

2016



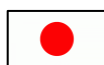
HANDBOOK

2016 TEXAS STATE JAPANESE LANGUAGE SPEECH CONTEST HANDBOOK

Presented by



JAPAN
AMERICA
SOCIETY OF
HOUSTON



Consulate-General of Japan in Houston



Introduction

The 2016 Texas State Japanese Language Speech Contest will be held on March 12th, 2015. Location is TBA.

This handbook describes the format and content of the 2016 State Speech Contest and is also applicable to each Regional Contest. It also describes who is eligible to compete.

The handbook's purpose is to help students and teachers better understand and prepare for the contest. Please read it carefully and thoroughly. The Japanese Language Speech Contest Committee (JLSCC) reserves the right to make the final decision on all matters related to the 2016 Texas State Japanese Language Speech Contest.

Inquiries should be submitted to speech.contest@ho.mofa.go.jp.

Statement of Purpose

It is the goal of the Texas State Japanese Language Speech Contest to inspire Japanese language learners of all levels and ages to challenge themselves and improve their Japanese by providing an opportunity to demonstrate oral language communication skills. The contest also strives to bring together the Japanese and American communities to advocate for and to celebrate Japanese language learning, and to encourage students to further their understanding of Japan, its people, and its culture.

What's New In 2016?

This year the Committee is introducing a new division, Haiku, which fuses the presentation and memorization skills of Intermediate Poetry with the creativity and composition skills required of the speech divisions. We hope that this new intermediate division will act as a smooth, encouraging transition to the more advanced categories. Learn more about the Haiku division in the Haiku Appendix at the end of the Handbook.



Testimonial



Bilal Pazir, Aurora Speech Contest Runner-Up

If I had been told that one day a speech I said would take me across the country, and even to Japan, I would have never believed it. My speech, “The Kizuna Project That Changed My Life”, lived up to its name again and gave me some of the most priceless experiences of my life and helped to create wonderful memories that I will always treasure. Among those great memories was the international speech contest held in the town of *Masaki-chō*, located in *Ehime Prefecture, Japan*. The international speech contest was during the summer of 2015, and I, along with the other high school students from around the world, had the opportunity to say our speeches in front of hundreds of Japanese high school students. My time in Japan was much more than just the speech contest, however. Throughout my trip I had countless unique experiences, saw places I had never seen before, and made everlasting friendships.

These friendships are what fuel my passion to continue learning Japanese. To me, learning Japanese is like a bridge that I continue building as I learn. I have to keep learning Japanese to work on this bridge in order to properly get my thoughts and feelings across it. My ultimate goal is to achieve a level of fluency in which I can communicate with friends and others in ease, and I am confident I can reach that level thanks to the motivation that my friendships give me. I encourage others to find something that motivates them to learn, and to make sure it means a great deal to them so they constantly have something that pushes them toward their goal.



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Event Information

This information applies to the Texas State Contest. Please contact your local organizing body for information about the regional contests in Houston, San Antonio, Austin, and Dallas/Fort Worth.

Attire

We ask that all participants please dress appropriately and professionally.

Food

Lunches will not be provided at the State competition. Participants and guests are welcome to bring their own refreshments.

Audience Etiquette

Students have worked very hard to prepare for both the Regional and State Contest. Please respect that effort by being courteous audience members. That means silencing cell phones, games, iPods and other electronics. Please, **TURN OFF ELECTRONICS** to ensure you don't accidentally distract a contestant with excessive noise and light.

Also, please limit the times you enter and exit the auditorium. Contestants may easily lose their concentration if you are frequently whispering, shuffling past others, or opening and closing doors. We ask that you only enter and exit during the pause between performances unless it is an emergency.



Registration Information

Eligible Contestants

Those who have placed first or second in their division of the Regional Contests are eligible to register for the State Contest. In the event that a first or second place contestant is not able to attend the State Contest in Houston, the third place contestant will be notified and given the opportunity to compete. The Open Division is not offered at the regional level, so there are no additional criteria for eligibility in this category.

Registration Instructions

Applicable contestants will be contacted by their local member of the Advisory Committee when State registration is open. Registration will be hosted on the Japan America Society of Houston (JASH) website, found www.jas-hou.org.

Registration Timeline

Registration will open February 22nd, 2016 and close March 4th, 2016. Those who do not complete registration by the closing date will not be eligible to compete and third place contestants will be notified.

Third place contestants should be prepared to register on short notice.

Late Registration

LATE REGISTRATION WILL NOT BE ACCEPTED. Students who attend the State Competition and have not registered will be allowed to perform although they will not be scored and will not place in the competition.

Teacher / Student Accountability

Teachers . . .

Teachers must encourage students to enroll in the category that best suits them, taking into consideration years of formal and non-formal study, skill-level, and past participation. Teachers must notify the Speech Contest Committee if they become aware of a student registering inappropriately.

Students . . .

Students must challenge themselves to enroll in the category that most suits them, and must divulge all useful and truthful information to the Speech Contest Committee when registering for the State Contest.

Note:

Students who are found to have enrolled in an inappropriate division may be barred from competing at the State level or may be relocated to the Open division. The Speech Contest Committee reserves the right to make decisions on a case by case basis.



Eligibility and Division Guidelines

	Beginner	Intermediate		
General Info . . .	Poetry	Haiku	Speech w/ Text	Skit
Year (HS / JHS Students)	1st H.S. / 1st – 2 nd J.H.S	2nd H.S. / 2nd – 3 rd J.H.S.	2nd, 3 rd H.S.	2nd, 3rd, 4 th H.S.
Number of Participants	1	1	1	2 to 4
Can Enter This Category	Once / Twice for JHS	Once / Twice for JHS	Twice	Three Times
Time Requirement	2:00 – 3:00 min	0:30 – 2:00 min	2:00 – 3:00 min	0:00 – 2:00 min to prep; 3:00 – 5:00 min to present
	Beginner	Intermediate		
Students must . . .	Poetry	Haiku	Speech w/ Text	Skit
Create original content	N/A	✓	✓	✓
Memorize content	✓	✓	N/A	*See next page for additional notes
Not be a native speaker	✓	✓	✓	✓
Not have <u>any</u> native Japanese parents	✓	✓	✓	N/A
Not have <u>more than one</u> native Japanese parent (Students having one native Japanese parent are eligible)	N/A	N/A	N/A	✓
Not have lived in Japan more than six months after age six	✓	✓	✓	N/A
Not be a past or present Hoshuko student	✓	✓	✓	N/A



Eligibility and Division Guidelines

	Intermed. – Adv.	Advanced	
General Info . . .	Open	Aurora	College / University
Year (HS / JHS Students)	Adults, Grad Students, Students Who Don't Qualify For Other Divisions	3rd, 4th	College and University
Number of Participants	1	1	1
Can Enter This Category	Unlimited	Twice	Unlimited
Time Requirement	2:00 – 3:00 min	2:00 – 3:00 min	2:00 – 3:00 min
	Intermed. – Adv.	Advanced	
Students must . . .	Open	Aurora	College / University
Create original content	✓	✓	✓
Memorize content	*See next page for additional notes	*See next page for additional notes	*See next page for additional notes
Not be a native speaker	N/A	✓	✓
Not have <u>any</u> native Japanese parents	N/A	✓	N/A
Not have <u>more than one</u> native Japanese parent	N/A	N/A	✓
Not have lived in Japan more than six months after age six	N/A	✓	N/A
Not be a past or present Hoshuko student	N/A	✓	N/A



Division Descriptions

****Please do not identify your school when introducing yourself to judges****

Beginner

Poetry: The poetry division is aimed at beginner students. Contestants must memorize the provided poem before the competition. During the competition, each contestant must state the title and author of the poem before reciting it from memory. ***The use of notes is not allowed.***

Intermediate

Haiku: The Haiku division is aimed at beginner intermediate students. Contestants must choose one of the haikus provided by JTAT and compose one original, complementary haiku. This haiku must be submitted during registration. During the competition, contestants must recite the master haiku twice, present their English or Japanese explanation, and then recite their original haiku twice. ***The use of notes is not allowed. *See the Haiku Appendix on pg. 10.***

Speech With Text: The Speech with Text division is designed for intermediate students to prepare them for the more advanced Aurora division. The speech theme should be chosen by the contestant, and they must state the speech title before reciting it during the competition. ***The use of notes is allowed. No points will be awarded or deducted based on the use of notes.***

Skit: The Skit division is aimed at intermediate students who would like to work creatively in a group. During the competition, each group must state the title of the skit before presenting. Groups may request that up to three chairs and up to one table be provided as props. ***The use of notes is allowed, but groups who do not rely on notes will be scored more favorably.***

Judging Criteria

Division	Evaluation Criteria
Poetry	Poetry recitation will be judged on pronunciation, flow and clarity, accuracy of memorization, and overall delivery and presentation.
Haiku	Haiku will be judged on structure (5-7-5 <i>mora</i> , and a <i>kigo</i>), understanding of original haiku, connection between original and new haiku, and expression of students' personal feelings.
Speech with Text	Free speeches will be judged on pronunciation, grammatical ability, overall ability, content, delivery, creativity, enthusiasm, and understanding.
Skit	Skits will be judged on originality and creativity, role-play and enthusiasm of the group, and overall delivery and presentation.



Division Descriptions

****Please do not identify your school when introducing yourself to judges****

Advanced

Aurora: The Aurora division is aimed at strong intermediate or advanced students. The speech theme should be chosen by the contestant and they must state the speech title before reciting it during the competition. Judges will then ask several questions in Japanese about the speech which contestants must also answer in Japanese. ***The use of notes is allowed, but those who do not rely on notes will be scored more favorably.***

College / University: The College / University division is aimed at undergraduate students. The speech theme should be chosen by the contestant, and they must state the speech title before reciting it during the competition. Judges will then ask several questions in Japanese about the speech which contestants must also answer in Japanese. ***The use of notes is allowed, but those who do not rely on notes will be scored more favorably.***

Open: The Open division is aimed at graduate students, hoshuko students, or students who are otherwise disqualified from participating in lower divisions, e.g., a student with native Japanese parent(s). The speech theme should be chosen by the contestant, and they must state the speech title before reciting it during the competition. ***The use of notes is allowed, but those who do not rely on notes will be scored more favorably.***

Judging Criteria

Division	Evaluation Criteria
Aurora	Free speeches will be judged on pronunciation, grammatical ability, overall ability, content, delivery, creativity, enthusiasm, understanding, as well as answers to judges' questions.
College / University	Free speeches will be judged on pronunciation, grammatical ability, overall ability, content, delivery, creativity, enthusiasm, understanding, as well as answers to judges' questions.
Open	Free speeches will be judged on pronunciation, grammatical ability, overall ability, content, delivery, creativity, enthusiasm, and understanding.



Poem for Poetry Recitation Division

とも うさみゆりこ
友だち 宇佐美百合子

な
泣きたいときに、

かた
肩をかしてくれる

とも
友だちがいい。

ばかなことをしたときに、

わら
おもいきり笑って、

でも、

け はな とも
決して離れていかない友だちがいい。

だだをこねたときに、

いっかい う い
一回きりだよって受け入れてくれて、

め わら
目もとが笑ってる

とも
友だちがいい。

とも
そういう友だちが

すっごくほしいから、

とも
そういう友だちに

じぶん
自分からなる。



What is a Haiku?

A haiku is a traditional, three-line Japanese poem. Each line has a set number of *mora* that follows the pattern 5-7-5.

“What is a *mora*,” you ask? A *mora* is the Japanese version of a syllable, but it’s counted a little differently than in English. Each hiragana or katakana character is counted as one *mora*.

For example: はいく has three *mora*. する has two *mora*. まって can have either two or three *mora*. Small つ are sometimes counted and sometimes not. This decision is up to the poet.

Even though when you say these words out loud you may be tempted to count according to English syllables, *mora* must be based upon the correct spelling of the word in Japanese.

Also, haiku traditionally include a seasonal word called a *kigo*. A *kigo* indicates the season that the haiku takes place in and helps to evoke an emotion in the audience. *Kigo* can be very straight-forward like *autumn, cold, sweaty, flowers* which all indicate a specific season. *Kigo* can also be more subtle like *football, green, hot chocolate, watermelon* which also indicate specific seasons. Select a *kigo* that is useful to you in giving the impression of a season. They do not have to be too obvious. Feel free to use *kigo* that has significance in your life or culture.

What are the Haiku Criteria for the State and Regional Speech Contests?

Making a haiku sounds difficult because it is a high form of art in Japanese society.

Don’t worry! We don’t expect you to be Matsuo Basho.

Each haiku must adhere to the 5-7-5 standard and include a season word. Beyond this, use your creativity! We look forward to seeing serious haiku, thoughtful haiku, silly, funny and clever haiku. Show us your personality.

How Will Haiku be judged?

Haiku will be judged on the following criteria:

- Structure (5-7-5 *mora* and a *kigo*)
- Understanding of original haiku
- Connection between original and new haiku (which can be expressed, in part, by your English or Japanese explanation)
- Expression of students’ personal feelings



What is the Structure of the Haiku Division?

First, select one of the provided haiku to be your inspiration. These haiku are written by the masters! Pick one that you really enjoy. Then, write one original haiku that is inspired by the master haiku you selected. Your finalized haiku must be submitted during registration and cannot be changed after this point.

Your haiku are meant to be derivative works. They do not have to match the style or level of grammar present in the master haiku.

To make the connection between your haiku and the master haiku clear, you will be asked to give three to four sentence explanation, in English or Japanese, of your inspiration and feelings on these haiku before you begin the recitation of your original poem.

For example: *“I wrote this haiku when I was away from my family over the holidays and I was really missing my dog.”*

クリスマス *Christmas*

ここにはいない *My dog*

マイドッグ *Is not here ”*

This short explanation helps to give the audience and judges context and insight into the meaning of your poem. Because haiku are short and are often abstract, please take this opportunity to give a clear subject to your recitation.

Helpful Haiku Hints

Many haiku use the short form of verbs instead of the long form because it uses fewer *mora*. For instance, *します* uses three *mora*, but *する* only uses two. This can free up space for a particle or possibly even another word. Conversely, if you are a few *mora* short, consider using the long form.

Embrace the use of short phrases. Sometimes writing full sentences will work well, but many haiku, as you will see in the examples, use short phrases or individual words to express greater emotions.

Katakana is appropriate to use when natural or when it serves the purpose of the haiku. Names, places, holidays and the odd word or phrase that you are used to seeing in katakana can be used without penalty in your haiku. However, we caution you against being too liberal with katakana. If a word or phrase is more generally seen in Japanese, it is best to use Japanese.

Write your haiku without using kanji and ensure that your spelling is correct. This will help you create a haiku with the right number of *mora*. Kanji should be added later when submitting the final haiku during registration.



Student Haiku Examples

てんこう 転校を	While riding bikes	みみ なか 耳の中	Inside my ear
うち あ 打ち明けられた	My friend confided in me	みず プールの水が	The pool water
ふたり の 二人乗り	Soon they will change schools	さわがしい	Is making noise

Master Haiku Prompts

Select one poem to serve as the inspiration for your original haiku.

はる よさ ぶそん
春 与謝蕪村

なつ まつお ばしょう
夏 松尾芭蕉

な はな
菜の花や

しず
閑かさや

つき ひがし
月は東に

いわ い
岩にしみ入る

ひ にし
日は西に

せみ こえ
蝉の声

あき まさおかしき
秋 正岡子規

ふゆ でんすてじょ
冬 田捨女

かき
柿くえば

ゆき あさ
雪の朝

かね
鐘がなるなり

に じ に じ
二の字二の字の

ほうりゅうじ
法隆寺

げた
下駄のあと



Recitation Format

First, introduce yourself in Japanese. Then recite the master poem and poet’s name twice, with a short pause between each recitation. Next, contestants will present a three to four sentence explanation of their haiku, in English. Lastly, present your original haiku twice, with a short pause between each recitation. Taking your time is not only good for your presentation, but helpful to judges. You may be asked questions about your haiku, in English, by the judges after your reading. The entire recitation must be done from memory.

For example: “こんにちは。エミリー ガービスです。

うめいちりん

梅一輪

English Translation (not read, provided for your knowledge)

One plum blossom

(x2)

いちりん

一輪ほどの

A single blossom brings

あたたかさ

Warmth

らんせつはっとり

服部嵐雪

(slight pause before reading again)

I’m originally from Indiana, which is very cold. The first haiku reminded me of waiting for spring to come and how a single flower can make you so happy after a long winter. I decided to write my haiku about the feeling of sadness and anticipation you can have in the middle of winter.

さび

寂しすぎ

Too lonely

(x2)

ひさびさ はる

久々の春

A spring from long ago

はや き

早く来て

Come quickly

(slight pause before reading again)

ありがとうございます。”

Good luck writing your own haiku! Remember, whether it be serious or funny, we are looking for your honest expression and personality to shine through.