

**We Teach Languages Episode 101: One Department’s Approach to Collaborative Planning with North County High School’s Languages Department**

**Stacey Johnson**:  [0:00] This is "We Teach Languages," a podcast about language teaching from the diverse perspectives of teachers. I'm Stacey Margarita Johnson. Today on episode 101, Thomas Sauer interviews the language teachers of North County High School in Maryland about their approach to collaborative planning and building their program as a team.

**Thomas Sauer**:  [0:30] I'm at North County High School today in Glen Burnie, Maryland. With me is the language department. They are a remarkably collegial department. I'm here because I'm hearing they're doing amazing things about how they plan with the other, how they share resources.

[0:47] For the past couple of years, I've been working with school districts all over the country trying to get them to understand there isn't just one Spanish teaching way, one German teaching way, one French teaching way, but actually if we work together, we could figure this thing out.

[1:01] It's pretty difficult, especially if you are a single teacher, if you're just, the lone French teacher, it's really difficult to find all the things that we want you to do.

[1:09] Even if you're a Spanish teacher, and you're new, maybe it's your first or second year of teaching, it's really hard to figure all this out that your school, your district, even the country, the expectation we have for you to be a teacher in a performance‑based proficiency‑focused classroom.

[1:22] Everybody introduce themselves. Give me your name, what language you teach, what level, and then try to answer that question, "What is the best thing that you have learned from somebody that's sitting around this table today this year?"

**Will Klotz**:  [1:35] My name is Will Klotz. I teach Spanish Two and Three. I'm a first‑year teacher. Something that I've learned will be from Nea about how to give delivery and instructions on what are the little bits that we do during and between activities to kind of make them [inaudible] .

**Nea Baker**:  [1:54] Thank you, Will.

[1:57] [laughter]

**Nea**:  [1:57] I didn't know that. I'm Nea Baker. I teach Spanish One, Two, and Three. The thing that I learned from collaborative planning is that everyone has a voice. We all agree to disagree sometimes. In the end, we all come to a consensus of what we want to plan. At the end, everyone is satisfied with the work.

[2:26] I learned that we all can come together, and to have a cohesive lesson. Even with different personalities, we can still teach the same lesson, because teaching is more so of a good lesson versus the teacher.

**Jennifer Howard**:  [2:43] I'm Jennifer Howard. I teach Spanish Two and Three this year. I agree with Nea. I can't think of anything original.

**Cora Hoffstetter**:  [2:50] I'm Cora Hoffstetter. I teach German. Right now, I'm teaching German One and Two. I've also taught Spanish before. One thing I can say I've learned from teaching both is, "Two brains are better than one, and five brains are better than two."

[3:10] For German, it's just the two of us. Sometimes, we're like, "Oh, we need another idea." It's really cool to work on the Spanish team with five different people that have five different ideas. Now, I think it's four doing it, so a whole [inaudible] sharing ideas across languages.

**Cassie Krawczyk**:  [3:19] My name is Cassie Krawczyk Schulman. I currently teach Spanish Three for an AP Spanish Language and Culture. First year teaching that. I agree with what everyone has said so far as far as what I've learned.

[3:34] A big thing that dawned on me after summer work, where I got to work with Cora, and also with you, Thomas, was...It's something that Katrina has been telling us over time, is that if we get students accustomed to routines, and we get accustomed to planning routines into our lessons, then we can change the content.

[3:53] We have a strong student‑centered routine, that they're familiar with that, that helps them work through the new material and be right in the language. That's something I've learned.

**Mallory Newcomer**:  [4:07] I am Mallory Newcomer. I teach Spanish Three, Four, and AP Spanish Language and Culture as well. That rang a bell, what Cassie just said, is I really love that we've been doing more routines where when we start to do something, the students are like, "Oh, we've done this before," but they're already starting out the activity confident.

[4:29] Even though it might be a new language that they don't feel comfortable with quite yet, they're like, "Oh, I've done this before. It's something I can feel confident in beforehand."

[4:36] Another thing that I feel like I've really learned from, just to go off of that into my own idea with collaborative planning, one thing I really love about it and that I've learned is that we really figure out what our strengths are.

[4:49] We know that we need to look to a certain person during...When we're figuring out a lesson like, "Oh, Nea is really good at this, so, Nea, what do you think?" or, "Will's really good at this so, Will, what do you think about doing this?" That helps us figure out our own strengths in lesson planning and delivery, and also what we need more help in, in that area, too.

**Katrina Griffin**:  [5:12] My name is Katrina Griffin. I'm the department chairperson. I teach German One, Three, Four, and AP. You, Mallory, mentioned that collaborative planning has helped you see your strengths. For me, it's helped me see my blind spots, and what I'm resistant to.

[5:31] Oftentimes, I come in with strategies, because I've gone and learned something, and then I come back and then you guys try it. You're trying at levels, like level one, and I was thinking about it for an upper level. I was like, "Oh, this would never work." Then, you guys do it and it works and I was like, "Oh, I can do it now because they can do it."

[5:52] It helps push me out of my comfort zone by seeing you guys do things that I didn't envision.

**Thomas**:  [6:02] Nice. Can you guys describe to me what the process is for collaborative planning? Is there a process?

**Female Participant**:  [6:09] Yeah.

**Female Participant**:  [6:09] There is. There is a process.

**Female Participant**:  [6:09] I say we've worked out a process and a logistical schedule. [laughs]

**Female Participant**:  [6:14] Yeah.

**Female Participant**:  [6:16] I would say, "Each person typically has a role. We'll have somebody who's our timekeeper that keeps us on track, keeps us on time."

**Female Participant**:  [6:26] That's normally the person who's good with time, which is Mallory.

[6:30] [laughter]

**Female Participant**:  [6:30] Every single day.

**Female Participant**:  [6:32] Five more minutes, guys.

[6:33] [laughter]

**Female Participant**:  [6:33] We set certain norms as well, which we set at the beginning of each year. Sometimes we'll reflect like, "OK, this wasn't really working last year, so let's change this up and let's make sure that we're OK with this, this, and this," in our planning meetings.

**Female Participant**:  [6:53] What's an example of a norm?

**Female Participant**:  [6:51] A norm would be, like, "It's OK to end without a result, to accept non‑closure at the end of a lesson." If we're not happy with it, sometimes that's OK. Sometimes you need something. Sometimes, that's OK.

**Will**:  [7:04] Other schools will try to probably have some type of meeting, but they won't set these ground rules in place so that then that's when conflict comes up that people aren't really aware of what the role is, and "How do I play a part into this team?"

[7:20] Whereas, if we all come up with the ground rules and the different things that will lead our discussion, then that will help us come up with a better result and a better working environment.

**Cassie**:  [7:29] Yeah, I'm curious, Will, from your perspective, and multiple people too, because like Cora and Katrina have been here longer. Mallory and I started the same year, Jen and Nea started the same year, Will is new this year.

[7:43] Our teams have shifted a little bit each year. How did it feel coming into a team that was already established? Did you feel like we explained things well? Are we doing a good job at...

[7:58] [laughter]

**Cassie**:  [7:58] clueing you in, or are we just taking things as rote?

**Will**:  [7:59] I feel like I was brought in very easily, and so, "Will, this is how we do things," and you're like, "OK." Having the ground rules was good at the beginning, because coming from working in a college environment and our team, we have ground rules too for meetings. I think that that blended really well into this working environment. I knew what to expect.

[8:19] It was just getting used to the flow of how the discussion goes. Like, "All right, what are essential questions? What kind of back mapping do we need to do? Let's come up with our objective and then all these other things, so maybe, all right, let's look at our tests first, then backwards map to that."

[8:36] That's been really good, especially in like the Spanish Two planning meeting. I feel like it's been going great. The only time that I get confused is when we talk about things from last year that you all did, and then I'm just kind of like, "Whoa, missed it."

**Female Participant**:  [8:49] I will say, "Nea's good with pausing it."

[8:50] [laughter]

**Will**:  [8:50] Yeah, that's true.

**Female Participant**:  [8:52] I feel like every week Nea will stop and say, "OK, Will, do you understand what we're doing, where we're going?"

**Will**:  [8:58] Then I'm just glossed over.

[9:00] [laughter]

**Female Participant**:  [9:00] To answer your question in a more specific way, I definitely agree that there is a process when things shift, when people shift. You have to get used to those norms. That's why the norms are important, so that it's normalized and things are set.

[9:15] Once we come in, we have a leader who takes control of the meeting. That leader typically comes in with a plan or ideas, or we all come in with a plan or ideas that's preset. When we first come in, we're reflecting on how the lesson went. We tweak the lesson, depending on where we're at.

[9:34] We do continue to look at, initially, if we're in the in the beginning of thematic unit that we're doing. We backwards map. We write our essential question. We do all of our assessments initially. Do we agree? Do we disagree? How does this look? Does this match with where we're going? We all just have...

**Female Participant**:  [9:52] Is it an authentic task for this...

**Female Participant**:  [9:54] Is it authentic?

**Female Participant**:  [9:52] where kids are going to be engaged in it?

**Will**:  [9:56] Does that lead to the essential question?

**Female Participant**:  [9:59] Yeah. It's just a ping‑pong.

**Thomas**:  [9:58] How often do you guys do that? I hear you say...

**Female Participant**:  [10:01] We meet every week.

**Will**:  [10:01] Every week.

**Female Participant**:  [10:02] Every week.

**Thomas**:  [10:02] As a whole department?

**Female Participant**:  [10:04] No, in teams. Yeah. I was thinking this earlier. Now, it kind of fits back in. One reason we've been so successful is when I first started, Katrina and I collaboratively planned, but as part of the Spanish team, there weren't Spanish teams. It was just a bunch of people that taught Spanish. We did not have a set meeting time at all.

[10:22] One reason we've been so successful is because we have specific days that each team meets. People are respectful of that being the meeting day for that team, and making sure that they're there as much as possible. Also, respecting each other's time when we're in that meeting. Like making sure we're accomplishing those specific goals that you mentioned that the team leader would set.

**Thomas**:  [10:43] Are those voluntary meetings?

**Female Participant**:  [10:45] The school does not make us. We work within our contract hours. Our contract hours end at 3:10. Students leave at 2:18. We try and start our meetings by 2:30.

[10:56] From experiencing the collaborative team and how it can be help improve your idea tenfold, generally, or really take the pressure off if you're having one of those weeks where your brain isn't working, there's so much benefits to being with the team.

[11:11] At the beginning, you heard, we teach different preps. I'm on three different teams. Nea is on three. We have a lot of people on two or three teams at least. Our biggest team is five. Our second biggest team is four people, and having those set days and those established rules. We check in every week. Some meetings have more closure than others. We try and stick to that and it has helped us.

**Will**:  [11:40] Like coming into where this is the culture, it's just part of my job to be at these meetings. It makes me a better teacher, especially as a first‑year teacher, not knowing a lot at all.

[11:51] Coming to these meetings have made me a better teacher and then where the culture is already existing, it doesn't feel like I'm doing something outside of my job duties. This is my job duty, to be at these meetings.

**Thomas**:  [12:05] It's part of your job.

**Will**:  [12:07] Yeah, this is part of my job.

**Female Participant**:  [12:06] Yeah.

**Female Participant**:  [12:07] Can I give a different perspective just for the sake of conversation?

**Female Participant**:  [12:10] Please.

**Female Participant**:  [12:11] When I came in, I taught previously by myself. When I heard that we were doing collaborative planning, when I got the job, I was like, "I wonder how that's going to work."

[12:23] [laughter]

**Nea**:  [12:23] Initially, and I'm just going to be very honest, I was against it. I felt like it's taking away my personal pedagogy and how I do things. That's normally what I would imagine other teachers may think as they are thinking about collaborative planning.

[12:42] I have completely, completely have changed my opinion wholeheartedly. I just think, as I said in the beginning, "Good planning and good delivery is simply what it is." If you have a good plan and you have others there to help you, it's almost like you can't do it by yourself.

[13:01] Just as Katrina was saying, "There's so many blind spots. There's so many things that I don't see." It's definitely helped me in my professional and personal life.

**Female Participant**:  [13:11] I agree wholeheartedly with Nea. I came from a similar background where it was just me, and I thought, "Well, I don't know about this." The first meetings were difficult because you felt like you didn't belong. You felt like everyone's doing something that I don't understand. Then, you realize all the benefits of it and how I could accomplish this on my own but with this team I can accomplish so much more. The kids are the ones that are benefiting again.

**Thomas**:  [13:38] You guys talked about the benefits a little bit, and a little bit how it's structured. Can you take me through one of those meetings? Will, you said it's part of your job now. It's almost an hour of your job. Take me through one of those hours. What do you get out of it? What do you do? Even if the end result is not finished, as you said, what do you guys do during this hour?

**Female Participant**:  [13:57] Nea touched on it somewhat. We usually tend to meet in the same place. The team leader has our Google document that houses our essential questions, our calendar for backwards mapping, our plan, day by day.

[14:13] If we're already into a thematic unit working towards an essential question, we would start by reflecting on, "How did everyone's day go with the most recent lesson in class?" If there were any comments, because we need to be responding to that and modifying what's coming next to make sure that we're not just like, "Oh, the kids got it," and then jumping on to the next thing.

**Female Participant**:  [14:34] Just to jump in real quick.

**Female Participant**:  [14:36] Please.

**Female Participant**:  [14:36] We have a common lesson plan format that we use. It's like a table. I don't know if you guys still use the table, but a table that we put in the Google document. At the bottom of that is a space for teacher reflection. Even if somebody's not in the meeting, we could write that in there. When we open that document next year, we have access to that to see what we need to adjust.

**Female Participant**:  [14:45] Yeah, and I use a lot, the comment feature. After we've kind of talked about our day and maybe told a funny story or vented about something, too...

[15:07] [laughter]

**Female Participant**:  [15:07] That's always something that's there.

**Female Participant**:  [15:07] Yeah.

**Female Participant**:  [15:07] I feel like that's part of why we feel like we have community too is because we...

**Female Participant**:  [15:16] That's [inaudible] .

**Will**:  [15:17] Yeah.

[15:17] [crosstalk]

**Female Participant**:  [15:17] we often get to eat lunch together. We have this time to reflect together and be together, instead of like islands in a huge school. After we debrief like that, then we move into, "OK, where's our question? Where are we on our path to that? How are our kids doing right now? What do we need to add in? Do they need more input? What is that going to look like?"

[15:44] We start looking at it and saying, "OK, how are we starting? What's our first input activity? What is that going to flow into? If they're not going to need it, why are we doing it?" We're getting much better at like, "What are the things that they need because they're going to be building and using these pieces again and again and again to work towards our essential question?"

[16:04] As we assign, if there's things that need to be created, like we do want to give them some type of notes, or we're prepping a paper so that they can do a give one get one, or a silent debate, whatever the physical materials we might need.

[16:19] Then we also talk about who is going to be responsible for creating that and uploading it to the Google Drive. We assign those names. Hopefully, when we have time, we also get to talk about, "What is delivery going to look like for those different things? How are we going to introduce it? If people are confused about like, what language might I use so that kids can understand me and following me?"

[16:44] Katrina brought to our attention and we were like, "Oh, yeah, if it's taking this long to explain, then we're doing something that's too complicated."

**Female Participant**:  [16:51] How do you make sure that the resources are available in time for everybody to...?

**Female Participant**:  [16:56] That's a norm...

**Female Participant**:  [16:57] It is a norm.

**Female Participant**:  [16:59] because I guess we officially decided that last year, maybe, where if let's say we're planning and we're planning for the next day or for the next week, we've agreed that things are uploaded and created by the end of the day, the day before.

**Female Participant**:  [17:14] The day before.

**Female Participant**:  [17:15] If we're going to teach tomorrow and Friday, and I have something that I've signed up to create, it will have been done by this moment at three o'clock so that everybody's...

**Female Participant**:  [17:24] 2:18.

**Female Participant**:  [17:25] or 2:18, so that people can make copies, we're ready to go. Nobody's left wondering, "Where's that silent debate paper?" We know that it's ready to go the day before.

**Female Participant**:  [17:35] What happens if somebody doesn't do it for whatever reason?

**Female Participant**:  [17:38] If it's not done in time, let's say for instance because we're behind on planning, if it's not done in time, then we've agreed that the person that is responsible for making that activity, they are to make copies for that teacher who needs it.

[17:58] In the morning, that person is responsible to give me those copies, so that I'm ready, because that presents more stress on me if I don't know what's happening versus the person who's created it. That's worked out really well.

[18:17] If we know that we're all scrambling, we automatically do it for each other. It's not something where we're like...

**Female Participant**:  [18:24] We have a task chain as well.

[18:25] [laughter]

**Thomas**:  [18:25] Just so I understand this correctly. Essentially, you guys are dividing up the lesson planning.

**Female Participant**:  [18:34] Work smarter and happier.

**Thomas**:  [18:34] You figure out the goal for the lesson, and outcomes, or how it fits into your larger sequence, and then you divvy up, "I'm finding this resource. You're finding this resource. You're doing this activity." Does that mean that you end up teaching, essentially, the same classes?

**Female Participant**:  [18:49] Exact same thing.

**Thomas**:  [18:50] Exact same classes?

**Female Participant**:  [18:51] Yeah.

**Female Participant**:  [18:51] Yeah.

**Female Participant**:  [18:51] As far as the resources go, we generally look for the resources at the beginning of the unit. We already have picked out.

**Female Participant**:  [18:58] We track that.

**Female Participant**:  [19:00] We try to. We see what would be the best interpretive listening for the test, and then we have another two. If somebody is assigned to make this interpretive listening, they already have the files.

**Katrina**:  [19:10] From a department standpoint as the department chairperson, so I've been doing this for 12, 13 years now, the kids, you don't hear from the kids as much as you used to. I used to hear like, "Oh, I was in this person's room and I want to be in this person's room."

[19:25] There was questions as to who taught what, and was this person teaching what the other person was teaching. Now, we have kids even switch between languages. I had a kid switch from Spanish to German and he's like, "I switched out of Spanish because you were doing this," and you're doing the exact same thing.

[19:45] [laughter]

**Katrina**:  [19:45] You're doing the same thing." We're not only within teams are teaching the same thing, we're really starting to try and teach the same things across languages.

**Female Participant**:  [19:55] Especially if our goal is to create thematic units that are building proficiency and leading to essential questions, which for me is a struggle still. I have a hard time writing a good essential question.

[20:08] How great would it be if all kids in level one know they're going to be working towards the same essential questions?

[20:16] Then, if you're in a school, like a middle school, where there's three or four, four would be wonderful, but three different languages maybe you taught, that that teacher who then feels like an island because they're the only French or German or Spanish or Italian or Chinese or Arabic teacher at that school, can then be planning with other teachers as far as, "What are the things that are going to lead to this?"

[20:39] Yes, then I have to develop my own materials or find my sources, but I don't have to do all the thinking of like, "Oh, well, this would flow into this, and this is they're building a proficiency here and this and that."

**Female Participant**:  [20:50] What's an area that maybe we need to grow, or that's still confusing, or taking a long time in planning?

**Female Participant**:  [21:01] I was just going to say, "This is something for me personally that I'm working on. Katrina's been helping me a lot. She's really good at it, is formatting." I know we discuss it some, but I think it's something that we can still improve on. We don't always have time to talk about it in collaborative meetings.

**Female Participant**:  [21:17] You mean formatting the actual [inaudible] ?

[21:18] [crosstalk]

**Female Participant**:  [21:18] Formatting the actual paper, yes.

**Female Participant**:  [21:22] So that they have enough space to write or things are big enough.

**Female Participant**:  [21:26] Yeah, because when I look at stuff from even last year, I'm like, "Oh, why did I make it look like that?"

**Thomas**:  [21:28] I think it's very important that use common sense for all of your papers.

[21:34] [laughter]

**Thomas**:  [21:34] You're a teacher, and you have to do that.

**Female Participant**:  [21:35] Yeah, like I Nea was saying, like, "What words will be in the word bank?" We often don't have time to discuss those details.

[21:44] After the fact like I know sometimes Katrina leaves Post‑its on my desk like, "Please add this to the word bank," or my students will ask me and I'll go into the document as we're doing it and add it.

[22:00] Then I think we have to be better about uploading it for the team and letting the team know, "Hey, I added a whole lot to the word bank. If you haven't copied yet, you probably want to copy this new version, reminder to delete the old version."

[22:04] This was mentioned earlier, but delivery. I know we touched on this last year, but we had a thinking routine in the lesson plan. Everybody did it differently. [laughs] All of us did it incorrectly. We all thought we were doing it right. It's funny now.

**Thomas**:  [22:20] It's checking, making sure everyone actually is not just brainstorming, but also understanding the [inaudible] , understands the ideas that you guys are brainstorming, confirming that opinion.

**Female Participant**:  [22:29] Yeah, "What does this routine entail? What's the goal? How do you deliver it?"

**Thomas**:  [22:34] I have a question for Katrina. You are the most senior member of the department. What's the impact of this kind of planning have on the overall department from your perspective?

**Katrina**:  [22:44] The impact on the students is that they actually stay in the language. We had a lot of kids just giving up on language after their required two or three years.

[22:54] When we really got together and really started collaborating and not just like, "Oh, yeah, let me tell you what I'm going to do, and then you tell me what you're going to do, and then we'll walk away and do whatever we're going to do on our own," and started really doing it, we went from, I would say, 15 kids in AP Spanish...

[23:13] We have about 600, 700 kids who start on level one, so to end with 15 kids in AP was really heartbreaking. Then an administrator came to me and he said, "This says that there's 85 kids signed up for AP Spanish. Is this right? Could this possibly be right?" I was like, "This is right."

[23:31] [crosstalk]

**Katrina**:  [23:32] This was last year.

**Female Participant**:  [23:32] I was like, "What?"

**Katrina**:  [23:34] They couldn't all schedule it. Now, we're in...

[23:36] [crosstalk]

**Katrina**:  [23:36] a situation where there's two or three sections of AP Spanish, and we're looking to add on more. The kids are staying in the language. They might take it because they need it for college. They might take it for military. They're taking it because they are learning the language and they like us, as teachers. They know that they're learning things.

[23:59] From colleague perspectives, people don't want to leave. If people leave and move on, it's for growth opportunities, or they're moving closer to home. There used to be a lot of people who couldn't make it through [inaudible] . There was just seven people in one position in one year, or people don't come to work. They're off every Friday.

[24:21] Everyone here shows up all the time. They're not absent. They're not looking for other places to go, even when there are people offering them different things. I think it speaks volumes that they're congenial and collegial. I look forward to coming to...Everybody's, like, "Thank goodness, I have this department. I think I like these people..."

[24:46] [crosstalk]

**Female Participant**:  [24:46] You've got great students, but there are also difficult classes and difficult students because our population experiences a lot, a lot of things that I've never experienced. On those days when it's hard to come to work, I need to show up for my colleagues. I know that I'm going to find support with them.

[25:04] This will pass, and I will be able to get back into that good place of joy, a place of joy.

**Katrina**:  [25:10] To your point, it's a stable place in a stable department in a really unstable environment. People notice that we show up for work every day.

[25:19] [crosstalk]

**Katrina**:  [25:19] We're here, and we come back year after a year, and it makes it easier to plan when everybody comes back.

**Thomas**:  [25:25] The final question. If anybody wants to try collaborative planning, if they've never done this before, what would be some tips and things they should definitely hear? My guess is norms. What else should they look at?

**Female Participant**:  [25:38] Be open to it. If your first idea doesn't work, it's OK. That you have to decide as a team, what works for your team and what doesn't and maybe you have to play around with it.

**Female Participant**:  [25:50] Let's say, "Start small and don't expect that everything will change all at once. Be OK with just giving kids something to do because that's where you are right now, but knowing that you're going to change in the future."

**Female Participant**:  [26:04] You have to surrender "I" for "we." You have to surrender "I" for "we," because it's no longer just the way you do things, but it's what's best for the team, and what's best for the students. It's no longer just my way.

**Female Participant**:  [26:22] I think to go along with that it's just logical too. When I think about all the hours I spend at my desk, as a first‑year teacher, like planning a totally different Spanish lesson from the lady across the hall from me, like, why did I do that? I have no idea. We could have been working together this whole time. Like Nea said, "It's really beneficial."

**Will**:  [26:42] Just being patient. Creating a collaborative culture takes time, so just having that mindset that it's not going to be a quick fix. It's a cycle, and so then just keeping with it, and improving it, and trying to get everybody on board and to support it will take some time. There's a lot more benefit s to it than not doing it at all.

**Female Participant**:  [27:04] I'd also say, "Make time." Make it a priority, whether it's 10 minutes, 20 minutes, 40 minutes a week with the team, make that time a priority in your to‑do list.

**Thomas**:  [27:19] Thanks for sharing your ideas. As somebody who never had a team, or a whole group of people to plan, this is just pretty exciting. I wish I could have people that I could plan with when I was teaching.

**Female Participant**:  [27:30] It's really nice.

**Thomas**:  [27:32] It sounds really nice.

[27:34] [laughter]

**Thomas**:  [27:34] That might be the best way to describe it, it's really nice.

**Female Participant**:  [27:38] You can come be with us, Thomas.

**Female Participant**:  [27:41] Yeah, it's really nice.

**Thomas**:  [27:38] For the people who can't see it, you can just see the joy on the people's faces, which is pretty impressive at three o'clock in the afternoon. Thanks for taking time and talking with me today.

[27:47] [music]

**Stacey**:  [27:47] We would love to hear your feedback on this topic. You can reach out to us on our website, weteachlang.com. We want to especially thank the Pearll Foreign Language Resource Center, who has partnered with the podcast to provide transcripts and other resources for the episodes.

[28:07] You can learn more about Pearll and see everything they have to offer by going to Pearll, P‑E‑A‑R‑L‑L.nflc.umd.edu. Thanks so much for listening. Bye‑bye.

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