

Ladies and Gentlemen

I am honored and happy to be here to talk about how MI theory is being implemented in Japan.

First, I want to thank Xin YU for this great opportunity to write MI theory in Japan and talk about it here in China.

Next, I also want to thank Dr. Gardner for having helped me a lone practitioner of MI theory in Japan. After finishing my master's about MI Theory in the USA, I came back to Japan in 1998 and still needed a mentor to work with on MI theory. However, there seemed to be almost none of educators who worked on it there. I tried contacting some cognitive psychologists, but none of them responded to my letters or e-mail. This might be because they were insusceptible to MI Theory or because they were too busy to deal with a stranger like me. Finally, my despair drove me audacious to e-mail Dr. Gardner. Of course, I did not expect him to answer, just like Japanese scholars. Surprisingly and amazingly, he e-mailed me back quickly with the information of his visit to Japan in 2000. He even met me when he came to Japan. I appreciate his generosity and friendliness and respect him, for not only his theory or great academic achievement but also his thoughtfulness.

Now, I would like to talk about MI theory history in Japan, a couple of Japanese MI practitioners, my MI application to English class, and MI future in Japan. (Power point)

MI is just at the initial stage of growth in Japan: (Power point) The seed of MI Theory was sowed in the field of education in Japan on May 21, 2000. It was when Dr. Gardner visited Japan to give a speech in the symposium entitled "Education in the 21st Century: Challenges for Japan". For the first time in Japan, Dr. Gardner propounded MI Theory, which enticed almost all the audience. It was Japanese educators' officially first encounter with MI Theory. Thus, the questions from the audience were focused mostly on it though there were other keynote speakers. Dr. Gardner succeeded in sowing the Japanese academic field with the seed of MI Theory.

Before sowing the seed, few farmers tried to cultivate MI theory fields in Japan. A small circle of Japanese cognitive psychologists had got at least an understanding of Gardner's discovery, but almost no efforts were made to disseminate this revolutionary idea to the public. A certain web page posted up more than seventy books written by Gardner, while only several books of them were translated into Japanese.(Power point) It was not until 2001 that the first attempt on introducing MI Theory to Japan was made by Prof. Matsumura, a developmental and educational psychologist at Kansai University. He translated Intelligences Reframed: Multiple Intelligences for the 21st Century into Japanese. He had acquired the philosophy of MI Theory during his research on special education in Connecticut, USA. This evinces that Japanese educators or people have limited access to MI Theory resources unless they attend conferences at Harvard University or read educational magazines or books in English. Happily, MI theory landed in Japan. However, we have four hurdles to get over so that it can permeate into Japan. (Power point)

One hurdle is the English language. Considering Japanese people's communicative skills in English, it is not so easy to learn MI theory by reading the books or articles in English, still less to listen to lectures in Summer Institute or PZ conference.

Another hurdle, especially for teachers is time. In 2002, it was decided that teachers have only five

summer holidays and work all summer except the exempted days. Teachers who plan to go abroad to attend a conference or to study at university are supposed to give one-month notice and submit the petition with the detailed information before the trip. This paper work discourages teachers from their further study or research. Even if they want to, they might not be allowed to by the board of education and even if they can, no financial support is provided but a pile of report about the study or research is required to be submitted to the board. If they are not allowed to, they still can go by making use of their paid holidays in addition to the exempted days. However, there are some jobs even during summer holidays, which make it difficult for teachers to take paid holidays in addition to five summer holidays. Teachers' duties in Japan are more varied, compared to those in other countries. The wide range of their duties deprives teachers of opportunities or time for improving themselves through attending conferences and studying at university.

Of course, there are some dedicated teachers who voluntarily endeavor to attend conferences, or group studies. They are interested in researches on unit plans or pedagogies of the content area to lighten up the workload. Those researches are practical and detailed, and are easily adapted to daily basis teaching. However, most of them do not go further or delve deeper into philosophy like MI Theory. MEXT, Ministry of Education, Culture, Sports, Science, and Technology provides teachers with the Curriculum Guidelines, in which teachers' responsibility or duty in education is detailed in the guidelines. Hence, what Japanese teachers need is teaching skills to realize the goal in the Curriculum Guidelines. (power point)

The last hurdle is the value judgment toward education in Japanese society. Here, the university a person attends influences future employment opportunities. Perhaps, this is more the case here than in many other countries. It is not surprising that many students strive to enter the most highly ranked high schools, for graduation from a highly ranked academic high school increases a student's chance of success in passing admission tests to the most prestigious universities. Thus, "Good schools" refer to the schools, which succeed in sending students to the most competitive universities. Maintaining the top ranking assures their survival, especially now when the number of children is decreasing. Teachers at the highest-achieving high school are responsible for covering the materials within an academic year and offer the solving skills to students in order to pass the entrance examination. Facts in the textbooks are more important than hands-on activities.

On the other hand, teachers' job at the high schools in the lowest hierarchy is far from real teaching. They have to teach how to sit still listening to the lesson before teaching the content area, and have to cope with students' misbehaviors. Most of them think that good communication with students is more important than teaching because if they could communicate well with the students, students would obey to teachers, while students say that they could behave themselves and work harder at school if lessons could be easy to understand and interesting enough to attract them. Even if teachers acquire those skills, they cannot improve education in Japan because education does not mean cramming facts to students or disciplining students and communicating with students. Teachers need to think the purpose or meaning of education.

It will take time for the seed of MI theory to take root and bloom out. MI missionaries will need to cultivate the land and help remove the four hurdles.(power point)

Now I will introduce two missionaries or I would rather call them MI farmers, who currently work on

MI theory fields in Japan. At the same time, MI history goes down from the past to the present. Then, I will talk about my application. Lastly, we will predict the future of MI in Japan.

Masao Kamijo, an instructor at the graduate school of National Nagoya University came across MI theory while he worked as a chief manager of Market Research, Sony Corporation.(power point) He estimates the value of MI Theory as a tool to serve infinite fields. Therefore, he persuaded Sony Corporation to employ MI Theory for a new project, which enabled three science elementary school teachers to have an opportunity to study the theory in Project Zero, Summer Institute, Harvard University. Its subsidiary company, Sony Foundation for Education is now taking care of the project and endeavoring to spread the idea of MI theory by their websites and lectures.

Masao invited Gardner to Japan and organized symposia for MI Theory in Japan in 2003, together with Tomoe, a president of Tomoe Soroban. He is also an MI Theory practitioner through his two jobs: he wrote some unique articles and gave some lectures on “Communication in Future” utilizing MI Theory, which contribute to Sony Corporation. He introduces or implements MI Theory by incorporating TfU concept in his graduate course of media professional theory. Finally, he stated that whether MI Theory will flourish here in Japan or not depends on teachers’ English skills. English enables teachers to obtain the resources and nurture their intelligences easily and directly from Harvard University by the long-distance courses via Internet. He is afraid that teachers in Japan will not be able to survive the 21st Century unless they work harder because Asian countries such as China, Korea, Taiwan, Singapore, and the Philippines have already improved English education and now people there are capable of using English in their daily life. That is why MI Theory has easily taken root over there and more and more people are learning MI Theory and implementing it. Japan is a way behind in acquiring and putting MI Theory into practice.

Next I will introduce Tomoe Fujimoto(power point), a president of Tomoe Soroban, one of the biggest and oldest abacus manufactures in Japan. She is also Tomoe Education Research Institute. She will talk about her practice of MI theory.

Now I will present my MI application, focusing on English Camp at Foreign Studies senior high school in Yokohama, a special public school for linguistically intelligent students. Armstrong stated MI Theory encompasses what good teachers have always done in their teaching; reaching beyond the text and the blackboard to awaken students’ mind. The School has concocted unique activities and lessons over time since 1965, when the school was founded. Especially, English has been taught in various avenues. English camp is one of those activities and has been offered for forty years.

We spent three days staying at a hotel in the mountainside in Kanagawa prefecture. During the camp students were supposed to speak English all day from morning until night. They studied English through a wide range of activities, which sharply contrasted with the lecture-style in a traditional classroom. Though the

teachers were ignorant of MI Theory, their teaching was taking place in a variety of ways designated to stimulate the students' multiple intelligences coincidentally.

I was transferred to the school last year and I have experienced English Summer Camp twice as a teacher and as a student once because I am a graduate of the school. As a moderator of English Summer Camp, 2003, I worked on this project from a point of view of MI Theory. My observation and analysis revealed that every activity was incorporated with at least one intelligence and helped students develop their intelligences.

(Power point) Before the program started, I asked some of native-speaker teachers who had experienced English Camp for years, "What can we expect from English Camp?" They answered, "Only a three-day camp cannot achieve a high goal in the communicative skills." Though most of them highly rated the camp, they could not prove scientifically positive results of students' progress or understanding of English. However, I needed to prove it. This is because Foreign Studies High school was chosen as one of the pioneer schools for English education, what is called "Super English Language High School, and was to contribute to English education. Ministry of Education, Culture, Sports, Science, and Technology provided special budget with the school. One-third of the budget, ten thousand dollars was intended for English Camp that year. (Power point) Some teachers pointed out that freshmen became more confident in using English after the camp and learned their duty and goal as the students at Foreign Studies High School. What brought about students' confidence in using English? Teachers also recognized the difference in students between before, and after the camp. In what respects have they grown? More outcomes from "English Camp" would have been perceived if they had known MI Theory.

I asked the freshmen what they wanted to learn from "English Camp" before the camp. Some answered that they wanted to improve their communicative skills (to exert their linguistic intelligence), or to broaden their mind by exploring other cultures (to foster Interpersonal Intelligence). (Power point) *Some said that they would like to be more confident and comfortable using English (to improve their intrapersonal intelligence and linguistic intelligence). Some said they would like to learn to better work with each other (to nurture their interpersonal intelligence), and others stated that they would like to know more about their classmates (to nurture their interpersonal intelligence). Musically talented students hoped to contribute themselves to "Song Festival" (to foster their musical intelligence). The students talented for dance designed choreography for the song (to foster their musical intelligence and kinesthetic intelligence). Linguistically talented students tried their best to write the scenario for "Skit Night", and artistically talented students made beautiful stage props (to raise their spatial intelligence). A shy student said, "I cannot be a leader but I can cooperate with my group. Of course, I would like to avail myself of this camp to speak out more than before." (To nurture intrapersonal and interpersonal intelligences).* You can see what they wanted to learn from the screen and every answer is closely related to intelligences. These responses indicated that students would nurture those intelligences during the camp.

Here is the three-day schedule. Approximately 150 students were divided into 15 groups, to each of which one native-speaker teacher was assigned. Some of the teachers flew to Japan from Australia, Germany, USA, and Canada just for this camp and others are instructors at the school. The native-speaker teacher stayed

with their group-students all day from morning until night and gave English lessons to his or her group during the camp. Since they were all the time together and Japanese teachers helped them concentrate on teaching in many ways. The students and native-speaker teachers got to know each other very well and had good relations. Actually, some students flew to see them in their countries.

Now I will talk about the activities given in English camp. It started with students' presentation about one of the following themes: future, music, and travel. The presentation was a cooperative work of three to four students in the group. They did research on the topic and utilized their high intelligences, making creative presentation. Some students exhibited spatial intelligence, logical-mathematical intelligences, and musical intelligence. Of course, presentation was given in English; thus, naturally, linguistic intelligence was nurtured.

(Power point) FIND THE TEACHER was a very useful activity for communicating with the teachers. During meals, students sat at table together with native-speaker teachers and Japanese teachers of English and enjoyed English conversation. "Find-the-teacher" list helped students speak to native speaker teachers. All they had to do was ask them questions on the list and then English conversation started. The list had fifteen statements about the native-speaker teachers. For example, "I lived in one-hundred-year-old house. Who am I?" Students identified the statement with one of the teachers. Some shy students mustered their courage to speak with native speaker teachers by using the list. They were not allowed to directly ask a question like "Did you live in one-hundred-year-old house?" They asked a few questions before they knew the answer. For example, one of the students said, "Did you live in a house or a condo? Did you possess or rent a house? Did you live in the house? Was the house old? How old was it?" So long as they had the list, they had topics to talk with the teachers and they were able to speak to them. During "English Camp", they were always trying to find the teachers on the list. This activity nurtures Linguistic Intelligence and Interpersonal Intelligence

(Power point) On the first night, students enjoyed "Passport Adventure", where each native-speaker teacher presented a ten-minute digest of their mother country three times consecutively. There were fifteen booths in a big room and each booth had capacity of ten people. Each group A to O of ten students decided to assign who would go to which booth to get information and the group members got together after the three presentations were over. While the presentation was given, students scribbled down all information. After the three presentations were finished, the students of each group got together and worked on a question sheet. On the sheet, fifteen questions were given such as "What is the name of America's first English settlement which was located in Virginia?" The student in a group who visited the Virginia booth was supposed to answer it. Presentations ranged from core subjects such as history, natural science, geography, language, to arts such as music and sport.

This activity nurtures Linguistic Intelligence, Interpersonal Intelligence, Naturalist Intelligence, and Musical Intelligence

(Power point) Open-Air Museum is a wonderful activity. All the students and staff went out into the open-air museum, enjoyed hundreds of sculptures there. According to the questions on the worksheet, each group found the twenty names of the artists and the actual names of the arts from all the sculptures and statues spread over the open-air museum. "Have you seen our boat?" which was one of the questions on the worksheet.

Students walked around in the search of the art all over the museum to identify the sculpture and sculptor with the question. Finally, they found the sculptures of three men with oars in their hands looking far ahead, searching for something. The sculpture was the answer for the question. The native-speaker teachers were always helpful to the students, giving clues to them. Students tried to understand some poetic, scientific expressions or English jokes in the questions. They saw the sculptures, sometimes touched them, and felt them, making sure of the meaning of the questions typed in English and finally found the answer from hundreds of sculptures. It took a long time! This activity nurtures these intelligences.

Students loved Song Festival. They chose one English song and sang it on the stage. Each group was lucky to have choreographically talented students, who taught peers how to dance to the song. Native-speaker teachers always helped students with pronunciation and gave advice how to put emotion in their singing. This activity nurtures these Intelligences.

Skit Nigh was the most exciting activity. Students prepared the English skit one month before the camp. They discussed the skit story, wrote the scenario, analyzed the characters, decided the casting, made props and costumes, and practiced throughout the night. From this activity, students blossomed into ballerinas, singers, guitarists, painters, fashion designers, actors, actresses, good scenario writers, and responsible leaders. Each student in the group enjoyed their jobs. They stayed up late practicing the skit together with native speaker teachers during the three-day camp, which made almost all the students feel comfortable speaking with them. This activity nurtures these Intelligences.

Consequently, students developed some of eight intelligences during this camp. This was why there was a significant difference in students between before and after the camp. If the teachers could have known that students had improved the above intelligences through this camp, they would have been more confident in the value of the camp or our unique education. Sullivan quoted entry points from Gardner's "Unschooled Mind" in his article. There he added one more entry points. These activities also have six doorways through which students can easily enter. Once they enter the field, they can explore and learn. Students highly evaluated "English Camp". Some students wrote, "Although English has not drastically improved, I could learn a lot from English Camp. I feel I could get over shyness to some degree." Some wrote, "I improved a lot. I became very corporative and considerate. I contributed a lot because I could teach how to dance; I could teach how to make props, I could teach how to act, and so on." Others jotted down, "When I notice I am actually using English in my life. I am amazed and excited." Others reflected on "English Camp", saying, "I become more confident in using English. I am satisfied with the fact that I actually used English to communicate with people in a real life."

These graphs show how high students rate English Camp and how students have improved their communicative skill during the camp. It must be difficult for teachers to conclude how communicative skills are improved by this camp because of the lack of statistical data. However, one thing is clear. Understanding happened and students realize they are satisfied with the result.

Dr. Hoerr, the principal at New City School said, "No matter how good a teacher you are today, you can be even better tomorrow and better still next year." If teachers know MI theory and improve the activities of

English Camp, I could say, “No matter how good “Foreign Studies High School English Camp” is this year, it can be even better next year and better still in the future.

Now I would like to conclude my speech. Japanese land is appropriate for MI Theory seed to blossom.

First, there are “good teachers” in Japan. They are challenging to make real understanding happen to students or provide disciplinary thinking to students through their teaching. However, sometimes, good teachers are distracted by the idea that memorization of facts is necessary for students to get tickets to university. For the purpose, good teachers are afraid to teach students in different avenues because it takes more time. They know they can cover the textbook more quickly by the traditional teaching, a lecture style. If they knew that MI Theory is scientifically based and supports the efficacy of their creative teaching, they would not fall in dilemma any more.

Secondly, some of the ideas in the Curriculum Guidelines by MEXT accord with the ideas in MI Theory. For example, Gardner defined intelligences as “the ability to solve problems or fashion products that are valued in one or more cultures” (Haggerty, 1996). This ability is what MEXT wants students to possess and utilize. The Curriculum Guidelines also encourage school to incorporate community. Multiple Intelligences theory also incorporates members of the community in students’ education. Gardner advocated (1990) that the school draws inspiration from the educational successes of non-school enterprises.

Lastly, Japanese traditional arts or disciplines fit in MI Theory. Take an example of Tea Ceremony. Tenshin Okakura wrote a book “Tea Ceremony in 1906. This screen shows some phrases from it. He stated that people can learn several disciplines through tea ceremony. Tea ceremony has provided learners with knowledge of different disciplines and consequently, has nurtured intelligences. Let us take a look at the screen. You could see how many intelligences can be drawn or fostered by Tea ceremony. Japanese traditional arts or disciplines such as the Japanese abacus, flower arrangement, calligraphy, and tea ceremony help human intelligences develop. All educators have to do is learn how to transplant and grow MI Theory, incorporating it with the disciplinary areas.

MI Theory is on the road to serving education in Japan as a powerful tool. Again, the land is sufficient for MI Theory to bear its fruits. The cultivators will have to make more efforts to plow the soil, eliminating stones from the fields and providing fertilizers to the soil. Educators in Japan will succeed in harvesting MI Theory fruits in Japan and deliver the fruit to the young generation.