

トリック・オア・トリート：大学生による英語イベントが小学生に与える影響

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Trick or treat: assessing the impact of student-led English events at elementary school

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Since 2011, 3rd year students studying Early Childhood English Education at Kwassui Women's University have been carrying out a Halloween party at Fukahori elementary school in Nagasaki city. Part of a wider longitudinal study, this is a preliminary report on the impact of the 2015 party on the 3rd and 4th graders who participated both in 2014 and 2015. The results show that this kind of play-based event may have positive effects on the children's attitude to English.

Key words: Teacher training, young English language learners, L2 Self, language learning motivation.

Introduction

This researcher teaches a course in Early Childhood English Education to 3rd year students from the Department of Child Development and Education and the Department of English at Kwassui Women's University. Since 2011, as part of their teaching practice in the second term, the students have carried out a Halloween Party for 3rd and 4th graders at Fukahori Elementary School, a public school in Nagasaki city. We were invited to do this by Yuji Tabuchi, a homeroom teacher at the school. Students plan, practice and prepare for the party in a twice-weekly class under my instruction.

This year we were given the opportunity to survey the 3rd, 4th, 5th and 6th graders who took part in the party between 2012 and 2015, to find out what kind of impact participating in the party had on the children. This paper will discuss the outcomes of the party held in 2015, attended by eighty three children from the school's two 3rd and 4th year classes. As these children took part in the party in 2014 as well, I was curious to know what kind of impact participating in the party again would have on the children, and if there was any effect on the children's attitude to learning English.

Foreign Language Activities

English is currently taught as a subject in Japanese public elementary schools to 5th and 6th graders as 'Foreign Language Activities' (FLA), the aim being to 'expose children to foreign language and culture, to foster interest and desire,' in order to create a workforce which can compete in a globalized world (MEXT, 2016). The children do not learn to read or write English, although the alphabet is taught in the 6th grade, and there is a textbook, Hi Friends 1 and 2. The classes are taught by the homeroom teacher with periodic classes team-taught with an ALT.

Children in lower grades may have English classes depending on the local Board of Education's policies. In Nagasaki city children in the 1st to 4th grades have periodic "Hello English" classes, taught by an Assistant Language Teacher (ALT), either a native speaker or a Japanese Teacher of English. The classes which I have observed in the city over the past 10 years are usually Communicative Language Teaching (CLT) based, although to what level depends on the English ability, training and practical experience of the teacher. The classes typically include games, songs and chants, learning basic structures and vocabulary typical of the Young Language Learner (YLL) classroom (Cameron 2001; Moon 2000; Paul 2003; Slattery & Willis 2001). While there is some moving around during some activities, the lessons tend to follow traditional classroom style and are very teacher-centered and controlled.

Sampson (2010) suggests that in order to fulfill MEXT's stated purpose for FLA, the objectives of English lessons in Japanese elementary schools should be "non-linguistic in nature and ought to focus upon the explicit development of sociolinguistic, discourse and strategic competencies, with no overt expectation for the development of linguistic competence" (p.26). Some possible aims he proposes are developing children's confidence in expressing thoughts, ideas and choices, developing the ability to cooperate and interact with others, and developing their interest in the thoughts and feelings of others.

Our aims for the Halloween party are for the children to learn about Halloween, why it is celebrated and how children in western countries celebrate it; to learn and practice some English vocabulary and phrases relevant to Halloween while reviewing language they may have learned in class; to be exposed to as much English as possible and be given the chance to use any English they know while interacting with the student-teachers during the activities; and to enjoy using English in a play-based fun environment.

The Halloween Party

The Halloween party takes place at the end of October, only giving the students a few weeks in which to plan, prepare and practice after the beginning of the second term. The 3rd year students studying for their kindergarten teaching license are also very busy preparing for their month-long teaching practice which starts at the beginning of November. For those reasons, in 2014 and 2015 we followed the plans from previous Halloween parties in order to lighten the workload of the students. In 2014 there were seven students, all from the Child Development and Education department. In 2015 there were twelve students, seven from Child Development and five from the English department, two of whom were taking classes for their English teaching license, and one of whom was also studying for the elementary teaching license. Therefore, both the students' English ability and experience with children is variable.

The plan for 2015 was based on that for 2014 (Table 1), but with three new activities, Eyeball relay, Jack O'Lantern Fukuwarai (a blindfold, make-a-face activity) and Making slime. Previously we had made balloon slime as part of the party in 2011 and 2012 and while it was very popular, students' feedback suggested that it was extremely hard work to prepare and clean-up afterwards with such a large number of children. However, as there were twelve students this year, and the homeroom teachers were happy to help prepare, we decided to include it once again.

Table 1. Fukahori Elementary School Halloween Party plans 2014 and 2015.

2014 content (2 nd & 3 rd graders)	2015 content (3 rd & 4 th graders)
Introduce Halloween.	Review Halloween: when, where, why, what?
Halloween words: ghost, monster, witch, pumpkin, Jack O'Lantern. Practice pronunciation, teach gesture.	Review Halloween words: ghost, monster, witch, pumpkin, Jack O'Lantern. + colors: orange, black, white, green.
Freeze game. Explain/demonstrate game. Give command, play music, music stops, children "freeze". <i>Dance like a ghost/monster/witch/pumpkin/Jack O'Lantern.</i>	Eyeball relay, teams assigned a color.
Balloon ghost relay: pass a white balloon from hands to feet, lying on the floor.	Teach Jack O'Lantern face parts: eye, eyebrow, nose, mouth, tooth.
Monster drawing game. Teach face parts: head, body, arm, leg, eye, mouth. Explain/demonstrate game. 1=head, 2=body, 3=arm, 4=Leg, 5=eye, 6=mouth. Student rolls the giant dice, children draw the body part that corresponds to that number, in groups.	Jack O'Lantern fukuwarai make a face game. Blindfolded child places each face part, group members give hints.
Halloween craft time: decorate a hand/foot print monster. Children bring a pre-cut hand and footprint. Decorate to make a monster.	Abacadabra! Making slime. In groups children mix the ingredients to make slime, chanting the magic word, "Abacadabra".
Practice Trick or Treat conversation: C: Trick or treat? S: Here you are. C: Thank you! S: Happy Halloween! Do Trick or treat in gym.	Practice Trick or Treat conversation: C: Trick or treat? S: Here you are. C: Thank you! S: Happy Halloween! Do Trick or treat in gym.

The party is held in the school gym, which the children decorate with handmade Halloween motifs in advance. All the children and teachers dress up, many of the children's costumes being handmade. Parents provide the snacks for, and help with, Trick or treat, observe, help their children where necessary, and take photos. There is a casual, festive atmosphere. This year we took group photos before the party began, and the party lasted all morning. After the party, students and I ate school lunch with the children in their classrooms. Both in 2014 and 2015 the children sent us thank you letters and drawings after the party. The event also therefore develops the children's skills in other areas such as art and Japanese literacy.

Methodology

This study is a preliminary report, part of an ongoing qualitative, longitudinal study within an ethnographic framework, with the researcher as participant observer. The main data consists of a questionnaire administered to 170 elementary school students who participated in the Halloween party in 2012 to 2015 (Table 2).

Table 2. Questionnaire respondents.

Current Age	Current Class	Number of children	Event year
11~12	6-1	24	2012
11~12	6-2	23	2012
10~11	5-1	21	2013
10~11	5-2	19	2013
9~10	4-1	22	2014, 2015
9~10	4-2	20	2014, 2015
8~9	3-1	19	2014, 2015
8~9	3-2	22	2014, 2015
		N=170	

(3rd and 4th grade N=83.)

For the purposes of this initial study, the data from the questionnaires administered to the 3rd and 4th graders, who participated in the party in 2014 and 2015, has been examined, and the questionnaire results are analyzed discursively. The questionnaire was intended to answer the following research questions:

- 1) Did the children learn anything new about Halloween at the 2015 party, and if so, what?
- 2) Which activities did the children find the most interesting and enjoyable?
- 3) What are the children's attitudes to English and is there any evidence that participating in the party has affected those attitudes?

Other data is comprised of field notes and reflective journal entries, a video and photographic record of each party, and oral and written student reports which were assessment tasks.

Data collection

The questionnaires (see Appendix 1) were administered to 83 children by their homeroom teachers in November/December 2015. These were originally designed by myself in Japanese, with input from the students, as multiple choice questions, then revised by the homeroom teacher in charge to better suit the children's cognitive and linguistic levels. We originally used symbols for the five point Likert-type ranking scale but the teachers felt a number system was more familiar to the children, and used the following elements: 5: とても強くそう思う (very strongly think so), 4: 少し強くそう思う (strongly think so), 3: そう思う (think so), 2: あまりそう思わない (don't really think so), 1: ぜんぜんそう思わない (completely don't think so) which does not include a neutral element such as 'neither think so nor don't think so'. I was not aware of this until after the questionnaires had been administered.

The teachers also added the open-ended questions 6, Having taken part in the Halloween party, what kinds of things 'remain in your heart'? (ハロウィンパーティーをして、どのようなことが心に残りましたか?) and 7, Please write your impressions of the Halloween party (ハロウィンパーティーの感想書いて下さい).

We did not have time to pilot the questionnaire and some items may have been confusing or ambiguous to the children. It is impossible to measure the influence their homeroom teacher or peers may have exerted over the children at the time of administering the questionnaire. The questionnaires were intended to be anonymous, however the homeroom teachers had the children write their name and class number.

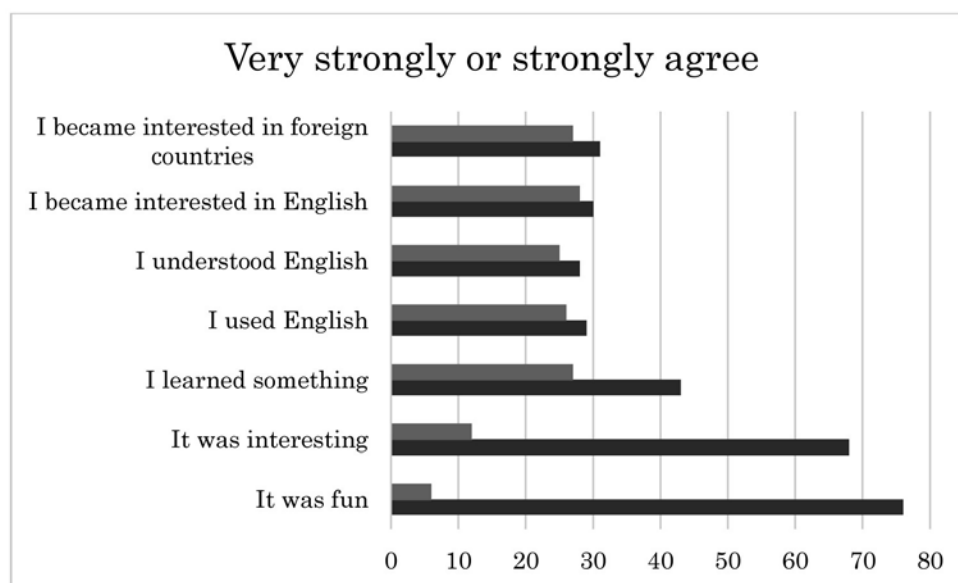
Results

The results have been collated, translated and coded by the researcher.

1. Responses to Q.1: What did you think of the Halloween party?

Children were asked to rank the categories, 5=very strongly think so, 4=strongly think so, 3=think so, 2=don't really think so, 1=completely don't think so. (In Japanese: 5: とても強くそう思う, 4: 少し強くそう思う, 3: そう思う, 2: あまりそう思わない, 1: ぜんぜんそう思わない).

Table 3. What did you think of the Halloween party?



All the children agreed that the party was fun, 76, or 91.6% very strongly agreeing with the statement, and that it was interesting, 82% very strongly agreeing. Almost all the children agreed that they learned something, 52% of the children very strongly agreed that they had learned something. The four children who disagreed were all 3rd graders. Most of the children agreed that they had used English, 35% very strongly agreeing. Nine children disagreed, four 4th graders and five 3rd graders. Most of the children felt they had understood English, 34% very strongly agreeing. Twelve children did not feel that they had used English, five 4th graders and seven 3rd graders. Most of the children agreed that they had become interested in English (one child in 3-2 did not circle a factor, therefore N=82), 36% of the children very strongly agreeing. A majority of children agreed that they had become interested in foreign countries, 37% very strongly agreeing. The children show a slight tendency to have become more interested in foreign countries than in English.

The responses to question 1 show some differences between each class groups' opinions about the party and attitudes to English. Almost all the children in 4-2 felt strongly that the party was fun and interesting. They also show a tendency to believe that they used and understood English, and that they had become more interested in English and foreign countries.

While all the children in 4-1 very strongly or strongly felt that the party was fun and interesting, and their overall tendency is positive, their responses show more variance than 4-2, with fewer children in 4-1 strongly feeling that they had used or understood English, and more children than in 4-2 showing an ambivalent or negative attitude to English and foreign countries.

The children in class 3-2 almost all strongly agreed that the Halloween party was fun and interesting. Compared to the 4th grade, more children in 3-2 felt very strongly that they had learned something, and that they had used and understood English.

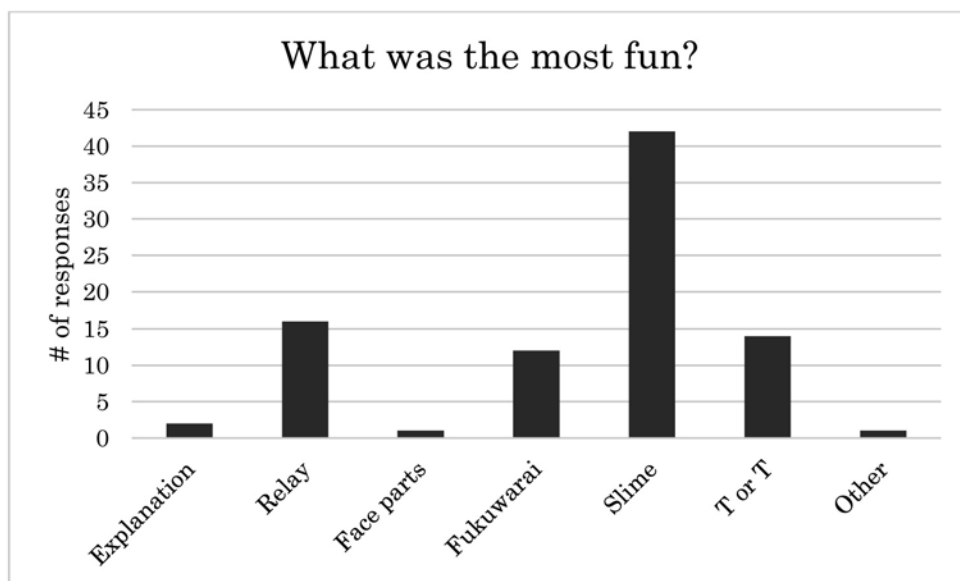
All the children in 3-1 very strongly or strongly agreed that the party was fun and interesting. They show a tendency towards feeling that they learned something, used and understood English. They are less sure that they became interested in English or foreign countries than the children in 3-2.

2. Responses to Q.2: What was the most fun?

The children were asked to circle the activity which was the most fun. Most children only circled one item, but in class 3-2 there was one multiply reply (child #20). In 3-1 one child didn't answer and there were two

multiple replies. In 4-2 there were several multiple answers.

Table 4. Responses to Q.2: What was the most fun?



Overall, Making slime was the most popular activity, with over 50% of the children choosing it as the most fun, followed by Eyeball relay and Trick or treat, chosen by 19% and 17% respectively. Jack O’Lantern Fukuwarai was chosen by 15%, and interestingly in class 3-1 more children chose it than slime.

In class 4-2 Making slime was the most popular activity, followed by Eyeball relay and Trick or treat. The child who replied “Something else” (#1) had already circled Trick or treat and wrote in Eyeball relay and Making slime.

Similar to 4-2, making slime was the most popular activity in class 4-1, with over half the children choosing it, followed by Eyeball relay. No one chose the Jack O’Lantern face parts or Fukuwarai activity, while the Halloween explanation and Trick or treat were both chosen by two students. No one gave multiple answers in 4-1 which may account for the difference.

The children in 3-2 chose Making slime and Trick or treat as being the most fun while 3-1 chose Jack O’Lantern Fukuwarai and no one chose Trick or treat. This may be due to class dynamics and the influence of the homeroom teacher or peers during administration of the questionnaire, as well as the group formation at the party and the effectiveness of the student teacher leading each group. Some groups had problems mixing the slime, it took longer to solidify, and some children could not successfully inflate the slime to make a balloon.

3. Responses to Q.3: Did you learn anything new about Halloween this year?

As all of the children had taken part in the party last year, I wanted to know if they felt they had learned anything new about Halloween at this year’s party. Fifteen children in 4-2 answered the question, but most interpreted it as being about the party, and which activities they experienced for the first time this year, and not about what new information they learned about Halloween. Child #7 said she or he learned about the first Halloween, and #8 said she or he learned about Halloween, but not what exactly. #15 said he or she understood why people wear costumes at Halloween. Two children, #5 and #9, responded about the English content, while #17 wroteハロウィーンの絵本（去年も聞いたけどわすれていた）, “Halloween picture book (I heard last year but forgot)”, probably referring to the flash cards which introduced Halloween words

Table 5. Answers to question 3, did you learn anything new about Halloween this year? If so please write it down:

Content	Comment	# of Replies
General	I learned that study can be like a game.	1
English	Learning face parts.	1
	I learned English.	1
	Halloween picture book. (I heard last year but I forgot.)	1
	I understood English a little bit.	1
	I learned how to say something in English.	1
Halloween	I understood why people wear costumes.	5
	The explanation about how Halloween started.	1
	I learned various new things about Halloween.	1
	At Halloween we wear costumes to trick the bad spirits who come into thinking that we are one of them.	1
	I learned that Halloween is only ghosts.	1
	I understood why there is Halloween.	3
Activities	This year we made slime.	6
	It was the first time to make slime and do Eyeball relay and Monster face parts, it was interesting.	1
	Jack O'Lantern Fukuwarai.	2
	It was the first time to do Eyeball relay so it was fun.	1
	Halloween Party Trick or Treat was fun.	1

and therefore to (re)learning the English words. #1 commented about the nature of the activities, suggesting a new realization about learning through play. Most comments were about making slime for the first time.

Only three children in 4-1, #3, #10 and #12 wrote answers to question 3, all referring to making slime. Five children in 3-2 wrote comments in reply to Question 3, one about English, two about Halloween and two about activities.

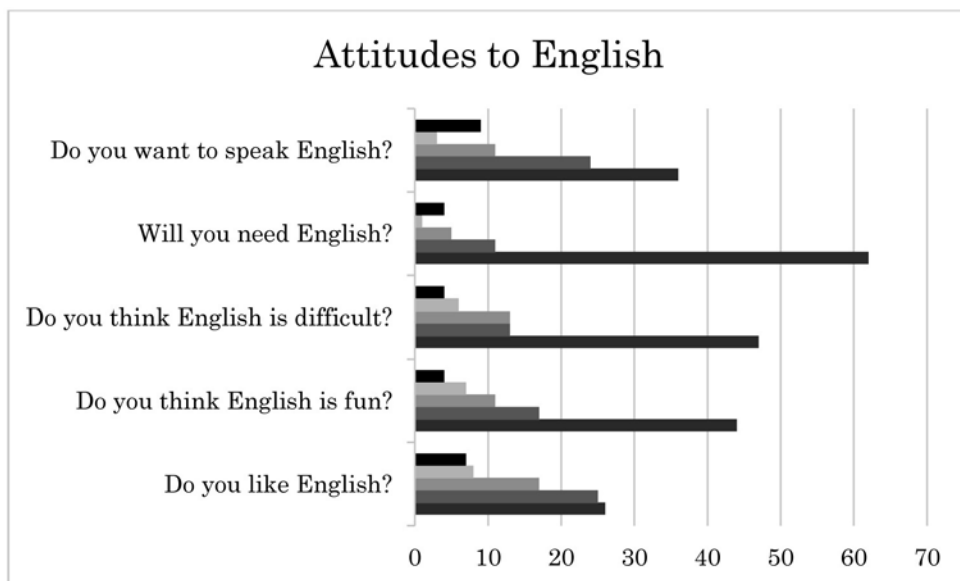
3-1 was the only class which responded to question 3 as intended by the researcher. Eight children in 3-1 wrote replies, seven of the comments were about what they learned for the first time about Halloween, either why Halloween is celebrated or why people wear costumes at Halloween. The other comment was about English.

Overall, twenty nine children responded to question 3. Twelve referred to learning something new about Halloween, five saying they learned why we wear costumes, and three saying they learned why we celebrate Halloween. As these students heard a similar explanation in 2014 it suggests that perhaps the explanation in 2015 was clearer and easier for the children to understand (in my opinion it was), or that hearing it a second time reinforced the information. Eleven children referred to doing activities for the first time, six of those referring to slime. As can be seen in responses to other questions, Making slime made a big impression on many children. Five children referred to learning something related to English for the first time.

4. Responses to Q.4. What do you think about English?

Question 4 asked the children to rank their feelings towards five aspects of English, using the same 5 point ranking scale as in question 1.

Table 6. Q. 4: What do you think about English?



Most of the children show a positive attitude towards English, the majority agreeing that they like English and think it is fun. No 4th graders very strongly disagreed that they liked English or that English is fun, while six 3rd graders indicated that they had very negative feelings towards liking English, and four towards English is fun. Forty seven children (56.6%) very strongly agreed that they think English is difficult, and only ten children indicated that they disagreed with this statement, eight of those being 3rd graders. Sixty two children (74.7%) of the children very strongly agreed that they thought they would need English when they grow up, only five disagreeing, all of those from class 3-2. However, while the children feel the need for English in their future, they do not display such a strong desire to speak it, 36 (43.4%) very strongly agreeing. Nine children show no desire to speak it at all, eight of those being 3rd graders, six of whom are in class 3-2 again which may indicate peer pressure or the attitude of the homeroom teacher affecting the result. Overall, class 4-2 shows the greatest enthusiasm for English, 3-2 the least, and 4th graders have a more positive tendency than 3rd graders.

5. Responses to Q.5: Do you want to take part in the Halloween Party next year?

Table 7. Q.5: do you want to take part in the Halloween Party next year?

Class	Number of responses				
	5	4	3	2	1
3-1	17	1	1		
3-2	21				1
4-1	20		2		
4-2	18	2			

In response to question 5, most of the children very strongly agree that they want to take part in the party next year. Two children in 4-2 strongly agree, while 3-1 show a similar tendency, with one child each either agreeing or strongly agreeing. In class 4-1, all except two children very strongly agree, while the two exceptions (#10 and #20) both agreed. In class 3-2, all the children except one (#18) very strongly agreed that they wanted to take part in the party next year. Child #18 in 3-2 is the only child who does not want to take part next year. He is also the child who commented that there were “tough places” in response to question 7

about his impression of the party, which suggests he was left with a negative feeling.

6. Responses to Q.6: Having taken part in the Halloween party, what kinds of things ‘remain in your heart’? (ハロウィンパーティーをして、どのようなことが心に残りましたか?)

The open-ended questions 6 and 7 were added by the homeroom teacher. The translations are mine, with repetition removed. The children commented mostly about the activities, but also about using English, interacting with the university students, interacting with each other and the costumes.

Table 8. Number of comments about activities in Q.6 responses.

Class	Eyeball relay	Fukuwarai	Slime making	Trick or treat	English	Student teachers	Friends/ Groups	Costumes
4-2	9	3	14	3	3	1	4	2
4-1	8	5	19	6	5	1	1	1
3-2	2	2	9	2	1	0	1	3
3-1	3	1	8	2	0	8	3	0
Total	22	11	50	13	9	10	9	6

60% of the children mentioned slime as something that ‘remained in their heart’, in class 4-1 nearly all the children doing so. About 10% of the children mentioned English or interacting with the friends or ‘everyone together’. Most of the comments about the student teachers were by children in 3-1. One child in 4-2 mentioned a student by name, the others referred to them as ‘おねさん’ (older sister) or university student.

Looking at the responses by class group class, children in 4-2 reply about their personal feelings, about what they remember most or what made a lasting impression. Most of the comments are about the activities which they did for the first time, making slime, Eyeball relay and Jack O’Lantern Fukuwarai. Only three children mention English, #2, 3, and 12.

The children in 4-1 comment about the activities they remember most and their feelings about them, making slime and Eyeball relay gaining the most comments. All the comments are positive. Five children mention learning English in their comments (#4, 9, 11, 13 and 21), mostly with a positive connotation.

Most of the children in 3-2 replied with short replies about the particular activity ‘that remained in their hearts the most’, eight children saying making slime. Children #3, 7 and 9 commented on specific incidents that made an impression on them, while two children remembered the costumes. Three children commented on the play or fun aspect of the party (# 12, 20 and 21).

Eight children in 3-1 mentioned interacting with the university students as something that ‘remained in their heart’.

7. Responses to question 7, please write your impressions of the Halloween party (ハロウィンパーティーの感想書いて下さい。)

The children’s comments in response to question 7 tend to be more detailed than to question 6, children commenting about things they hadn’t mentioned in previous responses or giving more feedback on what they learned, their feelings towards English, or individual experiences at the party (see Appendix 2 for class 4-1’s comments as an example). They often compare the 2015 party to the 2014 party, mostly saying that they enjoyed it more, or that they enjoyed it because there were new and different activities.

Table 9: Number of comments about activities in Q.7 responses.

Class	Eyeball relay	Fukuwarai	Slime	Trick or treat	English	Student teacher	Friends/ Group	Costumes
4-2	13	6	11	7	9	0	1	0
4-1	9	5	11	8	7	0	1	1
3-2	1	0	3	1	3	0	0	2
3-1	4	3	5	2	7	11	0	0
Total	27	14	30	18	26	11	2	3

Slime making was mentioned the most, by 30 (36%) children, but Eyeball relay also made an impression, especially with class 4-2. Children from all classes commented about using English in their responses to question 7, mostly in a positive way. These will be examined in the discussion section.

4-2's answers to question 7, about their overall impression of the party are more varied than those to question 6, but still focus mostly on the activities they experienced for the first time, what they did well, what was fun, interesting or difficult, and interaction with their classmates. Seven children in 4-2 mention English, mostly in positive ways, displaying an awareness of the linguistic aspect of the party. In their overall impressions, seven children in 4-1 made comments referring to English (#4, 7, 8, 9, 10, 16, 20).

3-2's comments on question 7 are briefer and more general than the 4th graders. Almost all of them say it was a lot of fun (とても楽しかった) and/or interesting (おもしろかった). Child #18, the only child who doesn't want to take part in the party next year, used the word 'kusen' (苦戦), a hard struggle.

Almost all the children in 3-1 mention the university students and myself and express their thanks to us for preparing the party. No children in classes 3-2 or 4-1 expressed thanks, and only two in 4-2. 3-1 also mention the enjoyment of doing things all together. The different comment threads which run through each class' responses may reflect the homeroom teacher's influence or the particular characteristics of each class group.

Discussion

Research question 1 asked if the children learned anything new about Halloween in 2015, and if so, what? In response to question 3, 'did you learn anything new about Halloween?', only twelve children replied that they had, either about the origins of Halloween or why people wear costumes, and only one child mentioned learning about Halloween in the comments on question 6 and 7.

The answer to research question 2, 'Which activities did the children find the most interesting and enjoyable?' is clearly Making slime. Although many of the children may have played with slime before it was the first time for them to actually take part in the process of making it. As children in class 4-2 commented in response to question 6, "although I have played with slime before, I have never made it myself...when I played with it before it didn't inflate much, but the slime I made at the Halloween party inflated really well" (child #7); "...it solidified with magic water and we could take it home" (child #8); "it was fun that the slime was sticky" (child #9).

Research question 3 asked 'What are the children's attitudes to English and is there any evidence that participating in the party has affected those attitudes?' The children's responses to question 4, 'What do you think about English?' show a strong positive tendency towards liking English and finding it enjoyable. However, the children also show a strong feeling that English is difficult, and that although they feel they might need English in their future, they display less desire to speak it themselves.

References to English in the children's comments on questions 6 and 7 suggest that the party may have had a positive effect on at least some of the children's attitudes to English, nine children commenting on English as

‘something that remained in their heart’ from the party, and twenty six commenting on English being one of the aspects of the party that made an impression on them. Children in class 4-2 commented on question 7 “I don’t really like English very much, but at the Halloween party it was really fun” (child #5), “I became a little bit interested in English (child #8), “I learned a little bit of English” (child #7). In response to question 6, child #13 in class 4-1 wrote “I’m poor at English but because we had the Halloween party again I want to remember English”. Child #21’s comment : “When we did Jack O’Lantern Fukuwarai I thought ‘English is fun but it’s a bit difficult’” shows the ambivalence many of the children feel about English.

The comments from both 4th grade classes on questions 6 and 7 show the 4th grade children’s awareness of learning in areas other than English or about Halloween, for example in how slime is made, how to avoid dropping the ball in the relay, placing the face parts in Fukuwarai, as well as their enjoyment of the unusual and play-like aspect of the activities (the texture of slime, the “eyeball”, the funny Fukuwarai faces they made). Their language suggests wonderment and surprise (possibly lost in translation), as well as pleasure. This suggests that children at this age might benefit more from experiential play-based and activity-based language learning, a more CLIL (Content & Language Integrated Learning) environment, instead of the more traditional young learner foreign language classroom activities (Copland & Garton, 2014).

Conclusion

The children’s responses show their appreciation and enjoyment of the Halloween party in 2015, for example “I could enjoy studying English and do lots of games I didn’t know for the first time” (child #2, 4-2). While the impact on their English skills was minimal, they show some positive or improved attitudes to English which may impact on their future language learning motivation and creation of an L2 Self (Dornyei & Ushioda, 2009). While the children didn’t necessarily learn anything new about Halloween in 2015, their comments about the variety of games and the newness of the activities shows that the student teachers’ efforts planning and preparing the party were worthwhile: “Because I love to play, making slime and playing a game using an eyeball was really incredibly fun and interesting I thought” (Child #21, 4-1).

Having never conducted research with children as survey respondents before, I agree with Copland and Garton (2014) in their introduction to the *ELT Journal* Special Issue on Teaching English to Young Learners, that a new, more child-centered approach to data collection is required. Further investigations will not only consider the survey results from the 5th and 6th graders, but also the written and pictorial feedback received from the children in their thank you messages.

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Appendix 1

Questionnaire for 2015 event participants, 3rd and 4th grade children. The questions were the same, but the 3rd grade version had fewer Chinese characters.

ハロウィーンパーティーのアンケート
4年組 番 名前 ()

5 : とても強くそう思う 4 : 少し強くそう思う 3 : そう思う
2 : あまりそう思わない 1 : ぜんぜんそう思わない

1) ハロウィーンパーティーをどう思いましたか？ 自分の気持ちに○をつけてください。

・楽しかった。	5	4	3	2	1
・おもしろかった。	5	4	3	2	1
・勉強になった。	5	4	3	2	1
・英語を使った。	5	4	3	2	1
・英語を聞き取れた。	5	4	3	2	1
・英語にきょうみを持った。	5	4	3	2	1
・外国にきょうみを持った。	5	4	3	2	1

2) 何が一番楽しかったですか？ ○をつけてください。

- ・ハロウィーンの説明とことばのふく習
- ・目玉リレー
- ・ジャコランタンの顔の部分の勉強
- ・ジャコランタンの福わらい
- ・スライム作りと遊び
- ・トリック・オア・トゥリート
- ・その他 ()

3) ハロウィーンについて、今年、何か新しいことを知りましたか。あったら書いてください。
()

4) 英語をどう思っているかを教えてください。

・英語は好きですか？	5	4	3	2	1
・英語は楽しいと思いますか？	5	4	3	2	1
・英語はむずかしいと思いますか？	5	4	3	2	1
・大きくなったら、英語は必要だと思いますか？	5	4	3	2	1
・大きくなったら、英語で話したいと思いますか？	5	4	3	2	1

5) また来年もハロウィンパーティーにさんかしたいですか？

5 4 3 2 1

6) ハロウィンパーティーをして、どのようなことが心に残りましたか。

7) ハロウィンパーティーの感想を教えてください。

Appendix 2

Class 4-1 responses to question 7.

Please write your impressions of the Halloween party (ハロウィーンパーティの感想書いて下さい)

Comment	#
The games and study were more interesting than the party in the 3 rd grade, I really learned a lot. I want to do it again.	1
Even though it was the second time, it was really fun. Especially Eyeball relay because I hadn't done it before. We were 4 th , but it was fun. And I was very happy to get lots of sweets.	2
I made slime for the first time. We used magic liquid. I want to have a Halloween party again.	3
I could remember the English I learned at the 3 rd grade Halloween party at the 4 th grade party. I could do Eyeball relay and make slime which we didn't do last year. For Trick or treat many mothers gave lots of sweets so I could get a lot. Other people's costumes were interesting. I want to have a Halloween party next year too.	4
I was happy to get sweets and slime. The bag for the slime broke. It was hard to make slime.	5
It was different to the first time, it was completely different, I thought there are many different kinds of games.	6
At first I wasn't interested in English but when we had the Halloween party I became interested in English. Now I'm practicing roman letters by myself. Now I think 'it would be good if I can speak English someday'. The Halloween party was a lot of fun.	7
At the beginning the English was difficult. Next we did Jack O'Lantern Fukuwarai. Then Eyeball relay. It nearly fell once. At the end we did Trick or treat and made slime. They were all fun and memorable.	8
I really looked forward to the Halloween party. Making slime, studying English, Eyeball relay we did various things. The slime was sticky but it felt good. I didn't understand the English study but I tried. I was happy I didn't drop the ball in Eyeball relay.	9
I could remember English which I had forgotten too.	10
This year's Halloween party was interesting and fun. I was happy to get sweets. Jack O'Lantern fukuwarai was fun too.	11
Making slime was the most fun. Also I was happy to be given the slime. It was good to be taught how to make slime.	12
I thought, 'slime is made from these ingredients'. Making a balloon with the slime was fun. I want to have a Halloween party again.	13
It was fun to get sweets, and do Eyeball relay and Fukuwarai. I didn't drop the ball in Eyeball relay but I nearly dropped it. I was told I was good at Fukuwarai.	14
This year's Halloween party was fun. The Fukuwarai was a strange face which was interesting. The next most interesting was Eyeball relay. The ball fell many times but it was interesting.	15
It was a lot of fun. Various games were interesting. Making slime was especially fun. I remembered the English I had forgotten too.	16
I think it was good that we could all have fun together, and study English too. I want to do it again next year.	17
It was a lot of fun. Especially making slime was fun. I learned a lot from making slime, because I understood what ingredients it's made from and how it is made. Also I was happy to get sweets because we don't get sweets at school.	18
Eyeball relay, Jack 'Lantern fukuwarai, making slime I could cooperate with my friends.	19
We learned English and enjoyed games. At the end we got sweets. It was fun.	20
Because I love to play, making slime and playing a game using an eyeball was really incredibly fun and interesting I thought.	21
I was happy when I got sweets. I was frustrated at dropping the ball a lot in Eyeball relay. Everybody laughed at me and I felt embarrassed.	22

<要旨>

トリック・オア・トリート：大学生による英語イベントが小学生に与える影響

2011年から早期英語教育を学んでいる活水女子大学3年生は、長崎市深堀小学校でハロウィーンパーティを行った。この論文は2015年のパーティに参加した小学3,4年生へ与えた影響について述べる。その結果、遊び感覚で行う英語の活動は、子ども達の英語に対する考え方に良い影響を与えることがわかった。