

Materials for Preparation

Methodological Guidelines for Preparing for a Competition

1. General Provisions

These methodological guidelines for the Olympiad competition in the field of Foreign Languages and Intercultural Communication (English and French languages) provide participants with information on the type and format for Olympiad assignments, necessary knowledge and skills for their execution, procedures for grading assignments, criteria for assessment, and rules for holding Olympiad competitions.

The level of difficulty of a given assignment shall be determined by the complexity of the linguistic and socio-cultural material, as well as the cognitive skills necessary for the execution of given assignments. In turn, the level of difficulty shall correlate to the one's proficiency in a language, determined as per Council of Europe documents (B2-C1 levels) and Bloom's Taxonomy levels for educational purposes¹.

The time allocated for work comes to 80 minutes.

2. Format for Olympiad Assignments

2.1. Olympiad competitions are held for grade 10/11 students in a remote (online) format with the application of proctoring technologies in the form of a written work and include the Sections "Language and Culture" and "Analytical Writing". The assignments for grade 10 and grade 11 students should not differ in terms of difficulty and content. Tasks, as with assignments themselves, shall be stated in English or French. Student may not use dictionaries, other reference materials or information resources during the Olympiad competition.

2.2. Skills and abilities, necessary for executing the assignments are listed in Table 1

Table 1. Abilities and Skills Necessary for Successful Completion of Assignments (broken down by sections)

Section	Assignments and Skills
Language and Culture	- find core and requested information in a given text; - discern logical connections and implied information in a given text; - use linguistic and sociocultural guesswork; - possess socio-cultural and intercultural awareness.
Analytical Writing	- use available information as a basis; - use paraphrasing; - formulate arguments in favour of one's position; - cite examples to support one's argument; - analyze the key aspects of local or outside culture; - apply creative and innovative thinking; - structure texts as per set criteria; - use language of the appropriate register; - possess a vocabulary at a B2-C1 level according to CEFR²; - possess grammatical skills at a B2-C1 as per CEFR. - apply diverse but appropriate lexicon in the given context in one's writing;

¹ Bloom's Taxonomy for educators <https://bloomstaxonomy.net/>

² All-Russian skills for fluency in a foreign language: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

	- fluently apply a wide range of grammatical constructions in one's writing; - adhere to orthographic and punctuation norms of the English language.
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2.3. The “Language and Culture” section includes three assignments, while the “Analytical Writing” section includes one assignment. All assignments feature an overarching topic, which is introduced in the text in the reading section. Overall, the test consists of four types of assignments (refer to Table 2 below).

Table 2. Olympiad Competition Structure

N o.	Assignments	Types of assignment	Total assignments	Max. points
I	“Language and Culture” Section			50
1	Read text and carry out assignment	Multiple choice/alternative choice, filling in the blanks, matching	6	24
2	Fill in blanks with a word, which may be used in all three sayings/expressions	Filling in blanks	6	12
3	Match socio-cultural facts with a respective country	Matching	7	14
II	“Analytical Writing” Section			50
4	Write an essay, i.e., analyzing socio-cultural phenomena from the perspective of your own experience and culture	Extensive response (essay)	1	50
				100

3. Procedures for Assessing Results of Olympiad Competitions

The maximum points, which may be scored upon successfully completing all Olympiad assignments, comes to 100. (refer to Table 2 above)

In Assignment **No. 1**, for each entirely correct and accurately stated written answer, the participant shall receive 4 points.

In Assignment **No. 2** for each entirely correct and accurately stated written answer, the participant shall receive 2 points.

In Assignment **No. 3** for each entirely correct and accurately stated answer (matched answer), the participant shall receive 2 points.

In Assignment **No. 4**, the maximum grade, which may be received by a participant, comes to 50 points: calculated as per the set criteria, and then doubled.

The criteria for assessing assignments are provided in Annex 1 (below). If any unjustified borrowed materials or plagiarism is identified in a written work, the participant shall be given 0 points.

English Language

4. Topics and Bibliography

Possible themes which may be explored in a series of Olympiad assignments:

Ethnic and national stereotypes
Ethnocentrism in intercultural communication
Cultural identity and the issue of belonging
Intercultural communication in a globalized world
Cultural values and communication patterns
Issues of dominance and non-dominance in intercultural communication
Managing intercultural conflicts
Nonverbal communication and culture
Intercultural communication in the classroom
Friendship across cultures
Linguistic aspects of intercultural communication
Edward Hall's cultural dimensions
Geert Hofstede's cultural dimensions
The Lewis Model - cultural dimensions

Preliminary bibliography:

- 1) The Routledge handbook of language and intercultural communication edited by Jane Jackson. (2012). Milton Park, Abingdon, Oxon ; New York, NY : Routledge.
- 2) Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2009). Intercultural communication: A reader. South Melbourne, Australia: Wadsworth Cengage Learning.
- 3) Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). Cultures and organizations: Software of the mind, third edition (3rd ed.). McGraw-Hill Professional.
- 4) Hall, E. T. (1969). The hidden dimension. Garden City, N.Y: Anchor Books.
- 5) Hall, E. T. (1959). The silent language.
- 6) Lewis, R. D. (1996). When cultures collide: Managing successfully across cultures. London: N. Brealey Pub.
- 7) Berry, J. W. (2011). Cross-cultural psychology: Research and applications. Cambridge: Cambridge University Press.
- 8) English Idioms in Use. McCarthy, M., O'Dell, F. Cambridge: Cambridge University Press.

Online resources:

<https://proverbicals.com>

<https://www.listofproverbs.com>

<https://www.edx.org/course/how-to-write-an-essay>

Annex 1

*Analytical Writing Assessment Criteria for Olympiad Assignment No. 4***ANALYTICAL WRITING ASSESSMENT CRITERIA****Structure and Logic / Структура и логика (max 6 points)**

Logic	
there is a clear overall progression in ideas	2 points
there may be a lack of overall progression in ideas	1 point
the ideas are barely connected	0 points
Structure	
the applicant uses paragraphing skillfully, sufficiently and appropriately; the essay indicates competence in basic paper components (introduction, body paragraphs, and conclusion structure)	2 points
the applicant uses paragraphing sufficiently and mostly appropriately, and there are basic paper components (introduction, body paragraphs, and conclusion structure)	1 point
the applicant does not write in paragraphs OR paragraphing is inadequate OR one or more of the basic paper components is missing	0 points
Transitions	
the applicant uses a wide range of transitions skillfully and appropriately in such a way that it attracts no attention	2 points
the applicant uses a range of cohesive devices appropriately although there may be some under-/over-use	1 point
the applicant uses a limited range of most common linkers, many of which are inaccurate or repetitive	0 points

Content (max 8 points)

Task achievement	
the applicant fully addresses the task (covers all three points of the given plan) with	4

relevant, extended and well supported ideas with ample evidence	points
the applicant fully addresses the task, but one point of the given plan may be inadequately developed/unclear, not well supported, and/or there may be irrelevant details	3 points
the applicant mostly addresses the task, but two points of the given plan may be inadequately developed/unclear, not well supported, and/or there may be irrelevant details OR one point of the given plan is not covered	2 points
the applicant attempts to address the task, however, all three points of the given plan are inadequately developed/unclear, not well supported OR two points of the given plan are not covered	1 point
the applicant does not adequately address most of the task	0 points
<i>Intercultural analysis</i>	
the applicant presents a fully developed position that relies on the analysis of the reading input and reflects a high level of critical thinking and cultural awareness	3 points
the applicant presents a developed position that only partly refers to the reading input and demonstrates critical thinking and cultural awareness	2 points
the applicant only partly refers to the reading input and demonstrates a low level critical thinking and cultural awareness	1 point
the applicant does not rely on the analysis of the reading input AND/ OR presents no evidence of critical thinking or cultural awareness	0 points
<i>Creativity</i>	
the applicant addresses the task with creativity	1 point
the applicant does not address the task with creativity	0 points

!!! if the answer is completely unrelated to the task, the grade for the whole essay is a “0”

Language (max 11 points)

<i>Lexical resource</i>	
the applicant uses a variety of advanced vocabulary units and makes no mistakes in	4

spelling and/or word formation and/or word choice	points
the applicant uses a variety of advanced vocabulary units though has repetitions AND/ OR makes 1-2 mistakes in spelling and/or word formation and/or word choice	3 points
the applicant uses a sufficient range of vocabulary but makes 3-4 errors in spelling, word formation and/or word choice	2 points
the applicant uses a limited range of words and expressions and makes more than 4 mistakes in spelling, word formation and/or word choice that do not cause strain for the reader	1 point
the applicant uses only basic vocabulary, with very limited control of word formation and/or spelling; errors are numerous and cause strain for the reader	0 points
<i>Grammatical range and accuracy</i>	
the applicant uses a wide range of grammar structures and makes no grammatical mistakes	4 points
the applicant uses a sufficient range of grammar structures AND/ OR makes 1-2 grammatical mistakes that do not impede comprehension	3 points
the applicant uses a sufficient range of grammar structures but makes 3-4 grammatical mistakes that do not impede comprehension	2 points
the applicant uses a limited range of grammar structures AND/ OR makes no more than 4 grammatical mistakes that may impede comprehension	1 point
the applicant uses a limited range of grammar structures and makes more than 4 grammatical mistakes or mistakes that impede comprehension	0 points
<i>Register and style</i>	
the register is appropriate, a range of stylistic devices and paraphrase are skilfully used	2 points
the register is mostly appropriate, though there may be 1-2 inaccuracies, a number of stylistic devices and paraphrase are appropriately used	1 point
the register is inappropriate AND/ OR no stylistic devices or paraphrase is used	0 points
<i>Punctuation</i>	
punctuation conventions are mostly followed	1 point

there are numerous deviations from punctuation conventions	0 points
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Total: 25 points**The points received for the essay are doubled; therefore, the maximum score for the essay is 50 points.****French Language****5. Topics and Bibliography**Possible themes to be explored in a series of Olympiad assignments:

Les stéréotypes ethniques et nationaux

L'ethnocentrisme dans la communication interculturelle

L'identité culturelle et la question de l'appartenance

La communication interculturelle dans un monde globalisé

Les valeurs culturelles et les modes de communication

Les questions de domination et de non-domination dans la communication interculturelle

La gestion des conflits interculturels

La communication non verbale et la culture

La communication interculturelle en classe

L'amitié à travers les cultures

Les aspects linguistiques de la communication interculturelle

Literature for preparation:

1) Claire Miquet(2017). Communication progressive du français. Niveau avancé. Clé International.

2) Jackson Noutchie Njike (2019). Civilisation progressive de la francophonie. Niveau intermédiaire. Clé international.

3) Lucile Bertaux, Nicolas Frappe, Stéphanie Grindatto, Anne-Geneviève Guiot, Marina Jung, Nicolas Moreau (2016). Le Delf, b2. 100% réussite.

4) Marie-Louise Parizet. (2021). ABC Delf. B2.

Web resources:<https://proverbicals.com><https://www.listofproverbs.com><https://www.edx.org/course/how-to-write-an-essay>*Annex 1**Criteria for Assessing Olympiad Assignment No. 4***CRITÈRES D'ÉVALUATION DE LA RÉDACTION ANALYTIQUE****Structure et logique (max 6 points)**

Logique	
le développement des idées est clair et bien structuré	2 points
en général, il n'y a pas de développement et de progression des idées	1 point
les idées sont à peine liées	0 point
Structure	
le candidat sait diviser le texte en paragraphes de manière argumentée, logique et appropriée; l'essai comprend les parties comme une introduction, un développement en 2 ou 3 paragraphes et une conclusion	2 points
le candidat sait diviser le texte en paragraphes de manière argumentée, logique, mais moins appropriée; l'essai comprend les parties comme une introduction, un développement en 2 ou 3 paragraphes et une conclusion	1 point
le candidat ne divise pas le texte en paragraphes OU le candidat divise le texte en paragraphes de manière inappropriée OU une ou quelques parties de l'essai est/sont absente (s) ET/OU et présentées sous une forme illogique	0 point
Connecteurs logiques	
le candidat utilise habilement et de manière appropriée un large éventail de connecteurs logiques sans y attirer l'attention	2 points
le candidat utilise une gamme appropriée de connecteurs logiques bien qu'il puisse y avoir une certaine sous-/sur-utilisation	1 point
le candidat utilise une gamme limitée de connecteurs les plus courants, dont beaucoup sont inexacts ou répétitifs.	0 point

Contenu (max 8 points)

Respect de la consigne	
le candidat aborde pleinement la consigne (respecte les trois points du plan donné) avec des idées pertinentes, développées et bien argumentées avec de nombreuses preuves	4 points
le candidat aborde pleinement la consigne mais un point du plan donné peut être insuffisamment développé / imprécis, mal argumenté et / ou il peut contenir des détails	3 points

non pertinents	
le candidat aborde principalement la consigne mais deux points du plan donné peuvent être insuffisamment développés / imprécis, mal argumentés et / ou il peut contenir des détails non pertinents OU un point du plan donné n'est pas respecté	2 points
le candidat tente d'aborder la consigne, cependant trois points du plan donné sont insuffisamment développés / imprécis, mal argumentés OU deux points du plan donné ne sont pas respectés	1 point
le candidat n'aborde pas de manière adéquate la majeure partie de la consigne	0 point
Analyse interculturelle	
le candidat présente une position pleinement développée qui repose sur l'analyse des données de lecture et reflète un haut niveau de pensée critique et de sensibilisation culturelle	3 points
le candidat présente une position développée qui ne se réfère qu'en partie à la lecture et qui démontre la pensée critique et la sensibilisation culturelle	2 points
le candidat ne se réfère qu'en partie à la lecture et démontre un faible niveau de pensée critique et de sensibilisation culturelle	1 point
le candidat ne se réfère pas aux données de lecture ET/OU ne démontre aucune preuve de pensée critique ou de sensibilisation culturelle	0 point
La créativité	
le candidat aborde la consigne avec créativité	1 point
le candidat n'aborde pas la consigne avec créativité	0 point

!!! si la réponse ne correspond pas absolument à la consigne, la note pour l'ensemble de l'essai est un "0"

Langue (max 11 points)

Compétence lexicale	
le candidat utilise une gamme étendue d'unités de vocabulaire avancées et ne commet aucune erreur d'orthographe et/ou de formation de mots et/ou de choix de mots	4 points
le candidat utilise une gamme étendue d'unités de vocabulaire avancées bien qu'il ait des répétitions ET/OU commette 1 à 2 erreurs d'orthographe et/ou de formation de mots	3 points

et/ou de choix de mots	
le candidat utilise un vocabulaire suffisant, cependant il commet 3 à 4 erreurs d'orthographe, de formation de mots et/ou de choix de mots	2 points
le candidat utilise une gamme limitée de vocabulaire et commet plus de 4 erreurs d'orthographe, de formation de mots et/ou de choix de mots qui ne causent pas de contraintes pour le lecteur	1 point
le candidat n'utilise que le vocabulaire de base, avec un contrôle très limité de la formation de mots et/ou de l'orthographe; les erreurs sont nombreuses et entraînent des contraintes pour le lecteur	0 point
<i>Compétence grammaticale</i>	
le candidat utilise un large éventail de structures grammaticales et ne commet aucune erreur grammaticale	4 points
le candidat utilise une gamme suffisante de structures grammaticales ET/OU commet 1-2 erreurs grammaticales qui ne gênent pas la compréhension	3 points
le candidat utilise une gamme suffisante de structures grammaticales mais commet 3-4 erreurs grammaticales qui ne gênent pas la compréhension	2 points
le candidat utilise une gamme limitée de structures grammaticales ET/OU commet pas plus de 4 erreurs grammaticales qui peuvent gêner la compréhension	1 point
le candidat utilise une gamme limitée de structures grammaticales ET/OU commet plus de 4 erreurs grammaticales qui gênent la compréhension	0 points
<i>Registre et style</i>	
le registre est approprié, une gamme d'éléments stylistiques et de périphrases est habilement utilisée	2 points
le registre est généralement approprié, bien qu'il puisse y avoir 1 à 2 inexactitudes, un certain nombre d'éléments stylistiques et de périphrases sont utilisés de manière appropriée	1 point
le registre est inapproprié ET/OU aucun élément stylistique et de périphrase n'est utilisé	0 point
<i>Ponctuation</i>	
les règles de ponctuation sont principalement respectées	1 point
il y a de nombreux écarts par rapport aux règles de ponctuation	0 point

Total par critères : 25 points

Les points obtenus par les critères sont doublés ; ainsi, la note maximale reçue pour un essai est de 50 points.

Total grade as per criteria: 25 points

The points received for an essay as per the criteria, as specified in Annex 1, shall be doubled: therefore, the maximum grade for an essay comes to 50 points.