

Introduction and Acknowledgements

The United Kingdom Linguistics Olympiad (UKLO, pronounced /juklou/) is a free competition for school-aged children and young people with an aim of improving access and knowledge of linguistics in schools. Inaugurated in 2010, UKLO benefits from a wide range of support from its committee members and the UK teaching community. Further information about the history and the structure of UKLO can be found at www.uklo.org/about/history.

This guide has been created to assist those running a Linguistics Club, and those thinking about establishing a Linguistics Club, in their school. It compiles resources, best practice and advice collected from members of the UKLO community, including teachers, students, lecturers and professors. This guide also details some of the common challenges experienced by teachers who currently run regular Linguistics Clubs, and pointers on navigating these issues successfully.

The following is written in an attempt to provide a 'one size fits all' solution. Of course, it must be remembered that certain suggestions may not suit your current teaching practice or establishment, given the vast range of school and classroom configurations. However, in the spirit of support within the UKLO community, any questions, suggestions and comments are more than welcome, so that this guide may evolve and assist a greater audience. Please do not hesitate to get in contact with me using the e-mail address below for further clarification or to provide comments.

Thanks are given to Dick Hudson for selflessly maintaining UKLO, the members of the UKLO committee who keep the competition going from strength to strength, and the many people who took the time to provide feedback in the construction of this guide, both in its initial and current version.

I sincerely hope that you enjoy establishing and running a Linguistics Club with your pupils, and we hope to see you taking part in competitions in the very near future!

Dr Luke A. Rudge

luke2.rudge@uwe.ac.uk

UKLO Committee Member – Linguistics Clubs in Schools
Senior Lecturer in Languages and Linguistics – University of the West of England
Fellow of the Higher Education Academy

(Central cover image created with www.wordle.net, using the words found in this guide as a source.)

Common Questions and Answers

What is a Linguistics Club?

A Linguistics Club is an extra-curricular group in which any pupil with an interest in languages, linguistics, communication and logic may participate. While exploring linguistic theory and its application is the general aim, with many clubs aiming to enter pupils into the yearly UKLO competition, this guide demonstrates that such clubs are multifaceted.

A brief overview of the basics of a Linguistics Club, including how the UKLO competition works, can be found at www.uklo.org/how-it-works. Registering provides several benefits, including membership to UKLO mailing lists for updates, information on events and further tips for clubs.

When do Linguistics Clubs run?

The majority of current Linguistics Clubs are held as lunchtime or after-school extra-curricular clubs. Clubs tend to meet on a weekly basis, although some prefer to meet once a fortnight or once a month, and sessions last between 30 minutes and 1 hour. Depending on pupil numbers and external pressures (e.g. examinations, other clubs, etc.), some clubs may only run for the first two academic terms or in the weeks running up to the UKLO yearly competition (generally held in the Spring term). In short, frequency and timing depends upon pupil availability, institutional guidelines and whether the club is viewed as an on-going project or as preparation for the UKLO competitions.

What skills do pupils acquire in a Linguistics Club?

Taking part in a Linguistics Club gives pupils the ability to practice a wide range of skills. In the process of analysing linguistic observations, understanding communicative phenomena and learning about a new language, pupils are simultaneously working their memory, logic, deduction, pattern-finding and creative skills. The flexibility of the club configuration also promotes individual perseverance and team-building skills. Furthermore, pupils get the opportunity to increase their cross-curricular knowledge from the activities they undertake, including culture, citizenship, geography, history and mathematics.

Do we need to compete in order to run a club?

There is no obligation to enter the UKLO competition, but we would encourage you to give it a go! The club can be run solely as a method of heightening awareness and interest in linguistics, and you are more than welcome to use and contribute towards the resources available from the UKLO website. Similarly, setting up a Linguistics Club is not a

prerequisite to taking part in UKLO competitions. See <https://www.uklo.org/for-competitors> for more information.

What activities do Linguistics Clubs do?

Linguistics Clubs come in all shapes and sizes: some are attended by a handful of pupils and others are so popular that they need to run twice a week! Some clubs provoke discussion and collaboration between pupils, often with pupils leading discussions and a staff member chairing the event to ensure timeliness and good behaviour. Other clubs split each session into two parts, starting with a collaborative puzzle and then finishing with a competition between smaller groups or individuals, with rewards for the highest scorers. At KS2 and KS3, pupils tend to work in teams, both in the context of the Linguistics Club and in that of the yearly UKLO competition (more advanced levels require students to work individually, however).

Some Linguistics Clubs have found success in asking other teachers to participate as 'guests' for the club (e.g. mathematicians, classicists, computer scientists, etc.). Having fresh perspectives has been found to invoke or reignite interest.

Where can I find materials to help me?

The following (non-exhaustive) list is suggested by teachers who currently run Linguistics Clubs in their schools:

- UKLO past papers and PowerPoint tools (available from www.uklo.org/example-questions/training-material).
- Interactive software packages on language, math & logic (e.g. Linguascope).
- TedEd resources (e.g., ed.ted.com/lessons/how-languages-evolve-alex-gendler).
- YouTube (to show examples of language or linguistic effects in action).
- Dragomir Radev's "Puzzles in Logic, Languages and Computation" – The Red and Green Books.

A webinar presented by Sarah Campbell (available [here](#); requires the installation of Adobe Connect) provides numerous methods and many online resources that can be used in Linguistics Clubs, including:

- Lingozine – "The language magazine for young people" (www.lingozine.com).
- Global Communications – "An award-winning linguistics-based course for Key Stage 3 pupils" (globalcommseducation.weebly.com).
- Ethnologue – An in-depth database of the worlds' languages (www.ethnologue.com).
- Omniglot – "The online encyclopaedia of writing systems and languages" (www.omniglot.com).
- Explore Language – "Daily language investigations for English Language arts" (www.explorelanguage.org).

How do I gauge my pupils' level of linguistic competence?

Past papers and resources available from the UKLO website are divided into four broad categories: Breakthrough, Foundation, Intermediate and Advanced. As a guideline, they are largely equivalent to KS2, KS3, KS4 and KS5 ability levels, respectively. The final section of this guide contains a small set of sample questions that can help you to identify where your pupils' linguistic knowledge currently stands. Using the instructions given, you will be able to assess the overall level and then work from that point forwards.

Can I use something other than the resources mentioned above?

Of course, but we don't want you to make too much extra work for yourself! You may feel that a textbook, a video, an analogy or even a personal anecdote may better describe the task than what is suggested above. If you find a suitable resource, or create a resource that you would be happy to share with the wider UKLO community, please let us know by sending an e-mail to luke2.rudge@uwe.ac.uk.

...but I don't know much about linguistics. I'd feel like a fraud!

Staff knowledge is the biggest perceived issue when it comes to Linguistics Clubs. However, while linguistic knowledge undoubtedly helps, it should be understood that it is by no means essential.

The UKLO tasks provided online are accompanied by information regarding the language and linguistic phenomenon under scrutiny, each with mark schemes and talking points to help you guide your pupils and provoke discussion. The 'Breakthrough Workout' tasks (www.uklo.org/breakthrough-workout) are standalone problems for KS2 and KS3 pupils, each containing mark schemes, commentaries and teacher prompt questions, that act as 'warmups' to the more challenging UKLO tasks. They are designed to be deliverable by teachers without any particular background in linguistics, and serve as a good starting point.

Various other tasks on the UKLO website come with guided walkthroughs, allowing for greater comprehension of the steps involved in linguistic analysis. The team intends to extend this support across available resources in the near future.

Remember: you don't have to know everything! Let the pupils take charge instead. Allow them, for instance, to find the solution and to stand up at the front of the class, explaining their method. This promotes autonomy and presentation skills, and allows you to monitor and assist others who may be struggling.

What are the key pieces of advice that teachers currently running Linguistics Clubs can offer?

- Prior to handing out a task, attempt to work through the task as far as you can yourself to anticipate any possible pitfalls or sticking points.
- Work backwards from the solution; it can often make the task much easier.
- Don't worry about not knowing every single answer! See the club as a collaborative effort in understanding the problem-solving processes. If a solution is not reached, encourage the pupils to continue at home (with a reward for the first pupil to complete the task!).
- If pupils find it hard to attend clubs or it proves difficult to set regular meetings due to time constraints, consider implementing distance learning techniques (e.g., e-mail groups, discussion forums, etc.).
- Make the pupils' achievements known! Host an awards ceremony during assembly to formally recognise the pupils' effort and success in linguistics, whether or not they decide to take part in UKLO competitions. UKLO badges are a popular reward (www.uklo.org/pin-badges)!
- Create a relaxed environment. It is far more inviting to have a collaborative, open, safe and informal space, and this invariably leads to greater confidence and interaction between pupils. This is particularly useful in instances where you may wish for the pupils to take on some leadership responsibilities in running the club.
- Contact lecturers and professors at your local University to see if there are any keen linguistics students who would be able to assist with your Linguistics Club. Not only will this help your knowledge and provide a fresh face in the classroom, but it will also give the student invaluable experience in a teaching environment. (As always, ensure compliance with school policy and safeguarding procedures prior to including any external assistance.)

How do I get pupils involved in the club?

Many teachers currently running clubs find that numbers of students are the most important factor to a club's success, but it can also be the trickiest thing to maintain. As such, this question may take time to solve effectively, depending on individual contexts.

Some Linguistics Clubs are pupil-led, wherein teachers ensure the smooth running of the club and assist with trickier questions. Aside from promoting leadership skills, the pupil-led nature of the club helps to establish peer interest. Some schools opt to have older pupils as ambassadors for the club to help in promoting linguistics to the rest of the school.

Ensure that other school staff understand the details of the Linguistics Club and know how to get involved if they wish to participate. Some schools market their Linguistics Club frequently in assemblies and newsletters to maintain levels of interest and awareness among students, staff and parents. Depending on the organisation of 'form groups,' you may also

wish to send out a 'Problem of the Week' to be solved during registration time, as a taster for those who may wish to come along.

Don't forget to use the European Day of Languages (edl.ecml.at) as a springboard. However, remember this club is open to more than Modern Foreign Linguists. A club can cater to those who shows an interest and passion in languages and communication on a broader scale, alongside those interested in logic, mathematics, computing, problem-solving, reasoning... or indeed anyone who might want to give it a go!

Who can I contact to find out more information?

If you have further questions or suggestions about Linguistics Clubs, please e-mail luke2.rudge@uwe.ac.uk

For further information about UKLO in general, please e-mail uk.linguistics.olympiad@gmail.com

Current UKLO committee members, to whom you can address specific questions, can be found here: www.uklo.org/committee

Assessing Pupil Levels – A UKLO Tool

The following pages are taken from the resources section of the UKLO website (www.uklo.org/example-questions). If you are unsure about the level at which your pupils are currently working, please use this assessment tool to help you.

The following three tasks are adapted and organised by increasing levels of difficulty. Question and answer sheets are provided for each, along with a mark scheme.

The first task, “Say it in Abma” (pp. 9 - 11) is a foundation level task calling upon lexicosyntactic ability (i.e., identifying new words and modifying their order). An explanation hinting at how to complete this puzzle is provided at the start.

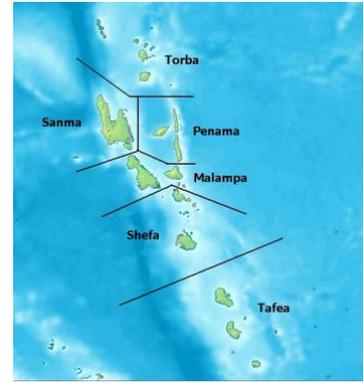
The second task, “Welsh Libraries” (pp. 12 – 13) is a foundation-to-intermediate level task requiring pupils to work with translations and understand an area of Welsh morphology (i.e., how words adapt to give altered or additional meaning and function).

The third task, “Catalan Plurals” (pp. 14 – 16) is a mid-to-advanced level task requiring pupils to use morphophonological skills (i.e. the structure of words based on grammar and their spoken production) to deduce and explain how the Catalan language deals with plural marking. This is the hardest task of the three and may pose greater challenges.

Ideally, the combination of how far the students can work through each task comfortably and their scores will indicate their level according UKLO measurements. For instance, if a pupil scores well on the first task but struggles to complete the second, they will have strong foundation skills and can be challenged with intermediate activities.

Say it in Abma - Questions (8 marks)

Abma is an Austronesian language spoken in parts of the South Pacific island nation of Vanuatu by around 8,000 people. Carefully study these Abma sentences, then use the answer sheet to answer the questions. Note that there is no separate word for 'the' or 'he' in these Abma sentences.



Mwamni sileng.	He drinks water.
Nutsu mwatbo mwamni sileng.	The child keeps drinking water.
Nutsu mwegau.	The child grows.
Nutsu mwatbo mwegalgal.	The child keeps crawling.
Mworob mwabma.	He runs here.
Mwerava Mabontare mwisib.	He pulls Mabontare down.
Mabontare mwisib.	Mabontare goes down.
Mweselkani tela mwesak.	He carries the axe up.
Mwelebte sileng mwabma.	He brings water.
Mabontare mworob mwesak.	Mabontare runs up.
Sileng mworob.	The water runs.

Now, here are some new words in Abma:

seserakan (teacher)

mwegani (eat)

bwet (a kind of sweet potato)

muhural (walk)

butsukul (palm-tree)

3.1 (6 marks) Translate the following sentences into Abma:

- The teacher carries the water down.
- The child keeps eating.
- Mabontare eats taro.
- The child crawls here.
- The teacher walks downhill.

f. The palm-tree keeps growing upwards.

3.2 (2 marks) Translate these Abma sentences into English:

a. Sesesrakan mweyelkani bwet mwabma.

b. Sileng mworob mwisib.

Say it in Abma – Answer Sheet (8 marks)

3.1a	
b	
c	
d	
e	
f	
3.2a	
b	

Say it in Abma – Mark Scheme (8 marks)

Give one mark for each correct answer (even if there are a few spelling mistakes that do not impede the meaning)

Give half a mark for answers that are partially correct or that have the correct words in the wrong order (again, accounting for possible errors in spelling)

3.1a	Sesesrakan mweelkani sileng mwisib.
b	Nutsu mwatbo mwegani.
c	Mabontare mwegani bwet.
d	Nutsu mwegalgal mwabma.
e	Sesesrakan muhural mwisib.
f	Butsukul mwatbo mwegau mwesak.
3.2a	The/a teacher carries (the) taro here. Or: The/a teacher brings (the) taro.
b	(The) water runs down/downwards/downhill.

Welsh Libraries – Questions (12 marks)

Use this Welsh-English leaflet to find the words in the grid below

GWASANAETH LLYFRGELL GWYNEDD LIBRARY SERVICE



- Cyfrifiaduron at ddefnydd cyhoeddus am ddim – Free public use computers
- Ceisiadau llyfrau am ddim oddi fewn Cymru – Free book requests within Wales
- Llyfrau Llafar – Audio Books
- Llyfrau Print Bras – Large Print Books
- Cylchgrawn Which? – Which? Magazine
-  gwefan hel achau teuluoedd, ar gyfrifiaduron y llyfrgelloedd yn unig
website to search family history, on library computers only.

Gallwch ddefnyddio eich cerdyn llyfrgell yn unrhyw lyfrgell yng Ngwynedd, Conwy ac Ynys Môn
You can use your library card at any library in Gwynedd, Conwy and Anglesey

Am fwy o wybodaeth am eich llyfrgell leol a Gwasanaeth Llyfrgell Gwynedd
For more information about your local library and Gwynedd Library Service

Anglesey		requests	
library		your	
service		and (1)	
Wales		and (2)	
within		local	
card		free requests	

Welsh Libraries – Mark Scheme (12 marks)

Anglesey	Ynys Môn	requests	ceisiadau
library	llyfrgell	your	eich
service	gwasanaeth	and (1)	a
Wales	Cymru	and (2)	ac
within	oddi fewn	local	leol
card	cerdyn	free requests	ceisiadau am ddim

Catalan Plurals – Questions (15 marks)

Catalan is the official language of Catalonia, in north-east Spain. The plural of Catalan nouns is usually formed by adding the ending -s. But if the noun ends in one of the letters s, x or ç, more complex rules apply. Here are the singular and the plural forms of some Catalan nouns (in simplified spelling) and their English translations. Some forms are missing.

singular	plural	translation	singular	plural	translation
el apèndix	els apèndixs	<i>appendix</i>	el ònix	(f)	<i>onyx</i>
el bastaix	(a)	<i>carrier</i>	el pancrèes	els pancrèes	<i>pancreas</i>
el troleibús	(b)	<i>trolley-bus</i>	el pedaç	els pedaços	<i>patch</i>
el cactus	els cactus	<i>cactus</i>	la pelvis	(g)	<i>pelvis</i>
la càries	les càries	<i>caries</i>	el permís	els permisos	<i>permission</i>
(c)	les clos	<i>meadow</i>	el pis	(h)	<i>flat, lodgings</i>
el contumaç	els contumaços	<i>rebel</i>	el (i)	els sequaços	<i>(male) follower</i>
la faç	les faços	<i>face</i>	la (j)	les sequaços	<i>(female) follower</i>
el flux	els fluxos	<i>stream</i>	el suffix	els sufixos	<i>suffix</i>
el gimnàs	els gimnasos	<i>gym</i>	(k)	els tastaolletes	<i>playful person</i>
la helix	les hèlixs	<i>screw</i>	el teix	els teixos	<i>yew</i>
el index	els índexs	<i>index</i>	la trencadís	les trencadís	<i>piece of crockery</i>
el iris	(d)	<i>rainbow</i>	el vas	els vasos	<i>vase</i>
el llaç	(e)	<i>loop</i>	la xeix	(l)	<i>(the letter) x</i>

Fill in the blanks in the table below:

(a)		(g)	
(b)		(h)	
(c)		(i)	
(d)		(j)	
(e)		(k)	
(f)		(l)	

Explain the rules for plurals when words end in s, x or ç:

Catalan Plurals – Mark Scheme (15 marks)

(a)	els bastaixos	(g)	les pelvis
(b)	els troleibusos	(h)	els pisos
(c)	la clos	(i)	el sequaç
(d)	els iris	(j)	la sequaç
(e)	els llaços	(k)	el tastaolletes
(f)	els ònixs	(l)	les xeixs

The ending *s* is not added to words whose singular form already ends in *s*.

Feminine nouns can only have the ending *s* in the plural, while masculine nouns get *os* if they are stressed on the last (or only) syllable, and *s* otherwise.