

## Project-Based Learning for Global Communicative Competence

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Communication in today's global context is complex, and language learners nowadays need to be able to react and adapt appropriately and smoothly to negotiate meaning in a range of situations. This has pedagogical implications for language teachers. Where traditional language education focused on imparting knowledge, we now need to consider how to cultivate less tangible attitudes and abilities in students. The authors implemented a project-based learning (PBL) university course aimed at developing students' global communicative competence through a collaborative project with local businesses. Students worked in teams to interview a business and create promotional articles in a variety of languages for different target audiences. The course culminated in a presentation session in which students presented their articles and the rationale behind their article concepts and contents to an audience of local business representatives. In this paper we outline the project and use student survey responses to examine its effectiveness in fostering global communicative competence.

現在、グローバルな文脈でのコミュニケーションはより複雑となり、さまざまな状況で適切かつ円滑に適応してやりとりする能力が必要である。外国語教師はこの点を大いに考慮しなければならない。伝統的な外国語教育では知識を与えることが重視されていたが、今やこの知識伝達偏重から少し距離を置くべきである。筆者は大学生のグローバル・コミュニケーション能力養成を目指し、企業と協働しプロジェクト型の教育実践を行った。プロジェクトの手順は以下の通りである。多言語を学ぶ学生がチームを形成し、企業インタビューを行う。各言語でターゲット(読み手)を設定し、企業紹介記事を作成する。報告会で、ターゲット設定の根拠、記事のコンセプトと内容を発表する。本稿では、プロジェクトの概要を紹介した上で、学生のフィードバックに基づき、本教育実践がグローバル・コミュニケーション能力養成に与えた効果について検証する。

Language learning in today's global society is a complex process and learners need not only linguistic skills, but also the ability to deal with cultural differences in order to achieve effective communication. Globalization has caused an increase in the frequency and complexity of intercultural interactions, and it is no longer possible to anticipate where or with whom learners will need to communicate. Students today need global communicative competence to enable them to react appropriately even in unfamiliar situations.

Seeking to meet this need, the authors developed a project-based learning (PBL) university course with the aim of cultivating global communicative competence in learners. Specifically, the purpose of the course is to develop communication skills, problem-finding and problem-solving skills, adaptability to other cultures, management abilities, and presentation skills. In this paper we will describe how globalization has impacted on the needs of language learners, outline the course we implemented in an attempt to meet those needs, and share some student responses to the course.

### Global Communicative Competence and Language Learning

Global communicative competence, broadly speaking, refers to the abilities needed to achieve effective and appropriate communication as a global citizen. Communicative competence in the context of language learning was first characterized by Canale and Swain (1980), who suggested three components: grammatical competence, sociolinguistic competence, and strategic competence. More recently, the Council of Europe (2001) identified linguistic, sociolinguistic, and pragmatic components. Both models recognize language and nonlanguage elements as essential to communicative competence, and it is these nonlanguage skills that collectively make up intercultural competence. The idea of global communicative competence arose to account for the complexities that globalization has brought to intercultural interactions (Chen, 2005), and it differs from intercultural communicative competence in two important ways.

The development of transportation and communication technologies means that the frequency of intercultural interactions has increased, and individuals now have contact with interlocutors from a wide range of cultural backgrounds (Chen, 2005; Kramsch & Thorne, 2002). Learners were once able to go some way to ensuring smooth communication by learning about the culture of the interlocutor, but it has now become impractical to attempt to anticipate with whom one may need to interact.

In addition to the need for interaction with a wider variety of cultures, individual interlocutor cultures have also become more complex. Most research on intercultural communicative competence tends to equate culture with nationality (Yep, 2014), but with the increased interaction between cultures that globalization brings, traditional boundaries of culture and language have become blurred and new identities are arising that defy neat categorization and labeling.

Global communicators need skills and strategies to help them analyze, interpret, and react to language in a complex and unpredictable variety of discourse situations. The exact nature of those skills, however, remains relatively unexplored in the literature. In identifying skills to focus on in their course, the authors referred to The Aichi Prefectural University (n.d.) *Project for the Promotion of Human Resource Development*, which suggests eight abilities necessary for global careers:

- advanced language ability,
- international outlook,
- presentation skills,
- information literacy,
- communication skills,
- adaptability to other cultures,
- problem-finding and problem-solving skills,
- management abilities.

Of these, presentation skills, communication skills, adaptability to other cultures, problem-finding and problem-solving skills, and management abilities were selected as those skills most appropriate for adoption as course goals.

As well as on the abilities that language learners need to acquire, globalization has impacted on the way that language learning takes place. Modern communication technology means that discourse with geographically distant interlocutors is commonplace, access to native or expert speakers has become easier, and online discourse communities

have emerged, all of which result in increased opportunities for intercultural interactions and language practice (Kramsch & Thorne, 2002). The Internet also offers a variety of tools that make language learning possible without ever entering a language classroom. The ease with which learners can now independently acquire linguistic knowledge and practice using it raises questions regarding the usefulness of traditional classroom learning and means that instructors need to reconsider how best to use classroom time.

To help students to develop global communicative competence while maximizing the usefulness of in-class time, we adopted a PBL approach. The Buck Institute for Learning (n.d.) describes PBL as “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.” This approach not only inspires greater student engagement, it also leads to deeper understanding and better retention of content; provides an opportunity to connect students with the community; and facilitates the development of important life skills such as problem-solving, teamwork, leadership, and communication (Larmer, Mergendoller, & Boss, 2015). As well as being a good fit with the goals of the course, a PBL approach was seen as an effective way to encourage students to make the most of the extensive tools available to them through modern technology. Class time was primarily used to monitor, challenge, and extend students’ ideas, which were then followed up outside the classroom with individual and group research, discussion, writing, and presentation practice.

### Local Business Student Collaborative Project Course Details

The Local Business Student Collaborative Project is a university course that takes a PBL approach to cultivating global communicative competence in students. More specifically, it is aimed at developing students’ communication skills, problem-finding and problem-solving skills, adaptability to other cultures, management abilities, and presentation skills. The course was launched in the spring semester of 2015 and has run each semester since. This paper will focus on the spring 2016 course.

The course operated through the Aichi Prefectural University multilingual learning center as an extracurricular class. It was designed and implemented by the authors using a combination of English and Japanese instruction and materials and was open to upper class students from any major in the university’s school of foreign studies. Twenty Japanese students (one male and 19 females), the majority of whom had some overseas study experience and were in their 3rd or 4th year of university, enrolled in and completed the course. Students were from a range of departments in the School of Foreign Studies, with

Sakamoto & Miyatani: *Project-Based Learning for Global Communicative Competence*

majors in English, Chinese, Spanish, German and French. The course ran for 15 weeks, and students worked in teams of three-to-five members for the duration of the course. See Appendix A for the course syllabus.

### The Project

Each team was given the same project, which required them to promote a local business to domestic and international audiences. Students worked in their teams to (a) research, visit, and interview a local business; (b) decide on the purposes and target audiences of their promotional articles; (c) devise concepts and contents through which to effectively promote the business to their chosen readers; (d) compose and design written materials; and (e) present their results to company representatives. Each team produced articles in Japanese, English, and at least one other language, depending on the languages spoken by team members. The articles were not translations of each other: Each was developed individually to meet the specific needs of its target audience. Students were encouraged to use a variety of means (such as Internet research, reference to personal study abroad experience, and surveys using social media) to ascertain what kinds of concepts, contents, layout, and writing styles were most likely to appeal to their chosen readership.

Students were provided with a basic project framework and timeline, but were responsible for managing their own team's approach and progress. Class time was mostly devoted to skill workshops (e.g., interviewing, article writing, presentation skills), discussions between and within teams, and teacher feedback. Because the bulk of the research, team discussion, writing, and presentation preparation was undertaken outside of class time, students were encouraged to use the university's online learning management system to communicate within and between teams, as well as for direct communication with teachers. Students uploaded documents, photos, interview recordings, homework assignments, and article drafts, enabling teachers to monitor team progress and provide direction or advice as required.

### Cooperation With Local Businesses

The cooperation of local businesses was key to the success of the project. It was essential that participating businesses understood the educational nature of the project and that teacher and business expectations were mutually agreed upon in advance. The teachers also took care to ensure that the companies involved in any one course were from different industries with distinct company cultures. In setting up the first course in 2015, we enlisted the cooperation of a local nonprofit organization specializing in student

internships. The NPO provided introduction to a number of local businesses interested in participating in the project and trained students and teachers in business etiquette and interviewing skills. See Table 1 for details of the spring 2016 course companies and student teams.

Table 1. Spring 2016 Students and Companies

Team name	Student majors (number and sex)	Company name	Main prod- ucts/services	Article languages
Kokoru	British & American St. (2F) European St. [French] (1F) Chinese St. (2F)	Kuzuri Keori Co. Ltd.	wool textiles	Japanese, English, Chinese
TellMill	British & American St. (2F) European St. [German] (2F) International & Cultural St. (1F)	Makino Corpora- tion	crushing, drying, & filtration technologies	Japanese, English, German
Matchallenge	British & American St. (1F) European St. [Spanish] (1M) Chinese St. (1F)	Nanzen-en Tea Corpo- ration	<i>matcha</i> green tea	Japanese, English, Spanish, Burmese
Sekkiri	British & American St. (3F) European St. [German] (1F) International & Cultural St. (1F)	Nikken Cutlery Co. Ltd.	scissors	Japanese, English, German

Note. St. = Studies.

### Course Procedure

#### *Kick Off and Interview Preparation*

In the first class, students formed four teams corresponding to the four local businesses involved in the project. Teams were decided based on language skills (to ensure each group would be able to produce at least three different language articles) and individual business preferences. Students began researching the local business they would be working with and gathering background information related to the industry in general.

The preparatory stage included an *ideathon*, in which representatives of the local businesses met with student teams to introduce themselves and discuss their ideas related to the project. This session was mostly about sharing ideas on both sides and getting to know each other in order to better prepare for the formal on-site interviews to come later in the course. An interview workshop, which included advice from graduates of the program related to effective interview questions, time management in interviews, and business etiquette, helped students to prepare for their interviews.

### *Interview and Concept*

Each team visited their local business and carried out a detailed formal interview. Students were responsible for setting up and carrying out their own interview. This included making contact with the business to decide interview details, arranging transport, managing the flow of the interview, making audio recordings, and taking photographs to use in their articles. After completing their interviews, students decided a target audience for each of their articles. Depending on the nature of the products or services of their business, some students chose to direct their articles towards businesses (B to B); others focused directly on the consumer (B to C). Students were encouraged to be as specific as possible in deciding their target readers in order to effectively customize their articles. Having decided their desired article audience and what action they wanted to inspire in the reader, students next considered a concept by which to achieve their target action and specific information to include in their articles. For example, team “Matchallenge,” who were collaborating with a local *matcha* company, chose to write articles in English, Japanese, Spanish, and Burmese. The target of their Burmese article was owners of fashionable cafés in Myanmar. They hoped to motivate their target readers to consider including *matcha* lattes in their café menus and decided to promote three benefits of drinking Japanese *matcha*: improved health, concentration, and beauty—the idea being that café owners could use this information to sell *matcha* lattes in their own cafés. The three-benefit approach was chosen to resemble the 3-in-1 instant beverages popular in Myanmar.

Devising a clear concept grounded in reliable data was one of the most difficult parts of the project. To help teams consolidate their ideas, they were required to present the target audience, action, concept, and contents of each of their articles in a 10-minute midterm presentation to the class. Each presentation was followed by a period of questions and comments in which other teams were encouraged to be constructively critical of their classmates. Teachers also gave detailed feedback and students revised their ideas before commencing article writing.

### *Composition and Layout*

Each team produced articles in at least three different languages, and it was up to team members to decide how to divide the writing among themselves. In some teams, each member contributed to several articles; in others individuals focused on writing one article exclusively. In all cases, students were encouraged to discuss decisions related to article construction as a whole team. Japanese and English writing workshops were carried out at this stage to encourage students to consider how to craft effective titles, what perspective and voice to take as author (e.g., expert tone or friendly tone, first person or third person), and what kind of language was appropriate or inappropriate according to their chosen writing style. The linguistic abilities of the teachers meant that examples were provided in English and Japanese, but students were encouraged to refer to foreign magazines and talk to other teachers and friends to consider how the general points introduced in the writing workshops applied to writing in other languages.

Students submitted English and Japanese language articles and Japanese outlines of other language articles for teachers to check. The focus in the early stages of the drafting process was on structure and content in relation to the target audience and action of the article rather than on sentence-level language accuracy. As article contents solidified, students began to think about the visual layout of their final articles. Students examined various examples of layout styles in class and considered the effect of layout on article impact and readability, the relationship between word count and physical space on the page, and effective use of illustrations. Students were given the option of either completing their own article layout using PowerPoint software or providing a basic representation of each article layout for teachers to refer to in formatting the final documents. Most students chose the latter option. For an example of a student layout and the corresponding final article, see Appendix B.

Detailed language corrections were carried out at the final stage of drafting, and students writing in languages other than English or Japanese were expected to organize these final checks on their own. Most asked other language teachers in the university, exchange students, or friends made whilst studying abroad for proofreading help. Completed articles were then compiled and printed as a booklet, together with Japanese translations of foreign language articles for use at the final presentation session.<sup>1</sup>

### *Final Presentation and Workshop*

The course culminated in a final presentation session in front of representatives of the businesses involved in the project. Each team developed a 12-minute presentation

comprising a brief introduction to the business and details (including reasons) related to the target audience, action, and concept for each article. In an in-class presentation skills workshop, rather than teaching students a set of presentation rules, teachers encouraged each team to consider their presentation audience and come up with their own goals related to contents and delivery (for an example, see Table 2).

**Table 2. Team “Kokoru” Presentation Goals (Translated From Japanese)**

Slides and contents	Delivery
<ul style="list-style-type: none"> <li>• use photographs and graphs effectively</li> <li>• explain presentation structure at the beginning and include conclusions at the end</li> <li>• refine points (no rambling)</li> <li>• use language symbols to show which article is being explained</li> </ul>	<ul style="list-style-type: none"> <li>• speak clearly and naturally with inflection</li> <li>• pay attention to posture when standing</li> <li>• be aware of hand position when speaking and when using gestures, make them clear</li> <li>• consider audience reaction when planning presentation structure</li> <li>• speak at a moderate pace, not too fast or too slow</li> </ul>

In the final preparation stage, students consulted with teachers frequently and each team practiced with one or both teachers several times to ensure their presentations were well prepared and as professional as possible. At the final presentation event, each team presentation was followed by a brief question and comment time in which students responded to questions from the floor. Two workshop periods were also included, during which students talked with university staff and business people from the four local businesses about the articles and rationale behind them. At the end of the event each team met with representatives from the business they had researched to discuss article corrections. Many of the companies went on to use the materials students had developed (e.g., uploaded to company websites and used at industry exhibitions), so it was important to make sure that they were accurate.

### **Student Responses**

Following the final presentation, students were asked to provide written feedback in the form of a two-part survey. Part A asked students to reflect on their own achievements, and Part B asked for their opinions on the course itself. The survey was carried out in Japanese, and 16 of the 20 students taking the course submitted completed surveys. See Appendix C for a translation of Survey Part A. In response to questions asking students to comment on what skills they thought they had developed through this course, the most common explicitly identified skill was presentation skills, but improvement in a range of abilities was implicit in most responses. Five examples of student comments (translated from the original Japanese) are considered here in terms of the five target abilities of the course (communication skills, problem-finding and problem-solving skills, adaptability to other cultures, management abilities, and presentation skills).

1. [I learned] business communication skills—I found out how to be respectful when communicating by email and when I went for the interview.

This student explicitly identified communication skills, but the comment on interactions in the business world also demonstrates development of adaptability to other cultures. Cultures are often equated with nation states, but here the student recognized the need to adapt from the academic culture of the university classroom to the business culture of the company.

2. Up to now, I wasn't the type to lead when doing something as a group, but through this project I've become able to say things like “let's decide on that,” “what are we going to do about this?” “when shall we meet?” to get some action going.

Though neither is specifically mentioned, we can see development of communication and management skills, as the student has become able to communicate with teammates to generate action.

3. It was the first time I had considered adjusting my writing voice and expressions to suit the reader so it was difficult for me, but I think we were able to write a highly effective article, and now I consider and choose my words more carefully.

Communication skills, adaptability to different cultures, and problem-solving skills can all be seen in this student's development of the ability to adjust writing style to communicate effectively with the reader.

Sakamoto & Miyatani: *Project-Based Learning for Global Communicative Competence*

4. [I learned] when I write something, or present something, to be aware of who my audience is and write or speak in a way that is easy to understand, to consider what information the audience wants.

Here, too, the student has attempted to identify the needs of the audience and respond accordingly, demonstrating development of communication, presentation, and problem-solving skills and adaptability to different cultures.

5. I was very careful about saying my opinion in my group, but I realized that when there were people who shared their opinions straight away, the group was more cohesive. I am not the leadership type, but in future I'm going to share my opinion without hesitation in order to contribute to the group.

Development of management and communication skills is apparent in this student's realization of the importance of sharing opinions proactively to facilitate cooperation.

All student comments demonstrated perceived improvement in at least one of the target skill areas. *Teamwork* and *presentation skills* were terms that appeared frequently in student responses, and comments mentioning *research skills*, *empathy*, *seeing things from other perspectives*, and *writing ability* suggest development of information literacy, advanced language skills, and an international outlook in addition to the five targeted abilities.

These comments, although they represent student perceptions of their own development rather than concrete measurable improvement, nevertheless attest to the meaningfulness of the project in developing key skills for global communicative competence. Students became more aware of the need to consider who they were attempting to communicate with and recognized the existence of cultural gaps beyond nation-based differences, such as the gap between classroom culture and that of the business world. Students also became more aware of their own tendencies and of how they needed to adapt in order to communicate more effectively with others.

Perhaps even more telling than these student responses, however, are the trends that have begun to emerge of students' returning to take the course a second (or third) time and maintaining ongoing involvement in the project. Earlier graduates of the course were involved in the spring 2016 project through team mentoring, teaching material preparation (one student delivered a presentation on interview preparation to the class; another produced a project video that can be viewed at <https://www.youtube.com/watch?v=J9lLbH5xhws>), and participation in spin-off projects (e.g., cooperating with

a local business to sell food that highlighted local ingredients at the university culture festival). Other students have gone on to internships and full-time employment with businesses involved in the project.

### Areas for Improvement

The final survey asked students to comment on areas for improvement in the course, and their responses agreed with the postcourse reflections of the teachers. The biggest difficulty lay in the 15-week timeframe. Some student teams experienced difficulty meeting with business representatives in the first half of the course, which meant that they had a surplus of time while preparing for the interview and were pressed for time when writing their articles. The final stage—presentation preparation—was also rather intense for most teams; the extensive drafting process meant that students were still working on their articles as they prepared their final presentations. Given that this class was extra-curricular and undertaken by students in addition to their regular classes, the workload in the latter stages of the course when students were also busy with assignments and exams for other classes was excessively heavy.

These problems had also been identified in the 2015 courses. We sought to address them to some degree with syllabus changes—implementing key skill workshops earlier in the course and encouraging teams to formulate ideas for article concepts before the interview—and the cooperation of course-graduate volunteers acting as mentors. In the 2016 spring course discussed here, each team had access to at least one student mentor for the duration of the course. This facilitated smoother progress with less dependence on the teachers for guidance, but the role of mentors was not explicitly defined and there was some uncertainty regarding the extent to which they should be involved in the project.

In the autumn 2016 course underway at the time of writing, the authors have attempted to create smaller progress milestones and enforce deadlines (particularly for article submission) more rigidly in the hopes that this will “light a fire” under students earlier in the project. At the time of writing it remains to be seen whether this will prove effective in lessening the workload in the final weeks of the course.

### Conclusion

Globalization has brought increased complexity to intercultural interactions, necessitating a pedagogical shift from traditional intercultural communicative competence-based goals towards global communicative competence. Agreement on exactly what skills

language learners need for effective global communication is yet to be achieved, but the authors suggest PBL as a useful approach. PBL allows students to deepen their own knowledge and apply it to real-world situations and in so doing to develop skills we perceive to be necessary for global communicative competence. Student comments indicated that The Local Business Student Collaborative Project was successful in developing their communication skills, problem-finding and problem-solving skills, adaptability to other cultures, management abilities, and presentation skills.

There are challenges to implementing a project of this scale within the confines of a university course, but the benefits for students are evident. The Local Business Student Collaborative Project continues to evolve beyond the scope of the classroom, morphing into spin-off projects and even employment opportunities for students. As the course evolves, it has begun to some extent to take care of itself, with course graduates taking on supporting roles and even preparing teaching materials.

In the context of globalization, simply passing on knowledge to students is becoming a less profitable use of class time. A PBL approach allows teachers to challenge and activate students and to cultivate in them the skills necessary for effective global communication.

### Note

1. Articles from the 2016 spring and fall courses are available for download (<http://www.for.aichi-pu.ac.jp/icotoba/publication/item/2017/04/monodukuri-2016.pdf>).

### Bio Data

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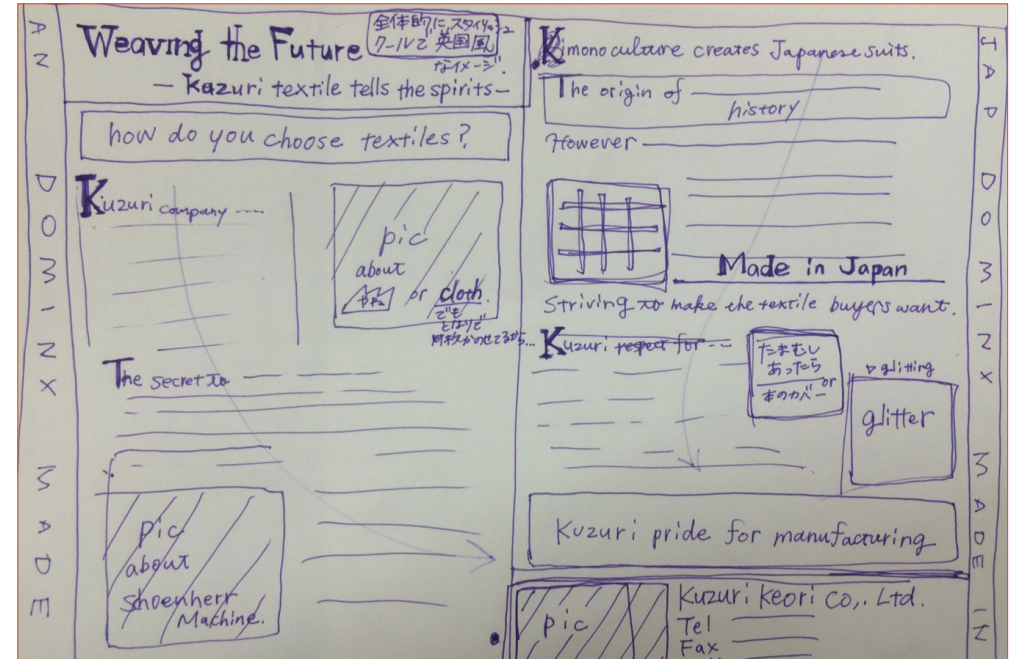
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**Appendix A**  
 Spring 2016 Course Syllabus

Lesson	Tasks & Themes	Objectives (Students will ~)
1	Introduction	Understand the goals and structure of the course. Decide project teams, goals and team name. Choose company.
2	Company Research	Carry out background research about the company and consider themes to focus on in the interview. Begin to compile interview questions.
3	Ideathon	Meet with company representatives to gather background information and brainstorm ideas. Continue to work on interview questions.
4	Question Consolidation	Consolidate group questions, decide interview targets and refine questions accordingly. Review interview etiquette.
5	Interview/Final preparation	Finalise interview preparations.
6	Interview/Reflection	Compile interview data. Consider article concept & content.
7	Target Audience & Article Concepts	Decide specific target groups and how best to appeal to those groups. Discuss target group research and decide main concepts for each article.
8	Japanese Writing Workshop	Learn useful skills to help write Japanese article.
9	English Writing Workshop	Learn useful title tips, expressions etc. to help in writing the English and other language articles. Decide article title.
10	Presentation Skills Workshop	Get information about presentation etiquette and skills. Prepare for presentation.
11	<b>Midterm Presentation I</b>	Deliver midterm presentation. Give and receive feedback.
12	<b>Midterm Presentation II</b>	Deliver midterm presentation. Give and receive feedback. English and Japanese articles due.
13	Layout & Article Drafting	Meet with teachers to edit articles. Decide desired layout.
14	Rehearsal I	Final presentation rehearsal. Final articles and layout due.
15	Rehearsal II	Final presentation rehearsal.
	<b>Company Presentations</b>	Deliver final presentations to company representatives.

**Appendix B**  
 Example of Article Layout and Corresponding Final Design





MADE IN JAPAN DOMINX MADE IN JAPAN DOMINX MADE IN JAPAN



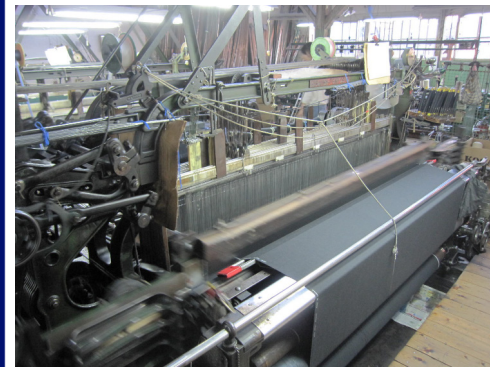
**What do you look for when buying textiles for suits? Texture? Quality? Pattern? Kuzuri are dedicated to producing consistently high quality fabrics to meet your specific needs. Kuzuri's textiles are high quality fabrics with roots in the Kuzuri heart and story.**

Kuzuri Textile Company are located in Aichi, Japan and were established in 1912. Kuzuri are a small local company with just 21 employees, but their quality textiles have received recognition not only domestically, but also worldwide, where they are used by several famous brands. Kuzuri strive to preserve traditional weaving styles and use them in new ways to create innovative textiles and unique designs. While Kuzuri's main product is the Super 100 wool textile for suits and jacket, they also produce other animal hair textiles such as cashmere, mohair and angora, and natural fiber textiles. Kuzuri textiles are characterised by their fine texture. Textiles woven by Kuzuri are soft and smooth like handwoven textiles, yet they are durable and high density, with a luxurious touch and appearance that lasts. Suits made from Kuzuri fabric can be worn continuously through three generations.



**Traditional Craftsmanship**

The secret to Kuzuri's high quality textiles is in their weaving machine. Kuzuri have been using a shuttle-machine known as a Schoenherr-style weaving machine for over 80 years. Production of this machine ceased over 50 years ago and few machines are in operation today, yet Kuzuri's craftsmen continue to employ this machine, carrying out necessary repairs themselves and carefully maintaining the machine's condition. Daily production using a Schoenherr-style weaving machine is only about 10 meters of cloth; about 80 percent less than that of a modern



Schoenherr-style weaving machine

shuttle-less-machine. Before weaving, craftsman need to pass ten thousand threads through tiny needle holes and weaving is sometimes hampered by yarn breakages requiring manual repair. Operation of this machine requires patience and expertise. The Schoenherr-style weaving machine may seem less efficient, but there are some things that only this machine can do. The Schoenherr-style weaving machine weaves yarn slowly while incorporating air. Weaving at a slow speed preserves the yarn quality and yields a more textured fabric. Textiles woven on a shuttle-less-machine are woven at high tension, resulting in flat textiles regardless of the characteristics of the original yarn.

**Kimono Culture Interwoven with British Innovation**



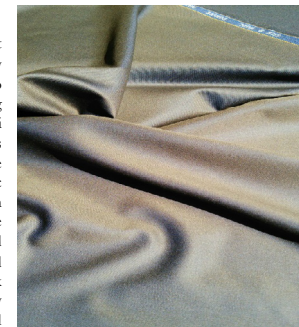
fabric inspired by kimono patterns

Kuzuri's craftsmanship was originally introduced to Japan from the UK in the 19<sup>th</sup> century. In the UK, the invention of a flying shuttle was the cause of a manufacturing revolution and it was a turning point for the textile industry. This weaving technology quickly spread throughout the world and still lives on in Kuzuri techniques.

However, Kuzuri textiles were heavily influenced by Japanese traditional kimono culture, resulting in very different cloth to British and European textiles. Kimono shapes are almost uniform, so fabric pattern and colours are very important to express originality. Japanese people are said to have had a keen sense of colour from ancient times. Kimonos use subtle colour gradations and exquisite arrangements of complementary colours. Stylish, elegant and simple geometrical patterns are popular. Kimono patterns and colours are reflected in Kuzuri's textiles. Textiles like these cannot be found in Europe.

**Striving to Make the Textiles Buyers Want**

Kuzuri respect for traditional manufacturing techniques has not prevented them from changing and advancing. They are constantly taking on new challenges and responding to buyers' requests to develop special unique textiles. Examples include a glittering platinum textile and a textile imbued with a soap fragrance. Kuzuri have also made an iridescent coloured textile whose colour changes depending on the angle. With their detailed knowledge of a wide variety of yarn types, Kuzuri have even been able to weave artistic patterns with a three-dimensional effect by capitalising on differences in yarn shrinkage properties. These exciting innovative ideas have become reality thanks to the accumulated experience and expert skills of Kuzuri craftsmen. Uses of Kuzuri textiles extend beyond clothing to include a wide variety of items, such as book jackets, chair covers and even underwear. Kuzuri are continually trying new ideas while retaining the spirit of sincere traditional manufacturing.



iridescent coloured textile

The fabric industry has seen drastic change in today's increasingly mass-produced era. Kuzuri have faced many challenges, but they refuse to compromise on the quality of their textiles. Their key philosophy remains unchanged, focusing not on immediate profit, but rather on the future, and they are constantly striving to extend and improve their craftsmanship. They continue to use the slow speed Schoenherr-style weaving machine and produce high quality individual textiles. Kuzuri's pride for manufacturing will never die, and Kuzuri will continue to provide quality textiles from the heart for centuries to come.



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## Appendix C

### Student Course Completion Survey [Part A] (Translated From Japanese)

#### Part A. About yourself

1. What skills do you think you have developed through this project? Please be specific.
2. Through this project, what have you identified as areas that you personally need to work on? Please be specific.
3. What went well for you with respect to the interview? How would you prepare for the interview if you had the chance to do it again?
4. In writing the article, what did you learn and what do you want to work on? Please be specific.
5. Do you think that your presentation skills have improved? Please be specific (whether you think they have improved or not).
6. What was the most challenging aspect of this project for you? How did you overcome that challenge?
7. Please write about how you think you have grown through this class, and what you want to focus on and learn in the future.
8. Please rate your own project work performance.

(5=very good ~ 3=average ~ 1=very poor)

	5	4	3	2	1
Goal-oriented communication					
Teamwork					
Leadership					
Problem finding and solving					
Time management					
Project execution					