

## I Still Believe in School: Episode 11

Transcribed by Alexis Pinkerton

Dr. David Barry: Well, hello there, everybody. It's Dr. Dave Barry here, your host of the I Still Believe in School podcast. I just wanted to come on and say thanks to folks who have been going on and leaving a five-star rating and leaving some comments. And as a fun kind of incentive to get people to get on and leave those five-star reviews and comments, I've been reading some of the comments that folks have left. So this one comes from Shoemom42, and she wrote that it's a heartwarming and inspirational podcast. Thank you so much. She wrote, As a mother to a child just starting in kindergarten, I think I listen from a different perspective. We hear so much in this day and age about what is wrong with education in this country. Having this podcast highlight the good being done and the people who care and why they do the good work they do is inspiring. Educators don't do it for the money. They do it because they love what they do and care for the children in their classrooms like their own. Hearing this every week from different points of view and educators' experiences warms my heart and gives me hope and faith in the future of education. Thank you, Dr. Barry, for your thoughtful and insightful weekly commentary. Thank you so much, Shoemom42. That means more to me than you could possibly know, and I'm just so glad you're finding the podcast to be so heartwarming and inspirational. It truly means a lot. Y'all, please go onto my website, [istillbelieveinschool.com](http://istillbelieveinschool.com) as well. You can leave me a story about the best teacher you ever had or your funniest teaching story, and I'll come on and I'll read those too. Alright, now for the episode.

Dr. David Barry: This week on I Still Believe in School, I'm chatting with my very good friend and veteran French teacher, James Sennette.

James Sennette: I still believe in school because I believe that we owe it to every single child that's before us to ensure that they can be their best, do their best, and have their best potential going forward.

Dr. David Barry: James, I'm so psyched that you're here on the I Still Believe in School podcast with me today.

James Sennette: Yeah, Dave, I'm so happy to be here with you.

Dr. David Barry: Aw, thanks, bud. It's gonna be great, I can't wait. James is an upper school French teacher and the World Languages Department Chair at Buckingham Brown and Nicholls School in Cambridge, Massachusetts. He previously served as the Assistant Director of Global Education at Boston College High School and taught both middle school and high school French at various schools in Massachusetts and Texas. James caught the teaching bug 22 years ago while teaching elementary school English in a small town in southwest France. Coming from a family of educators, James believes that

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preparing minds to think and critically reason, developing and nurturing feelings of empathy and personal connection while guiding students to independent action is the route to student success. Dang James, I could not agree more with that. James, I'm gonna talk a little bit about how we know each other. Feel free to chime in. I was doing some math. We've been friends for almost 11 years because I met you on the same night that I met my partner Steve.

James Sennette: That is right, yes.

Dr. David Barry: 11 years ago, I know. Kindred spirits ever since.

James Sennette: It's been a while, 11 years. I really hadn't done the math and I did not know it was 11. So I'm shocked. I'm flabbergasted.

Dr. David Barry: I'm flabbergasted.

James Sennette: Happy 11 years it has been.

Dr. David Barry: Happy 11th anniversary, James. Some other things that connect us aside from our love for teaching, we both got our masters at the Harvard Graduate School of Education, and we both have degrees from the University of Texas at Austin.

James Sennette: That's correct. We are kind of step-biotic there.

Dr. David Barry: I know. I know. Even weirder still, we've lived in the same apartment, but not at the same time.

James Sennette: true. That is true.

Dr. David Barry: I love it. I love it. One day I'm going to insist that we live in the same retirement community to continue this together. It will be a while, of course. I love it. James, tell us about what inspired you to become a teacher.

James Sennette: The funny thing is that I didn't ever want to be a teacher because both of my parents are teachers. And I studied abroad in France. And when I came back between junior and senior year of college, I told myself, I'm going to do anything but teaching, but I have to get back to France. Lo and behold, I ended up in a third and fourth grade classroom teaching English as a means to an end. I just was teaching these children every day, teaching this little French elementary school children how to sing like old McDonald and things like that.

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Dr. David Barry: I love it.

James Sennette: That was my calling. Just watching their faces light up and actually doing the action of teaching was what inspired me to say, this is my jam, this is my thing, and I'm going to do this. I love it. And didn't know what I was doing because I didn't go to college to become a teacher. And so I learned on the job. Yeah.

Dr. David Barry: I love it. That's such a sweet origin story. I love it so much. And I love that it was little kids that got you excited about it. That's so fun. I love it.

James Sennette: I don't think I have the energy for that anymore. I think that being 22 really helped me to be able to keep up with them. But you know, I'm very thankful that those little kids would not only correct my French, but allowed me to do fun things with them and sing songs. And that was how they brought it to me.

Dr. David Barry: Oh, I love it. I love it. So James, you're from a family of educators, and you kind of mentioned that that was a bit of like a resistance factor for you not thinking that you wanted to pursue it. So when you were when little James was a child, what did you want to be when you grew up?

James Sennette: Well, it's funny that I said I didn't want to be a teacher, but I mean, because my mom was a biology teacher, my dad was a history teacher, we had tons of textbooks lying around. And so inevitably during the summer, my sister and I would play school.

Dr. David Barry: Oh, I love it.

James Sennette: Being the teacher, one-on-one in the classroom, we would make up lessons and do whatever. But I definitely wanted to be an actor on Nickelodeon. I didn't care about the show, but I wanted to sing songs and be on Nickelodeon and become an actor and do whatever that meant. But teaching was not in the cards for me.

Dr. David Barry: Until it was. I feel like so much of teaching is like acting and performing and singing and being weird though, with like health insurance and a captive audience. It's a good way to do it.

James Sennette: Open the door and you're on stage. It is just, it's your little show.

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Dr. David Barry: I love it. James, what's your funniest or one of your funniest teaching stories?

James Sennette: See, I think this is probably when I was still teaching in Texas. I was still in my early methods, not, I was doing things that I don't necessarily do now. Like I don't do a lot of repetition now. But when I was in my younger teaching days, I would use repetition as trying to help students learn the pronunciation. So I would say, you know, repeat after in French, repeat after me so that I can hear the pronunciation of the words for the class. And there's this French verb, faire, which means to do. And I said, you know, répéter classe. And I tried to say faire, but I don't know what happened in my brain. And the F word came out.

Dr. David Barry: Oh, no.

James Sennette: And kids looked at each other and looked at me. And they said, Mr. Sennette, do you want us to repeat that? I'm like, no, please don't do that. I love it. Why are you even asking me that question. Of course not, of course. But actually, it took a good three minutes for me to gather myself and not laugh. I left. I literally left the classroom because I was laughing so hard.

Dr. David Barry: Oh, my God. You'd have to.

James Sennette: And I came back. And that's when they asked me if they needed to repeat that. And I was like, you know, no, please do not. No. Oh, my God.

Dr. David Barry: That's hilarious.

James Sennette: Yep. A school classroom full of high school freshmen. You definitely were like, oh, wow, look what Mr. Sennette wants us to say. Like, no, no, I don't. Please do not.

Dr. David Barry: I can't wait to go home and tell my mom that he wanted me to say this.

James Sennette: Exactly. That is something that I haven't forgotten. And there are kids that I taught for two or three years that never let me live it down.

Dr. David Barry: So of course not. Oh, I love it. That's hilarious, James. That's hilarious.

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James Sennette: That's funny or embarrassing. So, you know, it's both when it's both.

Dr. David Barry: We used it so to teach my students about rhyming in kindergarten. We used to sing the name game song like James James, Bob Ames, Banana, Fana, Fofame. And one year I had a child whose name, when you got to the F, was the F word or like included the F word in it. So I didn't realize it. I didn't practice before, like going through all of the kids names. And we got to it. And I was like, oh, we're never gonna do this song again this year. Uh, so yeah, word to the wise, teachers listening, always practice anything to do with rhyming or what you're asking kids to repeat. James, what's the best piece of teaching advice you ever got?

James Sennette: I think that there's this idea that as a teacher, in many ways, you're the sage on the stage and that you're supposed to know the answer to everything and that you're supposed to be able to be at the ready to answer any student's questions. And I remember I had, I believe was the one of the leaders of my teacher prep program. I remember her telling me once that it's okay not to know, and it's okay to tell your students that you'll get back to them.

Dr. David Barry: Yes.

James Sennette: I think that that's important for a number of reasons. I think it shows students that teachers are fallible, and just like students, everyone should be and is in a constant state of learning. Absolutely. Regardless, in my brain, I'm like, I can't tell the students I don't know an answer to a question. They're going to think I don't know anything. But that's not true. I think being honest with your students and letting them know that, hey, I don't know this, and I'm not nervous, afraid or embarrassed to tell you I don't know, is really one of the hallmarks I think of a good educator, showing and exhibiting to your students and that learning is a lifelong process.

Dr. David Barry: Absolutely. And that they don't need to be stressed out when they don't know an answer, right? Like you're modeling to them that you can go find the information that you need if you don't have it right now.

James Sennette: Right. Right. Yeah. Yeah. I think it's really important. Instead of making something up.

Dr. David Barry: Right. Which could be wrong.

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James Sennette: Which probably will be wrong. Right. Let's discover this together. I think that there have actually been times recently where even the question of saying, I don't know, I'll tell you tomorrow, has even at this point in my career turned into, all right, let's put it up on the screen and let's look at this together, and let's answer this question together. Let's ask Mr. Google, what's going on over here?

Dr. David Barry: Yeah.

James Sennette: Or what resource we're using. We look at it together and that might even turn into a lesson that hasn't even been planned by me, and it's something that might be just a spur of the moment that really just might open up students' minds and might open my mind up as well depending on what the subject is.

Dr. David Barry: Absolutely. Absolutely. And it positions you as a learner, like you said. Like, we are never done learning and improving. And I think it's really important for our kids to see that. I love that, James. That's great advice. James, what would you say the biggest lesson you've learned from teaching has been?

James Sennette: I think it's probably, I probably would have to say that it's incumbent upon us as educators to adapt and to really understand the needs of each one of our students. We are, in essence, the experts, but that doesn't mean that we have to be stale in what we do and how we do it. And I think it really is important for us to look at who is in front of us and use our expertise and our knowledge to really ensure that what we're imparting upon our students is reaching them in the ways that they can really comprehend, analyze, and then do. So that's probably, yeah, the biggest lesson that I've gotten that I can't do it the same way. And like I said earlier, what I did my first five years of teaching wasn't when I was doing my first 10 years of teaching, which isn't what I'm doing now in year 22. And I think that this goes back to the idea of lifelong learner. We have to put that into action and being adaptive in how we're reaching our students.

Dr. David Barry: Absolutely. And I definitely think that's something that people become more confident with the longer they've been teaching. The ability to adapt, to be less stressed out about not all the kids being at the same place at the same time or needing different things and being more willing to be flexible and responsive because you understand how kids learn better the longer that you're doing it. So James, I think it's interesting too because you probably have your students, I mean, you do have your students sometimes for four years, right?

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James Sennette: Yeah, mostly I would have them most for three, two to three years. Okay. So I do, but I do see the growth from if I have them as freshmen and then if I have them again as seniors and seniors. Yeah.

Dr. David Barry: That's pretty amazing. And like, do you notice like with individual kids that like their needs kind of shift and change over time when it comes to acquiring a new language? That's such, it's such a different world for me.

James Sennette: Yeah, I think language learning is so, it's non-linear, I think, and that's the thing. You have to be as a teacher, be comfortable with the fact that learning a language doesn't follow a strict output, input, comprehension, those sorts of things, because the textbooks that many teachers use say, now we're going to learn about the present tense, now we're going to learn about the past tense, then we're going to learn about the future tense. And you'll have students that in the first few weeks of French 1, they want to say, well, I want to talk about my weekend, I want to talk about what I did last weekend. Oh, but we can't talk about the past tense because that's not until Chapter 6. Right. All these other things. And so as opposed to being inhibited, inhibiting students and what they're able to say. One of the ways that I've adapted is just saying, you know, I'll give you these phrases. You don't have to know how to form them, but I'll give them to you and you can use them as necessary. And so instead of being bound by the order of that language, supposed to be learned, I think it's important to understand that there's, there's dynamism in how we learn the language, how students understand the language, how they're able to produce it, and then what their eventual outcome might be. One of my students is actually, he's a computer programmer and he's, he's designed an AI bot where, whoa, he's working, he works on it over the weekends where you talk into it. He's done it for the six languages that we teach here in my school. And you talk into it and you tell what level you are. Like you say, I'm a beginner French student, or I've been taking French for two years, or I've been in Arabic for two semesters or something like that. And you just have a conversation with it like you'd have a conversation with maybe Alexa or with Siri, but it's back to you in the language that you would, you want to practice. And so it is a two-way conversation. It's not real, but I think that might be the future of what language learning might look like when we can't guarantee that abroad experience for all students.

Dr. David Barry: That is fascinating. James, what's your proudest teaching moment?

James Sennette: So, interestingly, I'm thinking about my proudest moment as a teacher. It wasn't, when I'm thinking about this, it's not a specific

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lesson, but a specific student. There was this freshman boy. I ended up teaching him freshman year, junior year and senior year, I believe, in Texas when I was in high school and there. And we remain in contact. He's probably in his 30s now at some points. So he has a kid. He wrote me recently and said, hey, I'm teaching elementary school. And I said, really? Wow, that's really great. And he's like, yeah, well, also, I want to tell you, you inspired me because I started a French club.

Dr. David Barry: Oh, James.

James Sennette: So I'm not a French teacher, but I started the French club at the elementary school. And when I thought about the activities that we could do and things we could do, I thought about everything that we did and I adapted it for the younger kids. And so I'm proud to have inspired at least one student to continue the language. And so it's really, it really feels good to have known him since he was 14. And he still feels that I've inspired his, not only his career path, but his love of French. And he uses that to this day.

Dr. David Barry: And he shares it with his students. James, that is so beautiful. I mean, some, like the way that technology has advanced, like we're able to like be in touch with students or they're able to reach out to us too. Like it's so cool that you, that he thought to do that. I love that so much. James, who is the best teacher you ever had and what made them the best?

James Sennette: So I'm thinking of, well, I'm thinking of two teachers, if that's okay.

Dr. David Barry: Yeah, of course.

James Sennette: I think they're very similar. One was, the first one was my senior English AP teacher, Ms. Pennebaker.

Dr. David Barry: Ms. Pennebaker.

James Sennette: Ms. Pennebaker, she was this small woman that had all the force in the world and she pushed us. Now, that was probably the biggest thing and what's in common with the second teacher I'll mention in a second, but Ms. Pennebaker and she had the thickest southern accent. And it was wonderful. And she really saw something in me that I didn't see in myself. I didn't see myself as a good reader. I love to read, but I was deathly afraid of reading out loud, even as a senior. I didn't find myself the best person with vocabulary, those sorts of things. And she would make me read out loud, even as I stumbled over the word, she would just continue to call

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on me to read. She would push me in my writing. She could see depth in my writing that I didn't see on my own. Probably one of the hardest papers I've had to write, or at least that I had to write in high school and college, was written in her class.

Dr. David Barry: Oh, wow.

James Sennette: I had to write it in the style of an author that we researched. We had to read cells of their books. We had to write, pen a personal letter to her. I think it ended up being like nine, ten pages, something like that, in the writer's style, talking about how we came to be a writer, what influenced our writing, what influenced our style. But all of this had to be done based on research, reading the writer's works, and actually putting pen and paper ourselves, and doing that. And so it was a very difficult process, and I still remember that.

Dr. David Barry: Wow, that's a heck of an assignment, my gosh.

James Sennette: It was weeks and weeks and weeks of work. And I did Graham Greene, who was a British author, so who had died long, long, long, long, long, long time ago. And I said, I've been living on some deserted island, you know, away from the world. And I burned the edges of the paper, and I delivered it and said, oh, this is, here's this paper, and this is letter that's been found for you, Ms. Pennebaker.

Dr. David Barry: Oh, I love it so much.

James Sennette: I don't know what burning the edges of the paper had anything to do with the long lost letter that was found, but.

Dr. David Barry: That's just what we did. You had to like tea stain the paper, you got to burn the edges. You've got to give it that authentic feel.

James Sennette: Yeah, yeah. And I did. And I did fine on it. And I just I'm so very glad for her pushing me, senior year of high school, to get me ready for college. In freshman year college, my rhetoric teacher was Dr. Roberts, who was this young teacher. And he was just so excited about what he was doing.

Dr. David Barry: Oh, yeah.

James Sennette: Loved teaching freshman English and teaching, I think, a class of students who this is their first English class in college and are new to college life and those sorts of things, but really inspired all of us to really

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love rhetoric and composition and what it meant to be a good writer and what it meant to be a good reader and what it meant to be successful at the college level. And so similar and different in many ways, but they were both very inspiring to me for their love of what they did.

Dr. David Barry: That's so beautiful, James. I think I think that that's I've noticed that's been like a common thing, like people who make the best teachers are often the people, you can just like feel the passion coming off of them, right? And then when that can successfully translate to a student's experience to get excited and jazz, like that contagiousness of it, it's just such a beautiful thing when it happens. And it happened for you, Ms. Pennebaker. And what was the other?

James Sennette: Dr. Roberts.

Dr. David Barry: Dr. Roberts. Oh, thank you for being good teachers to my friend James, y'all.

James Sennette: Yes. Thank you, both of you. Yes.

Dr. David Barry: Oh, I love it, James. James, what do you see being the greatest opportunity facing schools right now?

James Sennette: So I think the greatest opportunity facing schools right now is the understanding that our society is changing and that our culture is changing, and that we as educational institutions have to do a better job of really working on meeting our students needs for what is going to make them successful in the future. I, in many ways, don't know if the August to June 8 to 4, sitting at a desk, sitting forward, works for every student, but it also may not prepare students for being successful in whatever their future jobs might be in 20, 25 years. And so I think that we need to look at innovative ways of challenging our students and changing how we deliver that information so that they can be successful. No one says that there is one way to do school. We have stuck to this one way of doing school since the 1900s, or 1800s. And so I think that we have an opportunity to really focus in on what's important, focus in on what's necessary, and use that information to really make our students successful.

Dr. David Barry: I love it. I love it. And there's so many new technologies, like the world is so much more connected. The world is so much more connected than it's ever been. And we know more about how kids learn. We have more resources at our disposal, and we just got to seize on it.

James Sennette: We do. We do. We have to make the move.

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Dr. David Barry: Got to make the move. James, why do you still believe in school?

James Sennette: I still believe in school because I believe in us, and I believe in the power of students, and I believe in the power of adults to push students to be the best who they can be. I still believe in school because I believe that we owe it to every single child that's before us to ensure that they can be their best, do their best, and have their best potential going forward.

Dr. David Barry: James, that's so beautiful. So many good reasons to still believe in school, and so many of the reasons that I still believe in school. In just a moment, we're going to play Teacher Feature Trivia. And I'm excited to say that this episode is being sponsored by my friend and colleague, Jackie Hodes. She's made a donation to cover the Teacher Feature Trivia portion of the show today. So Jackie, thanks for being a listener. Thank you for being so generous, and thanks for being such a great colleague and friend.

**\*\*SPONSOR MESSAGE\*\***

Dr. David Barry: All right, it's time for Teacher Feature Trivia. The 10 question ChatGPT generated trivia game that my guests play to support a classroom teacher's donors choose project. For every question they get right, we donate \$10 to the teacher's donors choose project. James, can you tell us about the donors choose project you're playing for today and why you chose it?

James Sennette: Yes, so I chose Ms. Roman's class in Brooklyn, New York. She teaches pre-K through second grade, and in her culturally diverse neighborhood, she has students that speak Spanish at home, Mandarin at home, French, Urdu, Arabic, and so many other languages. And so she really wants an opportunity to communicate with her students and her family without using a human translator, which can be really difficult to find. And so she's searching for a translator or translators that can really help her to be closer to her community and to be closer with her families. And so I think this is a wonderful opportunity to, for her to really achieve that.

Dr. David Barry: I love that. Okay, Ms. Roman, we are playing for you. We're super excited. James, for your teacher, feature, trivia quiz, I asked Chat GPT to make five true or false and five multiple choice questions that a French high school teacher in Massachusetts would need to know. Are you ready?

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James Sennette: I think so.

Dr. David Barry: All right. Okay, here we go. I do have to say that the first bit that Chat GPT spat out seemed a little bit easy. So I also judged it and asked like, well, what about an AP French teacher? So I peppered some of those questions in there too. Just to make it a little bit more exciting. But it's also going to be a little bit more embarrassing for me because I'm going to have to try to say some things that seem or sound something remotely close to French. And James has already told me he's not going to help me with that. So good luck to me. Okay, James, question one, true or false? The French language is an official language of the United Nations.

James Sennette: That is true.

Dr. David Barry: It is true. I'm not exactly sure I know what that means. In terms of like.

James Sennette: Yeah. So the United Nations has several official languages that are officially translated and is known as languages of commerce or languages of diplomacy and French is one of the languages of of diplomacy, official languages of diplomacy for the United Nations.

Dr. David Barry: Look at this, learning things on Teacher Future Trivia today. I love it. Thanks, James. All right. That's \$10 for Miss Roman. Let's move on. Let's keep going.

James Sennette: All right.

Dr. David Barry: Question two, true or false? Les Miserables was written by Victor Hugo in the 19th century.

James Sennette: That is true.

Dr. David Barry: That is true. \$20. Here we go. All right. Question three, true or false? In French, the word *le* is used only in formal situations.

James Sennette: Thinking literally, I would answer false.

Dr. David Barry: You are correct. It is false.

James Sennette: Okay.

Dr. David Barry: So does that mean it's typically more of an informal?

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James Sennette: No, it's formal or it's a collective you all.

Dr. David Barry: Oh, the y'all of French.

James Sennette: Y'all of French. It could be formal you or it could be y'all.

Dr. David Barry: All right. Three down, two more true or false questions. Question four, James, true or false? The Treaty of Versailles was signed in France in 1919.

James Sennette: That is true.

Dr. David Barry: It is true. Four down, six to go. Okay. This is where I'm getting stressed about reading French. Okay. Here we go. True or false? Question five, the Académie Française is responsible for regulating the French language.

James Sennette: That is true.

Dr. David Barry: James, what is this? And did I say it right?

James Sennette: You said it correctly.

Dr. David Barry: Okay.

James Sennette: Académie Française. Okay. And it regulates, it essentially is the official governing body that writes the official French dictionary.

Dr. David Barry: Man. Well, James, five for five, \$50 for Ms. Roman's. I love it. Let's keep going. All right. Question six. This is going to be the multiple choice questions. Here we go. Question six. Which of the following authors is known for their contributions to existentialist philosophy? Is it Camus, Proust, or Semion? Semion?

James Sennette: Semion. Semion. I believe that that would be A.

Dr. David Barry: It is A. Camus. Well done. All right. \$60. All right, James. Question seven. Which of the following is a major French film festival? Is it A. Sundance, B. Cannes, or C. Toronto?

James Sennette: The only French speaking one would be B. Cannes.

Dr. David Barry: And I've said it horribly. How do I say it again?

James Sennette: Cannes.

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Dr. David Barry: Cannes. Okay. Don't say the S.

James Sennette: Well, don't say the S, but also a lot of people say C. Which it's not C. Maybe people think it sounds fancier in French to say C. But C is actually another French city. It's pronounced C.

Dr. David Barry: I can. All right, James. Question eight. In which French region would you find the city of Bordeaux? Is it A, Provence, B, Aquitaine, or C, Normandy?

James Sennette: That would be in southwestern France, also known as Aquitaine.

Dr. David Barry: Oh. James, wasn't that also a restaurant in the south end that we like to go to?

James Sennette: It is still a restaurant in the south end that I love going to.

Dr. David Barry: It's still there?

James Sennette: It's still there. Yes. They've repeated the entire bar area, front area. It's excellent. It's delicious.

Dr. David Barry: Oh my gosh. I love it. I feel like there were so many things that were coming and going from that area. I'm so happy that they're still there. Oh, I love it. I love it. Oh, that is great news for all sorts of reasons. For Boston, for delicious food, and for Miss Roman, because now we have at least \$80 for her donor choose project. All right. Question nine, James. Which of the following is a French speaking country? A, Brazil, B, Canada, or C, Japan?

James Sennette: It would be B, Canada.

Dr. David Barry: Yes, it would be B, Canada. This was not one of the AP questions.

James Sennette: No, no.

Dr. David Barry: If you're shocked to know that, it was not. James, your final question. Are you ready?

James Sennette: Yes, I'm ready to get this \$100 from Miss Roman.

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Dr. David Barry: Let's do it. Let's do it. Okay. In French, what is the equivalent of the English word school? I'm going to do a really bad job at pronouncing all of these. So just bear with me. Is it A, école, A, école, B, université or C, collège?

James Sennette: I think that it's going to be A or A, école.

Dr. David Barry: École. James, can you help me learn how to say the other two that I botched horribly?

James Sennette: A is école, école, B is université, université, université, université, and C, you're closer, yeah. Collège.

Dr. David Barry: Collège. Collège.

James Sennette: In college, in France, it means middle school.

Dr. David Barry: Okay. Because I was thinking like, oh, like the university and the college would not be interchangeable.

James Sennette: Université is a university, collège is a middle school. In Quebec, collège is more of a college.

Dr. David Barry: Okay.

James Sennette: More like a two-year college, yeah.

Dr. David Barry: Well, James, thanks for teaching me after the fact. To try to be better about it. But yay, we got 10 out of 10, or you got 10 out of 10. Miss Roman is going to get the \$100 for this project, thanks to your French wisdom, James.

James Sennette: Congratulations, Miss Roman. So happy for you and good luck.

Dr. David Barry: Yay. Well, James, that's the end of my questions for you. That's the end of Teacher Feature Trivia. But I'm just so grateful that you are on the show with me today. Thank you so much.

James Sennette: So good chatting with you, Dave. And I'm so glad we got this opportunity.

Dr. David Barry: Thank you so, so much for tuning in to this week's episode of my podcast, I Still Believe in School. I'm your host, Dr. Dave Barry, and

## I Still Believe in School: Episode 11

Transcribed by Alexis Pinkerton

be sure to come by next week and every week. I'll be chatting with more amazing educators and raising more funds for teachers making a difference in the lives of their students. Check out our website, [istillbelieveinschool.com](http://istillbelieveinschool.com), and our Instagram page at I Still Believe in School. Subscribe, listen, like, share, and give us a five-star rating, y'all. See you next time.