### Who is eligible to participate in the symposium?

High school students in North Carolina who are studying Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish at Level III or higher are eligible to participate in the symposium. Each team should be formed of 2-3 students. Given the growing popularity of this program, interested teams must apply and be accepted to participate in the symposium.

### Do I have to be a world language teacher to sponsor student teams?

No! The sponsoring teacher does not have to be a world language teacher; school administrators, librarians, and teachers from other disciplines are welcome to be sponsoring teachers. Please keep in mind that the sponsoring teacher, and not another teacher, should be the main mentor for the students’ research project, being available to answer questions about conducting research, guiding the students’ selection of a research question, and generally being a cheerleader for the students both during the project and on the day of the symposium. If you are not a world language teacher, you may wish to partner with a world language teacher so that students have writing support.

### My students study Spanish; why should they pick a regional track other than Latin America?

The Learning through Languages symposium is designed so that any language team can conduct a research project in any of the five research tracks with regional focuses: Contemporary Africa, Asia, Europe, Latin America, or the Middle East & North Africa. For example, a French team may choose a topic related to the Middle East and North Africa. The program aims to promote a better understanding of the world through cross-regional study, while demonstrating the relevance of practical language skills across disciplines.

### How many teams can I bring?

In order to allow schools from across the state to participate in the Learning through Languages symposium, each teacher is allowed to bring up to 3 teams of 2-3 students. Teachers should fill out an application for each team they wish to bring. Applications will be considered based on language, regional diversity, and student interests and goals. Title I schools are encouraged to apply. Given the growing popularity of this program, please note that unfortunately we are not able to accept all applications.

### Does everything need to be in the target language?

Yes! This symposium is a chance for your students to practice oral and written expression in the target language in a practical setting. The research paper, the project visual, and the presentation should all be in the target language.

### What does a successful paper and project visual look like?

The successful paper will explore a topic in depth, with each paragraph providing content that supports the thesis. The paper should demonstrate higher-level thinking on the selected issue. The paper will have well-formed paragraphs with connected ideas and few grammatical errors. The successful paper
will be submitted using APA formatting. Successful papers will meet the page/word requirements and will use at least 5 sources; at least one primary source, and at least two sources in the target language; these sources should be listed in a references page in APA formatting. We suggest beginning the paper as early as possible to allow for in-depth research and multiple revisions. We also suggest that you practice mock-presentations with your students, so that they feel comfortable presenting their research and answering questions.

The successful project visual will be professional, creative, and unique! The visual should illuminate one or more facets of the research topic. This could be in the form of a poster board, PowerPoint, short video, collage, or 3D model, among other ideas.

**What is the actual symposium like?**

Upon arriving to the symposium, students are greeted, check in, and set up their project visuals at assigned table locations. There are 3 judging rounds during which the students will present their research to UNC and Duke faculty judges in the target language. After the students’ presentation, the judge will have 5 minutes to ask the student team questions. Following each round, the judges will rotate to a new team of students. Students will have the chance to present to each other in a separate “Student’s Choice” round. Teachers may not assist students during the presentations; this is an opportunity for your students to demonstrate their language skills.

Students will be fed a pizza lunch and participate in a group learning activity before awards are announced. Weather permitting, an optional tour of campus will be provided following the symposium.

**How can I fit this extra project into my busy syllabus?**

We recommend that students begin conducting their research early to allow them plenty of time to work on and revise their papers. While you might not be able to bring all students to the symposium itself, we encourage you to conduct the research project in your classes and allow students to present to each other. Conducting contemporary global research in the language of study allows students to discuss history, politics and cultures, as well as use their language beyond the classroom setting. In addition, we may have limited funding available for travel awards and substitutes to ease the financial burden for participating in the program.