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**Teaching Department (Area): Foreign Languages & Literature (English Language & Literature)**

<b>Research/Teaching</b>	<b>Key Words</b>	<b>Literary representations of Japan – Early Japanology – Literary translation – English language proficiency</b>
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**As researcher:**

My main area of research has been Western perceptions and representations of Japan in the late 19th and early decades of the 20th century through a variety of textual genres. These include expository texts, travel accounts or guides, novels and literary translations. I have particularly focused on the writings of Basil Hall Chamberlain whom I believe to be a central (but relatively underestimated) figure in the period concerned, and who wrote extensively on Japanese literature, language and society, as well as publishing seminal translations, over a period of more than fifty years. My approach has been to try to bring to the surface the intellectual currents which shaped the writings of Chamberlain and other writers on Japan. Necessarily, because of the wide scope of these writings, this research is interdisciplinary in nature.

In addition, I have also (though not recently) carried out research on the English proficiency levels of Japanese university students. This research involved statistical analyses of data to assess the reliability and validity of standard proficiency tests of English, such as the TOIEC. I believe that having meaningful tests of English ability is the key to developing an effective teaching system.

**As teacher:**

I try to put the students at the center of my classes. In practice this means a number of things. It means being flexible and responding to students' needs. It also means that I, as teacher, try to avoid just going through material in a mechanical way. As all my lessons are conducted in English, I try to create a good atmosphere in class, so that students feel they are in a supportive environment where they can use English freely. I also use a variety of activities as I think this encourages people to be active. Sometimes students have to listen to me, or to an audio or video; sometimes they have to take part in a class discussion; and sometimes they have to interact in small groups, exchanging opinions and ideas.

As a non-Japanese, who is at the same time familiar with Japanese society and culture, I feel that I bring to the class a different point of view, and a different way of doing things to Japanese teachers. I also believe that this difference in outlook will stimulate and motivate students – at least I hope so. Finally, what I most want students to take away from my classes are “skills for life,” which means both language skills and critical thinking skills.

## **Publications**

In addition to academic articles, I have written four textbooks for Japanese university students, all with current-affairs themes, and also done various pieces of translation work. One example of the latter is “A Remembrance of the Okayama Air Raid”, a leaflet in English published by Okayama City Museum to accompany their impressive exhibition in memory of the Okayama Air Raids.

As regards academic articles, I believe the following are representative:

“Aldous Huxley’s Account of Japan in *Jesting Pilate*.” *Journal of the Faculty of Letters, Okayama U.*, Dec. 2012.

“Narrative themes in *Kimono*.” *Journal of the Faculty of Letters, Okayama U.*, July 2010.

“The Japan fiction of John Paris.” *Journal of the Faculty of Letters, Okayama U.*, Dec. 2009.

“The Significance of Race in the Hearn–Chamberlain Correspondence,” *Journal of the Faculty of Letters, Okayama U.*, Dec. 1999.

“Using the TOEIC-IP test for university placement purposes: analyses and ramifications” (with Neff, Peter), *Bulletin of Higher Education, Okayama U.*, Dec. 2009.