះខ្លួនឯងដោយប្រើអក្សរខាន់យី ។ ឈ្មោះខ្មែរ គេសរសេរជា
អក្សរខ្មែរទេ ហេតុនេះហើយ គ្រូបង្រៀនសរសេរអក្សរដោយប្រើដក់ បានរកអក្សរខាន់យី
ណាដែលមានសម្លេងប្រហាក់ប្រហែលនឹងឈ្មោះខ្មែរយកមកប្រើ (ឧទាហរណ៍ ឈ្មោះ "ចំ
ប៉ារ៉េន" គាត់បានយកអក្សរ 美 ដែលមានសម្លេងប្រហាក់ប្រហែលនឹង "រី" មកប្រើជំនួស)
។

បន្ទាប់មក នៅក្នុងម៉ោងសិក្សាភាសាជប៉ុននេះ និស្សិតជប៉ុនបានពន្យល់ន័យនៃអក្សរខាន់
យីដែលគេប្រើសម្រាប់សរសេរឈ្មោះនិស្សិតខ្មែរនោះម្តងមួយៗ ។ ពេលពន្យល់ដល់អក្សរ
美 ឬលេខ 八 និស្សិតខ្មែរសើចហូរយ៉ាងសប្បាយ ។



[២១] ការសាកល្បងសរសេរអក្សរដោយប្រើដក់

បន្ទាប់មក គឺជាការសាកល្បងសរសេរអក្សរដោយប្រើដក់ ដែលដឹកនាំដោយអ្នកគ្រូខាត្ស៊ី
តា ។

និស្សិតខ្មែរកាន់ដក់ជាលើកដំបូង ! ដំបូង គេចាប់ផ្តើមពីការខាត់ធ្វើទឹកខ្មៅប្រើសម្រាប់ដក់
។



ម្នាក់ៗចាប់ផ្ដើមសាកល្បងសរសេរឈ្មោះខ្លួនឯងដោយប្រើដក់ ។ គេបានសរសេរតាមគំរូដែលអ្នកគ្រូខាត្សីតាបានត្រៀមទុកជាមុន ។ ខ្ញុំភ្ញាក់យ៉ាងខ្លាំង ដោយសារតែម្នាក់ៗអង្គុយត្រង់ខ្លួន សរសេរបានស្អាតល្អ !!



ម្នាក់ៗបានសាកល្បងសរសេរតាម ។ រីឯនិស្សិតជប៉ុនដែលបានចូលរួមជួយនោះ មានអ្នកខ្លះឈប់សរសេរដក់រាប់ឆ្នាំមកហើយ បានខំប្រឹងប្រែងរំលឹកនូវអ្វីៗដែលខ្លួនបានរៀនពីតូចយកមកបង្រៀននិស្សិតខ្មែរ ដូចជា របៀបប្រើដក់ ប្រដាប់សង្កត់ក្រដាស ក្រដាសសរសេរផ្នែកខាងមុខ ឬខាងខ្នង ជាដើម ។



និស្សិតខ្មែរម្នាក់ៗបានហាត់សរសេរជាច្រើនសន្លឹក ។ គេបានយកឧបករណ៍សម្រាប់សរសេរ និងក្រដាសដែលបានសរសេរហើយទៅវិញទុកជាអនុស្សាវរីយ៍ ។ ពេលត្រឡប់ទៅវិញ សូមសាកល្បងសរសេរឱ្យអ្នកផ្សេងមើលផង ។



ថ្ងៃទី៣០ ខែវិច្ឆិកា ៖ ថ្ងៃចុងក្រោយនៃកម្មវិធី

[22] "ជីវភាពរស់នៅរបស់និស្សិតនៅកម្ពុជា" @បន្ទប់ជជែកលេងពហុភាសា

និស្សិតខ្មែរបានធ្វើបទបង្ហាញជាភាសាខ្មែរទាំងអស់ដោយគ្មានការបកប្រែ ហើយអ្នកចូលរួមក្នុងភាគទី១ គឺជានិស្សិតជប៉ុនដែលបានរៀនដល់ថ្នាក់ខ្ពស់ៗ ។ នេះគឺជាប្រធានបទចុងក្រោយនៃកម្មវិធីស្នាក់នៅរយៈពេលខ្លី !!



និស្សិតខ្មែរបាននាំគ្នាចូលចិត្តក្រោយពេលធ្វើបទបង្ហាញហើយ ។ សូមអរគុណចំពោះបទបង្ហាញ !!



ចំពោះបទបង្ហាញភាគទី២ និស្សិតជប៉ុនដែលបានចេញពីថ្នាក់រៀនមុខវិជ្ជាផ្សេងៗអាច ចូលស្តាប់បានយ៉ាងទូលំទូលាយ ដូច្នេះមាននិស្សិតនិងគ្រូជាច្រើននាក់បានចូលស្តាប់ ។ ក្នុងចំណោមបទបង្ហាញទាំងនោះ មានបទបង្ហាញមួយដែលពន្យល់ថា សាមីខ្លួនបានកាត់ ដេរខោអាវ ហើយលក់តាមអ៊ីនធឺណិត ដែលបានធ្វើឱ្យអ្នកស្តាប់មានការភ្ញាក់ផ្អើលយ៉ាង ខ្លាំង ! គ្រូក៏បានកត់តេហទំព័រទុក ហើយមានគេសួរសំណួរជាច្រើន ។



[23] ពិធីបិទវគ្គ

ក្រោយពេលធ្វើបទបង្ហាញហើយ និស្សិតខ្មែរនិងឡាវដែលមកស្នាក់នៅរយៈពេលខ្លី បាន ចូលរួមក្នុងពិធីបិទវគ្គរួមគ្នា។ នៅក្នុងពិធីបិទវគ្គនេះ អ្នកគ្រូហាយ៉ាស៊ី ខាយ៉ូកុ ដែលជា សាកលវិទ្យាធិការរងនៃសាកលវិទ្យាល័យយើងខ្ញុំបានហៅឈ្មោះនិស្សិតម្នាក់ៗ ហើយ ចែក "វិញ្ញាប័ណ្ណប័ត្របញ្ជាក់ការចូលរួម" ដល់និស្សិតទាំងអស់។

និស្សិតទាំងអស់បានទទួលវិញ្ញាប័ណ្ណប័ត្រ ហើយបានរំលឹកសកម្មភាពស្នាក់នៅរយៈពេល មួយអាទិត្យនេះ។

ខ្ញុំបានសួរថា "តើការស្នាក់នៅមួយអាទិត្យនេះ មានអារម្មណ៍យ៉ាងណាដែរ ? " គេទាំង

អស់គ្នានិយាយថា "ចង់នៅឱ្យបានយូរជាងនេះ" "មួយអាទិត្យខ្លីណាស់! ដូចជាមួយភ្លេចសោះ!"



បន្ទាប់ពីបានថតរូបអនុស្សាវរីយ៍ហើយ និស្សិតឡាវបានសំដែងរបាំឡាវឱ្យគេមើល ។
និស្សិតខ្មែរនិងនិស្សិតជប៉ុនក៏បានចូលរាំជាមួយគ្នាដែរ ដោយនិយាយថា "ពិបាកណាស់"
បណ្តើរ រាំបណ្តើរ ។



បន្ទាប់មក និស្សិតខ្មែរក៏បានឡើងច្រៀងនិងរាំបទ "អាវ៉ាប់ពីយ៉ា" ។ យើងទាំងអស់គ្នានាំគ្នា
រាំជារង់ ហើយបានប្រាស្រ័យទាក់ទងគ្នាយ៉ាងសប្បាយរហូតដល់ចប់កម្មវិធី ។ សូមអរ
គុណចំពោះនិស្សិតឡាវនិងខ្មែរ ដែលបានសំដែងរបាំនិងចម្រៀងទាំងនេះ !!!



បន្ទាប់ពីបានបញ្ចប់ពិធីបិទវគ្គហើយ និស្សិតជប៉ុននិងគ្រូក៏បានប្រាស្រ័យទាក់ទងគ្នាជា

ចុងក្រោយ ដោយមានការទទួលទាននំ និងថតរូបអនុស្សាវរីយ៍ ជាដើម។



ចុងបញ្ចប់ អ្នកគ្រូសុវណ្ណនាបានឱ្យក្រណាដែលមានរូបអ្វីគឺយ៉ូអេ មកខ្ញុំ !!
ខ្ញុំសប្បាយចិត្ត ស្រស់ញញឹមដោយបានទទួលវត្ថុអនុស្សាវរីយ៍នេះ !!



[24] ទៅណារីតា

បន្ទាប់ពីបានបញ្ចប់ពិធីបិទវគ្គហើយ ម្នាក់ៗប្រញាប់ប្រញាល់ប្តូរខោអាវ ដើម្បីធ្វើដំណើរ
ទៅវិញ ។ គេជិះរថយន្តលីមូហ្ស៊ីន ឆ្ពោះទៅណារីតា ។

ការស្នាក់នៅរយៈពេលមួយអាទិត្យនេះបានកន្លងផុតទៅយ៉ាងឆាប់រហ័ស ហើយមានអត្ថ
ន័យច្រើនណាស់ ។ សូមអរគុណអ្នកទាំងអស់ !!

បន្ទាប់ពីបានមកធ្វើទស្សនកិច្ចសិក្សានៅជប៉ុននេះ ខ្ញុំសង្ឃឹមថា អ្នកទាំងអស់គ្នានឹងធ្វើជា
ស្ពានចម្លងមិត្តភាពរវាងជប៉ុននិងកម្ពុជានាអនាគត !!



②AY2017 Short-term Joint Education Program (Nov.2017)

On November 22nd, 2017, professors and students from The Royal University Of Phnom Penh arrived in Japan. They traveled from Cambodia and Tokyo University Of Foreign Studies (TUFS) to join an eight-day short-stay program. We enjoyed touring them around; including school festival, karate lesson, kimono wearing. Below are the details of our meaningful days during the short-stay program!

November 22(Day 1)

In this program, two professors were invited from the Royal University Of Phnom Penh: Dean of the Department of Khmer Literature, Professor Thea Sokmeng (left) and Assistant to the Vice President of the University, Professor Ith Puthealika (center). We're pleased to meet you!



They accompanied six Cambodian students (front row). Now, let's start our program!

In this program, one Cambodian student and two or three Japanese students formed a group and worked together. At the opening ceremony, students introduced themselves one another for the first time. Chumreap-suo! Khnhom-chmoh-Tobita! (Hello! My name is Tobita!)

(2) Preparation for off-campus activity (1)

In this program, we would visit an elementary school in Tokyo. We practiced dance that would be performed in the school with Cambodian students to introduce Cambodian culture to young pupils. Wh...what a difficult dance...

November 23 (Day 2)

(3) Prof. Sokmeng's class

The first class of the second day was Prof. Sokmeng's lecture on the reading habit of students at the Royal University Of Phnom Penh. He talked about what books they like, how they obtain books, and the reason why there are not so many students who read books by habit. He also talked about his life, such as why he decided to study literature. In the class, a Japanese student served as translator.

(4) Japanese class

After lunch, the Japanese students held a Japanese class. This short-stay program included a "home-visit program". The Cambodian students were supposed to take the train by themselves to visit the house of their host families. In the class, the Japanese students taught easy greetings, and Cambodian students practiced speaking sentences they can use in stations like "I want to go to...", "Please take this train." They could remember sentences easily and introduce themselves in Japanese in no time. Incredible! The speaking lesson was followed by a writing lesson. The visiting students own names in katakana. Hey, students, can you use Japanese expressions?

(5) Preparation for off-campus activity (2)

The program participants learned how to use and wear "kroma" (Khmer scarf). It can be worn on head, on waist, and can be used as a bag as well. There're so many ways to use it. Wow, how useful! Please put it on me!

Next, we prepared papers for presentation to be delivered in the elementary school. Each group chose one topic. Japanese and Cambodian students worked together to make the briefing papers.

We draw illustrations and tables for elementary school students. Each group tried to make their presentation unique and interesting.

After this, we all practiced dance again!

November 24 (Day 3)

(6) Off-campus activity(1) in Tsukishima, Asakusa

We visited Tsukishima second elementary school in Chuo city, Tokyo. Chumreap-suo!(Hello!) We practiced the Cambodian dance in the gymnasium. At first the children looked embarrassed, but after a short time, everyone enjoyed dancing.

(7) Presentations and lectures

After dancing, the different groups and delivered their presentations in classes. By this time, Cambodian students introduced themselves in Japanese. Awesome! The children repeatedly listened to the presentations so curiously and then they asked many questions. In the class, the Cambodian students were the speakers, and the Japanese students were translators. Awesome!

This group made presentation on greeting gestures in Cambodia. Cambodians have different hand gestures according to the status of the person with whom talking. Other groups presented on "the temples in Cambodia", "national flag of Cambodia", and other topics.

After presentations, we taught the children to write their names in Cambodian alphabet and the uses of "kroma".

(8) Lunch time

The visit was capped by lunch with the children. Thank you for the delicious lunch!

Teachers and students in Tsukishima 2nd elementary school, O-kun!(Thank you very much!)

(9) Tokyo Sky tree and Sensoji temple

In the afternoon, we visited Asakusa district: first, Tokyo Sky tree, which was difficult to take photographs because of its height.

Second, we arrived to Sensoji temple. We walked around thorough Kaminarimon gate, Nakamise street,

and the temple. I wish we had more time to look around...

November 25(Day 4)

【10】学外研修②房総のむら

(10) Off-campus activity (2) in Bousou- no-mura in Chiba

Today, we took bus to Chiba prefectural museum Bousou-no-mura. The museum is home to reproductions of stores, traditional farmer's house, and farm equipments in Edo-period. The students divided into groups and participated in interactive activities like making key-charms, candles, and tea.

This group made key-charms made from tatami. Take a look at me! It's a good size for me!



(11) Japanese tea ceremony

The museum also offered visitors an authentic Japanese tea ceremony experience.

We're invited to a beautiful tea room and had Japanese tea(matcha).



November 27 (Day 6)

(12) Preparation for presentation

The Cambodian students prepared their individual presentation that they would deliver on the last day of the program. This time, each student chose a new topic that was related to his/her own life, not Cambodia the country.



(13) Karate lesson

Mr. Shirabe, graduate student at TUFs, taught us karate moves. He has a black belt, which only great karate fighter can wear. The Cambodian students were amazed at Mr. Shirabe's powerful performance.



Now, let's wear the belt and start Karate!Yeeart!!!!

(14) Trying on kimono

At international interaction hall in campus, Cambodian students had a chance to wear kimono. The boys wore Hakama, and girls wore furisode. The hall staff helped them put on the Japanese traditional clothes. The girls chose their hair accessories and put them on as well. You all look so cool!!



The Cambodian students took so many photos in kimono. Well, it's really "Instagenic"...

November 28 (Day 7)

(15) Odawara tour

Day 7 was spent off campus. Let's go to Odawara!

First, we visited Odawara Castle. The castle has a museum on its history. The Cambodian students incessantly asked the Japanese students, "What's this?". On the top floor, we enjoyed a view of the city of Odawara and the Pacific Ocean.

(16) Kao Odawara factory

After visiting the castle, we arrived in the factory of Kao. This factory mainly produces cosmetics and we

had a chance to see the production line of lotions and emulsions. The girls looked so excited when they tried the samples. The boys also tried them and they were amazed at the smoothness of their skin after. It was the first time for me to use cosmetics, too!



At the end of the tour, we got some presents(Kao cosmetics). We had a meaningful experience. Thank you for all staffs in Kao Odawara factory.

November 29 (Day 8,the last day)

(17) Prof. Lika's class

Professor Lika delivered a lecture on the career of Cambodian women. She explained the role of women in ancient and modern society. Her discussion delved into the important points that Cambodian women should care about when they build their career in modern society. TUFS freshmen also attended the lecture. As in Prof. Sokmeng's class, a Japanese student worked as translator.

(18) Cambodian students' presentation

The second class of the day was Cambodian student s' presentation.

(18) Cambodian students' presentation

The second class of the day was Cambodian students' presentation.

They presented their views on foreign travel experience, their means for spending their leisure time, participation in volunteer activities and so on. Japanese students asked many questions, and the class was very enjoyable for all students.



(19) Lunch at the cafeteria

This was the last lunch in Japan for the Cambodian students. School festival had finished, and cafeteria resumed service, so we went there together.

There was wide selection of foods that it was difficult for the Cambodian students to choose what to eat. Students in this program seemed to prefer rice bowls.

Japanese students also came to join and had an unforgettable lunch time.



(20) Closing ceremony

The closing ceremony was held in the multiple-language lounge soon after lunch. The vice president of TUFS, Ms. Hayashi handed certificates to all of the Cambodian students. Everyone, you did a good job in this eight days program!

The closing ceremony was followed by the farewell party. We enjoyed talking with our new precious friends. Many Cambodian students asked Japanese students, "When are you going to come to Cambodia?"

Toward the end of the event, Cambodian students started dancing spontaneously. The Japanese students also joined them and enjoyed the last period of the short-stay program.



(21) Farewell

At the end of eight-day program, the Cambodian students and teachers left TUFS for Narita airport. We promised them to keep in touch and see them again before parting. Everyone, thank you so much!

We hope that the Cambodian students deepened their understanding of Japan through this program, and look forward to them becoming bridges between Japan and Cambodia!

③AY2016-17 Short-term JEP report

My experience of participation in a short-stay program for Cambodian students

Ryo Kobayashi

At Tokyo University of Foreign Studies(TUFS),a short-stay program was held as part of the Joint Education Program. Students of The Royal University of Phnom Penh were invited to Japan and participated in various activities for one week with Japanese students who study the Cambodian language (Khmer) in TUFS. During



the program, the Japanese students took the Cambodian students to famous Japanese cities like Kamakura and Asakusa to help them more deeply understand Japanese culture and history, they also worked together to prepare papers for a presentation on Cambodian culture, and visited a factory, among many other activities. The Cambodian students did not speak any Japanese at all, so the Japanese students were required to use Khmer at all times during the program. The program was a great opportunity for the Japanese students who had never studied in Cambodia, to feel, speak and listen to Khmer and to improve their communication skills.

It was a very meaningful time for me to hang out and study while walking and chatting, not just studying in a classroom. I could learn not only the linguistic aspects like improving of my vocabulary and pronunciation, but also the behaviors and thoughts of the Cambodian students, such as what objects attract their attention, what they think is beautiful and worth taking pictures of, and when they start chatting. Because the length of the program was relatively short, I was quite impressed by their behavior, which was very different from that of the Japanese. The understanding of Cambodian behavior and thought



that I learned in the first program helped me to create a good schedule for the second program next year and I managed to finish the activities in time.

After I finished the first program, I visited Cambodia to see the Cambodian students again in Phnom Penh. During my trip, they helped me at all times. One student took me to a cellphone store and helped me find a cheap and good cellphone and made cellphone contract for me. Another student took me to a nice cafe and took me on a motorcycle ride to see the city of Phnom Penh. I think it was very good for me to create connections with them during the program. In addition to the linguistic improvement and the understanding of a different culture, the fact that I have new friends waiting for me in Cambodia feel wonderful. Further, the program motivated me to study Khmer harder so that I can chat with my new friends.

While the short-stay program itself lasted only one week, I learned that if I try to keep in touch with the Cambodian students, I can feel, speak, and listen to Khmer for a long time. I have never studied abroad, but I think that such interaction is also good way to study foreign languages.

(January 2018)

④AY2018 Short-term Joint Education Program (Sep.-Oct. 2018)

- Short-term JEP report

From Tuesday the 25th of September until Wednesday the 3rd of October, TUFS welcomed six students (one postgraduate, five undergraduates) from the Royal University of Phnom Penh into the short-term joint education program, through which they will participate in an Inter-University Exchange Project, the “TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia”.



The Opening Ceremony

During this program, students majoring in Khmer (Cambodian) at TUFS, and students from the Royal University of Phnom Penh engaged in tandem learning together. The tandem learning was carried out in groups of four, and conducted completely in Khmer. This was a very good opportunity for the 19 TUFS student participants to put into practice the Cambodian proficiency skills they have acquired through their studies.

As another part of their tandem learning, the students visited Tsukishima Daini Elementary School's international classroom, and planned a workshop titled “Let's Learn About Cambodia”. Preparations were made the week before the fall semester began, and so exchange students from many different countries

came to see what was happening.

At the workshop, the students spent the morning teaching Cambodian songs and dances to around 100 fifth year elementary students and their teachers. Following this, the students split into nine groups over three classrooms, and did activities with the elementary students such as introducing Cambodian culture through posters and teaching them how to write their names in Khmer. In return, the elementary students gave presentations on Japan. In the afternoon, the students performed a Khmer shadow play, one intangible cultural heritage of Cambodia, for around 100 second year students and teachers.



Tandem Learning (1):

Introducing literature from their respective countries



Tandem Learning (2): Planning the workshop



The students teaching dance in the gymnasium (Tsukishima Daini Elementary School)

The Cambodian students also used the “Japanese History for Exchange Students” textbook, compiled by the Japanese Language Center for International Students, to learn about Japanese history, after which they went on a visit to Jindaiji Temple (Chofu City) and the Edo-Tokyo Open Air Architectural Museum (Koganei City), through which they were able to see the history they had learnt about with their own eyes. Tandem



The shadow play

(Tsukishima Daini Elementary School)

learning was also conducted during these trips, with TUFS students giving explanations in Khmer. The visiting students also had the chance to experience Japanese culture through karate and kimono-wearing sessions.

空手体験



Karate Class



Kimono-wearing session

Aside from meeting with TUFS students, the Cambodian students also had Professor Va Sophea, from the department of Khmer literature, as their guide. Professor Va Sophea gave lectures on “The State of National Literature in Cambodia” and “Learning One’s Mother Tongue and a Foreign Language”. On Tuesday the 2nd of October, TUFS Vice President Kayoko Hayashi and Professor Va Sophea held a conference on the credit transfer system and quality maintenance based on the “ASEAN Plus Three Guideline on Student Exchanges and Mobility”, at which they exchanged views on the development of the partnership between the two universities.



From right: Vice President Kayoko Hayashi, Professor Van Sophea

- Practical Report: Tandem Learning during the Short-Term JEP

The Tokyo University of Foreign Studies (TUFS) hosted 6 students from the Royal University of Phnom Penh (RUPP), Cambodia, for a short-term Joint Education Program under the Re-Inventing Japan Project, "Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia" from September 25, 2018, to October 3, 2018.

During this program, students from both TUFS Cambodian Studies and RUPP studied together through tandem learning. Our students at TUFS Cambodian Studies attend this program as an intensive course in Regional Languages A. This is the third year of the course and 19 students from the first-year through the forth-year have finished the course. (The number was 17 in 2016 and 16 in 2017.)

All but one student from RUPP who had joined us for the Program had never studied Japanese. All classes were conducted in the Cambodian language. Prior to this program, our TUFS students had made the following preparations to ensure that every exchange student would take their first step in becoming a "Japan Specialist":

- Set individual goals in accordance with their linguistic abilities.
- Wrote a book review individually and prepared a presentation.
- Gathered all information about the places they were to visit during off-campus study so that they could answer all questions that the exchange students would ask about them.

Our TUFS students had set their own goals as follows:

- Identifying pronunciations that they were weak in and trying to differentiate between the right and wrong pronunciations as they spoke.
- Taking notes and maintaining a personal wordbook on the aspects of vocabulary that they cannot understand.
- Memorizing at least one word/expression per day that they had never learnt from text books.

- Communicating affirmatively.

At the end of the program, the students were required to submit their individual reports on the achievement of respective goals.

During the tandem learning this year, the students divided into groups of 4 (1 exchange student and 3 TUFS students) and participated in the following activities across 5 days:

Syllabus Planning

Day 1	Self Introduction, Orientation to the Program, Orientation to the Lifestyle in Japan
Day 2	Lecture, Book Review, Introduction to Japanese Language, Preparation of Presentation (Selecting the Topic)
Day 3	Lecture, Preparation of Presentation (Making a Poster, Practicing of Traditional Performing Arts)
Day 4	Off-Campus Study (Introduction to Culture at Elementary School)
Day 5	Off-Campus Study (Jindai Botanical Park, Jindaiji Temple, and Edo-Tokyo Open Air Architectural Museum)

Tandem Learning (1): The students brought books that they wanted to recommend, and which were written by authors from both countries. The students then shared their individual book reviews and their reason for recommending their choice of book to the others.



The students introduced their books to each other in their own groups.



Here are some examples of the books that the exchange students shared with us.

Students' Voice: *In general, the Japanese students, including me, brought fiction novels. The exchange students, on the other hand, shared with us a collection of short stories titled "Put My Certificate Aside, Look Up At the Sky (ទុកបរិញ្ញាបត្រឲ្យមេឃមើល នឹតន្ទដោយយូ សុភា)," a short novel which depicts the current educational situation of the children in Cambodia. I was deeply impressed with the great enthusiasm and earnestness with which the students introduced the novel to us.*

Tandem Learning (2): The RUPP students were introduced to the structure of Japanese language using "Japanese Material Learning in Cambodian Language," which was prepared for this program by our students at TUFS Cambodian Studies.



The RUPP students tried to write Japanese characters.

Tandem Learning (3): The students made posters to introduce the cultures of Cambodia for a hands-on workshop at the International Class of Tsukishima Daini Elementary School in Chuo City, Tokyo. They practiced a song with dance and traditional performing arts to teach the school children.

Students' Voice: At the elementary school, while the exchange students assisted in writing the first names

of the school children in Cambodian, a boy asked us to write his family name too. I taught him to say “s’ ūm srs’er,” literally it means “please write” in Cambodian, and he said, “Amazing, I can communicate in Cambodian.” I was so impressed with myself on seeing how delighted the boy was that I was strongly encouraged to study harder so that I could speak more and more because it made me happy when I could communicate with the others, regardless of my limited grasp on the Cambodian vocabulary.



The students practiced a song with dance to teach at the elementary school.



The students practiced the steps for the shadow puppet show for the traditional performing arts session.

Tandem Learning (4): There was an interactive session during the lectures on “Cambodian Literature Today” and “Mother Tongue and Learning Foreign Language” by Prof. Va Sophea from the Department of Khmer Literature, who led the students from the RUPP.



The students were divided into groups to attend the lectures of Prof. Sophea together.

Tandem Learning (5): During the Off-Campus study, our students assisted the exchange students in gathering necessary information and knowledge by answering their questions about the geography and history of Japan by using “Japanese History: An Introductory Text” that had been compiled by the Japanese Language Center for International Students, TUFS



The students attended the lecture on Japanese history.



The students learned the Japanese geography on the map.



The students visited the Jindai Botanical Park.

Students' Voice: The Japanese students were impressed and motivated by the Cambodian students for learning and their attentive attitude towards everything they worked on. During our visit to the Jindai Botanical Park, the exchange students asked many questions, some of which were about the names of

birds that I had never cared to learn. I felt bad on failing to answer them but at the same time it motivated me to become a diligent person.

The extracts from reports of our students at TUFS Cambodian Studies are as follows:

< Students' Progress: Conversations >

•It seems to me that my listening skills have improved since last year. Not only could I understand what Mr. Sophea, whom I was in charge of, spoke but I could also, to a certain extent, understand what the other exchange students were saying. The reason for this might be the self-confidence I felt while communicating with Mr. Sophea that made me feel that I could listen to the others without covering my ears with my hands.

•It was on the third and fourth day of the Program that I could hold one conversation after another with the exchange students. This was not because there was some major improvement in my vocabulary within those 5 days, but because I felt I could improve my communication skills by trying to express what I want in as simple a way as possible, considering my existing grasp on the Cambodian language.

•As for the conversations in Cambodian, it was hard for me when I could not understand and keep up with what the other students were saying. However, it was only when I practiced conversing in Cambodian among a small group in the intensive course during the Program that I realized I could improve my skills and felt free to ask in Cambodian, "What does it mean?" and "How to say this in Cambodian?" No doubt that it is important to improve vocabulary, but I also got the chance to be able to enjoy a conversation light-heartedly because I found that I could ask people or study them to understand the things I was not sure about.

< Students' Progress: Vocabulary >

•For vocabulary improvement, I made a list of things that I couldn't express during conversations, words for which I consulted a dictionary, and questions that I asked the other students. As a result of this, I managed to list down about 30 words, which were mostly colloquial or names of plants and foods. This

practice helped me confirm my weakness in the usage of colloquial terms, and my strength in the usage of expressions and literary words that are often used in a classroom environment. My achievement was the realization of my Cambodian language skills.

•I achieved my goal, which was to strengthen my vocabulary through listening or writing down words used by the exchange students that I could not catch, instead of ignoring them. Thanks to their courteous help, I learnt a lot from our sessions.

< Inspiration from Senior Students >

•In my group, there were seniors from the second and third-years. They could catch what the exchange students said on the spot and could also express what they wanted to say. Besides, they could have mindful conversations with each other. Their active participation motivated me to develop my communication skills so that I would be able to interact more with Cambodian people soon. I was therefore very determined to learn the Cambodian language further.

< Inspiration from the Exchange Students >

•The Cambodian exchange student in my group was curious about everything and constantly asked questions about Japan. It felt unusual to think of a particular answer to things we usually do without paying much attention to, such as "How should I greet someone when we visit them at their home?" or "Are there any questions that we should refrain from asking the Japanese people?" As a Japanese who knows about the culture in Cambodia, I felt it was my responsibility to explain such things to them.

•During the exchange program with the Cambodian students and while attending their presentations, I was very surprised with the drive with which they represented themselves. I hoped to be able to represent myself more actively if I were to get such an opportunity in the future.

•In the past, I have always thought of visiting the Angkor Wat during a trip in Cambodia, but now I want to experience the campus life in Cambodia to observe the differences in the educational environments of

Japan and Cambodia, so that I can understand the positive aspects of each and research the background of the educational culture of Cambodia to understand how the eager, lovely, and friendly nature of Cambodian people is nurtured. My biggest achievement during those 5 days was that I have become motivated to learn more about Cambodia and to visit Cambodia and personally experience the local life there.

- Group work task in tandem learning (Book introduction) in Khmer 1:

”Kokoro” by Soseki Natsume

本の紹介 『こゝろ』（夏目漱石）
青井拓斗 AOI Takuto

អ្នកនិពន្ធសៀវភៅនេះគឺ លោកណាតុម៉េ សូសេគី ជាមនុស្សជំនួញឈ្មោះម្នាក់នៅប្រទេសជប៉ុន។ គាត់កើតនៅឆ្នាំ ១៨៦៧ ហើយទទួលអនិច្ចកម្មនៅឆ្នាំ ១៩១៦។ គាត់ជាសាស្ត្រាចារ្យនៅសាកលវិទ្យាល័យតូក្យូ និងសរសេរស្នាដៃរឿងជាច្រើន ដូចជាកុក្កូរ៉ូ, ខ្ញុំជាឆ្មា, បុត្រចាន់ជាដើម។ ជនជាតិជប៉ុនអ្នកណាក៏ធ្លាប់អានរឿងនេះដែរ ពីព្រោះមាននៅក្នុងកម្មវិធីសិក្សាថ្នាក់អនុវិទ្យាល័យ។

ខ្ញុំចូលចិត្តរឿងកុក្កូរ៉ូ ដែលលោកសូសេគីសរសេរនៅឆ្នាំ ១៩១៤។ ខ្ញុំចង់ណែនាំអោយអ្នកទាំងអស់គ្នាអានរឿងនេះ។ ចំណងជើង កុក្កូរ៉ូ មានន័យថាចិត្ត ហើយសាច់រឿងនេះនិយាយពីចរិយានិងស្នេហា។ រឿងនេះមាន៣វគ្គ។ វគ្គទី១មានចំណងជើងថា "លោកគ្រូនិងខ្ញុំ" សាច់រឿងរៀបចំ ចាប់ពីខ្ញុំទៅកំសាន្តសមុទ្រហើយបានជួបប្រុសម្នាក់ ខ្ញុំចាប់អារម្មណ៍ចំពោះប្រុសនេះ ហើយខ្ញុំសរសើរចំណេះដឹងរបស់គាត់ហើយគួរតែហៅគាត់ថាលោកគ្រូ។ ប៉ុន្តែលោកគ្រូនោះអត់ធ្វើការទេ ហើយក្រៀមក្រំខ្លាំងណាស់។ ខ្ញុំចង់ដឹងពីមូលហេតុដែលលោកគ្រូទៅជាយ៉ាងនេះ។ ប៉ុន្តែលោកគ្រូគ្រាន់តែនិយាយថា "មនុស្សទាំងអស់គ្នាជាមនុស្សល្អ ប៉ុន្តែស្រាប់តែក្លាយទៅជាមនុស្សអាក្រក់"។

វគ្គទី២មានចំណងជើងថា "ឪពុកនិងខ្ញុំ" វគ្គនេះសរសេររៀបរាប់អំពីការស្លាប់របស់ឪពុកខ្ញុំ ពេលដែលខ្ញុំជួបលោកគ្រូ ឪពុកខ្ញុំមានជំងឺធ្ងន់ ដូច្នេះម្តាយហៅខ្ញុំអោយទៅស្រុកថៃទៅឪពុក បើជំងឺឪពុកធ្ងន់ឡើយហើយខ្ញុំអាចត្រឡប់ទៅតូក្យូបាន។ ប៉ុន្តែជំងឺនេះកាន់តែដុះដាល ខ្លាំងឡើងៗ។ ពេលនោះ ខ្ញុំទទួលសំបុត្រពីលោកគ្រូ លោកគ្រូ សរសេរថាគាត់ចង់ជួបខ្ញុំដោយគាត់មានរឿងចង់និយាយជាមួយខ្ញុំ។ ប៉ុន្តែខ្ញុំទៅមិនកើតដោយសារជំងឺឪពុកខ្ញុំ ដូច្នេះខ្ញុំសរសេរសំបុត្រតបទៅលោកគ្រូថា ខ្ញុំទៅអត់បានទេ។ ក្រោយមក លោកគ្រូសរសេរមកវិញថាមិនអីទេ។ ២,៣ថ្ងៃក្រោយ ជម្ងឺឪពុកខ្ញុំកាន់តែដុះដាលទៅៗ។ ពេលនោះ ខ្ញុំបានទទួលសំបុត្រពីលោកគ្រូម្តង

ទៀត សំបុត្រនេះក្រាស់ឃ្លឹក លោកគ្រូសរសេរថា "ពេលបួនអានសំបុត្រនេះ លោកគ្រូអត់នៅក្នុងលោកនេះ ទៀតទេ"។

វគ្គចុងក្រោយមានចំណងជើងថា "បណ្តាំរបស់លោកគ្រូនិងខ្ញុំ" បណ្តាំនេះមានសរសេររៀបរាប់ពី អតីតកាលរបស់លោកគ្រូកាលគាត់នៅរៀន។ លោកគ្រូមានមិត្តភក្តិម្នាក់ ឈ្មោះ«យេ(K)»។ «យេ(K)»ជាមនុស្ស តឹងរ៉ឹងជាក់ខ្លួនឯង ដូចជាលោកសង្ឃ ឧទាហរណ៍គាត់គិតថាស្នេហាគឺជាឧបសគ្គ រារាំងការរៀនសូត្រ។ «យេ (K)»និងលោកគ្រូរស់នៅផ្ទះជួលមួយ។ នៅផ្ទះនោះមានម្ចាស់ផ្ទះនិងកូនស្រីគាត់ដែលរស់នៅជាន់ខាងក្រោម។ លោកគ្រូបានឮច្រើនស្រឡាញ់នាងនោះ តែលោកគ្រូមិនប្រាប់«យេ(K)»ទេ។ ថ្ងៃមួយ«យេ(K)»និយាយប្រាប់ទៅ លោកគ្រូថា«យេ(K)»ស្រឡាញ់នាងនោះ។ លោកគ្រូភ្ញាក់ជាខ្លាំង តែអត់ប្រាប់ថាលោកគ្រូក៏ស្រឡាញ់នាងនោះ ដែរទេ។ ថ្ងៃក្រោយលោកគ្រូសម្រេចចិត្តថាចូលស្នើសុំនាងនោះ ម្តាយរបស់នាងយល់ព្រមអោយ។ ២-៣ថ្ងៃ ក្រោយមក «យេ(K)»បានសម្លាប់ខ្លួន ។

ខ្ញុំចាប់អារម្មណ៍អំពីមូលហេតុដែល«យេ(K)»សម្លាប់ខ្លួន។ វាមិនមែនការខូចចិត្តទេ។ ការពិតគាត់ ស្រឡាញ់នាងនោះ ក្បត់គំនិតរបស់គាត់ពីមុន។ ដូច្នេះហើយគាត់សម្លាប់ខ្លួន។ រឿងនេះសរសេរកាលពី១០០ ឆ្នាំមុន ខ្ញុំចាប់អារម្មណ៍ពីគំនិតនិងការរស់នៅពេលនោះ។ តួអង្គក្នុងរឿងជានិស្សិតហើយខ្ញុំក៏ជានិស្សិតដែរ។ ខ្ញុំ យល់ថា កាលពី១០០ឆ្នាំមុន ការរស់នៅរបស់និស្សិតក៏មិនសូវខុសគ្នាពីយើងឥឡូវដែរ។

- Group work task in tandem learning (Book introduction) in Khmer 2:

“The Old Capital” by Yasunari Kawabata

本の紹介 『古都』 (川端康成)

横田志保 YOKOTA Shiho

ចំណងជើងសៀវភៅដែលខ្ញុំចង់ណែនាំឲ្យស្គាល់គឺ ក្បួន។ អ្នកនិពន្ធសៀវភៅនេះឈ្មោះ លោកកាវ៉ាបាតា យ៉ាស៊ីណារី។ ពាក្យ ក្បួន ក្នុងរឿងនេះ មានន័យថាវាជានិមិត្តរូប ហើយជាទីក្រុងក្បួនសព្វថ្ងៃ។ យើងនៅទីក្រុងតូក្យូ ដែលជាវាជានិមិត្តរូបសម្រាប់ប្រទេសជប៉ុនសព្វថ្ងៃនេះ តែពេលមុន ក្បួនជាវាជានិមិត្តរូបសម្រាប់ប្រទេសជប៉ុនពីមុនមក។ អញ្ជឹងបានជានៅក្បួន មានសំណង់និងវត្ថុចាស់ៗ ដែលគេជួសជុលហើយថែទាំ។ នៅក្បួន ក៏មានបេតិកភណ្ឌពិភពលោកផងដែរ។

ក្នុងរឿងនេះ មានក្មេងស្រីពីរនាក់ ដែលជាកូនក្មោះតែម្នាក់ៗធំឡើងនៅផ្ទះផ្សេងគ្នា ថ្ងៃមួយពួកគេជួបគ្នានៅក្បួន។ មុនដំបូង ពួកគេភ័យបន្តិច តែបន្តិចក្រោយមក ពួកគេកាន់តែជិតស្និទ្ធនិងគ្នាបន្តិចម្តងៗ។ ខ្ញុំមានមូលហេតុបី ដែលចង់ណែនាំឲ្យអានសៀវភៅនេះ។

មូលហេតុទីមួយ អ្នកនិពន្ធនេះ ល្បីណាស់ ទាំងនៅក្នុងជប៉ុន និងនៅលើពិភពលោក។ ពីព្រោះគាត់បានទទួលរង្វាន់ណូបែលផ្នែកអក្សរសិល្ប៍នៅឆ្នាំ១៩៦៨។ គាត់ជាជនជាតិជប៉ុនដំបូងគេ ដែលបានឈ្នះពានរង្វាន់ណូបែល។

មូលហេតុទីពីរ ឃ្លាក្នុងប្រលោមលោកនេះល្អណាស់។ ជនជាតិជប៉ុនប្រៀបធៀបឃ្លាល្អថាដូចជាទឹកហូរ។ ខ្ញុំគិតថា ឃ្លាល្អជាឃ្លាងាយយល់ ហើយហូរចូលក្នុងអារម្មណ៍អ្នកអាន។

ខ្ញុំគិតថា ឃ្លាដែលលោកកាវ៉ាបាតា យ៉ាស៊ីណារីសរសេរ ជាឃ្លាល្អ ហើយមានមនុស្សច្រើនគិតដូចខ្ញុំ។

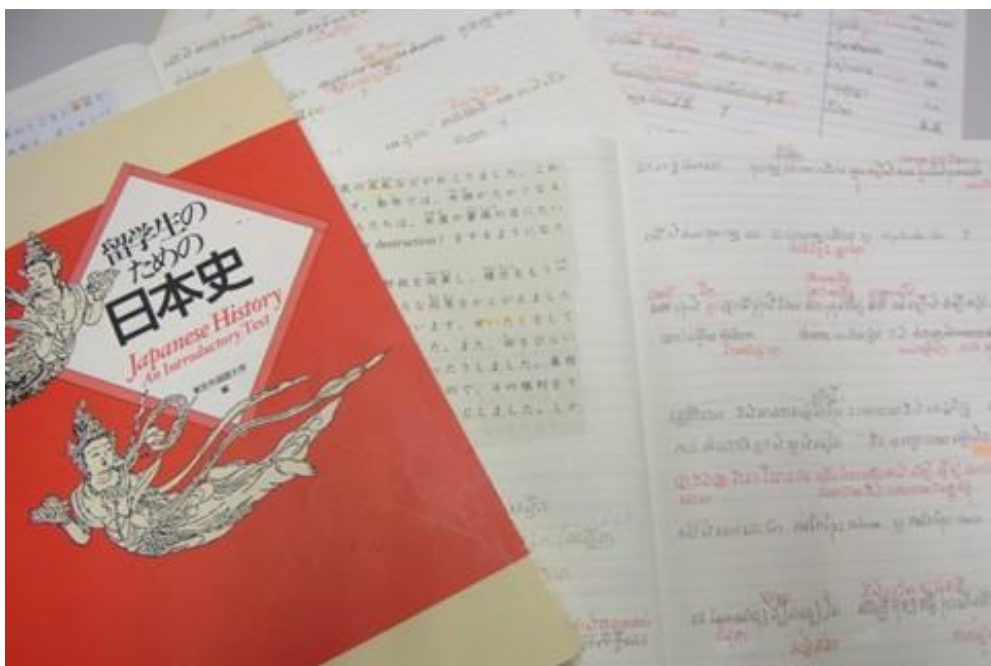
មូលហេតុទីបី យើងអានសៀវភៅនេះ យើងអាចស្គាល់ពីក្បួនបាន។ គាត់សរសេរពីទេសភាពនិងបុណ្យផ្សេងៗ ដែលគេប្រារព្ធធ្វើនៅក្បួន។ ក្នុងរឿងនេះ តួឯករស់នៅក្បួន។ ឯជនជាតិបរទេសក៏ចូលចិត្តក្បួនដែរ។ ជនជាតិជប៉ុនដែលចូលចិត្តក្បួនក៏មានច្រើនដែរ។ មានអ្នកទេសចរណ៍ជាច្រើនទៅក្បួនគ្រប់រដូវ។ នៅក្បួន

តូ មានបុរាណដ្ឋានច្រើនដែលយើងអាចឃើញពីវប្បធម៌ ប្រពៃណីរបស់ជប៉ុន។ ខ្ញុំធ្លាប់ទៅទីនោះពេលខ្ញុំនៅ
ក្មេង ខ្ញុំមានអនុស្សាវរីយ៍ល្អ ហើយខ្ញុំតែងតែចង់ទៅទីនោះ។ ប៉ុន្តែក្បួននៅឆ្ងាយពីទីនេះ។ នៅពេលលោកអ្នក
អានសៀវភៅនេះ លោកអ្នកអាចស្គាល់ពីក្បួន។ បើជនបរទេសអានរឿងនេះ ពិបាកយល់បន្តិច តែក៏មាន
សៀវភៅដែលគេបកប្រែជាភាសាអង់គ្លេសដែរ។ បើលោកអ្នកអាចអានសៀវភៅនេះ ទាំងពីរភាសា ជាភាសា
អង់គ្លេសផង និងជាភាសាជប៉ុនផង លោកអ្នកប្រហែលជាងាយយល់ និងអាចរៀនភាសាជប៉ុនបានផងដែរ។

⑤ Learning Japanese History in Khmer

Yuriko Kikuma 4th-year Cambodian Language student,
the School of Language and Culture Studies

I would like to present the Regional Language A (Khmer) class which uses educational material on Japanese history.



•Class

In this class, we translate the text of the educational material “Japanese History: An Introductory Text” into Khmer (Tokyo University of Foreign Studies, Center for Japanese Language Education, Educational Resources Development and Practice Training). As preparation for the class, the students translate a designated scope of the text in their notebook. In the class, they present their translations taking turns, one sentence by each student. Our professor, a native speaker of Khmer, points out and corrects erroneous and awkward expressions. The professor prepares a model translation, but it is not the one and only answer and the professor makes adjustments according to the students’ translations. In the case of words and expressions unique to Japanese, phrases difficult to translate into Khmer and other key points, all the students present their translations and discuss the nuance of the words and expressions and the interpretation of the original Japanese.

•Feedback from a student

The first difficulty I encountered in the class was the language barrier. The text contains many terms unique to Japanese history, such as "daimyo (feudal lord)" and "bakufu (feudal government)," and it took time for me to find Cambodian equivalents. Neither "daimyo" nor "bakufu" exists in Cambodian history, and I just translated them phonetically as "daimyo" and "bakufu." But such lazy translation is insufficient and conveys no meaning, so you must find a Khmer word closest in meaning. For instance, "daimyo" can be translated into "Sdach Tranh (former lord that governed a small country within Cambodia)", and "bakufu" into "Ratthaphibal (government)." When translation into equivalent words was incomplete and insufficient, I sometimes gave an explanation in parenthesis. However, such Khmer terms did not come to mind so often, and in most cases I went to class with the portion in question left vacant.

Expressions themselves were not so difficult because this educational material itself was created for international students and contains sentences that are written in a simple and clear structure that are very easy to translate.

What I faced next was the barrier of interpretation. Japanese texts can be interpreted differently between the professor and students and among students. Having learned Japanese history at school and other institutions, the students had their own knowledge and interpretations. This "Japanese History: An Introductory Text" provides only a brief summary of Japanese history, so they would unconsciously add their knowledge to their translation or interpret the translation in different ways. In such cases, we often had heated debates as to which interpretation was appropriate and how it should be translated into Khmer. Still, it is extremely difficult to convey the subtle nuance of the interpretation in Khmer, and this process was only feasible owing to our professor's extraordinary ability to comprehend "Khmer spoken by Japanese people." Nevertheless, I think it is significantly meaningful to make a strenuous effort to look for words in your vocabulary to communicate in Khmer.

•Comment from Prof. Marom for the class (original: in Khmer)

Most sentences translated by students lack a clear subject or verb. It is important to clarify how long the subject is and which is the verb before working on translation. Many Japanese sentences do not have a subject, but it is better, if possible, to have a subject in a Khmer sentence. Therefore, you need to add an appropriate subject.

As for vocabulary, the trick is to translate for each Chinese character. For instance, "ouseifukko (the restoration of imperial rule)" can be translated as "restoration + politics + king + past." When encountering a Chinese character idiom, you might think it is difficult to translate, but it is not so difficult if you translate the idiom by grasping the meaning of each character as I explained above.

(Written in November 2018)

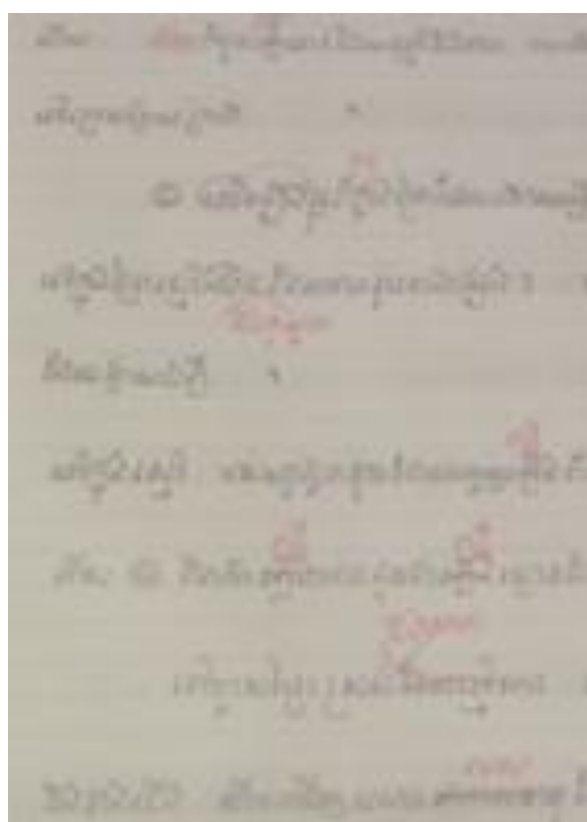
⑥ Learning Japanese Literature in Khmer

Yuriko Kikuma 4th-year Cambodian Language student,
the School of Language and Culture Studies

I would like to describe the Regional Language A (Khmer) class, which uses educational material on Japanese literary works.

•Class

In this class, we translate the text of a different Japanese literary work every semester. As preparation for the class, the students translate a designated section of the text in their notebook. During class, students take turns presenting their translations, one sentence at a time. Our professor, a native speaker of Khmer, writes the translations on the whiteboard, and then corrects erroneous and awkward expressions. A model translation is prepared, but is not be considered the only correct answer. Adjustments are made to the



provided model to best fit with the students' intended translations; therefore, it is unnecessary to revise the provided model directly. The students submit their notebook at the end of class to have their translation checked.

•Feedback from a student

This class is the most difficult of all the Khmer classes I have attended. The level of difficulty is probably due to “the vagueness” of the translated Japanese sentences. In the previous translation classes I

attended, we translated explanatory texts and magazine articles. Since the contexts of such educational materials were clear, we could focus on Khmer vocabulary and grammar. In terms of literary works, however, it is hard to express the essence of texts through literal translations. I found it difficult to express in Khmer my interpretations of the Japanese texts, the beautiful Japanese sounds, and the implied meanings of the Japanese sentences. In addition, some of the students' translations are very different from those of the professor, because the professor translates the texts from English, whereas the students translate them from Japanese. We occasionally encounter cases wherein no one knows the correct translation, and the professor cannot even correct the students' translations.

When I translated explanatory texts, I added some supplementary explanations to each word and sentence. In contrast, when I translated novels, it was necessary to make the translations simple so that they would not disturb the flow of the story. As it is hard to read a novel that has too many notes, it is also hard to read a story with long explanatory phrases and explanations in parentheses. One of the translation techniques we were taught was intentionally not translating some words and sentences, and we learned that this would lead to no problems unless the content of the translation deviated widely from the original text. I felt a little better when I learned this technique, and I found the courage not to translate literally.

During the translation class, I was disappointed at my poor Japanese language skills. I thought it would not be very difficult to translate a novel from Japanese into another language as long as I could use it, since I am a native speaker of Japanese. However, the task turned out to be completely different from what I had previously expected. A translator cannot translate effectively if he or she does not understand Japanese itself, does not have knowledge of Japanese, and does not have the ability to choose appropriate words to ensure a faithful translation. It is also necessary to understand Khmer. Translation would be easier if the students knew more vocabulary as well as "natural" Khmer expressions. Moreover, the kind of words and expressions that are preferred depend on the language. For instance, abstract expressions are frequently used in Japanese, whereas direct expressions are frequently used in English.

What is Khmer like then? Unfortunately, I am not familiar enough with Khmer to comment confidently.

Therefore, I will continue to study Khmer to increase my knowledge of the language.

• **Comment from Prof. Van for the class (original: in Khmer)**

To be honest, it is difficult to translate literary works. In the class, the students' translations are occasionally completely different from mine, since I do not read original texts in Japanese. The students even interpret the text differently as Japanese literary works often imply meanings that are not directly represented by the letters used. It is natural for students to translate differently, and each translation may be valid in its own way. It is also impossible to translate the nuance of a word perfectly, since there are differences between Japanese and Khmer expressions. Therefore, I would like students to develop a flexible way of thinking. When they translate Japanese literary works into Khmer, it is important to simplify the sentences and think of what the authors would like to convey, rather than being literal with each word or phrase.

(Written in December 2018)

⑦ AY2019 Short-Term Joint Education Program Tandem Learning Practical Report

From July 19th (Friday) to July 27th (Saturday), 2019, six students from the Royal University of Phnom Penh (Cambodia) came to participate in “TUFS Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia,” a short-term Joint Education Program of the Inter-University Exchange Project.

See the article at this link for the details of the program.

https://www.tufs.ac.jp/english/NEWS/trend/190805_3.html

In this program, Khmer majors at TUFS and students from RUPP study in tandem. TUFS students take it as an intensive course (Regional Languages A/language of major). This was the fourth yearly edition of the program and 17 students participated from all four class years (17 students had participated in the first edition of the program, 16 in the second, and 19 in the third).

The six RUPP students had never studied Japanese before, so the classes were all in Khmer. In order to help the international students take their first steps on the path to becoming “Japan Specialists,” the TUFS students made the following preparations in advance of the tandem study:

- Setting goals suited to the international students’ linguistic abilities.
- Preparing for poster presentations introducing oneself by name and origin.
- Preparing vocabulary needed for explanations during off-campus study.

Examples of individual goals included the following:

- Mastering the grammar and vocabulary learned during the spring semester by using it conversations with the international students.

- Receiving help practicing Khmer words that the student mispronounced and learning the correct pronunciation.
- Speaking without worrying about whether it would go well or not.
- Learning to explain Japanese culture and history in Khmer.

At the end of the program, each student submitted a report on the status of their goals.

This year's tandem study was divided into groups of four students (one international student and three TUFs students) and practiced the following activities over five days.

Class schedule

Day 1: Introductions, introduction of Japanese language, cultural introduction (dance), language game

Day 2: Lecture on foreign language study, poster presentations
(introducing hometowns)

Day 3: Off-campus study (Edo Tokyo Museum, Sensoji Temple)

Day 4: Presentations, including preparation (small shadow puppets)

Day 5: Wrap-up, closing ceremony

Tandem study (1): The students introduced themselves by name and explained the meaning and characters of their name.



Poster presentation on names

Tandem study (2): Using the "materials for studying Japanese in Khmer" created by Khmer lan-guage majors for the program, the students introduced the writing system, sounds, grammar, and basic expressions of Japanese. The goal was for



Studying Japanese

each international student to be able to give a short speech in Japanese at the end of the class.

Tandem study (3): The students received a lecture from Professor Nget Daro, who was accompanying the visiting students, and asked questions.



Listening to Professor Daro's lecture

Tandem study (4): The students introduced their hometowns in detail.

Student comment: "I put as much information in as I could to get them interested, and made sure the poster illustrations were clear. In accordance with my goal, I used as many new words as I could in the text. During the presentation, I was super nervous, but Ms. Sophanim listened really hard to what I was saying. Afterward, she asked detailed questions, and with help from the older students, I answered as well as I could. Finally, I was incredibly happy when Ms. Sophanim said she would like to visit Akita Prefecture".

[<Video: Ms. Boramey's poster presentation>](#)

Tandem study (5): Creating a scenario.

Each group created and performed a scenario using shadow puppets from shadow plays, a traditional Cambodian art.



Students with small shadow puppets



Each group performs its scenario with passion

Tandem study (6): Language games and cultural introduction (dance)



Language game (1)



Language game (2)



Cultural introduction (learning footwork for the dance)

Below are excerpts from student reports, as well as the full text of student essays from a sophomore (first time participating), a junior (second time), and a senior (third time).

<Confidence-building>

•As I wrote above, last year I was too passive, just depending on the older students, with no intention of actively getting into conversation. This year, however, I asked the international students about words I didn't



At the Edo Tokyo Museum

know on my own, answered their questions, and helped out the freshmen when they needed it. I also managed to communicate what I wanted to say and understand what I was hearing, so that I could enjoy the conversation. More than anything, I built up my confidence. I'm not the me of last year. I'm someone new now.

•I learned to ask about Cambodia and about things I didn't understand in the conversation, and I was able to speak out without hesitation even though I may not be understood. I realized that, if I just tried to speak no matter what, the other person would not care that much about my mistakes and would correct them for me if necessary, and that I could master so many new expressions that way.

<Increased linguistic ability>

•Last year I could only speak with the international students when the older students interpreted for me and taught me words, but this time I was mostly able to converse on my own. That made me realize that my Khmer has improved. The international students told me that my grammar was good.

•In the spring semester I was just busy trying to get a grip on so many new things, but when I re-viewed them I realized how much I had not managed to memorize. For example, the Khmer words for "can" include "baan" as well as "ceh" and "ruoc." I always end up using "baan," but the international students used all of them in different situations. Having reviewed them, I was able to understand that and receive guidance on which one to use when.

•My task this time was to "ask about words I don't know whenever possible." Fortunately, I already knew how to say "How do you say this in Khmer?" Every time I asked something, Mai made sure I understood the answer. Learning the language from native speakers was not easy at first, but as my vocabulary

increased, my motivation did as well.

•After just five days, I feel that my working knowledge of Khmer has really improved. A major factor in this was how much I used Khmer. It may seem banal, but even by communicating with the international students in simple phrases, I got rid of the fear that I would be misunderstood. I never thought that I would have the chance to use this much Khmer unless I studied abroad. This program was in Japan, but I spent the five days surrounded by Khmer just as if I were in Cambodia.

<Stimulation from international students>

•She always had a notebook with her, and whenever we taught her something about Japan she would ask us to write down the pronunciation. I appreciated her determination to learn about Japan and I wanted to do more for her. I understood how important it is for us, as Japanese, to study not only Khmer but also Japanese culture.



At the Edo Tokyo Museum (with the Myanmar group)

•I had guessed what we might be asked at the museum and Asakusa in advance and looked up the vocabulary, but it was very difficult for me to cope with the unexpected questions: "Why are vending machine drinks more expensive?" "What does Pasma mean?" I was impressed that the Cambodian students wondered about these things that I usually never notice.



At Sensoji

<Understanding Cambodia>

•I was very interested in the things I heard about from the Cambodian students when we were walking around Asakusa. In Cambodia, it is not proper for women to sing in the shower or when washing dishes, or to walk loudly, or go out late at night. Japan has similar gendered expectations, but the difference in the specific taboos was interesting.

