

香川大学－チェンマイ大学異文化交流プログラム

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CMU-KU-SGU intercultural exchange programme

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要 旨

3年前から実施している、香川大学－チェンマイ大学異文化交流プログラムの意義及びその展開について概説した。1) 交流の経緯および概要、2) 学生交流における持続的な学習体験と文化の多様性、3) 異文化交流の意義、4) 香川大学－チェンマイ大学異文化交流プログラムの応用と展開、5) 参加学生の立場から見たプログラムの意義について記述し、持続的な発展のための今後の方策について考察する。

キーワード 異文化交流 intercultural exchange,

フレンドシップ活動 friendship activity,

持続可能型プログラム sustainable programme,

言語の獲得 language acquisition, 英語サークル circles of English

1. 交流の経緯および概要

(高木由美子)

1-1. 教育学部における国際交流

香川大学では教育目標を「豊かな人間性と高い倫理性の上に幅広い基礎力と高度な専門知識に支えられた課題探求能力を備え国際的に活動できる人材の育成」と掲げ、諸外国との学術・文化交流を推進し、「国際交流の拠点」となるべく活発な国際交流活動を展開してきた。(香川大学憲章、2007) タイ王国との学生交流は、農学部を中心に数々の大学(メチヨー大学、カセサート大学、チェンマイ大学、チュラロンコン大学)と1990年より学術交流協定を締結し交流を深めてきた。特に本学は、2007年にチェンマイ大学を海外国際交

流拠点校と定め、合同研究シンポジウムを開催するなど積極的な交流を進めてきた。教育学部でもチェンマイ大学人文学部との交流を進め、2009年10月に、チェンマイ大学の Prof. Wichian Sunitham 人文学部英語学科学科長及び Pharot Tubkhrai 氏が教育学部長を表敬訪問した。その際、国際交流委員会への要望として、学生交流プログラムに対する本学部学生への参加依頼があった。そこで、その要請に応じ、2010年2月28日から、3月12日までチェンマイ大学での異文化理解短期コースに教員2名と学生3名が参加した。

プログラムには、札幌学院大学の学生が既に2年ほど先行して参加していた。2010年には札幌学院大学の教員2名、学生15名と同行するタイの言語、文化、経済、山岳少数民族等についての講義、現地の小学校や、ボランティア施設、地方の村でのホームステイ等、様々な充実した内容を含むものだった。Buddy を担当した日本語学科の学生の英語・日本語能力は非常に高く、本学教育学部学生の実践力向上に有効であると判断した。

1-2. SSSV 事業と、来年度のシンポジウムにむけて

2011年3月にもプログラムに学生の参加を呼びかけ、教育学部の学生は2名の希望者があった。日本人学生の海外留学者数は、10年間で半数あまりに減少しており、例えば、アメリカに留学する学生の数は2004年の8.2万人をピークに減少し、留学者総数は21,290人、前年度から14%減少し、順位も6位から7位に順位を下げた。(Open Doors 2011, 2011) 本学の学生が少しでも海外留学しやすくなることを考え、教育学部国際交流委員会で議論を重ね日本学生支援機構が平成23年度から募集を開始した留学生交流支援制度(ショートステイ、ショートビジット、以下、受け入れ事業、派遣事業と略記)事業に応募することを計画した。

応募に際して、学生交流の基軸に「フレンドシップ活動」を設定した。ここでいうフレンドシップは、さまざまな交流活動を通じて「学生が子ども達と触れ合い、子ども理解を深め、教員としての実践的指導力の基礎を習得する」ことを実践することを念頭に置いている。また、実践的教育活動を、総合的に評価し、単位認定する。今回の事業は、一方で、参加教員・学生が独自の立場で取り組むことも可能にした。持続的なプログラムの運営、第二言語としての学国語の指導など、それらは多岐に渡る。

本事業は本学学部学生が協定校やその地域で実習を行う派遣と、協定大学からの学生の受け入れ事業を実施する。様々な活動を通して、学生の国際理解や、将来教員になるための資質向上をはかり、各自が定めたテーマについて探求活動をすることによって自主性、創造性を育成することを主な目的としている。事業は受け入れ事業、派遣事業からなり、派遣事業では、交流協定校であり、香川大学の海外拠点大学でもあるチェンマイ大学を訪問し、学生交流活動や、日本語教育の実情の視察などを行う。また、チェンマイ市内の孤児院や近郊の村の小学校等でのふれあい活動を通して他国の学びの活動に触れ、チェンマイ近郊のランブーン工業団地内にある日本企業を訪問し、その企業活動を通じて他国の中での日

本について再認識することにより、同大学のみならず所在地であるチェンマイ市・タイ王国・アジア地域も含めて理解を深めることとした。

一方、受入れ事業では、日本の児童生徒とチェンマイ大学及び香川大学学生との交流活動を実施することにした。受入れ期間内には、ホームステイや、交流活動を通じて、チェンマイ大学との学生交流がより活発になり、相互理解を深めることが可能であり、本学の学生にとっては、チェンマイ大学の学生に高松、香川、そして、日本や日本文化を紹介することにより自国に対する理解がさらに深まる。また、本事業を通してチェンマイ大学学生の留学希望者を募り、今後のさらなる交流発展につなげることも可能であると考えた。また、本事業は、札幌学院大学との合同プログラムでもあり、3大学の連携によりより大きな効果が期待できる。

本事業は香川大学インターナショナルオフィスの協力も得て無事平成23年度に採択され、受入れ事業は、平成23年11月に教員3名、学生9名を受け入れた。また、派遣事業は、香川大学国際交流基金事業も合わせて実施し、教員2名、学生14名を平成24年3月に派遣する予定である。

平成24年9月には、第4回香川大学－チェンマイ大学合同シンポジウムが、香川大学で開催される予定であり、主となるテーマとして「Healthy Aging and Sustainable Society」本学が中心となって関わるセッションとして、「Social Sciences and Humanities : Sustainability and Environmental Studies」があげられている。「教育の流動性と持続可能な学習のための異文化交流」「持続可能な国際社会への構築のための次世代教育」などについてさらなる検討を実施する予定である。

2. Student Exchange as a Means to Foster Lasting Friendships, Sustainable Learning Experience, and Understanding of Cultural Diversity

(Wichian Sunitham, Tossaporn Suwannachart,
Kruawan Sae-be, Yuwadee Khamwongsa)

The main purpose of any intercultural exchange program is to promote one or more aspects of shared understanding of something. The intercultural exchange programme among Chiang Mai University, Chiang Mai, Thailand, Kagawa University, Takamatsu Japan, and Sapporo Gakuin University, Sapporo, Japan has been constructed to encourage lasting friendship, sustainable learning experience of its participants, and the understanding of cultural diversity through student exchange during their two-week time together.

The main objective is to demonstrate a case of an intercultural exchange program between Chiang Mai University and Sapporo Gakuin University from 2006-2010 and

among the two universities and Kagawa University from 2010-2011. Ideas will be given to and shared with the audience along with photo and video presentations, which will involve the following :

2 - 1 . Lasting friendships among partner institutions and student participants

This will be achieved through a variety of activities promoted during the program such as home stays in the countryside and in the city of Thailand, where Japanese students will learn to see another culture different from their own through hands-on experience, home stay experience of Thai students with Japanese host families who have come to appreciate Japanese lifestyles and cultures. The gradual development of friendships among the student participants of both countries is also something worth to point out.

2 - 2 . Sustainable learning experience among student participants

Such experience has been extensively and widely promoted through many different activities in the programs. Japanese students study, as part of their participation, Thai cooking, Thai classical dances, as well as different social and historical aspects of Thailand, for example. Thai students, likewise, gain their knowledge of Japanese society as a more modern place than their home country.

2 - 3 . Understanding of cultural diversity

The understanding of cultural diversity is the most difficult thing to boost. However, the cultural exchange program among our institutions can at least encourage students to give feedbacks in terms of their understanding of culture through their own eager eyes. Claims can be safely and soundly made that this, in turns, can encourage friendships that expand the miles between Japan and Thailand.

We will draw great attention to you how important an intercultural exchange program such as CMU-KU-SGU Intercultural Exchange program is and help raise their awareness that the program should be further promoted to maximize its potentials in helping the students and staff participating in the program achieve what the program intends to give.

3. The Meaning of Intercultural Exchange Programmes

(Paul Batten)

3-1. Abstract

This article describes one programme organised by the Faculty of Education, Kagawa University, aimed at trying to draw out students' interest towards and awareness of another Asian country, Thailand, through the faculty's intercultural exchange programme with a Thai university. The programme has several notable features: 1) pre-departure language classes totally in the target language (Thai), 2) a 'buddy' system in which students are paired with a Thai counterpart for the duration of the twelve-day programme, and, 3) its reciprocity, in that Thai students visit Japan, and Japanese students visit Thailand. The programme is now in its third year. Although still in its infancy, results thus far indicate that Japanese students' interest in Thailand, and ability to maintain contact and communication with Thai people and other non-Japanese using English has been enhanced as a result of participation in the programme. There has also been an increased interest in other countries generally.

3-2. English study vs.using English

In 2011 Japan ranked as the world's third largest economy after the People's Republic of China and the United States. One would imagine that given this strong position, its students would be equally internationally minded and competitive. Yet recent statistics show that the reverse is true? that Japanese students are becoming less internationally focused, whereas the trend towards global education continues to be gain pace in other countries.

For most of my students English is something that they *study*. Unremarkably, they do not need to use it in their daily lives and most do not envision having to use it in their futures, apart from perhaps a trip or two overseas. English is essentially something to be studied for tests. The recent move towards a heavier emphasis on TOEIC test preparation classes at the university level has reinforced students' (and their teachers'?) general view that English is something to be tested and evaluated by some external auditor.

Evaluation of what has been studied or acquired has its place in any robust language programme. Tests, courses, classes, and the qualifications that students gain from these are essential tools for their professional development. An acquaintance working at ETS, the organization that administers TOEIC, once commented to me that a high TOEIC score from an otherwise mediocre university student can open employment opportuni-

ties otherwise denied. In my own experience too, language qualifications have been essential in living and working overseas.

And yet, if the net result of a language course proves to be a reticence to use the target language and to a lack of desire to engage with the countries and cultures using that language, one cannot but be disappointed. The Japanese Ministry of Science and Education, MEXT, set out in a white paper in 2002 its goal of creating 'Japanese that can use English.' (MEXT, 2002). Furthermore, in the future high school classes will be required by the ministry to be taught mostly in English. These are both very positive goals? a movement towards emphasizing the use of English as a means of also learning and improving English. A university's overseas exchange programmes can help foster these goals as well.

3 - 3 . Monocultural English

For most Japanese students I have teach, 'English' means 'America'. Any deviation from this 'norm' is often treated with either suspicion or disappointment. In an overwhelmingly monolingual country such as Japan with a heavily regimented standard form of language and an intense awareness of any dialectal deviation from that norm, perhaps this is not surprising. However, when this 'one size must fit all' appreciation of language diversity is applied to the use of English, in my opinion, it is erroneous and counter-productive for students. There are about two hundred countries in the world, but for most of my students, English will naturally be the lingua franca that they will have to use to communicate with people from these countries. An awareness of this fact, of the wide spread and use of English is an important factor, I believe, in students' motivation for improving their English as well.

3 - 4 . Links at the Faculty of Education

The Faculty of Education at Kagawa University has been sending students twice a year since 1999 to a polytechnic institution in Christchurch, New Zealand. Students have an opportunity to go to a 'native-speaker' country and enjoy learning English and the various cultures found in New Zealand. This programme has been very successful with just below 200 students having taken part in the last ten years. The faculty also has several other programmes with universities in China, South Korea and the US.

3 - 5 . Circles of English Use

In order to attempt to broaden my students' horizons a little, I was very keen in 2007

to consider another exchange programme with a country from Kachru's third or expanding circle of English use. Kachru (1992) posited the idea of three concentric circles of English. The inner circle are the traditional bases of English, the 'outer' circle is countries where English is used frequently as an official or business language, and the third 'expanding' circle are countries where English is used for business. I feel that it is essential for English teachers to challenge students' unthinking assumption that English is learnt so that it can be used with Americans, or if not Americans, then at least with native speakers.

In reality, most of my students (apart perhaps from those in education) will probably be using English for businesses or communication with a Chinese, Korean, Indian, or Vietnamese client. In order to foster an awareness of this use and spread of English, English as an enjoyable means of communication with a wide range of speakers, non-native and native, I was eager to establish an intercultural exchange programme with Chiang Mai University when invited to do so.

3 - 6 . Features of the Kagawa University-Chiang Mai University programme

- 1) pre-departure target-language instruction in 'survival' Thai
- 2) online contact with buddies before departure
- 3) four-day home-stay in rural Thai primary/junior high school students' families
- 4) three-day home-stay with urban high school students' families
- 5) choice of a buddy majoring in Japanese or English
- 6) post-programme online contact and/or buddy visit to Japan

As can be seen from this brief description of the programme with Chiang Mai University, students experience a wide variety of novel situations and have to deal with a variety of speakers of English from a variety of backgrounds and levels. There is also an option for students to select a Thai student majoring in Japanese language. Students will use either language in negotiating the various activities they take part in with their buddy, be they academic, (lessons in Thai culture, society, religion, language and monarchy, minorities and Thai language), or 'social' (home-stays, school visits, team teaching) or 'tourist-focused' (visiting temples or markets). In these situations, a working knowledge of compensatory strategies should develop (Batten and McCrohan, 2011).

The programme with Chiang Mai's focus is not solely on SLA per se, but with also a variety of cultural aspects. Through these visits to schools, home-stays, and lessons about their host country, it is my hope that students will realize that English is not just

a subject for gatekeeping exercises, valuable though they are, but also a fascinating and useful means of interacting with a wide range of other (in this case, non-native) speakers of English, and not with just the people in Kachru's inner circle, but with those in the other circles too.

3 - 7 . Lessons in Thai ? survival language

Students also have three ninety-minute lessons in Thai language before departing. Topics covered are basic greetings, self-introduction, numbers, food words, shopping vocab and some practice in writing their names in the Thai script. Questions and phrases for making use of compensatory strategies are also included. The methodology is a mixture of Gattegno's Silent Way (Gattegno, 1963) and Total Physical Response. In the classroom, the instructor (a PhD student from Bangkok) uses only Thai. Students are not permitted to speak, they listen and respond to the language input by pointing to appropriate items. Students have stated that these lessons helped them get along with Thai people when compared with other students who had no prior language input. Even being able to say Hello or Thank you in the local language makes a big difference in that first step towards establishing a line of good communication for a beginner in another language, and/or a visitor to a new country. It may seem odd to veteran second language users, but when taking students to New Zealand I have noticed that many newly arrived students are very reticent to start using even such simple phrases, or any language at all when shopping and will remain silent. As teachers we can often forget how much courage it takes to start interacting in an unknown language community with the possible inherent loss of face (cf. Brown and Levinson, 1987).

3 - 8 . Conclusions

Students can study about a language during their time at university and gain proof of their ability through various tests and qualifications that will help them in their futures. However, with only a so-called 'paper test' knowledge of a language and the cultures that use it, a learner/student is at a disadvantage. Without appropriate schemata developed about how to use the language, (or more specifically how well they can use it), knowledge of the places where the language is used, how different kinds of people use it, etc., the learner/student is surely disadvantaged.

Through intercultural programmes such as the one described in this paper, a seed can be planted to help encourage students to develop beyond what is learnt about language in the classroom. They can start developing interest, and perhaps expertise at

their current level, whatever it is, in using a second language and maintaining links with other people using this or these languages. This is the first step towards developing a functional intercultural awareness and finesse.

Students lucky enough to be able to take part in such intercultural programmes will have much more to contribute to Japan's future than those who miss out on such opportunities. They have a head start towards becoming Japanese who can use English, and have experience in doing so, and for some perhaps an interest in developing these skills further.

4 . Chiang Mai and Kagawa Universities : Analysis of the Exchange Programme and Future Developments (Yumiko Takagi)

4 - 1 . Abstract

Intercultural Exchange Program 2010, students and staff met a lot of great people and it was a very precious experience for us. We will describe our plans to ensure steady implementation of measures in securing of number of international students.

4 - 2 . Strategy of expanding International Exchange of Students

As a part of the "global strategy" to open up Japan to the whole world and expand flows of people, goods, money and information between Japan and countries in Asia and other regions in the world, Japan will aim to accept up to 300,000 international students by the year 2020. Efforts should be made to strategically acquire excellent international students, as well as to accept highly capable students, while giving due consideration to the balance of countries, regions and fields of study. Japan will also continue to make intellectual contributions globally to other countries, including Asian countries (MEXT, 2008). It is important for the student body to be exposed to international students of different cultures. Kagawa University has a history of engaging actively in academic exchanges with overseas institutions. Ten years of research collaboration bore fruit and in 1990 an exchange program was established between Chiang Mai University in Thailand and Kagawa University.

Kagawa University has set one of its goals in education as creating "professionals with a rich humanity and high morals, a wide basic knowledge and high level of professionalism and the ability to investigate issues and those who can make contributions internationally". With this in mind, the university has promoted academic and cultural exchange links with overseas institutions and aims for as active links as possible.

Japanese universities and graduate schools currently host around 100,000 international students, mostly from Asia. At the meeting, the council decided to increase this number to one million by 2025. The appealing features of universities should be enhanced globally, through international coordination and cooperation between universities, through such means as student exchange, credit transfer and double degree programs, promotion of interchange through short-term exchange and summer schools, improvement of mobility of students, and guarantee of the quality of university curricula.

4 - 3 . Foreign Student Policy of Kagawa University

In accordance with the government's Foreign Student Policy for the 21 st Century Act, Kagawa University started to prepare to receive international students and in April 1985 a plan to receive international students at Kagawa University was enacted and a Committee for International Student Affairs was set up. To attain the goal, we are considering introducing a new international exchange committee in the Faculty of Education.

With its Faculty of Agriculture leading the way, Kagawa University has had student and academic exchange links with a number of universities in the Kingdom of Thailand since 1990. As there had been a lot of productive academic work between Kagawa University (KU) and Chiang Mai University (CMU) in particular, in 2007 KU designated CMU as a hub university for its overseas links, and links developed well with other faculties, including the Medical and Engineering Faculties. Furthermore, the two universities' joint symposium has been held twice so far. Exchanges at the moment are student exchanges based on research, and academic exchanges. Exchange between all faculties is also being encouraged. In order to develop links between our two universities further, and increase our mutual understanding of Thai and Japanese culture, it was decided to develop a student Intercultural Exchange Programme for Faculty of Education students.

4 - 4 . Intercultural Exchange Programme for Institutions.

This intercultural programme for our faculties' has special features.

- 1) Asian country focus
- 2) Sustainable activities' using Information Communication Technology
- 3) Students have a choice of English and /or Japanese initially
- 4) Students encounter a wide variety of people in a range of situation with their Buddies.

Education majors will benefit from participating in this programme in a number of ways, 1) Chiang Mai University and Kagawa University have one of the strong links each other so that students can join this programme at ease. 2) Students had the opportunity to listen to lecture by Chiang Mai university professors on the Thai culture. 3) Buddies helps us find our way around. 4) Our students can learn Thai community through visiting and home-stay a rural primary school and orphanage. 5) Internship and educational friendship activities include this programme. School visits will help develop students abilities in dealing with Children in and outside the classroom. The rural home-stay is much like the educational Friendship activities.

The programme for two weeks in March 2010 included temple visits, a visit to an orphanage, demonstrations of Thai food and dance, etc, a campus tour, a three-night home-stay with high school students' families in Chiang Mai, a village home-stay and school visit to rural area for four days, as well as lectures by CMU professors on the Thai economy, languages, ethnic groups and cultures. Another noteworthy feature was the 'buddy' system. The lecture on Thai society and culture was by a professor who has studied in Japan, and covered topics such as the weather, population, society, monarchy, Thai greetings. These lectures, and the lecture on Thai economics were of great help to our Education Faculty students in helping them understand Thailand in general, as unlike our programmes for short exchanges with the US and China, students did not have too much time before they left for Thailand to learn about the country. In the lecture on the Thai economy, the differences between the Thai and Japanese economies, and the exchange rate, was of great interest for both the CMU and KU students. It was pointed out that Thailand imports products to use, such as cars and electrical products from Japan. These real examples helped students' comprehension a lot. The final lecture was on northern Thai hill tribes, something that we would never hear about unless we were experts in that field. The Hill tribes have a low rank in Thai society hierarchy. There are a number of groups. The Karen is the largest group at 47%. The lecturer was a specialist in the Karen language. The Miao is the second largest group, suffered during the Vietnam War. However, the traditions of the hill groups are passed on to each generation. As for the Faculty of Education at KU, as well as being able to provide general introductions to Japan and Japanese culture, we could also provide detailed information on aspects of Japan only researched in Japan, for example, cultural research on the Seto-Inland Sea cultural area, and water reservoirs. Perhaps in the future it might become a two-way exchange of information.

The elementary school and the orphanage we visited are supported financially by a

variety of international organizations. For students from the Faculty of Education, these visits provided a good chance for our students to use the skills dealing with younger students that they learnt during the Friendship programme at KU. We went to a remote area to visit the Doi-Tao Village and were surprised to meet Japanese student groups from Tokyo and Waseda Universities, who participated in the same cultural activities we did. The Japanese language department at CMU is elite, and the CMU buddies were able to use both English and Japanese skillfully. Also in the rural village of Doi-Tao, there were a number of people who spoke English. I realized that the Thai people are very interested in and have a positive attitude towards Japan and the West.

This is also reflected in how Japanese companies are accepted in Thailand. In our programme we were scheduled to visit several Japanese companies in Lamphoon. We were not able to arrange a visit to have a look around this time. We also heard how Japanese companies recruit people to work for them in Thailand. Lamphoon is about thirty minutes from Chiang Mai by bus, and the climate is not as hot as Bangkok, so it is well suited for long residences. During this visit, we were fortunate to be able to have discussions with the Dean of the Faculty of Humanities as well as with the Vice-Dean of the Faculty of Economics, both of whom expressed interest in signing an MOU with the Faculty of Education at KU. The cost of living is affordable in Chiang Mai, the student dormitories are of a very good standard, and I think that CMU is a very good candidate to consider to future long term student exchange programmes.

4 - 5 . Future Development of Our Programmes

In October 2010, Sapporo Gakuin University and the Faculty of Humanities, Chiang Mai university held symposium as well as a short-term student exchange programme. We will have to arrange the 4 th Joint symposium of CMU and KU in September 2012. SGU has a number of staff from overseas, and it is these staff members who help this programme. Some of the SGU students commented that they would like to see more participation from Japanese staff in the programme. I suggest that it would be a good idea for KU, as well as for both SGU and CMU, that they also have a focus in the Kansai region as well during their short-term exchange programme to Japan. So we earn JASSO grants and start to 'short stay and short visit' programme in November 2011. SGU staffs ask for us they would like to join their student to our 'short stay and short visit' programme. Although the JASSO programme just start and obviously details and discussions are in the future for now, I think that a consortium style of link between our universities might be a good development to consider.

Appendix. What our students gained from joining programme

A- 1 . Report on CMU-KU-SGU International Exchange Program 2011

(Chutima Chankhong)

I am a person who is very interested in Japan in every aspects. For example, Japanese people, Japanese food, Japanese culture etc. Therefore, when I have heard about SSSV program that it provided Thai student an opportunity coming in Japan to experience with Japanese culture, I was so eager to join the program and was looking forward for the new experience in Japan. Also, it is my first time that I come to Japan and I was so happy and excited that my dream becomes true. This because Japan is my dream country. And I have fall in love with this country since I was very young.

When I was in Japan I visited many cities like Osaka, Kyoto and Nara. For Osaka, the sleepless and crowded city. I enjoyed visiting Osaka castle and Osaka museum in Osaka and know how great and beautiful the castle was. Also, I had tried one of the Japanese cultures which were the O-furo. For Kyoto and Nara, They are very unique and charming cities. I love these two cities very much. While I was in these two cities, I went to Kinkakuji, Kiyomizu temple, Todaiji temple etc. and I fell in love with the antique buildings and the atmospheres over there. The old story still can see in the lifestyle of people there, and the historical site and places that I visited can represent the glorious history that Japan used to be.

Then I visited Takamatsu, the biggest city in Kagawa prefecture. I went to Fuzoku Sakaide junior high school for introduction about Thailand to the 8th grade students. The students were having so much fun answering about Thailand's questions and got the elephant bookmark as a present. Also, I taught them how to write their names in Thai. Thai students also met and talked with the teacher who is the English teacher for the 8th grade students. Then I got a chance meeting with Prof. Nishihara, the vice Dean of Education, Kagawa university. I also enjoyed the welcome party that Kagawa staffs prepared for Thai students. This welcome party making me met many Japanese people and I also enjoyed the Japanese food and the show over there. Then we had the seminar with Prof. Wichian, Thai teacher and Prof. Yumiko Takagi at the KU international office. After that, we had an English class with Asst. Prof. Paul Batten and KU teachers discussing about Japanese culture and people, Q and A time about things in Japan and Thailand. At night, Thai students also joined the welcome party for international students that provided by Education Faculty's staffs. On the other day, I also went to Ritsurin Park illumination and found that this place was so peaceful and rich

with Japanese culture aroma. I enjoyed walking in the park full with Bonsai and things decorated in Japanese style. Also, I went to a tea-house in Ritsurin park and experienced how to drink the traditional green tea in Japanese style. It was so lovely and I was absolutely fall in love with the Japanese green tea. Then on the next day, I prepared for the Thai fair in Tenmaya, a department store. For this event Thai students helped cooking Thai foods which were Green curry and Mussamun. We also introduced Japanese people especially Japanese kids about Thai culture. We wrote the kids name on an elephant bookmark and gave them as a present from Thailand. And the kids were had fun coloring in Thai pictures.

To conclude, living in Japan makes me know more about Japanese culture and Japanese people beyond all the books that I have read since it is a self-experience. I enjoyed everything and everywhere that I have done and been in Japan with my Thai friends and Japanese people. And also I learn that Japanese people are very discipline, hard working and very patriotic. Everywhere that I have been were very clean and neat and I can say that I love is country so much. I was so lucky and so happy that once in my life I got an opportunity coming to Japan, the perfect-combination country that rich with its long history and high technology. Finally, I would like to give a big thank you to SSSV program and every person who involved making this program happen. I was so appreciate and hope that one day I will come back to Japan again. This great experience will always be in my heart. (4 th year student, Chiang Mai University, SSSV 2011)

A-2 . Report on CMU-KU-SGU International Exchange Program 2011

(Chadaporn SIENGCHAROEN)

Going to Japan is one of the most popular dreams for Thai students. We, as Thai students, are dreaming to go to Japan since we were young, however, there is not much chance for Thai students who live in developing country with the low income to such a country full of beautiful cultures, traditions, sceneries and people like Japan. Nevertheless, with the great help and support from SSV, JASSO, Kagawa University and Sapporo Gakuin University, many Thai students has made their dreams come true once in their life time. As we participate the CMU-KU-SGU Intercultural Exchange Program, we have learn and experience Japaneses cultures. Also, we adapt ourselves to Japanese people like trying to be punctual or bowing in order to thank. Thai and Japanese students become friends or even close friends which it can create the relationship among Thai and Japanese people in a long-run.

For 2011 intercultural program, we have numbers of unforgettable memories. For in-

stance, we had a wonderful welcome party for international students at Education Faculty, we went to Nara to see the deer, old town and temples. Besides, we visited Osaka and Kyoto. For Osaka, we went to Osaka castle, Osaka Museum Living and Housing and Namba street.

We visited Kagawa University. We went to Ritsurin Park Illumination. Additionally, we met the vice-Dean of Education Prof. Nishhara and had a seminar with Wichian and teachers. We also visited to Megijima and KUIO-Kagawa International Office. We shared our experiences in an English class in Kagawa University. In addition, We went to Fuzoku Sakaide Junior High School and had some educational activities with the kids like introducing Thailand and teaching some easy Thai language in their English class of Ogawa sensei.

Apart from the constructive activities above, we also went to Kaekko Bazaar, Tenmaya, to introduce Thai cultures to elementary school childrens. We prepares Thai ingredients for Chicken Green Curry (Kang Kaew Wan) and Chicken Yellow Curry with potatoes (Masamankai) with Japanese buddies. At Tenmaya, we gave Thai wooden bookmarks with elephants and Thai style cartoon for children to have fun coloring the pictures. Also, we met local Japanese people studying Thai language in Kagawa. We had a welcome party with our Japanese buddies and teachers. We spent nights with our Japanese buddies and families (homestay) Also, I went to my friend's buddy's family (Japanese) from her mom's invitation because her family loved to eat Tom Yum Kung so my friend and I made Tom Yum Kung to the Japanese host family. I taught them how to cook Tom Yum Kung. They all loved our Tom Yum Kung. Besides, we had chances to reunion the previous Japanese buddies who had participated this program in March 2011 in Thailand which were the most of my precious memories in my life. I miss them very much and I am very glad and happy that they are fine and getting a job. Some of them still studying, yet, helping the program for our stay in Japan. There is no such a word to describe my feelings and thank all Japanese buddies, teachers, Japanese government and anyone who is concerned. "TOTEMO ARIGATOU" I would say. I really love Japan and hope that this program will be continued in every year.

Finally, I would like to thank for all everyone especially Japanese cooperation, JASSO, SSSV, Professor Yumiko Takagi and Asst. Prof. Paul Batten to make our dream come true. I feel much appreciated to be as a part of this program. I understand more about Japanese people and cultures and this inspire me to learn more about Japan. Thailand and Japan are very similar just like close friends or even brothers. I love Japan and I will definitely come back again in the future. (4 th year student, Chiang Mai University,

SSSV 2011)

A-3. What I Learnt from Thai people and culture-Report on CMU-KU-SGU Intercultural Exchange Program 2010 (Saori Mitani)

A-3-1. Introduction

On this, the Chiang Mai University-Sapporo Gakuin University and Kagawa University Intercultural Exchange Programme 2010, I met a lot of great people and it was a very precious experience for me. As we had established contact my email prior to our departure, we had a smooth start to getting to know our Thai student hosts, our buddies. It was thanks to all the people involved in the programme, starting with our buddies' support, and all the people we met and spent time with, for me, the entire programme was such a meaningful experience. I'd like to tell you what I learnt as a result of our various activities and what I learnt about Thailand.

A-3-2. The Importance of Cross-Cultural Understanding

As a result of our activities with the CMU student buddies, I was able to think about the differences between our cultures. I would like to mention two points in particular that impressed me.

The first of these is greetings. Every morning when we met our buddies they would ask us first "Have you eaten already?" I took the question literally as an inquiry about what I had eaten for breakfast. So I was surprised to find out that for Thais this question really just means 'Good morning'. This type of greeting style made me appreciate the importance of rice and food for Thai people. Even though there are more and more supermarkets and shopping centres, and a lot of markets, at our homestay families I realized that many people still take the time to support themselves by growing their own food. And of course, everyone was very happy when I told them that the food that they had prepared was "aroy" (tasty). I appreciated differences in culture from a greeting and food.

My second point concerns the concept of time. In the programme this time we had a very detailed and precise schedule, but most of things did not go exactly according to the scheduled times. For someone like me who tries to be very punctual, I was very surprised. I realized that I was surprised because I had assumed that start time and the time for us all to get together were the same. I realized after seeing the Chiang Mai students, that what happened was that things generally started about thirty minutes after people started to appear and talk with each other. I realized that this time to get to-

gether and spend time with each other is valued highly. My buddy helped me understand this by telling me "If you want to start something from a certain time, you have to tell everyone to be there thirty minutes beforehand." When I heard this, and understand the difference between our cultures, I started to appreciate this nice aspect of Thai culture.

I learnt a lot about Thai culture. When I asked my buddy about things that surprised me on our various activities, she would give me very nice detailed answers. And when there was something that was close to Japanese culture, I told her that and realised that I was also telling her about Japan. I realised that we were able to have this kind of interaction as a result of our joint activities. I appreciated again from all this, that finding out about both our countries' cultures and communicating with each other is more important than anything else.

A-3-3 . Communication in the Doi-Tao Village Stay

What impressed me the most during my four days spend in Doi-Tao village was the strong links between the children, the adults, and also between the adults and the children. I think of it as a large community based around a primary school. As well as that, I was also very impressed by the warmth and friendliness of the people in the village. The teachers always interacted with the children with a smile, and I could tell that the teachers themselves enjoyed interacting with their students and with us, the Japanese students.

I found it difficult to express myself. It's very important to be able to express oneself with words. Nonetheless, I think that I was still able to make myself understood despite this lack of verbal communication, by using gestures and facial expressions as best as I could. Through card games, origami and soccer etc playing together with the children I felt I was able to make myself understood somehow.

A-3-4 . What I Learnt from Thailand

I was also able to learn a lot of things about Thailand itself. There are three points that I would like to mention.

The first is Buddhism. They say that Thailand is a Buddhist kingdom in which over 95% of the people are Buddhists. We visited several Buddhist temples as part of the programme and I certainly saw a lot of people there, from young children to adults at these temples. On the home-stay, the children went to their local temple every morning, as well as visiting the temple once a week with their families. I realized how deeply Thai

people believe in Buddhism and how deeply it is a part of their lives.

My second point is about the King of Thailand. I realized that Thai people are extremely proud of their King and when I asked my buddy about this, she told me with tears in her eyes, "The King is involved with many projects to help the us Thai people and the poor. Whenever I speak about the King I get tears in my eyes," she said, with tears in her eyes. According to the Thai Embassy in Tokyo, "'The King in Thailand is doing his best for us, the Thai people. And so, it is for the King, we the people will also do our best.' Because of all the guidance of these wonderful kings, protecting our independence from the spread of socialism and western colonialism, our country has been able to develop into a politically, economically, and socially stability. Due to the efforts in the past of farmland developers and the development of new food product, there are now more 400 "Royal Projects" that the King is involved with throughout the country and as a result of these the people's reverence and respect for the King remains firm."

My third point concerns the family. I had heard how children in Thailand respected their parents, but due to my home-stay, I was able to see this before my eyes. My home-stay sisters, a high school third-year student and a junior high second-year student, both respected their parents and grandparents. They also helped out without any fuss chores around the home. The number of nuclear families is increasing, but in my home-stay families, they all had very strong links with the local community. In Dao Tai, in the morning and at night, lots of local people would visit and chat. I thought it was a really nice lifestyle. I thought that in this type of good environment it was only natural that children would grow up developing a sense of trust in adults.

A-3-5. Conclusion

Due to the CMU-SGU and KU Intercultural Exchange Programme 2010, I able to enjoy a wide range of activities and meet a lot of really nice people. Chiang Mai University students, the buddies who helped us out in our activities, the teachers and students from Sapporo Gakuin University, the host family people, and all the people I met at Doi-Tao. For me, what made this programme such a once-in-a-lifetime valuable experience was the people who I met and participated in the programme together with. It was due to the teachers from Kagawa University and my friends. Thank you all very much.

After returning to Japan, I will be a primary school teacher and will teach young children. I would like to be able to tell the children about my wonderful experiences and the wonderful people I met in Thailand and would also like to help educate children who can tell other people about Japan. (4 th year student, Kagawa University)

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