



## Abu-MaTran

AUTOMATIC BUILDING OF MACHINE TRANSLATION

PIAP- GA-2012-324414

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# D2.2b. Linguistics Olympiad Year 2

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## **Executive Summary**

This deliverable describes the second edition of OLE, the Spanish Chapter of the International Linguistics Olympiad (IOL). It corresponds to task T.2.3. (Linguistic Olympiad, Spanish Chapter) within work package 2 (Dissemination and outreach), aiming at the dissemination of the project for different audiences (industrial stakeholders, academia and general public). This task was carried out at the industrial partner, Prompsit Language Engineering, and it was supported during the secondments from Dublin City University at Prompsit from January to July 2015.

EDITION	REGION	AREA (km <sup>2</sup> )	POPULATION	PARTIC. SCHOOLS	PARTIC. STUDENTS (1ST ROUND)
2014	Province of Alacant/Alicante	5,817	1,855,047	21	400
2015	Valencian Community and Region of Murcia	34,568	6,581,775	39	660

**Table 1:** Statistics about the last two editions of OLE, the Spanish Chapter of the International Linguistics Olympiad

## 1 Introduction

Deliverable D2.2a (Toral et al., 2014), which covers the first edition of the Spanish Chapter of the Linguistics Olympiad (OLE),<sup>1</sup> introduced the concept of Linguistics Olympiad, the rationale and objectives of this dissemination activity as well as its plan and implementation for the three editions covered in the project (2014, 2015 and 2016).

This deliverable describes the second edition of OLE, following the plan established during the first edition.

## 2 Plan and Implementation

For the second edition, we initially planned to cover the Valencian Community (5,111,706 inhabitants, 23,255 km<sup>2</sup>). Finally we extended this to cover also the adjacent region of Murcia (1,470,069 inhabitants, 11,313 km<sup>2</sup>). This was a substantial increase with respect to the first edition, which covered the province of Alacant/Alicante (5,817 km<sup>2</sup>, 1,855,047 inhabitants), see table 1.

In the second year, as in the first, we still follow the organisative model of AILO, the All-Ireland Linguistic Olympiad<sup>2</sup> since our target area is similar

<sup>1</sup><http://ole.abumatran.eu/>

<sup>2</sup><http://adaptcentre.ie/ailo/>

(Valencian Community and Murcia) to that of AILO, i.e. Ireland (6,378,000 inhabitants, 84,421 km<sup>2</sup>).

Media were contacted at relevant times (e.g. first and second rounds, selection of the Spanish team for the International Olympiad) through press releases. Mentions of the Olympiad in mass media are collected in OLE's website.<sup>3</sup>

## 2.1 October–December 2014

The Spanish academic year for secondary schools starts in late September and goes until mid or late June. Activities to be carried out during the year are decided after the opening weeks, and thus it is important to let schools know about OLE early.

We contacted around 800 second level schools that operate in the Valencian Community and Murcia, both public and private, by the beginning of October 2014. The contact was made by publicly available e-mails with an invitation to participate and register and a brochure with all the information about the OLE. At the end of the registration period we had 39 schools registered (compared to 21 on the first edition).

During this period, contacts between the schools and the organisation team were frequent. We also set up a Twitter account to keep interested parties informed and disseminate the OLE<sup>4</sup>. We prepared two sets of training exercises that the teachers used during the classes. The exercises were sent to the schools and published in the website.<sup>5</sup> We prepared step-by-step solutions to get the explanation of the exercises that were also sent to the schools after a two-week interval.

We also contacted some potential sponsors to cover some expenses of the organisation of the final round in March. We got positive answers from the two public universities in the area: the University of Alicante and Miguel Hernández University in Elche.

## 2.2 January–February 2015

In January we informed the schools about how the first qualifying round had to be carried out involving them as co-organisers. Specifically, the first round

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<sup>3</sup>[http://ole.abumatan.eu/?page\\_id=260](http://ole.abumatan.eu/?page_id=260)

<sup>4</sup>[https://twitter.com/ole\\_ling](https://twitter.com/ole_ling)

<sup>5</sup>*Ejercicios preparación OLE 2015 at [http://ole.abumatan.eu/?page\\_id=8](http://ole.abumatan.eu/?page_id=8)*

was carried out remotely in each school that registered to take part in the Olympiad on 5th February 2015.

The tests<sup>6</sup> were prepared by the organisers and sent on the evening before to the contact teachers. They had to inform about the number of students, their names, surnames, IDs and exact time of the exam. A student along with the teacher had to sign a form with the requested data and send it by fax or e-mail on the day of the test before 3:30 pm. The tests had to be mailed also during the 24 hours after the exam date.

More than 650 students took part in the first round (compared to just over 400 in the first edition). During February, the correction of the exams was carried out and the top 77 students qualified for the second round. The solutions of the first round were published and the schools were informed about the results of their students in the round.

### **2.3 March–April 2015**

The second round, involving the students that qualified at the first round, was carried out at Miguel Hernandez University (Elx) on 23rd April 2015. There were two exams to be prepared: one individual and one in groups. The individual round took place in the morning and the group round in the afternoon, both lasting 3 hours. At the end of the day, all students received a diploma for their participation. For the second round we had the privilege to count with the assistance of Stanislav Gurevich and Polina Pleshak from the Russian chapter.<sup>7</sup>

All participating schools were informed about the results obtained by their students and the top 4 students (from the individual exam) qualified for the International Linguistics Olympiad (IOL 2015).<sup>8</sup>

### **2.4 July 2015**

On July 8th we organised an awards ceremony for the top 2 students of the individual exam (champion and runner-up), the 4 top students that were selected to represent the Spanish team at IOL and the top performing group.

The ceremony was followed by a training session day for the 4 students that were to attend the IOL final. The training was assisted by Andy Way

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<sup>6</sup>*Ejercicios 1ª ronda OLE 2015* at [http://ole.abumatran.eu/?page\\_id=8](http://ole.abumatran.eu/?page_id=8)

<sup>7</sup><http://www.lingling.ru/>

<sup>8</sup><http://www.ioling.org/2015/>

from the Irish chapter (AILO)<sup>9</sup> along with the Spanish organisers. Both individual and group tests were prepared for the training day along with some talks for both students and parents.

July was also devoted to the organisation of the participation of the Spanish team at the IOL. The students were accompanied by one of the Spanish organisers as team leader. The top 4 students attended the 2015 edition of the IOL in Blagoevgrad (Bulgaria) from July 20 to July 24, 2015.

The team leader participated in the various meetings organized by the the IOL organisation and it had meetings with many team leaders from other countries; information gathered in these meetings will help us in the organisation of the next editions of OLE.

### 3 Conclusions

OLE has grown considerably during its second edition: 39 schools registered (compared to 21 in the first edition) and over 650 students took part (compared to just over 400 in the first year).

The implementation followed mostly the same scheme as in the first year. However, looking into the next edition, we will face challenges due to the plan to extend the area covered by the Olympiad to the entire territory of Spain. In this regard we are looking at how to adapt our organisative model to be able to run the Olympiad while staying within our limits (budget and manpower). On-line tests (used e.g. by the North American chapter of the Olympiad) and a distributed Olympiad (as done e.g. by the Russian chapter), among others, are models that we consider exploring in proceeding ahead.

## A Materials

All the written materials used during the second edition of OLE (brochures, training exercises, first and second round exams, etc.) are available at the Olympiad's website.

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<sup>9</sup><http://adaptcentre.ie/ailo/>

## References

Antonio Toral, Gema Ramírez, and Mikel L. Forcada. Deliverable D2.2a. Linguistics Olympiad Year 1. Technical report, Abu-MaTran, MSCA-IAPP project PIAP-GA-2012-324414, 2014.