

Dissertation Abstract

Japanese Language Education in Korea's Enlightenment Period

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The dissertation contains the following chapters:

- C1 Introduction
- C2 Outline of Japanese Language Education in Korea
- C3 On the Establishment of the Japanese Language School (Nichigo gakudō)
- C4 Okakura Yoshisaburō: First Principal of the Japanese Language School
- C5 Outline of Japanese Language Textbooks in Korea's Enlightenment Period
- C6 Characteristics of Japanese Language Textbooks in Korea's Enlightenment Period
- C7 Conclusion

This study examines the beginnings of Japanese language education in modern Korea. It is based on analysis of primary sources and focuses on issues related to the mechanisms, instructors, and textbooks of Japanese that are not clearly understood in the existing research.

Chapter two reviews the previous research on the history of Japanese language education in Korea and outlines its general course chronologically. Japanese language education began in Korea in 1414, when the Chosŏn court added Japanese to the purview of Sayōgwŏn in order to provide the translators and translations needed by the Office of Diplomatic Affairs and so it could train its officials. During modern Korea's enlightenment period (1876-1910), in addition to public and private schools, the Japanese Language School (Nichigo gakudō) was

charged with providing Japanese language education, and I discuss the unique nature of this institution.

The third chapter discusses four primary documents related to the establishment period and geographical area of the Nichigo gakudō that have not been discussed in research up to now: *T'ongni Kyosōp T'ongsang Samu Amun Ilgi*, *T'ongyōn Ilgi*, *Inch'ōnhang Gwanch'o*, and the Employment Contract for Teachers in the Japanese Language School. Based on examination of these materials, I assert that the Japanese Language School was founded in the seventh month, twenty-fifth day of 1891 at Hansōng-Bu Nam-Bu Hundo-Bang Jujadong-Gye Juja-Dong.

In chapter four, I begin by treating the pedagogical methods for Japanese language used by the first principal of the Japanese Language School and first Japanese language educator in modern Korea, Okakura Yoshisaburō, and then go on to demonstrate the relationship between his Japanese language pedagogy and his studies of the Korean language. I show that as a Japanese language instructor in Chosŏn Korea, Okakura clearly was aware of and implemented the new Ollendorff method as opposed to the traditional grammar-translation approach. I further theorize that Okakura's use of the Ollendorff method, which is premised on the instructor having sufficient proficiency in the students' mother tongue, stemmed from Okakura's strong understanding of Korean, his high regard for the *hangul* script, and his interaction with B.H. Chamberlain, who taught Korean and had instructed Okakura.

Chapter five outlines seven types of Japanese language textbooks by Japanese authors from the enlightenment period, given in chronological order. Present research has analyzed these either in part or individually, but still has not grasped the overall nature of Japanese language education in this period. I narrate this phenomenon based on documentary evidence and clarify the publishing conditions for Japanese language educational textbooks during the early enlightenment period.

In chapter six I discuss the specific contents of Japanese language textbooks written by Japanese during the enlightenment period and suggest that they were produced with commercial

activity in mind. These works exist in the nexus between readers who, in order to enhance their livelihoods, sought practical manuals for Japanese language for independent study, and authors, who pursued commercial profit.

The general tendency in studies of Japanese language education during the enlightenment period has been to think of it in terms of the colonization process. However, according to my research, this situation is far more complicated. The purpose of Japanese language education differed based on the time period, educational institution, and varying attitudes among Koreans with regards to the Japanese language itself. Moreover, there was lingering influence from the language education of the preceding early modern period.

The mechanisms of Japanese language education in Korea began in the capital based on leadership from government officials, and while there was much involvement on the Japanese side, such as the first principal Okakura, engaging in study was the choice of Koreans. Conversely, while Japanese language textbooks were similar in character to the Japanese Language School, in that they were produced by Japanese and studied by Koreans, they were produced at the direction of private citizens, and they began in the open port cities.

Based on analysis of Japanese language textbooks, I confirm that Nakano Kyotarō and Kanashima Taisui began their careers as translators and that Yuba Jūei and Shimai Hiroshi studied Korean at the Pusan Korean Language Institute, which got its start as a mechanism for developing interpreters during the Chosŏn period. Also, I reveal that Yuba, Kanashima and Hirono Kanzan, and Shimai each published their Japanese language textbooks based on their experiences using Korean language textbooks. Japanese education in Korea and Korean language education in Japan at the time had a deep relationship, and that connection is also visible in the pedagogy of modern Korea's first Japanese language teacher, Okakura.

Given the points raised above, the beginning of Japanese language education in modern Korea was not “education for domination” based in modern imperialism, but should be considered first and foremost as an extension of the language education that existed in both

countries in the early modern period. Also, considering the background of modernization and open ports, Japanese language education at the time was born out of necessity because of practical concerns. Japanese language education during the enlightenment period has been considered part of the colonization process, not as foreign language education. However, study of the various foreign languages that were taught in modern Korea, beginning with Japanese, is an important vector for understanding modern Korea and requires new and diverse approaches.