

9月6日(土) 研究発表第10室(16号館406)

“An Independent Learning”: Lafcadio Hearn as Educator

Language education-----Famous educators-----Hearn

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Abstract:

Lafcadio Hearn (1850-1904) was an author, translator, and educator whose writings helped shaped Western views of Japan from the late 19th century. Most research on Hearn's works has centered on his books that depict an exotic, romantic view of the Japanese, their customs and folklore (e.g. *Kokoro*, *Kwaidan*), while ignoring his pertinent observations about his own role in Japan as a teacher of English language and literature. Although not as influential pedagogically as later educators such as Harold E. Palmer with his work at the Japanese Ministry of Education, Hearn's descriptions and insights about teaching a foreign language at the turn of the century are indeed still useful to all those involved in second-language education in present-day Japan. The following paper will focus on two important areas: (1) Hearn's attitudes about teaching English and (2) his comments about the teaching of writing primarily found in his *Diary of An English Language Teacher*.

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After a brief survey of early attitudes towards foreign language learning in Japan, this paper will address some of the concerns and reactions that Hearn had as a teacher in Matsue, Kumamoto, and Tokyo. Besides utilizing his diary and correspondence, an analysis of his articles concerning education for the *Kobe Chronicle* will be examined. These sources point out Hearn's constant questioning about the role of the foreign language teacher as well as his attitudes about his students.

The second section of this research paper will look at the problems Hearn had as a teacher of writing, in particular the difficulties he had in recognizing the differences between the systems of a "Western" "Eastern" rhetoric. Using his *Diary of an English Language Teacher*, this paper will analyze the compositions of Hearn's students to underline the conflicting differences between two disparate rhetorical traditions.

While this paper describes Hearn's role as a teacher of English in an historical context, parallels with language teaching in Meiji Era Japan and contemporary Japan will be highlighted. This paper will be of interest to all those engaged in teacher education as well as those interested in contrastive rhetoric.

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But yield who will to their separation,
My object in living is to unite
My avocation and my vocation...

("Two Tramps in Mud Time"---Robert Frost)

Lafcadio Hearn (1850-1904) was an author, translator, and educator whose writings helped shape Western views of Japan from the late 19th century. Most research on Hearn's works has centered on his books that depict an exotic, romantic view of the Japanese, their customs and folklore (e.g. *Kokoro*, *Kwaidan*), while ignoring his pertinent observations about his own role in Japan as a teacher of English language and literature. Although not as influential pedagogically as later educators such as Harold E. Palmer with his work at the Japanese Ministry of Education, Hearn's descriptions and insights about teaching a foreign language at the turn of the century are indeed still useful to all those involved in second-language education in present-day Japan. The following paper will focus on two important areas: (1) Hearn's attitudes about teaching English and (2) his comments about the teaching of writing primarily found in his *Diary of An English Language Teacher*.

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