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The numbers correspond to those in the Japanese edition.
Numbers that are missing are for the Japanese edition only.

①AY2016 Short-term Joint Education Program

The Short Visit to the Royal University of Phnom Penh (RUPP) is a two-week program for second year students who take Regional Language A: Khmer Language at Tokyo University of Foreign Studies (TUFS). This is not just a language training program, and the students get the opportunity to take part in the regular classes held for the second year students of the Department of Khmer Literature at RUPP. Through learning and spending breaks together with Cambodian students, students not only improve their working knowledge of and communicative ability in the Khmer language in the same position as a student in Cambodia, but also discover a variety of things and develop their thinking capacity. Since RUPP runs two semesters, TUFS students organize the Short Visit in the beginning of the second semester in early February.

The Short-term Joint Education Program consists of three parts: (1) the intensive course in the winter term (TUFS), (2) the lectures at Department of Khmer Literature (RUPP) and off campus training, and (3) the reporting training (TUFS).

In 2017, second year students who had taken Regional Language A: Khmer Language at TUFS prepared seven obligatory subjects in the four-day intensive course (15 classes total) in the winter term as follows: Indian Literature, Semantics, Pali, Inscription, Khmer Literature (pre-Angkor and Angkor), Southeast Asian Studies (people and culture), and Sanskrit. During their stay in Cambodia, the TUFS students attended the above-mentioned classes in the morning (from 7 am to 12 pm). In the afternoon, they received off-campus training on the culture and history in Cambodia through visiting several places in Phnom Penh. For example, the Bophana Audiovisual Resource Center was founded by the world renowned Cambodian-French filmmaker Rithy Panh. Wat Ounalom, the center of Buddhism in Cambodia, is where Chuon Nath (1883-1969) was the Supreme Buddhist Patriarch of its temple and commissioned the compilation of the Khmer Dictionary, and the temple is also popular for the location's appearance in modern Khmer literature. The

hill of Wat Phnom is where the name of the capital city of Phnom Penh originated from, the National Museum of Cambodia owns archaeological collections including the sculptures of the Angkor period, and the Tuol Sleng Genocide Museum and the Killing Field in the suburbs of the city tell us the tragedy of the Khmer Rouge regime.

The students also had a chance to experience Khmer culture by watching a Khmer movie at the local cinema, cooking Khmer cuisine, and playing traditional Khmer musical instruments. On the weekend, the students visited an archaeological site located in the outskirts of the city to see the inscriptions. The program in 2017 was able to have a Khmer professor conduct the students' group supported by the Re-Inventing Japan Project / Support for the Formation of Collaborative Programs with Universities in Asia (ASEAN) under TUFS. Since there was no dormitory for the exchange students at RUPP, the students stayed at a hotel.

After the program, through the reporting on the program and being examined in language ability, students got an opportunity to rethink what they learned and thought, allowing them to make decisions about their own course of learning for the Khmer language and their research themes.

⑤Report on AY2020 Short-Term Online Study Program (Feb. 2021)

From Monday, February 8, 2021 to Friday, February 12, the short-term online exchange program was conducted by “Japan Specialist Program for the Enhancement of Japanese Language and Cultural Outreach in Myanmar, Laos and Cambodia”, Inter-University Exchange Project (Supporting the Formation of Relations with Universities in ASEAN Countries), in which 16 students participated.

For the cooperation of the Royal University of Phnom Penh (hereafter, “RUPP”) in this program, refer to our university website.

[Vice President of Royal University of Phnom Penh Gives Online Lecture to TUFS Students and Meets with President Hayashi](#)

Many activities became possible through the online format, with participants’ learning seen to improve, marking a success as a next-generation foreign study program.

1. Activities made possible via online format

- Concentration on class content (no obstacles due to unexpected events)
- Visits to locations throughout Cambodia (no travel time required)
- Streaming subtitles (spelling and Japanese translation of difficult terms streamed simultaneously via chat function to aid student understanding)

2. Program characteristics

- The entire program below was carried out in Khmer. Because half the participants were freshmen, they were assigned to study pairs with the sophomores.
- Five workshops were held with the Ty Chien troupe, Cambodia’s oldest and best known shadow puppet theater (registered as a UNESCO Intangible Cultural Heritage). In particular, students were moved by the performance in which they became the storytellers for the Ramayana play, with troupe members manipulating puppets and musicians playing along with them.

- Faculty from our sister school, the RUPP, gave lectures, and students visited a junior high school which employs RUPP alumni.
- Students gave presentations introducing Japan in Khmer as part of tandem study. A cultural introduction including typically Japanese foods such as mochi and rice balls, goods for everyday use with demonstration was held to RUPP students of the program for the last five years as well as shadow puppet troupe teachers who we asked for cultural guidance.

3. Learning Outcomes

- I can ask questions actively in Khmer now.
- I had a chance to communicate in Khmer with a variety of people.
- I got more interested in and more motivated to study Cambodian culture, society, and history, as well as Khmer language.
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Below is a selection from responses of the participating students:

Experiencing workshops with the large-scale shadow puppet theater

- This was a valuable, once-in-a-lifetime experience. Especially valuable was the chance to take part in poetic storytelling, which became a source of great motivation for my continued Khmer study.
- I'll never forget how moved I was during the actual storytelling performance, when my voice was overlaid on the shadow play. It was certainly difficult for a Khmer novice like me, but trying it meant a lot.
- The instructors patiently taught us line by line, so that we could confirm the different nuances and gradually learn how to pay attention to precise inflections. When the play began after my storytelling, I felt as proud as if I were a real member of the troupe.
- I was moved to feel that I was taking part in the artwork and in the tradition. I will always

remember my absorption in the play while taking part, to the point of forgetting that we were connected online, and the beauty and strength of the shadow play therein.

- When I asked the performers if they had ever played any Japanese music, they played Sakamoto Kyu's Ue o Muite Aruko for us; I was deeply impressed by the extremely delicate timbre and the universality of the beauty of music.

Giving presentations introducing Japan

- The Cambodians took notes carefully and listened with thoughtful interjections. It's very encouraging to have foreigners who kindly show interest in your own country's culture.
- I learned that having people make interjections and ask questions is encouraging. This online presentation taught me some tricks for improving communication in dialogues, which I hope to put to use in language study and social activities.
- During these three presentations, I learned more than just practical knowledge. Above all, I was able to confirm once again the essence of conveying and receiving information as a language student.

Future studies

- I was surprised at how better language capability the older students' Khmer has, even though there's only a year difference between us. At the same time, I started to look forward to seeing myself one year later.
- The online study project was a good opportunity to learn about traditional Cambodian culture and consider its practices this time.
- Through this short-term online study program, my motivation for learning about Cambodia increased and I discovered some of my own internal values.
- I hope to make use of the various things I learned through this project in my future studies of

Cambodia, and to go there when it becomes possible to travel again.

- The instructors responded patiently to our stumbling Khmer. This program served as motivation to increase my ability to use language in practice, and I hope to keep on working hard at my Khmer studies.

Touring the junior high school

- The online format made it possible to observe the school interior on screen, getting a sense of the everyday atmosphere of Cambodian students.
- We were able to connect with the junior high school in their library via Zoom. Behind Ms. Sophea, I could see students working independently in the library, and realized how enthusiastic they were about their studies.
- Through this program, I was able to discover a new aspect of education in Cambodia.
- I felt that they were achieving the independently motivated learning that will be called for in the future.

Attending the lecture

- People often think of the Pol Pot regime, the civil war, or poverty when they hear about Cambodia, but the lecture brought me to realize that the people who lived through those times still have memories that make them smile, just as we do.

Touring the historical sites

- When I can go to Cambodia for real, I would very much like to visit Preah Vihear Temple. Until then, I'm going to keep up my Khmer studies so that I can understand the guide's Khmer next time.