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## **TEACHING JAPANESE TEA CEREMONY TO CHINESE UNIVERSITY STUDENTS: DEVELOPING ENGLISH LEARNING MATERIALS**

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### **Abstract**

*This study is a preliminary study for creating teaching materials for the development of global human resources who can communicate their own (Japanese) culture, such as the tea ceremony, to the world in English. This study aims to clarify what foreigners are interested in, what they find important, and what they would like to know more about the tea ceremony to create teaching materials reflecting foreigners' interests and concerns. The results indicated that the participating students enjoyed hands-on activities, such as actually preparing and drinking tea and learning how to eat wagashi (traditional Japanese sweets), even in an online environment.*

*Furthermore, some students demonstrated interest not only in hands-on experiences but also in the history of the tea ceremony, distinctions between Japanese and Chinese tea cultures, and various aspects of the tea ceremony, including tea, tea utensils, traditional clothing (kimono), and the differences among tea ceremony schools. Based on these findings, it is recommended to create educational materials for Japanese university students learning the tea ceremony in English that cover not only the fundamental etiquette of the tea ceremony, but also provide comprehensive knowledge about the broader aspects of the tea ceremony.*

### **Keywords**

Tea Ceremony, Japanese Culture, Material, Development, Global, Human Resources

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## **1. Introduction**

The tea ceremony is described as an intellectual practice for acquiring knowledge, featuring a technical aspect focused on refining one's manners, a spiritual component rooted in Zen teachings, and a social dimension involving gatherings in tea rooms (Nakanishi, 2003). Additionally, it provides a sense of relaxation (Mikami et al., 2018). While the tea ceremony offers numerous benefits, the global recognition of Japanese cuisine as a World Heritage site in 2013 has increased interest in Japanese food and matcha (powdered green tea). Consequently, there has been an increase in foreigners intrigued by the tea ceremony and those visiting Japan to experience the tea ceremony (Carreira et al., 2022).

On the other hand, in Japan, Japan Institute for Social Economic Affairs (2013) conducted a "Survey on the Awareness of Cultivating Global Talent," listing the qualities, knowledge, and abilities that Japanese individuals should possess. Alongside "communication skills in foreign languages," there is a clear emphasis on "knowledge of Japanese culture and history." Additionally, according to the Japan Business Federation (2015) report on "Measures to Promote Education on Global Talent Development in Elementary and Secondary Education," initiatives related to language education and globalization are surpassed by the promotion of "education on Japanese language, history, and culture."

Global talent development, therefore, extends beyond learning foreign languages like English; it begins with understanding Japan and its culture. Hence, Carreira et al. (2022) developed teaching materials for the English instruction of the Japanese tea ceremony, conducting practical research with Japanese university students in Tokyo. However, it remains

uncertain whether the materials and knowledge acquired in these classes align with the actual interests and curiosity of foreigners. Thus, this study represents a preliminary survey to develop English teaching materials for the tea ceremony that reflect the needs and interests of foreign learners. Specifically, this study aims to clarify what aspects of the tea ceremony foreigners are interested in, what they consider important, and furthermore, what specific aspects they wish to delve deeper into.

## **2. Research on the Tea Ceremony for Japanese**

Several studies have examined the integration of the tea ceremony into Japanese education. For instance, Yoshida (2021) confirmed that when teaching the tea ceremony online, it is crucial to ensure that audio and video are transmitted without delay, allowing for uninterrupted participant communication. Advanced information technologies such as 360° panoramic video communication were found to be not necessarily practical, as simpler video conferencing systems like Zoom proved sufficient. Additionally, a practice procedure was developed, involving the recording of a practitioner's performance (15 minutes), followed by a replay, instructional commentary, and a question-and-answer session. According to Yoshida, this approach resulted in dramatically different psychological and educational benefits compared to pre-pandemic practices. Furthermore, unlike in-person practice at an instructor's tearoom, participants had to take responsibility for preparing their tearoom and utensils each time. This seemed to induce a shift in their practice attitude toward being active and proactive.

There are relatively few studies, but some research has been conducted on incorporating tea ceremonies into English classes aimed at Japanese participants. For instance, Tanaka and Carreira (2012) reported that they integrated presentations on the tea ceremony into English classes for university distance education, resulting in high satisfaction and enjoyment among most of the students. Kushiya (2020) highlighted that in university English education in Japan, the focus is often centered on improving language proficiency and fostering cross-cultural understanding for the development of global talent. However, aspects such as individual initiative, proactivity, and Japanese identity are frequently overlooked. As a means of nurturing Japanese identity, a class was held for international students to experience traditional Japanese culture, including the tea ceremony, with Japanese students providing support in English. Moreover, Carreira et al. (2022) directed their focus on the tea ceremony as a means of

cultivating global talent capable of promoting Japan and its culture in English to the world. They developed “English Tea Ceremony” videos and had students from universities in Tokyo learn the tea ceremony in English using these videos. The results revealed that many students found learning about the tea ceremony in English to be “interesting,” “enjoyable,” and “refreshing.” Furthermore, they reported that by learning about the tea ceremony in English, the students developed a desire to teach foreigners about the tea ceremony and Japanese culture, which may have allowed them to think about their identity as Japanese people in a global society.

### **3. Research on the Tea Ceremony for Foreigners**

Several studies have been conducted on tea ceremony experiences for foreigners, but many of them are studies that incorporate the tea ceremony as part of learning Japanese culture. For example, Yamamoto, Kondo, Yoshida, and Sekiguchi (2018) conducted a tea ceremony experience as part of a five-day Japanese culture and language seminar for 36 first-year students from a Malaysian technical university. The results of the post-seminar survey analysis revealed that the most intriguing aspect was the tea ceremony, with 21 mentions, among other cultural experiences such as calligraphy or *karuta* (traditional Japanese playing cards). Additionally, when asked about their preferences for the seminar, the most common requests were for an extended duration of the seminar and more opportunities to engage with Japanese culture. In a study conducted by Karatsu (2021) to explore the approach to Japanese cultural experiential activities in North American university Japanese language programs, a survey was administered to program participants. Concerning the tea ceremony experience (with 53 participants), three classes were conducted, including lectures on tea ceremony and Buddhism, partaking in tea and sweets, and hands-on experience in preparing tea. According to the survey results, the three most positive aspects of the tea ceremony experience were enjoying tea and sweets, learning about the historical background of the tea ceremony, and collaborating with others. In particular, the majority of students with a Japanese language proficiency level of two or higher found an interest in history and religion, expressing a desire to learn more. Moreover, their curiosity extended to topics such as tea gatherings, etiquette, host and guest behaviors, different schools of tea ceremony, types of sweets and tea, and more.

On the other hand, there have been a few studies conducted on foreigners who were taught only the tea ceremony. Yamanaka (2015) surveyed 11 university students with advanced

Japanese language levels who were taking a “Japanese Interpretation Exercise” course at a national university in a regional city in South Korea. The students spent seven hours of class time submitting a report on Japanese and Korean tea ceremonies in advance and actually experiencing Japanese and Korean tea ceremonies. Yamanaka investigated their impressions of Japanese and Korean tea ceremonies and what they learned from their tea ceremony experience. The results revealed that while Japanese tea ceremonies are perceived as emphasizing formality, Korean tea ceremonies are seen as simple and focused on enjoying the senses. Furthermore, the study catalyzed a heightened awareness of one’s own culture, with participants expressing sentiments such as disappointment in the limited popularity and decline of Korean tea ceremonies compared to the widespread practice in Japan. They also wished for an increase in places to enjoy Korean tea ceremonies. These reflections underscored the importance of cherishing one’s own culture.

#### **4. Purpose of the Study**

This study is a preliminary study for creating teaching materials for the development of global human resources who can communicate their own (Japanese) culture, such as the tea ceremony, to the world in English. In particular, this study aims to clarify what foreigners are interested in, what they find important, and what they would like to know more about the tea ceremony to create teaching materials reflecting foreigners’ interests and concerns.

#### **5. Participants and Lessons**

Due to the impact of the COVID-19 pandemic, the classes were conducted online using the ClassIn system. In two weeks in July 2022, there were 47 students on the roster, but the actual participation in the class was 41 students. The first week focused on learning Japanese culture and language through Japanese anime, while the second week centered on Japanese culture and language through the study of the tea ceremony. Lessons 9 and 10 covered the spirit and history of the tea ceremony in English. Lessons 11 through 15 involved the use of videos that allowed students to learn about the tea ceremony in both English and Japanese. These videos, based on the Urasenke school of tea ceremony (one of the three main schools of Japanese tea ceremony) were produced and supervised by an instructor who teaches tea ceremony at the

University of Hawaii, and further edited by the lead author. Additionally, students were instructed to prepare their chawan (tea bowl), chasen (tea whisk), and matcha (powdered green tea) so they could make the tea.

The following is the lesson plan for lessons 9 through 16.

- Lesson 9 History and spirit of the tea ceremony 1
- Lesson 10 History and spirit of the tea ceremony 2
- Lesson 11 How to make tea
- Lesson 12 How to drink tea
- Lesson 13 How to bow
- Lesson 14 How to eat wagashi (Japanese sweets)/Learning about wagashi
- Lesson 15 Learn Urasenke temae
- Lesson 16 Report and Presentation

## **6. Method**

After the last lesson, the students were asked to answer the following three questions.

- What was the most interesting thing you learned in the Japanese Tea Ceremony?
- What was the most important thing you learned in the Japanese Tea Ceremony?
- What do you want to learn more about, and why?

In this study, we conducted a content analysis of these three responses to clarify what foreigners are interested in, what they find important, and what they want to learn more about the tea ceremony.

## **7. Results**

We categorized the students' responses to the above three questions by content. The following represents responses related to what participants found most interesting about learning the Japanese tea ceremony.

### **7.1. Results of Responses Regarding What Was Most Interesting About Learning Japanese Tea Ceremony**

The following represents responses related to what participants found most interesting about learning the Japanese tea ceremony.

Responses related to wagashi (Japanese sweets) (13 participants)

- The most interesting thing I learned from the Japanese Tea Ceremony is how to eat sweets. First, for a dessert lover, it was a “delicious lesson”. What’s more, the process of Japanese women eating dessert made me fully feel their delicacy and elegance.
- The most interesting thing I learned is how to eat sweets. In my daily life, I eat sweets very casually, never thinking of having a ceremony, even with friends. But after learning the Japanese way of eating sweets, I found it very interesting and would like to try it with my friends next time.

Responses to actually making and drinking tea (11 participants)

- The most interesting thing I learned in the Japanese Tea Ceremony is how to make tea with Chasen, Chashaku, and Natsume. I learned the using method of those tools. After studying, I can try to make tea for myself or my parents, which is very useful. I am looking forward to having a try of those Japanese Tea Ceremony when I travel to Japan in the future.
- I think the most interesting part is the hands-on part, for example, I learned how to practice in front of the computer step by step, and this feeling is wonderful. It was also fun to drink my matcha, which was delicious even though I wasn’t used to the taste. I’m also going to perform the tea ceremony I’ve learned with my friends and family, which is fun.
- The most interesting thing I’ve learned in the Japanese Tea Ceremony is the movement. I’ve never tried it before and all my knowledge about it is from some animations. Thanks to this lesson, I get a chance to make tea on my own.

Responses regarding comparisons with China (3 participants)

- The most interesting part of learning the Japanese tea ceremony is to make noise at your last sip. It reminds me of the cultural difference between China and Japan when it comes to eating noodles. In Japan, eating noodles is considered a compliment by the cook, but in China, it is often considered rude. This cultural difference is interesting to me.
- Although the Chinese also like to drink tea, we have not been following the tea ceremony for a long time. We usually boil the tea and drink it, without the certain rituals and rules that the Japanese tea ceremony has. Therefore, most of us are often exposed to just drinking tea, let alone making it. Tea making is an integral and novel step in the Japanese tea ceremony.

Responses regarding the history of the tea ceremony (3 participants)

- From the development of Japanese tea culture, we can learn how the historical process influences the development history of tea culture. In addition, the professor also showed us some famous people related to tea culture, and I saw Oda Nobunaga in a movie clip! He is also a very famous figure in Japanese history, and I am very impressed with his two swords! I am also very interested in the stories of these people with tea culture!
- The most interesting thing I've learned from this class is I've learned the history of the Japanese Tea Ceremony. We can see there is a clear line about how the tea ceremony was introduced into Japan and then became one part of its culture and then inherited to this day. I think China should treat our culture in this way as well.

Responses regarding tea ceremony utensils (3 participants)

- I think the equipment used in the tea ceremony is very interesting, every bowl or spoon and other things has its meaning and usage. I'd like to learn more about utensils in the Japanese tea ceremony.

Responses regarding fastidiousness (2 participants)

- In the process of learning the tea ceremony, I was always more concerned about the Japanese people's pursuit of cleanliness, such as always wiping up with a handkerchief after taking snacks and paying attention to the orientation of the cup when handing tea to guests. I think these behaviors reflect the Japanese people's rigorousness and seriousness in serving guests.

Responses regarding tea fighting (1 participant)

- I think the most interesting thing I learned is tea fighting because tea fighting is a kind of entertainment activity in Japan. It is very interesting to distinguish the origin of each kind of tea from the ten kinds of mixed tea by drinking tea.

## **7.2. Results of Responses to What Is Important In the Japanese Tea Ceremony**

The following represents responses related to what is important in the Japanese tea ceremony.

Responses regarding etiquette and manners (17 participants)

- The most important thing I learned was the etiquette of the Japanese tea ceremony. I think it is very responsible and elegant. It also shows Japanese human culture. I like it very much.



- The most important thing I learned is etiquette. Japan is a country that pays great attention to etiquette, especially the tea ceremony. We learned how to bow, how to eat sweets, and how to make tea, from which we learned a lot of etiquette from the teacher's detailed explanation. In Japan, the tea ceremony is a special etiquette for receiving guests, friends, and begging through the art of tea tasting. The tea ceremony not only requires an elegant and natural environment but also provides a complete set of procedures for making and tasting tea.
- I learned that the most important thing is the etiquette in the tea art (bowing and verbal expression). I think this is a very important part of the tea art. Without these etiquettes, the tea art may not be so elegant.

Responses related to spirit and religion (8 participants)

- The Japanese tea ceremony is not only a simple tea tasting but also a way of hospitality. The tea set should be cleaned, the action of pouring tea should be standardized, and each step has strict requirements. Moreover, different guests will be treated in different manners. It links daily life with religion and aesthetics and becomes a comprehensive cultural and artistic activity. It is not only material enjoyment, mainly through tea parties and learning tea ceremonies to achieve the purpose of cultivating people's aesthetic sense and moral concept.

Responses regarding Rikyu's 7 rules and Wakei Seijaku:

- What makes me the most impression in the Japanese Tea Ceremony is the 7 rules of the tea ceremony. In my eyes, these rules are not only guiding the process of making and drinking tea but also guiding the ways we live our lives.
- All the 7 rules have deeper meanings besides the tea ceremony, and I think I should remember these rules and apply them in real life, I will surely benefit from them.
- I think the most important thing about the Japanese Tea Ceremony is its spirit and its process.

Responses regarding comparisons with China (6 participants)

- I learned that Japanese tea culture has a close connection with ancient China. Japanese tea culture has both inheritance and innovation, and it is a very elegant art, just like China.
- I think all the processes of the Japanese tea ceremony are very important and interesting. China also has a tea culture, and before taking the course, I was unsure of the difference between the two. In China, we put more emphasis on the quality of the tea leaves and the

way of making tea, while in Japan, the tea ceremony rises to a spiritual level and is fixed through rituals.

- The most important thing I've learned in this class is we should learn from Japan that how to inherit our culture well. We know that the tea ceremony in Japan was imported from China and it was inherited by the Japanese very well, but in China, we can see our tea culture is losing. As a country which has a profound tea culture, we should treasure it very well.

Responses regarding actually making tea (4 participants)

- I learned the using method of those tools. After studying, I can try to make tea for myself or my parents, which is very useful. I am looking forward to having a try of those Japanese Tea Ceremony when I travel to Japan in the future.
- The most important thing I have learned is how to make and taste matcha because matcha is very popular in China now, and I also like it. So learning these can help me experience the fun of making by myself.

Responses related to quiet environment and movement (4 participants)

- In the process of learning the Japanese tea ceremony, I can feel a peaceful atmosphere, which can let people meditate. When the stress is high and the mood is not so good, it can calm the mind and make people feel relaxed, I think that's good, that's the most important thing I've learned.

Responses regarding the history of the tea ceremony (2 participants)

- I love the part about learning the history of the tea ceremony. As I already know some Japanese history, I have never learned the history in one specific field of Japanese culture systematically. So this course gave me a chance to learn more about the tea ceremony.

Responses regarding tea rooms and utensils (2 participants)

- In addition to food and drink, the spirit of the tea ceremony also extends to the layout of the tea room.
- In addition, I also found that Japanese people pay much attention to the decoration of the tearoom, with exquisite screens in the room and the view outside the window is also very pleasing to the eye. Each tea bowl is exquisite and lovely, and there are many natural landscapes carefully depicted on it, which I think reflects the importance the Japanese people attach to nature and the pursuit of harmony and unity between man and nature.

### **7.3. Responses Regarding What Chinese Students Like To Learn More about the Tea Ceremony**

The following represents responses related to what Chinese students like to learn more about the tea ceremony

Responses regarding tea in general (8 participants)

- I want to learn more about the kinds of tea. When I bought tea online, I saw many kinds of tea and didn't know the difference. So I want to know more about them and also try each of them. Macha is really tasty for me.
- I want to learn more about the different forms of Japanese tea. Which kinds of tea are fit for making which kinds of matcha?
- How to select tea set to match different tea variety and quality. The comparison among British tea, Japanese tea, and Chinese tea. Knowing these will help a lot in daily life and have a macroscopic perspective of tea culture in all of the world.

Responses regarding differences with China (5 participants)

- In addition to what I learned in class, I also want to know the differences and similarities between the Japanese tea ceremony and the Chinese tea Ceremony. Because the Japanese tea ceremony originated in China, it has undergone localized evolution and reform and made innovations on the original basis.

Responses regarding differences between schools of tea ceremony (4 participants)

- I would also like to learn more about the Japanese tea ceremony culture in terms of its more subdivided schools and the differences between them. Because I would like to know more about the differences between the Japanese tea ceremony schools and the Chinese tea ceremony in terms of different schools.
- I would also like to learn more about the Japanese tea ceremony culture in terms of its more subdivided schools and the differences between them.

Responses regarding current knowledge of the tea ceremony in general (3 participants)

- In addition to knowledge of the tea ceremony itself, I would like to learn more about the current development of tea culture in Japan. Is there a related industry? What kind of attitude do young people have towards Japanese tea culture nowadays? Do Japanese people drink matcha tea daily? Oolong tea is often seen in movies and TV shows, it is very similar

to Chinese tea, but there is a lot of difference between it and matcha, why is that? Such topics as these are related to modern Japan.

- I also want to learn about the tea culture in Japan today, because we are in a fast-paced era. I want to know how young people treat the traditional tea culture, or whether there is a way to taste tea that is suitable for modern society

Responses regarding wagashi (3 participants)

- For personal reasons, I would like to know more about sweets. For example, seeing different kinds of pastries in clearer pictures might help me to have a clearer impression of them.

Responses regarding Kimono (2 participants)

- I want to know more about tea ceremony-related costumes. Because I think the tea ceremony-related costumes in the video are very beautiful.

Responses regarding the history of the tea ceremony (2 participants)

- I want to learn more about the tea ceremony in the Sengoku and Azuchi-Momoyama periods. Because I am very interested in this period of history, the tea ceremony represented by Sen no Rikyu was widely active in politics during this period. Nobunaga gave the tea ceremony a high status and used these expensive tea bowls as a means to test the loyalty of his subordinates.

Responses regarding utensils (1 participant)

- I want to learn more about how to clean the tea utensils and the whole process of the Japanese Tea Ceremony.

Responses regarding tea ceremonies (1 participant)

- What I want to learn more about is the specific details of the Japanese tea ceremony. For example, when, where, with whom, and for what purpose, people usually hold tea ceremonies. I also want to know what kind of preparations people need to make in advance to hold the tea ceremony, and so on.

## **8. Discussion**

The most common response regarding the most interesting aspect of learning the Japanese tea ceremony was that of wagashi (13 participants). This is probably because they found it interesting that the Japanese tea ceremony has rules on how to eat sweets, whereas they usually eat sweets casually and freely. Furthermore, in terms of their desire to learn more about

the Japanese tea ceremony, three students expressed an interest in learning about wagashi. These aspects suggest that many of the students participating in this research were particularly interested in wagashi. Similarly, Yamamoto et al. (2018) reported that many students from a Malaysian university liked mame-daifuku (a Japanese sweet of red bean paste wrapped with beans-mixed thin rice cake) and asked for another one instead of another cup of tea. One of them mentioned the tea and wagashi experience was the most interesting in the program. According to the survey conducted by Karatsu (2021), enjoying tea and sweets was one of the three best things that students experienced in the tea ceremony. In this way, for foreigners, eating wagashi in the tea ceremony seems to be the most enjoyable aspect.

On the other hand, in this study, we only provided instruction on the consumption of higashi (dry confectionery) during the usucha temae (thin tea procedure). However, in the tea ceremony, there is a specific manner of consuming not only higashi but also omogashi (moist Japanese confectionery) served with koicha temae (thick tea procedure). Therefore, it would be advisable to create teaching materials that cover not only higashi but also the manner of consuming omogashi.

The second most common response regarding what students found interesting about learning the Japanese tea ceremony was related to “making and drinking tea,” with 11 participants mentioning it. Furthermore, in responses related to what students considered important in learning the Japanese tea ceremony, four students wrote about the significance of “actually making tea.” Since all classes were conducted online due to the impact of the COVID-19 pandemic, students were required to prepare their chawan (tea bowl), chasen (tea whisk), and matcha (powdered green tea). Despite this instructional format, many students found it enjoyable.

Additionally, in responses related to what students found interesting about learning the Japanese tea ceremony, three students mentioned comparisons with China. Furthermore, in responses related to what students considered important in learning the Japanese tea ceremony, six students included descriptions of the significance of comparing the Japanese tea ceremony with its Chinese counterpart. While Japanese tea originates in China, it is noteworthy that the Japanese tea ceremony differs significantly from the Chinese tea culture. Moreover, in terms of what students wanted to learn more about regarding the tea ceremony, five students expressed a desire to learn about it through the lens of a comparison with China. Similarly, Yamanaka (2015)

conducted the tea ceremony lesson in the course “Japanese Interpretation for the Korean JFL students” with higher proficiency, including the experiences of both Japanese and Korean tea ceremonies. The report indicated that the students noticed the differences and similarities between Japanese and Korean tea ceremonies and developed their respect for each as well as their tea ceremony and their culture. These findings suggest that when teaching Japanese tea ceremonies, incorporating a comparative perspective with the target country is essential, in addition to teaching about Japan’s unique tea culture.

In responses concerning what students found interesting about learning the Japanese tea ceremony, three students mentioned an interest in the history of the tea ceremony. Similarly, in responses related to what students considered important and what they wanted to learn more about in the Japanese tea ceremony, two students expressed an interest in the history of the tea ceremony. Regarding what they thought was important in learning the Japanese tea ceremony, 16 respondents answered that it was related to spirit and religion, including Wakei Seijaku (harmony, respect, purity, tranquility). Thus, it can be said that through this course, some students developed an interest in the history, religion, and spiritual aspects of the tea ceremony. This is similar to the findings of Karatsu (2021), which also reported that students developed an interest in history and religion, and expressed a desire to learn more. In this way, not only in the practice of tea ceremonies but also among a certain number of students, there is an interest in Japanese history, religion, and other aspects. Therefore, when creating materials for Japanese students, it can be said that there is a need for materials that enable students to express tea ceremony, Japanese history, and religion in English.

Furthermore, the most frequently mentioned aspect, identified by 17 students, was etiquette, which they considered to be crucial in the context of the tea ceremony. Among them, four students specifically mentioned bowing. This is likely because, in this course, we provided explanations and practical experiences of the three types of bows.

Although detailed explanations about tea itself were rarely provided in this course, when it came to what students wanted to learn more about, eight students expressed interest in various aspects of tea, including the different types of tea and how it is made. They were curious about tea in a broader sense, demonstrating that some students were not only interested in the tea ceremony but also in the topic of tea itself. Furthermore, four students expressed an interest in learning more about the differences between various tea ceremony schools and three students

wanted to know more about contemporary developments in tea ceremony. Although this course provided detailed explanations about the Urasenke school of tea ceremony, it did not delve deeply into other schools or the current state of the tea ceremony. From these responses, it can be anticipated that foreign students are more interested in acquiring a broader knowledge of subjects such as tea ceremony and tea as a part of their cultural education, rather than focusing extensively on a single school. Additionally, although there were only one to two students with such interests, they expressed curiosity about tea ceremony equipment, tearooms, kimono attire, and tea gatherings. In Karatsu's study (2021), students also demonstrated interest in various topics such as tea gatherings, etiquette, host and guest behaviors, different schools of tea ceremonies, and types of sweets and tea. These topics, similarly, explored in the study, intrigued the students. These suggest the need to develop teaching materials in English that can convey peripheral knowledge related to the tea ceremony.

## **9. Conclusion**

As a result of Chinese students learning the tea ceremony online, it was found that despite being in an online environment, participating students enjoyed activities such as making and drinking tea, as well as learning how to consume traditional Japanese sweets. They expressed a desire to further explore these ceremonial practices. Additionally, some students expressed an interest in delving deeper into aspects beyond hands-on activities, such as the history of the tea ceremony, differences between Japan and China, and further details about tea, tea ceremony utensils, traditional attire like kimonos, as well as variations in tea ceremony schools. For the development of teaching materials on the tea ceremony aimed at fostering global talents among Japanese learners, it is advisable to reflect on these results, including not only the fundamental practices of the tea ceremony but also peripheral knowledge related to the tea ceremony.

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