

ENGAGEMENT THROUGH MANIE MUSICALE

**A Basic Qualitative Study of Engaging French Learners and Teachers through Manie
Musicale**

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Abstract

French teachers and learners in the United States struggle from not having a readily available community of peers and resources. The problem is secondary French teachers in the United States struggle to find community, engagement, and connection to authentic French resources. French teachers struggle with not having an easily accessible professional learning community for collaboration and support. Gaps in the literature exist regarding French language education in general, and French student and teacher engagement specifically. The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. Key research questions focused on the perceptions of teachers participating in Manie Musicale regarding how French learners and French teachers find community and engagement and connect to authentic French resources. Teachers were recruited through the Manie Musicale Facebook group by convenience sampling. 28 secondary French teachers in the United States completed the online questionnaire. A thematic analysis of the data was conducted using *NVivo*. Findings revealed that teachers benefitted from the Manie Musicale community, wanted to share resources, and were inspired by their students' engagement. Students benefitted from expanded views on what it means to be a French learner, increased opportunities to communicate in French, and opportunities to connect with the musicians. Recommendations to provide opportunities for French teachers to build community and create engaging opportunities for students to use French in the real world were provided.

Keywords: French teacher, French learner, engagement, community, singleton teacher, Manie Musicale, authentic resources

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Dedication

This work is dedicated to my family. Bryce, Annie, Isaac, Maren, Rose, and Eli, thank you so much for being patient with me on all the nights and weekends when I could not help you with your homework because I was doing my homework. I am so proud of all of you!

Twenty-two years ago, our family got its first Dr. Miner, and Ed, I have been hoping to make us two for two ever since. Thank you for supporting me and being proud of me, even though my career is more about influencing young people than saving lives. I am also very grateful to my parents, in-laws, extended family, and many friends who spent the last three years cheering me on.

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Chapter 1: Introduction

Imagine a typical French foreign language classroom in the United States. Commonly held stereotypes suggest that there will be a picture of the Eiffel tower somewhere on the wall, that the teacher will be a sophisticated and strict Parisian, and that the students in the classroom will be struggling to conjugate verbs and use accents correctly (Drewelow, 2011). Despite these stereotypes, Kinshasa in the Democratic Republic of Congo overtook Paris in 2017 as the most populous French-speaking city in the world (Trudeau et al., 2019). There are more French speakers in Africa than in Europe, and French is spoken as an official language on every continent except Antarctica (Wood, 2023).

The stereotype of the French language classroom is as outdated as the stereotype of who speaks French. Foreign language learner standards have focused on interpersonal communication, presentational communication, interpretive communication, and cultural competencies since 1996 (ACTFL, 2012). French teachers in 2024 are likely to teach using second language acquisition, a process that comes when students can use language in context, rather than second language learning, where students focus on the language itself as the subject matter of the class (Arndt, 2023). Therefore, the primary task for French teachers in the United States has shifted from error correction to providing engaging instruction that students can understand to help them acquire language.

In 2017, two middle school French teachers in Maine, Stephanie Carbonneau and Michelle Fournier, started a francophone music competition called Manie Musicale (Musical Mania). Manie Musicale was modeled after Locura de Marzo, created by Senior Ashby, a middle school Spanish teacher from Michigan (Manie Musicale, 2023). The contest runs from the middle of March until the beginning of April, roughly the same time frame as the NCAA March

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Madness basketball competition, and follows a similar elimination format. Carbonneau and Fournier (and their team, as the event has grown) choose 16 francophone songs and construct two brackets, and French foreign language students worldwide vote on which song should advance to the next round. Over 400,000 students participated in the 2023 competition (Manie Musicale, 2023). Thousands of French teachers around the world share their ideas about Manie Musicale in a Facebook group (Manie Musicale Teachers, n.d.). The participant size of Manie Musicale and how it centers both second language acquisition and diverse francophone culture make it an excellent subject of study for second language research.

French teachers do not generally have the built-in school community of English or math teachers, who have an entire department of colleagues with whom to collaborate (Landrevic, 2022). Learners feel more invested in their learning when they are highly engaged in the subject (Arndt, 2023). Foreign language teachers often find authentic resources to be challenging for their learners without appropriate scaffolding, but teachers often do not know how to provide that scaffolding on their own (Simonsen, 2019). The current study will explore how Manie Musicale provides opportunities for French teachers and French learners to find community and engagement and interact with authentic French resources. There is potential for French teachers to see a model for creating opportunities for engagement for their students. It may also help teachers, administrators, content creators, and curriculum designers to explore additional opportunities to create a community for French teachers and to scaffold engaging authentic resources for student use. This research study seeks to understand how Manie Musicale builds community and increases engagement for French teachers and learners and provides access to authentic French resources. Background of the problem and statement of the problem are included in this chapter, along with the purpose and significance of this study. Research

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questions guiding the study, theoretical framework, definitions of terms, assumptions, scope and delimitations, and limitations are also presented, and a summary concludes the chapter.

Background of the Problem

Teachers and students benefit from having a community for collaboration and engagement with the subject matter (Sulis & Philp, 2021). Students learn more when they are engaged and are more likely to be motivated when their teacher is also engaged in the subject (Cardwell, 2021). Kearsley and Shneiderman's engagement theory (1998) and Krashen's monitor model theory (1981) both focus on motivation and engagement as key factors in learning.

French teachers, who are often singletons, or the only teachers at their school to teach their subject, often struggle with finding a professional learning community with whom to collaborate (Klatt et al., 2022). According to the American Association of French Teachers (AATF), there were approximately 30,000 French teachers in the United States in 2022 (Landrevic, 2022). There were more than 49,000 public middle and high schools in the United States in 2023. Aside from a growing number of French immersion programs at the elementary level, most French teachers work in middle and high schools. The numbers support the idea that most French teachers are the only French teachers in their middle or high school. AP Exam results highlight the differences in the size of the French learner and teacher community and the Spanish learner and teacher community in the United States. In 2021, 18,312 students took the French AP Exam, while 148,040 students took the Spanish AP Exam. This means that there are approximately nine times as many students studying Spanish as French, which is the second most popular foreign language to learn in the United States (Packer, 2021). According to Landrevic (2022), this lack of a readily accessible community means that there are few opportunities for in-person teacher engagement with peers. Some French teachers have turned to

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virtual teacher communities, such as Facebook message boards to get help on the practical issues of teaching (Krismanto et al., 2022). Teachers also find engagement by creating resources through collaborative planning (Kolleck, 2019) and sharing those resources with other teachers. One of the benefits of having a community of practice (CoP) is the ability to share resources (Parker et al., 2022).

Student engagement is a common theme for educational researchers, but engagement for learners in the French foreign language classroom is not a common research topic. Maintaining interest in the foreign language classroom is complicated by many students' limited ability to use the language they are learning (Hiver et al., 2021). It is especially important to keep foreign language learners from becoming bored (Dewaele & Li, 2021) despite their limited capacity for output at the novice levels. Language learners also benefit from the opportunity to create a classroom community (Hiver et al., 2021). Students appreciate the ability to see authentic resources that present a breadth of francophone experiences (Stein-Smith, 2023), but sometimes struggle from being unable to interpret those resources unless they are appropriately scaffolded. This requires teachers to have the skills and take the time to adapt the resources to the students' current level (Auñón & Boussif, 2022). Popular music is an especially engaging way of bringing authentic resources into the foreign language classroom (Degrave, 2019). Manie Musicale, which uses popular music (an authentic resource) to create community and engage both students and teachers, can provide needed insight into the problems of community and engagement for French teachers and learners.

Statement of the Problem

The problem is secondary French teachers in the United States struggle to find community, engagement, and connection to authentic French resources (Sulis & Philp, 2021).

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Background of the problem is that the French teacher and learner population in the United States is relatively small. While there are approximately one million students in the United States studying French (Landrevic, 2022) there were over 49 million students in US public schools in 2021 (NCES, 2023). That means that approximately one in 50 public school students in the United States is studying French. This small number makes it difficult for French learners to find an in-person community with whom they can learn French. It is also important for French learners to have a picture of who speaks French in the world that reflects reality instead of stereotypes (Drewelow, 2011). Students can overcome these preconceived notions when they are presented with engaging authentic resources that present a broad francophone experience and when they build a community with other French language learners. French teachers also benefit from having a community and from knowing how to present authentic resources to their students.

Founded in 2017, Manie Musicale is an annual event for primary and secondary French learners around the world. Students are presented with a bracket of 16 francophone songs, and for approximately six weeks, students engage with the songs and vote for their favorites until one song is named the winner. The program started with only a few schools, and by 2023 had grown to include over 400,000 student participants (Manie Musicale, 2023). There is also a community for French teachers to share materials and exchange ideas about the competition.

French teachers struggle with not having an easily accessible professional learning community for collaboration and support (Klatt et al., 2022). Studying a cultural phenomenon like Manie Musicale, whose 400,000 participants include many of the 1,000,000 French learners in the United States, will provide information that other teachers can use about engagement and adapting authentic resources. Teachers and students who participate in Manie Musicale consider

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it a highlight of the school year (Manie Musicale, 2023), and it is important to find out why it has had such a transformative effect and how to replicate its success in other circumstances. There is a gap in the literature regarding French language education in the United States. A search of the ACE OneSearch Library Database yielded only five scholarly articles written within the last five years using the search terms *French language teacher* and *United States*. None of the articles was about student engagement. Searching with the term *Manie Musicale* yielded no results. Therefore, this dissertation has the potential to be the first scholarly writing on Manie Musicale and to be the only recent writing on French teacher and student engagement in the United States.

Purpose of the Study

The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. An appropriate design for the study was basic qualitative research design because the goal was to explore participants' perceptions (Merriam, 2002). Researchers in basic qualitative interpretive and descriptive studies explore how participants make meaning in a certain situation (Merriam, 2002), as this study regarding teachers' perceptions of Manie Musicale.

A questionnaire was used to explore the perceptions of 28 secondary French foreign language teachers in the United States. These teachers all used Manie Musicale for at least one complete cycle. Teachers were recruited from the Manie Musicale Facebook group. Participants completed a researcher-created questionnaire including eight demographic questions (for reference purposes) and nine open-ended questions to gather teachers' perceptions. Questions required teachers to reflect on their own positive experiences and on their students' experiences with Manie Musicale. Examining their responses using the theoretical framework of engagement

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theory (Kearsley & Shneiderman, 1998) explored how teachers and students build community and become engaged by relating to the topic, creating materials related to the topic, and sharing those materials.

Significance of the Study

Teachers benefit from having a community (Bergmark, 2020), but many French teachers do not have an in-person community of other French teachers. Examining the teacher community through Manie Musicale could benefit organizations like the AATF and American Council on the Teaching of Foreign Languages (ACTFL) to provide a model of an effective virtual community of French teachers. Findings could also benefit private individuals who organize virtual conferences for world language teachers and need to create community in those spaces. Results of this study could also benefit district-level curriculum coordinators, especially those who bring teachers together to work to create curriculum. The study could also benefit teachers and content creators who want guidance on how to adapt authentic materials for their students. One important benefit would be that there could be data on the previously unexplored subject of singleton French teachers, and this data could be used for future research by organizations like the American Association of Teachers of French and their journal *French Review*.

The research will also be beneficial for what it reveals about the student experience. A comparison of the total number of middle and high schools and the number of French teachers in the United States suggests that there is a relatively small student population studying French. When these students can see over 400,000 French learners participating in an activity it can broaden their perspective on what it means to study French. Students also benefit from the engaging resources of using popular music as a means of getting input at their proficiency level (Degrave, 2019). Results from this study could provide teachers with guidance on how to adapt

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other engaging materials and create additional opportunities for French students to come together in a virtual space. Scholarly research on student engagement through Manie Musicale can also justify teachers who want to spend approximately six weeks of the school year studying popular music with their students.

Research Questions

This basic qualitative study explored the experiences and perspectives of French teachers in the United States regarding student and teacher engagement, community, and connection to authentic resources. Teachers involved in the Manie Musicale Facebook group chose to participate in the study. The following research questions guided this study:

Research Question 1: How do teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement, and connection to authentic French resources?

Research Question 2: How do teachers participating in Manie Musicale perceive that they benefit from community, engagement, and connection to authentic French resources?

Theoretical Framework

The theoretical framework for the current study is a combination of two theories. The first theory, Kearsley and Shneiderman's engagement theory (1998) posited that in a technology-based learning and teaching environment, students become engaged in the subject matter through a process they term *Relate-Create-Donate*. Creating connections, both with other participants and with class materials, is the first part of the process. Applying knowledge through creating a product, is the second part of the process, which deepens students' connection. Sharing that product with an outside audience is the final phase.

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The second theory is Stephen Krashen's seminal monitor model theory. Krashen's (1981) theory is a second language acquisition theory based on the idea that language learners can acquire a second language in much the same way they acquired their first language. One of Krashen's principal distinctions is that language learning is a conscious process where the language itself is the subject matter and the focus of learning, but language acquisition is an unconscious process where students use or interpret language to make meaning. A primary goal of the foreign language classroom should be to replicate, as much as possible, the unconscious process of language acquisition. Krashen's theory proposes that this is done most effectively by providing lots of engaging intake activities that at or just beyond students' current proficiency levels (1981).

In this study, engagement theory and monitor model theory will work together to provide a framework for examining Manie Musicale. The materials presented to students follow Krashen's idea that student input should be comprehensible (1981). Students and teachers who participate in Manie Musicale have many opportunities throughout the six weeks to demonstrate elements of engagement theory, in which they relate to new material and to other participants outside of their classroom, create materials related to what they are learning, and share those materials with other participants.

Both research questions explore how Manie Musicale provides opportunities for community building. Engagement theory provides a framework for exploring how Manie Musicale can strengthen classroom community and create connections with others in a virtual space. Engagement theory and monitor model theory both address the importance of student engagement, and the fact that teachers also "Create-Relate-Donate" through the process of Manie Musicale extends the application of engagement theory to teachers. Finally, the Monitor Model

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theory explains the necessity of adapting authentic resources into an accessible format for language learners, while engagement theory explains the benefits of this donation process for teachers and students. This basic qualitative study will focus on the experiences of teachers participating in Manie Musicale. Qualitative research focuses on how people interpret and make sense of experiences (Muzari, 2022). The instrument explores teachers' own experiences participating in Manie Musicale, as well as what they have observed happening with their students.

Definitions of Terms

Understanding terms related to the research topic is necessary for a reader. These terms must be defined in the context of second language acquisition. The terms include:

Authentic resources are defined as works created by members of a language group for members of the language group (Galloway, 1998).

Comprehensible input is defined as the language that a language learner can understand. Ideally, input should be at or slightly more advanced than the learner's current level (Krashen, 1981).

A francophone is defined as someone who belongs to a group of French speakers around the world (Spowage, 2019).

Language acquisition is defined as a subconscious process like the way children develop their first language (Krashen, 1981).

Language learning is defined as a conscious process by which the learner is aware of and able to talk about the rules of a second language (Krashen, 1981).

Scaffolding is defined as a type of teacher assistance that helps students understand material so they can complete a task (Mahan, 2022).

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A *singleton* teacher is defined as the only teacher in a school who teaches their subject (Hoppe, 2021).

Assumptions

Assumptions are elements underlying the research that are accepted to be true (Leedy & Ormond, 2010). When these assumptions disappear, the study itself becomes irrelevant (Simon, 2011). The first assumption of this study is that engagement is important, for teachers and students (Spitzig & Renner, 2022). A second assumption of the study is that being part of a community is engaging for both teachers and students (Klatt et al., 2022). Subsequently, a third assumption is that well-scaffolded authentic resources are an important way for students to gain insight into the French language and culture (Sulis & Philp, 2021). Underlying all these assumptions is the key belief that teachers who participate in Manie Musicale from year to year feel that it has benefits for their students. Another key belief is that the participants in the research will answer questions honestly and thoughtfully. The research instrument for this study was created because an existing research instrument either did exist or could not be found.

Scope and Delimitations

Scope is what the study will explore, including the target population, the duration, and the variables of the study. In a qualitative design, the scope is set to make research manageable, handy, researchable, and optimal (Akanle, 2020). A clear scope is an essential element of qualitative research design (Creswell et al., 2007). The scope of this study was limited to recruiting secondary French teachers in the United States who have used Manie Musicale for at least one complete cycle. Questions were limited to exploring teachers' perceptions related to engagement, community, and use of authentic resources for teachers and students. Teachers were recruited through the Manie Musicale Teachers Facebook group (see Appendix A). A voluntary

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process of convenience sampling was used to select participants. Recruitment for this study took place in December 2023. The participant pool was 28 teachers. Informed consent documents were sent to interested participants (see Appendix B). Once participants met the selection criteria (see Appendix H), and consented to participate in the project, they were be directed to a questionnaire of nine demographic and nine open-ended questions (see Appendix I). Data was collected from participants on December 22, 2023.

Delimitations of a study define its boundaries and limit its scope (Simon, 2011). Selection of teachers who work with secondary students and teach in the United States were delimitations of the study. Another delimitation was to select teachers who have already completed one full cycle of Manie Musicale. The recruitment period and sample size were based on guidelines for a basic qualitative study. Data must be collected and analyzed within a set time frame (Gray, 2022). If the objective is to explore the positive effects of Manie Musicale on community building, engagement, and use of authentic resources, it made sense to collect data when teachers are turning to the Facebook group in expectation of the upcoming Manie Musicale cycle. Teachers who are returning for another cycle of Manie Musicale are more likely to be able to address their positive experiences than those who chose not to return. Including participants from multiple schools, and regions across the United States, grade levels, and proficiency levels determined transferability of the findings of this study (Simon, 2011). The link to the Google Form was removed from the Facebook group once 28 teachers completed the Questionnaire Protocol (see Appendix I).

Limitations

Limitations refer to potential weaknesses in a study that are out of the control of the researcher (Simon, 2011). Data for this study was collected in December 2023, which is not a

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time of year when there are many active participants on the Manie Musicale Teachers Facebook group. Therefore, the teachers who chose to participate in the study were likely those who were more active in the Manie Musicale Teachers community or who were actively preparing for the upcoming Manie Musicale cycle. The time of year that the data is collected was one of the limitations of the study. By using a convenience sample of teachers who are active on the Manie Musicale Teachers Facebook group in December, the results of this study may not be transferrable to all foreign language teachers, to all French teachers, or even to all Manie Musicale participants (Simon, 2011). This limitation was overcome by using research questions that assumed that the participants have positive experiences with Manie Musicale. Assumption of benefit increases the transferability to other settings where benefit can also be assumed.

Limitations regarding unintended influence and ethical issues were mitigated by posting an open invitation on the Manie Musicale Facebook group. Bias was also controlled by using subject matter experts to review and give feedback on the research instrument. These experts provided feedback on the proposed instrument that resulted in significant changes to increase the credibility and control the limitations of the study.

Chapter Summary

French language teachers and French language learners in the United States can struggle with the absence of a strong in-person community of peers (Landrevic, 2022). This absence can inhibit engagement and can make it difficult for French learners to have meaningful interactions with authentic resources (Dewaele & Li, 2021). Manie Musicale is a francophone music competition that brings together French teachers and learners from around the world in a digital space, creating the community, sense of engagement, and interaction with peers that they often lack.

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The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. Participants in the study included 28 teachers who were recruited from the Manie Musicale Teachers Facebook group. All participants were secondary French teachers in the United States who used Manie Musicale with their students for at least one complete cycle. Open-ended research questions were created to elicit the teachers' perceptions regarding how Manie Musicale increased engagement, community, and connection to authentic resources for both teacher and student participants. Engagement theory and monitor model theory provided the framework for this basic qualitative research study. Key terms were defined, and assumptions, scope, delimitations, and limitations have also been addressed.

This study will prove significant as it provides insight into how French teachers and students are motivated through Manie Musicale. Information gleaned from the study can help teachers, curriculum coordinators, and state and national organizations apply these motivating factors to other situations to increase motivation for French students throughout the year, and not just during Manie Musicale. Online questionnaires were used to investigate the research questions to discover more about teachers' perceptions of why Manie Musicale motivates them and their students. Ethical practices were followed throughout the study to ensure the reliability and validity of the data. The following literature review and exploration of the theoretical framework will situate, to an even greater degree, the circumstances in which French learners and teachers find themselves without an easily accessible community. Exploring engagement theory and monitor model theory in the theoretical framework will reveal important insights about how Manie Musicale motivates French teachers and learners and provides them with

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opportunities to use authentic resources.

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Chapter 2: Literature Review

This literature review provides a synthesis of the available literature focused on engagement and foreign language learning and teaching. Recent scholarly research includes examples of how engagement and monitor theories relate to teacher engagement for French teachers, to student engagement for French learners, to some of the challenges particular to learning French as a foreign language, and to using music to help engage foreign language learners. The problem is secondary French teachers in the United States struggle to find community, engagement, and connection to authentic French resources (Sulis & Philp, 2021). French teachers struggle with not having an easily accessible professional learning community for collaboration and support (Klatt et al., 2022). Founded in 2017, Manie Musicale is an annual event for primary and secondary French learners around the world. Students are presented with a bracket of 16 francophone songs, and for approximately six weeks, students engage with the songs and vote for their favorites until one song is named the winner. The program started with only a few schools, and by 2023 had grown to include over 400,000 student participants. There is also a community for French teachers to share materials and exchange ideas about the competition. The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. Results from the research could help teachers, curriculum specialists, and teacher educators to develop other opportunities to engage French learners and to provide opportunities to develop communities where French teachers learn from each other.

Engagement is necessary for all learners, but it is especially important for second language learners. Students who are engaged with the subject matter are more likely to continue

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studying that subject (Spitzig & Renner, 2022), which is a particular concern for elective subjects. Students who are more engaged with the subject matter also learn more than their peers and report higher levels of satisfaction with their learning (Sulis & Philp, 2021). When the teacher is more engaged in the subject, students are more likely to be engaged in the subject (Cardwell, 2011). Teacher engagement is often related to having a supportive professional learning community which is lacking for many French teachers since they are often the only teachers in their schools teaching their subject (Zonoubi et al., 2017). Since between one and two million secondary students are learning French in the United States (Landrevic, 2022), it is important to address student engagement for French learners. Manie Musicale is a great source of engagement for French students and French teachers (Maine DOE Newsroom, 2021). A gap in the literature is an examination of what Manie Musicale does to engage students and teachers and how those strategies can be applied to engaging French learners in other classroom experiences.

For this basic qualitative study, the literature review provides a synthesis of the available literature focused on engagement and foreign language learning and teaching. This review consists of the introduction, literature search strategy, theoretical frameworks, literature review, and chapter summary. The literature review will provide information regarding engagement and foreign language learning and teaching and how it ties into French foreign language learning at the secondary level, including obstacles to learning French language and culture, the French foreign language teacher community in the United States, and to engaging students by learning about language, culture, and social justice through music.

Literature Search Strategy

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The first step to conducting a search for relevant, applicable, and scholarly works necessitated analyzing the purpose statement and problem statement for relevant keywords. For keywords, searches were limited to terms closely related to engagement for French teachers and learners. Although this study focuses particularly on French teachers and learners, many of the challenges facing secondary French learners in the United States also face foreign language learners in general, therefore, search terms were broadened beyond just the scope of French language learning. Keyword search terms include *foreign language student engagement*, *foreign language teacher engagement*, *foreign language student community*, *foreign language teacher community*, *online teacher community*, *French learning*, *French learner*, *French teacher*, *foreign language learning and music*, and *foreign culture learning and music*. Search results that appeared related to French student and teacher engagement but were conducted with significantly different population groups, such as preschool students, or had an unrelated research focus, were not included in the research. EBSCOhost, ERIC, JSTOR, and Google Scholar were the databases and search engines used for this study. Parameters for the study were set to return results on peer-reviewed articles written within the last five years. Backward and forward searches were done from relevant articles to yield additional results.

Theoretical Framework

It is essential to select a theoretical framework for a doctoral dissertation (Kivunja, 2018). It can be likened to a coat hanger (Kivunja, 2018) for data analysis, or as a blueprint for developing the dissertation (Grant & Osanloo, 2014). Data collection and analysis all rely on a thorough understanding of how to apply the theoretical framework (Grant & Osanloo, 2014). The two theories that will serve as the theoretical framework for this dissertation are Kearsley and Shneiderman's engagement theory (1998) and Krashen's monitor model theory (1985).

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Engagement Theory

Engagement theory was developed by Kearsley and Shneiderman and was first published in 1998. The theory hinges on the idea that students, especially students working in technology-based teaching and learning environments, must be engaged in meaningful ways in interaction with others and in worthwhile tasks (Kearsley & Shneiderman, 1998). There are three central tenets in the theory, summarized by the terms “Relate-Create-Donate.” *Relate* refers to the fact that engagement often occurs in a group setting where participants collaborate and go through shared experiences (Kearsley & Shneiderman, 1998). In the *create* phase, participants’ involvement in a purposeful activity where they apply some aspect of their learning further promotes engagement (Kearsley & Shneiderman, 1998). Finally, in the *donate* phase, participants make a useful contribution to learning by having an outside audience for their product (Kearsley & Shneiderman, 1998).

Monitor Model Theory

Monitor model theory, introduced by Krashen in 1981, has been one of the most significant theories for Second Language Acquisition in the last half-century. Krashen's theory of second language acquisition is the foundational theory behind Comprehensible Input or the idea that language learners can acquire a second language much in the same way that they acquired their first. Language acquisition is an unconscious process, whereas learning is a conscious process that happens in a classroom. Therefore, if the goal is for students to acquire a second language instead of learning the language, the classroom environment and activities should be conducive to acquisition. The focus of language instruction is on intake activities in which input is emphasized. Krashen (1981) stated that the “major function of the second language classroom is to provide intake for acquisition” (p.101) Krashen further elaborates that the instruction should

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be simple, communicative, and concerned with what is happening in the here and now.

Instructional complexity should be just beyond the learner's current level of syntax.

How the Theories Align

The application of both engagement theory and monitor model theory can be seen in the function of Manie Musicale. Regarding engagement theory, Manie Musicale uses technology to bring together learners from all over the world. Manie Musicale is the one time that many French learners engage with French learners from other places. Engagement through Manie Musicale happens both on digital platforms and in person. Students can also occasionally interact with the musicians themselves. There are also many opportunities for students to create work that is shared with other learners and even with musicians. Furthermore, while the students have some opportunities to relate, create, and donate (Kearsley & Shneiderman, 1998), the teachers have even more opportunities. Teachers find a deep sense of community through the collaborative nature of the shared materials and the discussion board. This is an interesting way of applying Kearsley and Shneiderman's theory to teacher engagement and specifically to engagement for singleton teachers who often don't have subject-specific peers in their workplace.

Manie Musicale is an excellent platform to see monitor model theory put into practice. Teachers from all over the world share resources and materials that they create for their classes and can be adapted by other teachers to suit their learners' needs. Furthermore, by studying the songs and the artists, students have many opportunities to receive engaging input that is at or just above their syntax level. When students are focused on the subject matter, in this case, songs and artists, and not on the format of the delivery, in this case, in French, they are better able to acquire the language (Krashen, 1981).

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Both engagement theory and monitor model theory recognize the essential nature of engagement and community in the learning process. Manie Musicale is an event that engages students and teachers. The songs and the associated learning materials are provided through Comprehensible Input, which allows students to acquire French engagingly. It also provides a community for language learners and language teachers to learn together, to interact with one another, and share the results of what they have created through their interaction with the Manie Musicale songs.

Critiques of Engagement Theory and Monitor Model Theory

Engagement theory is one of the most popular constructivist approaches to online learning (Khalid et al., 2015). The theory centers on online learning and many of the critiques center on the role of the instructor in facilitating relationships among students (Khalid et al., 2015). Many of the student participants in Manie Musicale are learning French in the traditional classroom setting, and their teachers act as facilitators for the online aspects of the learning. Teachers choose which of the available materials to use, as well as how to use them. Therefore, the issues that plague the lack of interaction in the online classroom are mediated through the physical proximity of the student and teacher for most Manie Musicale participants.

Krashen's monitor model theory is one of the most highly revolutionary and most highly criticized theories of Second Language Acquisition (Lichtman & VanPatten, 2021). At the time, there was little research to back up the claims that Krashen made, and critics said that it was not explained adequately and that it did not have adequate definitions (Lichtman & VanPatten, 2021). Over the last 40 years, many scholars and classroom teachers have conducted research and developed entire second language teaching movements based on the monitor model theory

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(Lichtman & VanPatten, 2021). Krashen continues to research, write, and revise his thoughts on the theory as well.

Research Literature Review

Engagement, community, and access to well-scaffolded, comprehensible authentic resources can be challenging for French teachers and learners. Teachers benefit from having relationships with other teachers, creating new materials, and sharing those materials. Students also benefit from having relationships with other students, from creating products to demonstrate what they can do with language, and from sharing those products. These benefits of engagement can be explored considering the monitor model theory (Krashen, 1981), the foreign language teacher and learner communities in the United States, and the advantages of using popular music and social media in the classroom.

Engagement for Teachers

Engagement for teachers is correlated with student success (Love et al., 2020). Teaching can be a solitary profession. Teachers are often the only professionals in the classroom, which can result in few opportunities for growth and collaboration. In many schools, teachers who teach major academic subjects have opportunities for engagement with peers with whom they can collaborate to talk about curriculum, standards, and subject-area issues. These meetings, often referred to as Professional Learning Communities (PLCs), are often required at the school level, and focus on data on standardized testing, creating Common Formative Assessments (CFAs) and sharing ideas (Klatt et al., 2022). At the novice level of learning French and other foreign languages in the United States, the emphasis is on input rather than output, and measuring students' input is not as straightforward as measuring output (Lichtman & VanPatten, 2021). Furthermore, since standardized testing for French foreign language students in the

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United States generally does not exist until students take Advanced Placement courses, most French teachers do not have access to data on their students. Many French teachers find that they are singletons, or the only teacher in their school who teaches their subject (Klatt et al., 2022). In many school districts, work with other teachers in the district as a PLC. There may be only one or two French teachers in a district in smaller districts, and foreign language and other elective teachers are more likely to teach on an hourly or part-time basis, which means that they are often not paid to attend PLCs and therefore do not participate. The result is that French teachers often feel that they do not have a strong community of colleagues and there are few opportunities for teacher engagement (Landrevic, 2022).

Teacher Relationships

One of the benefits of PLCs is that teachers form relationships with other teachers. Kimmelman and Lang (2019) suggested that collaborative learning among teachers, including among student and mentor teachers, enhances competence for both groups. The goal of PLCs, as suggested by the name, is the idea of learning together. When teachers do not have in-person opportunities to develop relationships with other teachers, they can seek out these relationships in online communities. Online communities have great potential to provide the necessary support for teachers. When teachers engage in online professional learning communities by watching videos, they feel that it changes and improves their practice, regardless of whether they comment on the videos or seek out conversations with other teachers on the learning platform (Beilstein et al., 2021). In the twenty-first century, individuals have become so adept and comfortable at engaging in virtual interactions that there is no clear boundary between in-person and virtual communication and no clear preference for in-person over virtual teacher communities (Krismanto et al., 2022). Social media sites, such as Facebook, can provide excellent platforms

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for teacher relationships, especially for those teachers who do not have peers at their schools teaching the same subject. One of the key factors in teachers' engagement in social media platforms is that participation is often self-initiated and related to practical issues (Krismanto et al., 2022).

Benefits of the Creation Process for Teachers

For many teachers, the opportunity to create new resources for the classroom is a key component to their engagement. In contrast to the traditional PLC, the concept of the Community of Practice (CoP) has emerged (Parker et al., 2022). One of the key differences between the CoP is that CoPs are often teacher-driven and focused on creation (Parker et al., 2022). Manie Musicale is an excellent example of a CoP because teachers choose voluntarily to have their students participate in the competition, and the teachers can decide whether to participate in creating resources related to the competition. Many of these resources, such as the reveal videos created for each vote, are created collaboratively among a group of teachers. Collaborative planning has a positive effect on teacher motivation and job satisfaction and reduces stress and burnout (Kolleck, 2019). Engagement is positively correlated with innovative behavior and often breeds enthusiasm (Ismail et al., 2019). Previous research on virtual teacher PD also indicates that activities should be purposefully designed to maximize engagement within a digital environment and generate learner collaboration in a study of middle and high school computer science teachers collaborating virtually, Jocius et al. (2021) found that activities that were designed to maximize engagement and generate collaboration were the most likely to encourage participation.

Importance of Donating/Sharing Resources for Teachers

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A third essential element for engagement is sharing or donating resources. Teacher participants in Manie Musicale have many opportunities, through a shared Google Drive and a Facebook board, to freely share resources they have created. The Manie Musicale Google Drive is an excellent example of educators in a CoP coming together to share resources. Practitioners in a CoP share a practice (or a subject matter), have a common viewpoint about that practice, and share resources related to the practice (Parker et al., 2022). One benefit of sharing resources is that teachers develop their sense of self-efficacy. Those whose work is recognized by others within the group or organization feel support and a sense of belonging within the group (Bao et al., 2021). This viewpoint might extend to include shared views the practitioners' ability to enact cultural transformation as well (Parker et al., 2022).

Engagement for Students

Student engagement is one of the more common topics for educators, but the role of engagement in the second language classroom has not yet been fully explored (Dincer et al., 2019). Engagement is especially important in the language learning classroom because students are required to use and interact in L2 (Hiver et al., 2021). Language classroom engagement involves what students are doing verbally, such as interacting, volunteering answers, explaining, and providing answers, and things they are doing nonverbally through their body language, facial expressions, and eye movements (Hiver et al., 2021). Another key factor for student engagement is boredom. An inverse relationship exists between student engagement and boredom (Dewaele & Li, 2021); therefore, when teachers choose to present learning opportunities where students are not bored, there are more likely to be engaged in their learning. There are times when this engagement is active and measurable, but in the foreign language classroom, there are also times

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when student engagement is more difficult to quantify, like what it looks like to be an engaged listener or reader (Oga-Baldwin, 2019).

Student Relationships

Engagement theory cites student relationships as one of the three key factors in engagement, and student participants in Manie Musicale benefit from relationships on multiple levels (Kearsley & Shneiderman, 1998). The competition serves to improve students' relationships with their teachers, their peers, and the musicians themselves. Language teachers who show enthusiasm for their subject are more effective (Dewaele & Li, 2021). Classroom environments where students feel positive emotions will absorb more input and experience broader language learning (Dewaele & Li, 2021). Andujar et al. (2020) discussed the benefits of using social media, especially Instagram, to develop their proficiency and understanding of the language they are studying. Material related to Manie Musicale is available for students on multiple social platforms, including YouTube, Instagram, and Flipgrid. Students' access to these platforms increases engagement as it extends the learning experience beyond the classroom in a way that students enjoy and feel comfortable navigating (Andujar et al., 2020). One of the ways that students engage in language learner classrooms is by creating a class community (Hiver et al., 2021) and the music of Manie Musicale can provide a shared experience by which students create a community. Another benefit of Manie Musicale is the opportunity for L2 French speakers to interact with L1 speakers and with students at a variety of proficiency levels, sometimes even including the artists themselves, thereby blurring the lines between the classroom experience and the authentic experience (Hiver et al., 2021).

Benefits of the Creation Process for Students

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In addition to relationships, students become engaged in the learning process when they create something related to their learning. Students become engaged in the language learning classroom through participating in discussions in the second language (L2), and by working collaboratively to share their work (Sari, 2020). While students in a traditional classroom setting are accustomed to having conversations with other students in the room and working collaboratively on group projects with students in their classes, Manie Musicale gives students the opportunity to create with students beyond the classroom. Similarly, English Foreign Language learners working in online classrooms report feeling good about their learning when they engage with students in the digital sphere, through online discussion boards and live speaking activities (Sari, 2020).

Importance of Donating/Sharing Resources for Students

Another element that makes Manie Musicale unique is the opportunity that students have to share or donate their resources with other student participants around the world. The results of each vote are revealed in a video, and this video includes student performances, student-created interviews, and student memes. These products are an example of cognitive engagement, or the product of what students create through their interaction in the language learning classroom (Oga-Baldwin, 2019). Learners can positively shape the learning environment, a characteristic known as agentic engagement, (Oga-Baldwin, 2019) by sharing these products with students around the world. Students can also gain a sense of autonomy when they create products that allow them to follow their interests and abilities (Godwin-Jones, 2019). These positive interactions are likely to create a feedback loop for the students whose products are chosen that will increase their future engagement.

Benefits of the Monitor Model Theory for Student Learners

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Students benefit from instruction that is created with Krashen's monitor model theory in mind. The monitor model theory proposes that learners engage in activities that use oral and written language (Bailey & Fahad, 2021). One of the chief tenets of the theory is the concept of Comprehensible Input, or that students acquire a second language when it is presented in a way that they can understand. If the material that is presented is not comprehensible, then there is no acquisition because the learner creates no meaning from what they hear (Kamal, 2022)

The application of Krashen's theories is more successful than audiolingual and grammar-translation approaches to language learning (Taghizadeh, 2023). Krashen's approach is especially successful with young learners (Taghizadeh, 2023). Students of all ages and proficiency levels participate in Manie Musicale, but many of the students who participate are performing at the novice or intermediate levels. These beginner students benefit from listening to the teacher talk, not from being forced to speak before they are ready (Hajima et al., 2020).

Many teachers introduce the Manie Musicale videos by presenting background information on the musician and the video, with the material presented in a way that is very simple and easy for listeners to understand. Manie Musicale students are learning from real-life communication, which mirrors the way that children acquire their first language (Kamal, 2022). One way that classroom instruction differs from real-world language acquisition is that instructional time is limited. Even in a limited time frame, communicative and input-based approaches are still the best way to grow learners' mental representation of language. (Lichtman & VanPatten, 2021)

While Krashen (1981) focuses much more on the input than output, scholars building on the monitor model have used the theory to scaffold opportunities for output as well. Krashen's theories are especially suited to developing listening comprehension abilities for foreign

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language learners because of the focus on input (Taghizadeh 2023). Entwistle (2021) suggested that comprehensible input provides the foundation for interaction and that students learn through negotiating meaning through input and output. Many Manie Musicale activities provide the opportunity for input and output.

Subject Matter Versus Form

Another element of the monitor model theory that correlates well with Manie Musicale is that language becomes a means to focus on the subject matter, not the form. In other words, from the very earliest stages of acquisition, language should be used to make meaning, instead of focusing on the language itself as the subject. During Manie Musicale, the songs, the musicians, the culture, and the geography all become the subject matter. Students learn about the subject in French. Acquisition requires meaningful interaction and natural communication in the target language (Nabieva, 2022). Teachers present the material from the simple to the complex (also known as the natural order hypothesis), which can easily happen with Manie Musicale, especially since students watch the videos that advance many times throughout the competition, which means that the instructor can start with basic information and add more complex details with each viewing of the video. Students learn best at a level that is just beyond the current level- this happens with a practiced teacher or with a sympathetic conversation partner (Nabieva, 2022). The Manie Musicale videos are authentic resources, so teachers can use them, and the supporting materials selectively in a way that pushes students to the next level.

Of course, not all learners in a classroom learn at the same pace. Even when siblings are exposed to the same language and teaching environment, they learn at different paces and process information differently (Igolkina, 2021). Therefore, every member of the classroom has a different level of what is comprehensible to them (Lichtman & VanPatten, 2021). Manie

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Musicale allows for almost unlimited levels of differentiation. There are student participants from first grade through university levels. Novices and advanced speakers engage with the music, and teachers differentiate questions for students of different levels in the same room. The challenge for the teacher is to find a sweet spot where most of the students are engaged, are receiving input they understand, and can respond appropriately. Comprehensible input is the result of learners and those interacting with the learners to communicate (Lichtman & VanPatten, 2021). Teachers and students work together to make meaning, and for the teacher this means that they must draw on skills related to simplification, literacy, culture, and community (Bailey & Fahad, 2021).

Another element of the monitor model theory is that the learning environment should lower a student's affective filter or sense of anxiety related to language. For beginning students, this means that they are not required to answer in L2. As students progress, the environment fosters natural self-correction, but the teacher is not overly concerned with error correction. Students should be allowed to make errors in L2 without fear of correction (Hajima et al., 2020; Entwistle, 2021). In practical terms, many second language teachers have turned to Task-Based Learning (TBL), because it focuses more on meaning and less on form. Students work to accomplish a task, and the teachers supplement that task by bridging the gaps in their knowledge with more input (Entwistle, 2021). Language creation, even with the natural errors that language students make, has become an integral part of mediating comprehensible input in the four decades since the initial publication of the monitor model theory.

Benefits of Engaging Instruction

An effective way to reduce a student's affective filter is to provide engaging instruction. One of the challenges for teachers is how to create a curriculum that engages students while

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providing increasingly complex language structures (Bailey & Fahad, 2021). This process often begins with an instructor speaking at a slow pace about an engaging subject (Hajima et al, 2020). Over time students can respond, first with gestures, then with one-word answers, and later with more complex verbal responses (Hajima et al, 2020). Acquiring a second language is a complex process, and teachers can provide comprehensible input in a low-stress environment to help students enjoy the process of learning. (Taghizadek, 2023).

Manie Musicale engages students on many levels. First, it is a break from the routine of the school year, so it provides a sense of novelty. Second, the competition style engages students, especially if they fill out brackets, participate in voting, and have a sense of engagement. Third, the subject material itself, francophone music videos released in the last year, is something that most students think is interesting. Finally, when the musicians engage with students by creating videos specifically for Manie Musicale, the students are especially interested in the responses.

Advancements in technology have provided teachers with much more access to engaging materials for their students. An almost unlimited supply of videos exists on YouTube, and the teacher's role is to decide what is engaging, scaffold the material appropriately, and provide opportunities for input and response (Raju & Joshith, 2019). Many teachers use the technique of listening in Manie Musicale, and this is a technique made possible by access to authentic resources through technology. Through repeated, scaffolded, comprehensible input, students can understand audio recordings of proficient or native speakers (Raju & Joshith, 2019).

French Foreign Language Learner Community in the United States

Two key factors contributing to students' desire to learn another language are their need to communicate in that language and their attitude toward the second language community (Nguyen, 2019). For most students learning French in the United States, there is little to no

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immediate need for them to speak French. French learners in the United States are unlikely to have French-speaking neighbors. Most French learners do not plan to have a job that requires them to speak French or to live in a French-speaking country to improve their situation in life. Many French learners in the typical classrooms in the United States learn French from a teacher who speaks English in a class of students who also speak English, and when they leave class, they have little to no opportunity to use French unless they actively seek it out. It is the second contributing factor, the students' attitudes toward the second language community, which can be fostered and developed to motivate French learners.

Obstacles to Learning French Language

Much of the research in foreign languages is centered around learning English because English is the lingua franca of the world. Relatively little current research concerns learning foreign languages other than English (Oakes & Howard, 2022). Foreign language education in the United States, as well as in other areas where English is the native language for most of the population, is met with skepticism (Mitchell & Myles, 2019). Currently, only about 25% of high school students in the United States must take foreign language classes as a graduation requirement (Mitchell & Myles, 2019). Students learning foreign languages other than English (and Spanish in some parts of the United States) have few opportunities for informal encounters in the target language (Carraro & Trinder, 2021). Approximately two million people speak French at home in the United States, which accounts for less than one percent of the population (Stein-Smith, 2023). Students often do not have a high enough level of proficiency to successfully navigate conversations with native speakers (Carraro & Trinder, 2021). Younger students (those learning at the primary and secondary level) are less likely to have opportunities to speak with proficient French speakers (Oakes & Howard, 2022) because they often have less

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access to technological resources where they might encounter proficient speakers, and because they and their peers are not proficient speakers themselves.

In a 2019 study, Peters et al. report on their research with Dutch-speaking students in Belgium. Dutch and French are the two principal languages of Belgium. Students are required to study French, and many choose to learn English in school as well. Although the students started studying English later, they spent more time engaged with English media and technology than with French media and technology in their out-of-class time, and therefore their levels of English proficiency outpaced their French proficiency (Peters et al., 2019). These students had more interest in English media, particularly television shows, popular music, and video games (Peters et al., 2019). Even though French is one of the national languages of Belgium, these Dutch-speaking students still showed more motivation to learn English than to learn French (Peters et al., 2019).

The French language itself can be a challenge for French learners. French learners struggle with pronunciation. Although pronunciation is considered an important element of learning French and an obstacle to being comprehensible in French, teachers devote only about 5% of the class time focused on developing pronunciation skills (Huensch, 2019). Teachers report feeling hesitant to correct students because too much focus on correction may decrease student motivation and therefore teachers may focus on only correcting pronunciation errors that impede comprehension (Huensch, 2019).

Obstacles to Learning French Culture

Students who learn French often express a significant interest in French culture. In a 2016 study of French and English foreign language learners, the French learners expressed higher levels of interest in francophone culture than the English learners did in anglophone culture

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(Oakes & Howard, 2022). In the same study, French students who had spent time in a French-speaking environment expressed an even greater interest in French culture and sense of identity as a French learner than their peers who had not spent time in a French-speaking environment (Oakes & Howard, 2022). Oakes and Howard suggested that French learners' sense of self-identity and integration with culture is a stronger motivation than it is for English learners (2022). Many students do not have first-hand experience in French culture and therefore rely on media to give them a lens into the cultural practices of the target language community including customs, daily routines, education, religion, geography, music, and social relationships (Auñón & Boussif, 2022). The students who study foreign languages show higher levels of intercultural competence and intercultural citizenship (Mitchell & Myles, 2019).

Another challenge to learning French culture is that there are over 300 million French speakers worldwide and only about 20% of those French speakers live in France (Stein-Smith, 2023). Therefore, Francophone culture is about much more than just French culture. One of the benefits of Manie Musicale is that the organizers work to present music that encompasses many aspects of Francophone culture. Past winners include Le FloFranco, a Canadian of Haitian origin, Corneille, a Canadian born in Germany to Rwandan parents, Ichon, born in France to Cameroonian parents, Stéphane LeGar, born in Israel to Togolese parents, and Black M, born in France to Guinean parents. The experience of participating in Manie Musicale helps French learners see that Francophone culture is about a lot more than baguettes and the Eiffel Tower.

Challenges to Teaching French in the United States

While the United States has been suffering from a teacher shortage in recent years, the problem is especially pronounced for foreign language programs (Kissau et al., 2019).

Approximately 30% of middle schools report a shortage of world language teachers, and 44 of

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50 states do not have enough world language teachers to meet current needs (Kissau et al., 2019).

World language teachers are motivated by both a desire to contribute to society and genuine interest in the subject matter (Kissau et al., 2019).

French foreign language teachers often struggle with students' demotivation. Teachers who have taught using the drill-and-kill method of grammar and vocabulary exercises common in textbooks find that their students do not enjoy the material. Some teachers struggle to adapt materials and teaching styles to engage and motivate their students (Auñón & Boussif, 2022).

Another challenge for French teachers is that as student populations become increasingly diverse, there is no longer the expectation that students learning French as a foreign language have the same first language. Canadian French teachers state that the growing presence of allophone learners (students whose first language is neither English nor French) is one of their greatest challenges as teachers (Davis et al., 2019). Traditional teaching methods include direct translation between French and English or comparing elements of the structure of the two languages and this practice can be challenging when students do not share the same first language, especially since French teachers are often not trained in how to navigate this challenge (Davis et al., 2019).

Teaching Foreign Language Using Music

Many foreign language teachers use music to engage their students in learning. Music exists in every culture and all cultures add words to their songs and is known as the universal language of mankind (Stroblova & Luberto, 2021). Listening to music in a foreign language class creates an enjoyable atmosphere, decreases students' language anxiety, and lowers students' affective filters (Degrave, 2019). Melody assists with memory training (Bedesova, 2021). Students with strong musical intelligence benefit from having their learning style as the

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focus of classroom learning, giving some students a chance to shine in class (Degrave, 2019).

Some students who find it hard to sustain their attention during a traditional lesson can pay attention when teachers use music in the classroom (Degrave, 2019). Presenting music as part of a lesson can also translate into students expanding their foreign language learning beyond the classroom. Popular music is one of the most frequently utilized resources for autonomous language learners (Godwin-Jones, 2019). Students undergo the subconscious acquisition process that mirrors how children acquire their first language when they listen to music (Stroblova & Luberto, 2021). Teaching with music helps teachers achieve a major objective of foreign language teaching—the development of learners’ communicative competence (Bedesova, 2021). Benefits of music include language acquisition, learning about culture, and motivation to study the language (Degrave, 2019).

Obstacles to Teaching Using Music

While teachers and students enjoy using popular music in the foreign language classroom, there are obstacles that prevent music from being used for anything other than a fun activity. Teachers must find songs that are appropriate for classroom use, and then develop activities to scaffold and supplement the music. This can be a challenge when teachers feel ill-equipped in their own knowledge of music, or they feel that learning through music lacks the gravitas their students are looking for from the classroom experience (Degrave, 2019). One of the major benefits of Manie Musicale is that it helps teachers overcome all these obstacles. The songs are selected by a committee of teachers, but any teacher can submit a suggestion for inclusion. Each song that is selected is vetted for appropriateness for the classroom setting. All participating teachers have access to a shared Google Drive with lots of resources. These teachers can contribute to the shared drive or use resources made by other teachers. Digital

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content is easy for students to understand and can be accessed or obtained independently by students (Fansury et al., 2020).

Learning Language Through Music

Research supports the idea that music assists learners in the structural elements of learning a second language (Isnaini & Aminatun, 2021). There are entire foreign language teaching approaches, such as Anton's Contemporary Music Approach, based on using songs to teach grammar skills (Degrave, 2019). Rhythm skills are tied to language skills (Kachlicka et al., 2019); therefore, developing students' rhythm skills through repeated exposure to music could also enhance students' L2 acquisition. Students learn inflection, vocabulary, and pronunciation through songs (Isnaini & Aminatun, 2021). Songs are redundant which gives students many repetitions of words and phrases (Degrave, 2019), but it's much less boring to learn through songs than it would be to repeat the words and phrases without music (Degrave, 2019). When language models are trained on music, they are better at modeling language than when they are trained on random data (Papadimitriou & Jurafsky, 2020). These results suggest that music helps represent relationships in language that are generalizable. Students can recall vocabulary and phrases they learned through songs more easily than words and phrases learned without music (Degrave, 2019). Students get songs stuck in their heads, which means they repeat the lyrics even when not in class (Degrave, 2019).

Practicing the same phrases repeatedly (which is what students do when they sing along with the songs) is one of the strategies used by EFL students who have gained proficiency in English (Dincer & Dariyemez, 2020). Students who learn a language through music have better pronunciation abilities than those who learn without music (Degrave, 2019). Musical training positively correlates with learning the linguistic pitch of a student's nonnative language (Qi et al.,

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2020) therefore, students who have musical training might find language learning more intuitive. Students with good general language learning aptitude might do well in learning both foreign languages and music due to the development of the right inferior frontal gyrus, a section of the brain (Qi et al., 2020). Repeated listening to songs is considered a language-rich context where students undergo a cognitive process of forming categories, detecting patterns, imitating, and recognizing novelty (Godwin-Jones, 2019).

Language learners of all levels can develop their language and listening skills when teachers guide their practice using music. Students welcome the opportunity for teachers to guide them through structured viewing of informal resources in the target language to develop their listening skills (Carraro & Trinder, 2021). Teachers can scaffold songs, so they are accessible to all language learners, no matter their level of proficiency (Stroblova & Luberto, 2021). In a recent Italian-Czech study of language learners, all the student participants said that they enjoyed learning language through music and found it motivating (Stroblova & Luberto, 2021). An additional benefit is that students can practice what they have learned in class by listening to music independently and singing along with the songs (Carraro & Trinder, 2021).

Learning Culture Through Music

While students can learn about the formative aspects of language through music, the cultural elements students can learn by watching music videos are also important elements for language learners. Students learn cultural competencies through music (Bedesova, 2021). Music videos give students a view of the culture of the language they are learning (Isnaini & Aminatun, 2021). Music is an authentic resource that allows students to hear native speakers (Degrave, 2019). Through watching videos, students learn a language, a culture, social life, and body language (Dincer & Dariyemez, 2020). The geography, the style of dress the architecture, and

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many other realia become evident through a music video. Teachers can lead students in discussions of what is similar or different between the culture that is presented in the video and the culture they experience in day-to-day life. Learners feel invested in the culture when they can talk about what they like and don't like about songs and musicians from the target language (Isnaini & Aminatun, 2021). Nonverbal aspects of communication that come through in the videos are important for language learners and something that is frequently discussed in the context of Manie Musicale.

Creating Lifelong Language Learners with Popular Music Videos

Learning happens in language learning environments, not just in classrooms (Carraro & Trinder, 2021). Often these environments are dependent on a student's individual leisure preferences (Carraro & Trinder, 2021). Popular music is a medium that many students enjoy, so it is a natural fit as a subject matter to help students see their capacity to study French on their own and become lifelong learners. For many students, listening to music in the language they are learning provides a source of intrinsic motivation and enjoyment. These students are more likely to want to continue to learn the language (Dincer & Dariyemez, 2020). Students' engagement and motivation in learning French can move in a positive direction depending on the activities they engage in (Hannibal Jensen, 2019). When activities are fulfilling, such as the example of a college student who became friends with a school-assigned online pen pal (Hannibal Jensen, 2019), or possibly by winning the class bracket in Manie Musicale, learners become more open to continuing to learn for its own sake.

Manie Musicale does an excellent job integrating many different types of technology. For some students, Manie Musicale may be their first introduction to applications including Lyrics Training, Kahoot, Quizziz, TikTok, or Flipgrid, all of which are used by Manie Musicale to

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supplement the YouTube videos. All of these are engaging technologies that students can easily access outside of the classroom, which increases students' potential for success as language learners (Ulla et al., 2020). One benefit of teaching through music is that technology becomes invisible and presenting resources in class helps students see that they can continue learning out of class (Carraro & Trinder, 2021)

Informal online learning increasingly puts learners into contact with authentic resources, streaming video, fellow learners, and native speakers (Godwin-Jones, 2019). Researchers found that Taiwanese university students learning English used YouTube to explore learning resources, to explore English resources, and to explore cultural resources (Wang & Chen, 2020). The students reported that learning English on YouTube was more interesting, more flexible, and more interactive than learning English in the classroom (Wang & Chen, 2020). Using technology as part of classroom instruction can be a bridge that complements the students' learning. While teachers become engaged by working with CoPs like the Manie Musicale Facebook group, autonomous learners also find engagement through virtual CoPs where they must use their language skills to communicate. Hannibal Jensen (2019) discusses how video game discussion boards work as CoPs for English learners. Similarly, Manie Musicale learners engage with each other in the comments sections of the YouTube videos and Instagram accounts of the musicians whose videos are part of Manie Musicale.

Exposure to engaging uses of technology like Manie Musicale gives students an entrée to learn on their own (Carraro & Trinder, 2021; Lamb & Arisandy, 2020). Students who know where to find resources online and have the skills to navigate those resources are more likely to become autonomous learners, not just classroom learners. Self-regulation is an important characteristic of autonomous learners, who can decide what does and does not enhance their

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learning experience (Godwin-Jones, 2019). Incidental learning, learning through activity, or learning in the wild is learning that takes place without a specific learning goal in mind (Hannibal Jensen, 2019). One of the most common ways for young learners to engage with the language outside the classroom is through pop music and music videos (Lamb & Arisandy, 2020). For language learners, this might look like playing video games or watching TikTok in another language. Scrolling French TikTok might look like a passive way to waste time to some people, but it is an informal practice, or a habit, which helps people learn outside the classroom (Carraro & Trinder, 2021). Students have so much access to media-based resources for independent learning that the role of the teacher is shifting and must include instruction on how to analyze and determine the worth of the resources at their students' disposal (Babushkina & Kalugina, 2020; Mitchell & Myles, 2019).

Researchers in China found that undergraduate English learners increased their communication competence by watching TikTok videos during the COVID-19 pandemic when few had the opportunity for face-to-face interaction (Xiuwen & Razali, 2021). The short format of TikTok videos was motivating and interesting for viewers (Xiuwen & Razali, 2021). Music videos and supplemental material created for Manie Musicale are also short-format (and often on TikTok) and can also serve to motivate students. Furthermore, students have the chance not only to consume media through TikTok but also to create media to share with others, which provides even more opportunities to develop language proficiency (Xiuwen & Razali, 2021). One benefit of TikTok is that there are often many visual aids to support and scaffold the language (Yang, 2020). Yang found Most students in a separate Chinese study expected to update their listening and vocabulary skills by watching videos, specifically TikTok videos. Students also showed a significant preference for authentic videos instead of videos geared specifically toward grammar

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or an exam. In a recent study 96.4 % of students polled agreed with introducing TikTok into the formal foreign language classroom to enhance motivation, and a similar number of participants (over 95%) said that they would continue to use TikTok outside of the classroom to supplement their language learning (Yang, 2020).

Research Topic Counter Argument

It is true that many of the students who participate in Manie Musicale are not technically online learners, and therefore engagement theory might not be the most natural critical theory for this project; however, the teachers in the project are part of a digital community where they use the relate, create, donate model. Furthermore, by engaging with other students involved in Manie Musicale from other schools, students are also working in an online environment (Kearsley & Shneiderman, 1998). Some elements of Krashen's monitor model theory have been discounted by scholars since it was published in 1981 (Lichtman & VanPatten, 2021). The central tenet for this paper, that comprehensible input that is at or just above a student's level of ability, is not one of the controversial elements of the theory and has been central to the teaching methods used in many foreign language classrooms today (Lichtman & VanPatten, 2021). Therefore, although Manie Musicale has elements of in person learning and although some elements of monitor model theory are controversial, engagement theory and monitor model theory are still valid critical theories for examining Manie Musicale.

Chapter Summary

Manie Musicale is an annual Francophone music competition created for French learners that benefits both French learners and French teachers by engaging them in an enjoyable activity while providing input in French. Engagement theory and monitor model theories were introduced as the theoretical frameworks for the study. Students and teachers both found more

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engagement in classroom activities aided by technology when they had the opportunity to relate to the material presented, to create products reflecting their relationships, and to donate or share those products. Furthermore, students find more engagement in second language acquisition when they use the language for a meaningful communicative purpose, such as with Manie Musicale.

French learners in the United States, which accounts for the greatest number of participants in Manie Musicale, struggle with many aspects of learning French. There are few opportunities for learners to speak with proficient speakers, and few students will have the occasion to use French regularly. Students also struggle with the difficulty of learning French grammar and pronunciation. In places where English is the *lingua franca*, resistance to learning another language is high, and relatively few students are motivated to become proficient. Manie Musicale provides an engaging *entrée* into French culture, while also putting students into contact with other French learners at similar levels of proficiency throughout the world. While French students show high levels of interest in French culture, Manie Musicale makes the conscious choice to present not just French culture, but Francophone culture from North America, Africa, and other parts of the French-speaking world.

French teachers in the United States struggle with diminishing numbers of fellow French teachers. These teachers are often the only person in their school who teaches their subject. French teachers also struggle with how much to use English in the foreign language classroom. The question of how much English to use in the classroom, has become increasingly complex as English is no longer the first language of many students, which means that these students may struggle with using English at the point of comparison with French.

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One significant benefit for French teachers and French learners is technology.

Technology makes Manie Musicale possible. Students watch the videos on YouTube and use many other forms of social media, including TikTok, Instagram, and Twitter to discuss the music and interact with the musicians. Teachers use a Facebook group as a Community of Practice to support the Manie Musicale experience and share resources through a Google Drive available to all teacher participants. One of the best ways to create a lifelong learner is to give them access to places where they can continue their learning and analytical skills to decide which places work best for them. The Manie Musicale competition gives students access to multiple resources to broaden their learning beyond the classroom. While there are many scholarly articles about motivating students (Bailey & Fahad, 2021; Cardwell, 2011; Dewaele, & Li, 2021) and about learning foreign languages in general and about teaching and learning English, there are few recent articles exploring the needs of secondary French learners in the United States. Manie Musicale had 400,000 student and 5,000 teacher participants in 2023, yet there are no scholarly articles about Manie Musicale. This project fills a gap in looking at motivation for French learners and teachers through their experience with Manie Musicale.

The methodology described in Chapter 3 addresses the form and processes of data collection. The analysis utilized to support the study will also be presented. Included in the methodology section are the research design and rationale, role of the researcher, research procedures, data analysis, reliability and validity, and ethical procedures.

Chapter 3: Methodology

French foreign language teachers and students in the United States often struggle with a sense of community and engagement (Landrevic, 2022). In many schools, there is only one French teacher, which means that French teachers often lack the community that comes from having other teachers in the same school who teach the same subject (Klatt et al., 2022). Many students do not interact with native speakers, so they often lack opportunities for authentic interaction in French, especially if they are learning French in an environment where other students and the teacher also speak English (Landrevic, 2022). Engagement can also be a problem for French foreign language teachers and students. (Dewaele & Li, 2021). Students may feel that what they are learning is not important if French is not necessary to use to accomplish tasks in their lives (Auñón & Boussif, 2022).

The problem is secondary French teachers in the United States struggle to find community, engagement, and connection to authentic French resources (Sulis & Philp, 2021). The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. Results from the research could help teachers, curriculum specialists, and teacher educators develop other opportunities to engage French learners and to develop communities where French teachers learn from each other.

Research Question 1: How do teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement, and connection to authentic French resources?

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Research Question 2: How do teachers participating in Manie Musicale perceive that they benefit from community, engagement, and connection to authentic French resources?

It is necessary to justify the exploration of these research questions by examining the research design and rationale, disclosing the role of the researcher regarding this project, explaining the population, and proposing the selection of an appropriate sample. Setting forth the data analysis protocols by identifying, describing, and validating the research instrument, and describing the data collection and analysis process are essential next steps. Explaining the process of ensuring reliability and validity and exploring ethical procedures related to the project are also necessary to justify the research questions.

Research Methodology, Design, and Rationale

This study was a qualitative methodology to understand the benefits of using Manie Musicale, a popular music competition, for French teachers and French learners. The context for this study comprised 28 secondary French foreign language teachers in the United States. A basic qualitative design was used to explore participants' perspectives through a questionnaire.

Methodology: Qualitative Methodology

When researchers want to know why and how something originated, they employ a qualitative approach to help answer those questions. Qualitative research focuses on how people interpret and make sense of experiences (Muzari, 2022). Researchers using a qualitative method often look at how individuals create meaning and relationships (Muzari, 2022). A qualitative methodology is the best choice since the research questions relate directly to community and engagement and ask *how* these two things are created.

Design: Basic Qualitative Design

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This project is a basic qualitative study exploring how Manie Musicale provides secondary French teachers and learners the opportunity for community and engagement. Twenty-eight French foreign language teachers in the United States who have participated in Manie Musicale for at least one cycle answered the questionnaire. A cycle runs from late February to early April each year. Research questions related directly to how secondary French foreign teachers in the United States perceive that French teachers and learners find community and engagement. A basic qualitative research design is appropriate because it is tied to interpreting the perceptions of research subjects. The project lacked the bounds of a case study because case study analysis typically takes place over an extended period, and the nature of this project did not allow for examination over time (Merriam, 2002). This study did not fit the requirements of an ethnography because it did not explore a sociocultural interpretation of the data. It was not a first-person account of an event, and therefore not a narrative analysis. Grounded theory was not an appropriate design because the participants' perceptions were the focus, not a data comparison. Finally, although this project shares many elements with phenomenology, the focus was not on demonstrating complex meanings from simple units of experience (Merriam, 2002) but rather on looking at overall trends in the data and anecdotes from individual teachers regarding their perceptions Manie Musicale helps its student and teacher participants find community, engagement, and connection to authentic French resources.

Type of Design: Basic Interpretive Design

The research question intended to explore the perceptions of participants in Manie Musicale regarding engagement and community. Researchers in basic qualitative interpretive and descriptive studies explore how participants make meaning in a certain situation (Merriam,

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2002). This project described the experiences of individual Manie Musicale participants, looking for evidence of community, engagement, and connection with authentic resources.

Role of the Researcher

This research project explicitly concerns the subject of engagement, and the researcher's role in qualitative research is increasingly being seen as one of reflexive engagement (Correa et al., 2023). When a self-aware qualitative researcher is situated in the research process, that level of interest and engagement can be a strength rather than a weakness due to a lack of objectivity (Correa et al., 2023). I was responsible for reviewing a questionnaire completed by secondary French foreign language teachers in the United States who have completed at least one cycle of Manie Musicale and exploring that data to reveal insight into the teachers' perceptions regarding community, engagement, and connection to authentic resources. I am a French foreign language teacher in the United States who has participated in Manie Musicale for four previous cycles and has been enriched by the community, engagement, and connection to authentic resources. The researcher and some of the interviewees did not know each other. No supervisory role existed between the researcher and any of the participants, and, as the only French teacher at her school, also did not have any direct colleagues who were participants. Furthermore, all the resources related to Manie Musicale are free by explicit design, and the researcher had no financial conflict of interest with the project. Since the researcher was interested in how other members of the community make meaning from the experience of participating in Manie Musicale, this role was consistent with a basic interpretative and descriptive qualitative study (Merriam, 2002). Reflexive journaling, considering alternate explanations, reviewing findings with peers, and having participants view results were some of the strategies the researcher used to mitigate bias.

Research Procedures

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Research procedures for this qualitative study included describing the population and explaining the process of recruitment. Participant recruitment parameters were set forth. The advantages and limitations of the sample selection were also explored.

Population and Sample Selection

The target population of Manie Musicale is French secondary foreign language teachers in the United States. It is not known exactly how many teachers participate in Manie Musicale, but the private Facebook group associated with Manie Musicale had 6,700 members as of July 2023 (Manie Musicale Teachers, n.d.). In 2023, over 4,000 schools participated in Manie Musicale (Manie Musicale, 2023) and nearly 200,000 participants voted in 2023 (Manie Musicale, 2023). The exact number of teachers participating in Manie Musicale who were French foreign language teachers in the United States was unknown, but undoubtedly in the thousands. This project's target population was 15 to 20 secondary French foreign language teachers in the United States who had participated in Manie Musicale for at least one full cycle. Participation in the study was solicited in the Manie Musicale Facebook group. Permission was sent to site administrators to post on the Facebook group (see Appendix F). Once permission was gained from the site administrators (see Appendix G), a post introducing the project was posted to the Manie Musicale Teachers Facebook group. Participants filled out a Google Form that first ensures that they met the selection criteria (that they are secondary French foreign language teachers in the United States who have participated in Manie Musicale for at least one full cycle) and that they had been informed regarding the nature of the project and their rights (see Appendix A) and consented to being part of the project. Participants also completed a questionnaire to provide demographic information. Once participants met the selection criteria,

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consented to participate in the project, and provided demographic information, they were directed to a questionnaire of nine open-ended questions.

The type of sampling used for this project was voluntary response sampling (Murairwa, 2015), a type of non-probability sampling that is like convenience sampling. Many unknowns surround the exact sample size and the exact location of participants in Manie Musicale. Although the collaborative asks teachers to register, teachers can access the material they need to participate without registering. Teachers can also volunteer geographic information, but that information is not required for participation. Therefore, probability sampling would be difficult to employ for this research project accurately. Voluntary response sampling is always prone to a certain level of bias because the teachers participating in the questionnaire may have stronger opinions about Manie Musicale than the general body of teachers participating in Manie Musicale. Participants in voluntary response sampling often want to have the opportunity to share their opinion (Murairwa, 2015). While voluntary response sampling may be problematic in situations where the purpose of the research is to generalize across an entire population, in this circumstance the entire population was unknown and the goal of the project was not to generalize at all, but to explore and narrate the perceptions of some teachers regarding community, engagement, and connection to authentic resources.

Data Instruments

This basic qualitative study was conducted with secondary French foreign language teachers in the United States. The study intended to explore the perceptions of 15–20 secondary French foreign language teachers in the United States regarding their perceptions of how secondary French teachers and secondary French learners in the United States find community and engagement and connect to authentic French resources through their participation in Manie

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Musicale. Potential study questions and protocols were sent via email to six subject matter experts (SMEs) to review for clarity and content validity. Questions were revised based on the feedback received and the research instrument, a questionnaire, was created. Once Internal Review Board (IRB) approval was obtained, the questionnaire was posted to the Manie Musicale Teachers Facebook group and 28 teachers participated in the study using voluntary response sampling. The data was collected on December 22, 2023.

Researcher-Created Questionnaire

This qualitative research study used a researcher-created questionnaire (see Appendix I) comprised of demographic questions and open-ended questions as its form of instrumentation. An announcement of the research project was posted to the Manie Musicale Teachers Facebook group. Teachers willing to participate in the project completed an eligibility screening questionnaire (see Appendix H), and then read and agreed to the informed consent form. A researcher-created questionnaire was collected from 28 teachers who met the eligibility criteria. Nine short-answer demographic questions comprised the first part of the questionnaire. The second part of the questionnaire consisted of nine open-ended questions. Questions 1, 2, 4, 7, 8, and 9 relate to Research Question 1. Questions 3, 5, 6, and 9 relate to Research Question 2.

Field Testing

When using a researcher-created instrument, it is essential to establish content validity. Establishing content validity comes through field testing. Content validity ensures that the instrument the researcher has created is consistent with the research questions, the theoretical framework, and the study's overall purpose (Brod et al., 2009). Researchers can generalize findings from the research project across a larger population of interest by establishing content validity (Brod et al., 2009). For this study, field testing involved emailing six subject matter

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experts (SMEs) to ask them to review the researcher-created questionnaire (see Appendix D).

The Subject Matter Experts included a foreign language teacher who has an Ed.D. and 25 years of secondary school experience, a foreign language teacher with an Ed.D. whose recent dissertation focused on subject-level motivation, a secondary French teacher with 30 years of classroom experience and a Ph.D. in French literature, and a French teacher who has used Manie Musicale for many years. Feedback was received from five teachers (see Appendix E). and the questionnaire was revised. SMEs approved the revised questionnaire (see Appendix I).

Data Collection

The first step of collecting data was to establish participant eligibility. Potential participants completed a brief Google Form to determine eligibility. It is appropriate to screen potential participants to ensure they meet the selection criteria (Polit & Beck, 2020). Once eligibility was determined, participants were automatically directed to read and sign the informed consent. Participants signed the informed consent digitally through a FormFacade add-on to the Google Form. Once they signed the informed consent, participants were directed to the research study questionnaire. The questionnaire was a Google Form. All this data, including responses to both Google Forms and all signatures obtained by participants, was kept in a password-protected folder on a password-protected laptop following the requirements of the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Each participant who completed the questionnaire was assigned a pseudonym and referred to in the dissertation only by the pseudonym to protect rights to privacy (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Data will be kept for three years before being destroyed after which time the paper

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records will be shredded and digital data deleted. Research participants were be given a summary of the research project and encouraged to share experiences (Brod et al., 2009).

Data Preparation

One of the advantages of collecting data using a Google Form questionnaire is that it simplifies data preparation. Using a Google Form eliminates the need to transcribe interviews, and a spreadsheet was created directly from Google Forms to organize responses to each question. Responses were grouped according to whether they corresponded to Research Question 1 or Research Question 2. Then the data was analyzed using pattern recognition software using inductive and deductive analysis.

Organizing the Data

Many researchers use data analysis software to assist in organizing and interpreting data. Data analysis software allows researchers to interpret data and recognize patterns that might not be immediately visible just by reading the data (Wong, 2008). Participant responses to the questionnaires were uploaded to *NVivo*. This data analysis software program helps organize and analyze data. *NVivo* allows researchers to manage, analyze, and visualize qualitative data and improve the quality of qualitative analysis (Dhakal, 2022).

Approach to Analysis

Thematic analysis was used to analyze the data. Researchers use thematic analysis to identify, analyze, and interpret patterns in qualitative data. Themes that emerge from the data are the focus of thematic analysis (Lochmiller, 2021). These themes emerge after examining codes and categorizing data. Researchers employing thematic analysis can be propelled toward more sophisticated content analysis as it requires them to explore the underlying meanings of the data

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(Lochmiller, 2021). The data was analyzed according to Clark and Braun's 6-step framework (2013).

Data Analysis

Qualitative research is concerned with finding explanations for human behavior (Austin & Sutton, 2014). Explanations are evidenced by asking people about their experiences. Once the data has been collected, making sense of participants' responses is essential (Austin & Sutton, 2014). This process often involves identifying themes, concepts, and ideas from the different narratives. The process of identifying themes in the data, grouping responses according to themes, and drawing conclusions based on the thematically grouped responses is a process known as data analysis. The steps of data thematic data analysis include organizing the data, choosing an approach to analysis, analysis, coding, and themes. Qualitative data analysis is creative, dynamic, and intuitive and requires strong inductive reasoning skills (Wong, 2008).

Analysis

Narrative data were printed and reviewed when the questionnaires were completed. Transcripts of the questionnaires were reviewed to identify potential codes. Braun and Clarke (2006) suggest that data be analyzed in two levels. The semantic level looks at the words themselves, while the latent level explores the underlying ideas of the data. In the first step of Braun and Clarke's model, the researcher becomes familiar with the data by reading it thoroughly, making notes, and journaling impressions.

Coding

The dataset was then separated into codes. In *NVivo*, codes can be set up beforehand or created during the coding process (Dhakal, 2022). Braun and Clarke (2006) suggest determining initial codes by closely reading the data. Open coding, where codes are developed as the coding

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process takes place, allowed codes to emerge based on what the data reveals, although research questions will serve as a starting point to create codes. Any piece of text that was relevant or interesting from the questionnaire was assigned an initial code. This coding took place by uploading the text to *NVivo* and manually assigning codes to the data.

Themes

Themes are patterns that emerge from the data. Each code's data was explored, and similar codes will be organized into categories. These categories represented themes in the data. Braun and Clarke (2006) suggest that researchers can identify themes based on significance to the research, not necessarily based on frequency. Although the research questions will often guide these themes, researchers should not use the questions prescriptively to determine the themes (Braun & Clarke, 2006). Once preliminary themes have been established, these themes are reviewed and modified. The themes should be considered both across interviews and within individual interviews (Maguire & Delahunt, 2017). Some questions to consider might include whether the data supports the themes, whether themes are too narrow, or whether some of the themes need to be separated into subthemes (Maguire & Delahunt, 2017). Finally, the themes will be defined by deciding what the theme reveals about the research questions. It may be necessary to map or journal to see the overall patterns in the research to finalize the themes. A saturation table was also employed to determine at what point no new themes continued to emerge from the questionnaires (Lowe et al., 2018).

Reliability and Validity

In any research study, reliability and validity must be established to ensure that the study measures what it intends to measure. The results of a reliable research study could be reproduced under the same conditions. When a research study is valid, or accurate, it means that the results

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measure what they are supposed to measure. Four components of reliability and validity are credibility, dependability, transferability, and trustworthiness (Korstjens & Moser, 2018).

Credibility

When a study is credible, its findings are accurate or correct. The term credibility often refers to using multiple perspectives during the process of collecting data. This helps ensure that the data collected are appropriate. Credibility also refers to whether the study can represent participant experiences. One way of establishing credibility is by having a validated instrument. In a qualitative research project, the outcome of the data can be influenced by a researcher-created instrument (Aung et al., 2021). Therefore, using a validated instrument is integral to reliability and validity (Aung et al., 2021). This study employed an instrument that was validated by four SMEs.

Dependability

Dependability refers to how consistent a study is (Korstjens & Moser, 2018). In this case, the study must meet the parameters of basic qualitative design. Since the study is a thematic analysis, it must also use the accepted definitions of thematic analysis. The nature of this study, in which participants in Manie Musicale recalled their own experiences, is a project where the results could vary. Questions were created to elicit narrative responses, which means the results could vary depending on who participates in the survey. Therefore, to establish reliability, enough participants were included to achieve saturation. Saturation occurs when the researcher sees the same ideas, opinions, and themes throughout the responses (Guest et al., 2020). Twenty-eight participants were included in the initial phase of the study, and no new themes or information was occurring at that point. The questionnaire was closed when 28 participants

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completed the questionnaire protocol, but it could have been reopened if the responses had not indicated that saturation had been reached according to the saturation table (Lowe et al., 2018).

Transferability

Transferability refers to the ability to apply what happened in one research study to another context. Researchers establish transferability by providing thick description, or enough documentation about the study that someone reading the published results could decide if the results are transferable to their situation (Korstjens & Moser, 2018). Although transferability is something the reader must determine, it is the responsibility of the researcher to ensure that the reader has the resources they need to decide if the results of the story apply.

Trustworthiness

Trustworthiness refers to whether different researchers, using the same procedure, would find the same results. Other researchers could confirm the original study, therefore ensuring that the results are based on the data and not on the preconceived notions of the researcher (Korstjens & Moser, 2018). Researchers must do their best to remain neutral during the research process. It is also essential for researchers to document why they made certain decisions in the research process through practices like reflective journaling.

Ethical Procedures

All scholarly research projects must adhere to ethical procedures. The Belmont Report establishes the rights of research participants involved in human subject research and is centered on three main principles: respect for subjects, beneficence, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). This research project was approved by the Institutional Review Board (IRB) at the American College of Education.

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Respect for Subjects

One purpose of an IRB is to ensure that research is conducted ethically, and participants' rights are safeguarded. Potential participants signed an informed consent document (see Appendix B) informing potential participants of their rights. Participation was voluntary, and participants could choose not to answer questions or withdraw from the survey at any time. Participants also had the right to ask questions about the questionnaire. Participants also had the right to confidentiality. Each participant who completed the researcher-created questionnaire was assigned a pseudonym and referred to in the dissertation only by a pseudonym to protect their rights to privacy (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Data will be kept for three years before being destroyed after which time paper records will be shredded and digital data deleted. Research participants will be given a summary of the research project and encouraged to share their experiences (Brod et al., 2009).

Beneficence

Beneficence in research refers to the researcher's responsibility to maximize potential benefits for participants, while also protecting them from harm (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). In addition to safeguarding participants' privacy, this project also has the potential to benefit participants. The participants were all secondary French teachers in the United States, and these teachers, who often feel isolated, will have the potential to learn more about how Manie Musicale can serve as a model for other projects to help French teachers and learners find community, engage with their subject matter, and use authentic French resources.

Justice

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The principle of justice in ethical research ensures that participants are treated fairly and equally (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). In this study, justice was ensured by avoiding bias by allowing any teacher who met the criteria to answer the questionnaire. A review of the research instrument by SMEs reduced the length of the survey from 11 to 9 required questions, which shows fairness by reducing the time commitment to participate in the study.

Chapter Summary

This study aimed to explore the perceptions of Manie Musicale teachers to explore how secondary French learners and teachers in the United States find community and engagement and connect to authentic French resources. A basic qualitative research design is the appropriate design for the study because the goal is to explore participants' perceptions. Researchers in basic qualitative interpretive and descriptive studies explore how participants make meaning in a certain situation (Merriam, 2002), as this study regarding teachers' perceptions of Manie Musicale. Research followed ethical procedures set for by the IRB at American College of Education and reflective practices such as reflective journaling were used to maintain objectivity. The study explored the perceptions of 28 secondary French foreign language teachers in the United States who had used Manie Musicale for at least one complete cycle. Descriptions of research discuss the alignment of the sampling process, instrumentation, field testing, and data collection. Data analysis descriptions describe the process of preparing and organizing the data, along with the approach to analysis, including examining, coding, and categorizing the data.

Reliability and validity were established using a validated instrument and achieving saturation in participant responses. Ethical practices established by the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research,

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1979) and supported by the Institutional Review Board at the American College of Education were also followed to ensure participants' rights, including respect for subjects, beneficence, and justice.

In Chapter 4, the results of the research project will be presented and discussed. The findings from the research questionnaire and primary source data will be reviewed and presented. Themes evident in the research will be explored, and quotes from research participants will be used to highlight how individuals create community, increase engagement, and connect to authentic materials during Manie Musicale.

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Chapter 4: Research Findings and Data Analysis Results

Manie Musicale is a popular event for French teachers and learners in the United States, with hundreds of thousands of students voting for their favorite francophone artists each year (Manie Musicale, 2023). French teachers can feel isolated because they are often the only French teachers in their school and do not have other French teachers with whom they can collaborate. French students can struggle to find real-life applications for what they are learning. The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. The primary means of communication for the teachers participating in Manie Musicale and the primary source of shared resources is a Google Drive that all teachers can access (Manie Musicale, 2023).

The problem is secondary French teachers in the United States struggle to find community, engagement, and connection to authentic French resources. French teachers struggle with not having an easily accessible professional learning community for collaboration and support. Gaps in the literature exist regarding French language education in general, and French student and teacher engagement specifically. The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources.

The research findings and data analysis results show the results of data collection, data preparation, and data analysis. Analyzing the data reveals major themes and answers to the research question. Charts and graphs present a visual picture of key data related to the research question.

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Data Collection

Twenty-eight participants submitted the completed questionnaire. Informed consent was obtained by using a FormFacade add-on to a Google Form. Participants signed the informed consent digitally. The original intention was to collect responses from 15 to 20 teachers over two weeks in January 2024. However, after Institutional Review Board (IRB) approval was obtained (see Appendix L), the decision was made to start the research in December 2023, with the idea that teachers would have more time to participate in the questionnaire over the holiday break. The recruitment letter (see Appendix J) was posted to the Manie Musicale Teachers Facebook group on the morning of Friday, December 22. When the responses were checked that evening, 28 eligible participants had completed the questionnaire. The response rate is unknown because Google Forms only records completed questionnaires, so more teachers could have started the questionnaire and either not met the selection criteria or not completed the questionnaire. Both the number of participants and the data collection time differed from the original plan because more participants submitted responses much more quickly than was expected. Once it was determined that more than the target number of participants had completed the questionnaire, the link was removed from the Manie Musicale Teachers Facebook group.

Data Preparation

A key benefit to using a Google Forms questionnaire for data collection is that the data did not need to be transcribed. Data was downloaded as a Google Sheets spreadsheet, organized in columns by question (see Appendix K). Each responder was assigned a pseudonym, based on the presumed gender of the responder. The pseudonyms were assigned alphabetically in the order in which the questionnaires were submitted. The pseudonyms were chosen at random.

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Some of the data was edited for ease of analysis. For the question, “How many years have you used Manie Musicale with your classes?” some responders wrote out the word for the number, others wrote an Arabic number plus the word *years*, and others included a date. These responses were all edited to an Arabic numeral. Punctuation was also removed from responses to the questions “Have you ever posted or commented on the Manie Musicale Facebook group?” and “Have you ever contributed a resource to the Manie Musicale shared drive or Facebook Group?” to ensure that data was standardized and could be reflected accurately in charts and graphs. Responses were also standardized for “Do you teach at a middle school, high school or something else?” The question “Are you the only French teacher at your school?” was edited to read “How many French teachers are at your school?” and the responses were edited accordingly. Responses were coded and grouped based on the research question to which they corresponded and were analyzed using pattern recognition software and both inductive and deductive analysis.

Data Analysis

Thematic analysis is one of the most common ways to examine qualitative data. Qualitative research is concerned not just with what happens, but with why something happens. In this case, the research questions did not focus on the fact that Manie Musicale provides opportunities for community, engagement, and connection to authentic resources. Instead, the research questions focused on how Manie Musicale accomplishes these ends. Therefore, the open-ended questions where participants explained their experiences in detail were the greater focus of the data analysis. Braun and Clark’s 6-step framework was used to analyze the data (2006). The six steps of the framework are as follows: review data, create codes, create themes, clarify themes, and report on the findings.

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The first step involved printing the questionnaires and review them to identify potential codes. Initial codes were then created to coordinate with the research questions. The data was separated into PDFs according to each question of the questionnaire and coded with the initial codes using NVivo 20 for Mac. Then additional codes were added as patterns appeared in the responses. Therefore, the coding process used both deductive based on research questions and inductive means based on patterns of response. Some of the additional codes generated included *meeting people in real life*, *multicultural benefits*, and *retention*. The next steps involved examining the codes to develop and clarify themes. Each group of codes, grouped through NVivo, was examined, and themes were identified. One surprising theme was how engagement for many teachers seemed closely correlated to seeing their students' enthusiasm. This data was initially coded as *fun*, but over time it became evident that *fun* was not specific enough, and that student enthusiasm was an important motivating factor.

Findings/Results

Major Themes

The following themes directly address the research questions regarding the benefits of Manie Musicale for teachers and students in the areas of community, engagement, and connection to authentic resources. Additional themes that became evident throughout the responses include connection to artists, development of independent learners, the benefits of music, global and multicultural connections, interdisciplinary learning, development of proficiency skills, connections to previous years, and real-life connections that are made through Manie Musicale.

Statistical Data

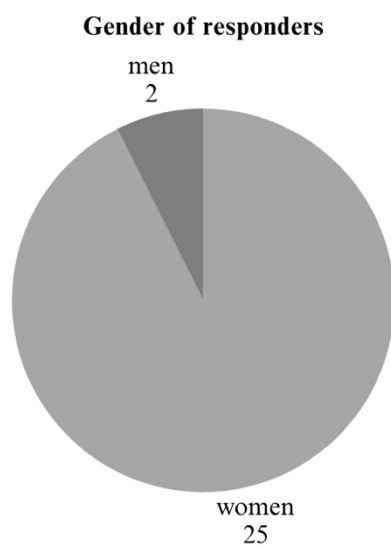
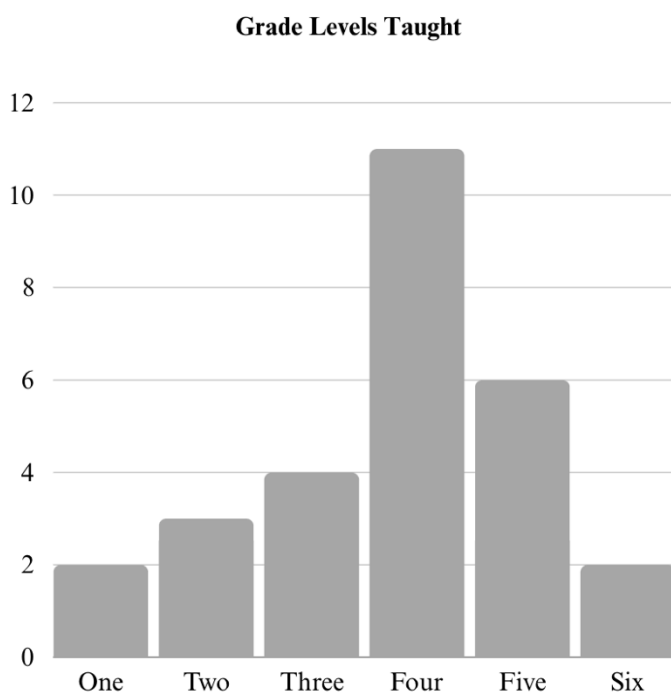
One of the most significant challenges of writing the initial chapters is the dearth of

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information about French teachers in the United States. Although this study is small, with only 28 teachers, reporting the data regarding the statistics of these teachers may add to the small body of knowledge about French teachers in the United States. Of the twenty-eight participants, two were men, and twenty-six were women (see Figure 1). The teachers teach an average of 3.8 different levels, and more than half of the respondents teach four, five, or six different classes (see Figure 2). Although new teachers join Manie Musicale each year, with more than 500,000 students predicted to participate in 2024, the teachers who responded to the questionnaire have participated in Manie Musicale for an average of 3.8 years (see Figure 3).

The assumption on starting this project was that many French teachers in the United States are singletons, or the only teachers in the school who teach that subject. That assumption was true for the participants. Twenty of the 28 participants were singletons. Two others said that there was an additional part-time French teacher. Six others said that there were two French teachers but did not indicate the part- or full-time status of either themselves or the other teacher. No teachers reported having more than two French teachers in a school (see Figure 4). Only five of the participants said they had never commented or posted in the Manie Musicale Facebook group (see Figure 5). Since the invitation to participate in this research study was published on the Facebook group, it makes sense that many of the participants in the study would also be active on the Facebook group but may suggest that there are a significant number of people who check the site regularly but never post. A minority of teachers, 12 of 28, said they had contributed shared resources (see Figure 6).

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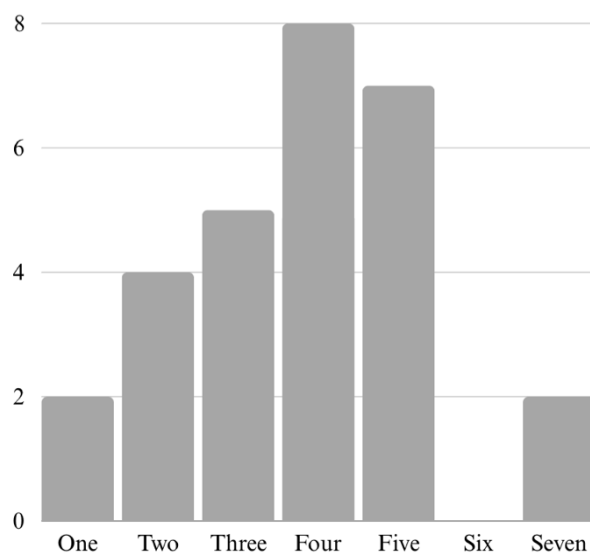
Figure 1*Participant Gender***Figure 2***Grade Levels Taught*

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Figure 3

How many years have you used Manie Musicale with your classes?

How many years have you used Manie Musicale with your classes?

**Figure 4**

How many French teachers are at your school?

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How many French teachers are at your school?

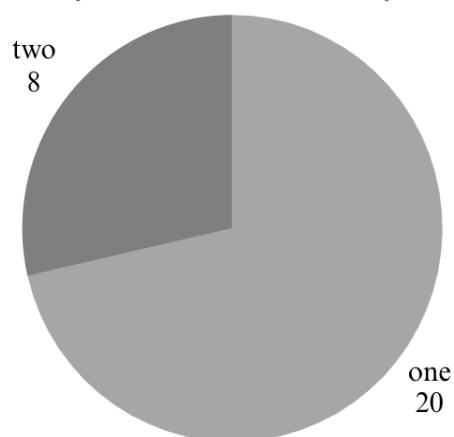


Figure 5

Have you ever posted or commented on the Manie Musicale Facebook group?

Have you ever posted or commented on the Manie Musicale Facebook group?

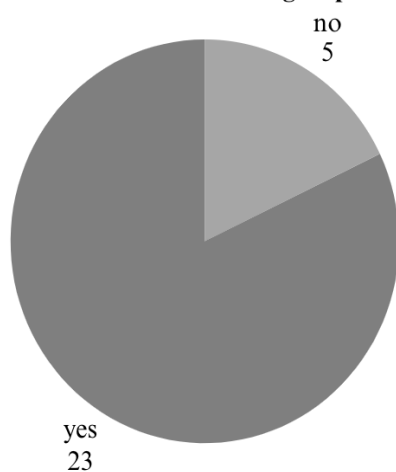
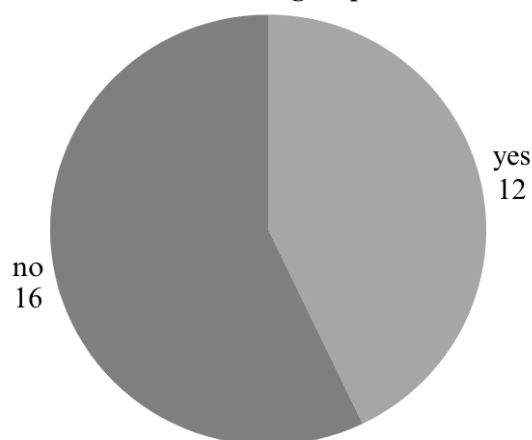


Figure 6

Have you ever contributed a resource to the Manie Musicale shared drive or Facebook group?

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Have you ever contributed a resource to the Manie Musicale shared drive or Facebook group?



The statistical data gathered reveals that most of the respondents are the only French teachers at their school. Most of the respondents are women, who teach at least three different preps. Although many respondents are quite experienced with participating in Manie Musicale and many post in the Facebook group, a minority of respondents have created resources to be shared in the Google Drive or on Facebook.

Answering the Research Questions

The questions in this research study were constructed to elicit responses based on participants' positive experiences with Manie Musicale. This assumption was based on the timing of the study, which was posted on the Manie Musicale Facebook group in December 2023, which falls in between the active Manie Musicale period, which is roughly February to April of each school year. People who follow the Facebook group in the off-season are likely to have had positive previous experiences with Manie Musicale and to be planning to participate again. The selection criteria eliminated any potential research participants who had not already

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completed a cycle of Manie Musicale. Therefore, the fact that all the responders had overwhelmingly positive comments about Manie Musicale was expected. The research questions examine teachers' perceptions of the ways that Manie Musicale benefits students, as well as the ways that Manie Musicale benefits teachers.

Student Benefits of Manie Musicale

Teachers observe their students every day. While the parameters of this research study did not allow for students to respond directly regarding their impressions of Manie Musicale, their teachers served as their proxy. The teachers participating in the study all noted community benefits, high levels of student engagement, and many different opportunities for their students to connect to authentic resources.

Student community. Students participating in Manie Musicale found that they created a community with their classes, with their school, and with other French speakers in other places. Teachers noted that in individual classes, students increased their connection. Becky noted that filling out the brackets and predicting who will win is an opportunity to bond with other students. She said, "Kids who normally don't talk to each other will band together to defend a song they like if it's up against a song that others like and it creates this sense of friendly competition. It gives kids a common ground where normally they might not have that or at least might not have explored it with their classmates." Teachers especially appreciated when their students used French to defend their skills. Tessa said, "They could talk amongst themselves about favorite/least favorite songs."

Tessa also noted students from different levels and different classes reported talking with each other about the songs, and that this had the added benefit of making students who take Spanish jealous. Anna also noted the importance of getting a leg up on the Spanish learners,

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“The push to take Spanish is so strong that they feel like they are the only ones taking French. This helps them learn that they are part of a big group.” Katherine noted that Manie Musicale provides an opportunity for connection between French learners and French exchange students attending her high school. Heather said, “Students across my different sections are competitive and enjoy hearing what other sections thought of the songs.” Eliza said, “They talk about it out of class constantly—it’s how they learn who is in other levels.” Teachers also noted that their students shared Manie Musicale songs with their friends and family who were not learning French.

Many teachers commented on students’ sense of community with Manie Musicale participants around the world and an increased sense of identification with French speakers in general. The reveal videos, which show other groups of students, were a big part of this. Adam noted that the number of votes a song receives helps his students “understand that French is a global language.” Students report that they get excited when they find that a friend at another school is also doing Manie. Nora, a teacher at a rural school, said, “It’s very motivating for students in my small rural school to feel so included in such a global project. They love to look at the map and see what schools in our area are participating and then look at the big picture and see the thousands of others around the globe. They feel invested in the vote and the reveal videos create camaraderie with like-minded others.” Penelope echoed this sentiment, “They see the students around the world in videos and can see a value in learning French and a connection to other learners. That can be hard to come by in rural Indiana.” Yvonne noted that her quiet classes are inspired by the reveal videos. She said, “Seeing other classes cheering and dancing has gotten my quiet classes going. It has inspired them.” Zoe’s students now have something to talk about with their French pen pal. She said, “It gives them a real-world issue to discuss. This aspect of

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Manie Musicale has by far been the most beneficial part of participating.”

Student engagement. Teachers had a lot to say about student engagement and the benefits of Manie Musicale for creating an atmosphere where students were excited to learn. More than half of the teachers commented that their students asked when Manie Musicale was starting and that many students said it was their favorite part of the school year. The student communities discussed in the previous section are examples of student engagement. However, study participants reported several other elements of engagement, including the development of independent learners, benefits of music, global and multicultural connections, interdisciplinary learning, and development of proficiency skills.

When students use their own time to study French, a French teacher knows they are doing something right. Many of the participants reported that their students were becoming independent learners because of Manie Musicale. Becky said, “They come running in to update me when their favorite artists release new music.” Ursula said, “All the parents tell me they are all listening to the music at their homes.” Quinn said, “I’ve had students follow their favorite singers/groups on social media, reach out and DM them, create tribute videos (on their own), and talk about how we should learn an artist’s new song.” Teachers often give French learners the advice to find a way to learn more about something they love and to do it in French. Music is a way that many of these students can take learning beyond the classroom.

Teachers also frequently returned to the theme of the power of music to motivate students. Most of the teachers who responded are high school teachers and high school students are notoriously unenthusiastic. However, Manie Musicale appears to have the power to engage. Eliza commented, “They ask nearly every day when we are starting. Kids who never engage will engage over music.” Becky echoed this response, “What brings me the most joy is when a Manie

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song comes up on our playlist and they start singing along because they love it. That's a level of engagement I never saw before I started Manie." Many teachers echoed that their students show enthusiasm when a Manie Musicale song comes on the playlist, even if it's been months or years. Combining music with a contest format may be the perfect way to engage students. "It's fun to see how students get so emotional about their favorite songs advancing (or not) and seeing them sing along is a win," said Katherine.

Students often start off their time in French class with a stereotypical view of the French world. They might not realize that there are more French speakers in Africa than in Europe. One fun fact about Manie Musicale is that each of the winners from the last seven years has been a Black man who was an immigrant or whose parents were immigrants. For Black students, this knowledge can be powerful. Olivia said, "For my black students it has been important to see other black faces speaking French. It gives them a sense of belonging." Sarah also believes it is helpful for her students. She said, "Yes, it gives me access to more appropriate French songs from a variety of Francophone artists so students can see people who might look like them." The videos also facilitate conversations about the culture, the francophone world, and traditions around the world.

Teachers often want their students to experience interdisciplinary learning but aren't sure how to go about it engagingly. Manie Musicale's related contests, including dancing, singing, and art contests (as well as the memes in the reveal videos), provide many opportunities for authentic interdisciplinary learning experiences. Getting time in one of the reveal videos, in which the results of a matchup are announced, appears to be a motivating factor for many students. Anna said, "My kids this year are super excited to participate in the art contests - they are engaged even outside of class. That is awesome." Becky said, "My students were determined

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to get into one of the reveal videos last year - they choreographed multiple dances to try to make it in and were not selected. This year, they've said they want to start as soon as the songs are announced because they want to make sure their dances are ready to submit and get them all polished up to try to get in again. I love how much they are already looking forward to Manie!"

Some teachers might see Manie Musicale as a chance to take a break from the formal structure of French class. Isabelle said, "It's nice to grade a break from grammar and vocab and let kids be kids and just have fun." However, teachers reported that Manie Musicale also increases students' proficiency. Engagement is important, but the goal of French classes and Manie Musicale is to help facilitate students' acquisition of French. Teachers reported that their students demonstrate they are learning and using French through their experiences with Manie Musicale. Students incorporate words they have learned from songs in writing or speaking activities. They get excited when they can understand the lyrics. Students learn a lot about culture from seeing the locations in videos, and the creators have carefully curated their choices, so they show a wide sample of songs from throughout the francophone world. Quinn said, "Students are naturally memorizing the language with their favorite songs, reading or listening to interviews, and using French to discuss their choices." Caroline said, "My students write about songs and complete a project for a song and the work they turn in is amazing, better than what they typically turn in because they love it so." Improved work comes along with increased engagement.

Student connection to authentic resources. Connecting students with authentic resources was once seen as a main objective of foreign language education. Authentic resources, our materials that are originally intended for a native-speaking audience, give students exposure to the kind of language that would find in the real world, and a glimpse into the culture of the place

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where the resource is produced. However, language teachers find that their students can struggle with authentic resources, especially when those students are at a lower level of proficiency. The sixteen songs that make up Manie Musicale each year are a great example of authentic resources. and the Manie Musicale community has found ways to scaffold the resources and make them accessible for students of all proficiency levels. Each music video is subtitled in French and English by the Manie team, which ensures that even the newest French learner can understand the lyrics while also absorbing the images that represent francophone culture and hearing a native speaker.

Teachers mentioned that Manie Musicale acts as a gateway for students' access to other authentic materials. Olivia said, "Very few of them would listen to French music on their own. So they get to hear native speakers and see such a variety of cultures in the videos. They also are exposed to authentic resources when they check out the artists' social media, which is of high interest." Olivia's comment demonstrates that students often need to be led to the resource and walked through it to find a way to keep learning on their own, which is what the students do when they seek out the singers' social media or find other songs by the same artists. Quinn mentioned that the repetition that happens through Manie (students may listen to the winning song a dozen times or more by the end of the contest) ensures that "students are naturally memorizing the language with their favorite songs." Eliza noted that her students become involved in the lives of the artists and are eager to share "drama about them" with her classes. Becky agreed, saying, "They spend time listening to authentic French artists from so many countries and cultures on their own time and it only increases their cultural and linguistic competencies. I've seen them reading news articles about their favorite artists in French because the info isn't available in English, but they love the artist so they're willing to push themselves to

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read in French.”

Bob mentioned that his students have visited authentic travel videos and vlogs to learn more about the places that are featured in the music videos. Isabelle said, “Students love looking at the stats on YouTube (subscribers, video views) and I think it is really interesting to them that these are actual artists and not just things invented for pedagogical purposes.” Through experiences like this, students really start to understand that their learning has a real-world connection. Other real-world connections happen when students can use the Manie experience to interact with French speakers in real life. Katherine described how her students sang one of the songs with visiting French exchange students which made them feel “validated and special.”

One of the most exciting parts of Manie Musicale for both teachers and students is also the ultimate authentic resource—direct interactions with the artists. Over the years, several of the artists have live-streamed concerts for the students. Many of the artists have made videos for Manie students and interacted with them on social media and in the comments of their YouTube posts. Gemma said, “When the artists make personalized videos, it is amazing to be able to share those with the students. I have been amazed over the years how many of the chosen artists have gone out of their way to send a video to the Manie group.” Marie noted, “I’ve had students reach out to the artists and get responses - in some cases, that’s the first native speaker they’ve ever communicated with and that gives them a big confidence boost.” Sometimes the in-class instruction and the direct interactions with artists can overlap in funny ways. Vanessa described a time when one of her students sent Nassi, one of the musicians, a DM “in the middle of class, even though he wasn’t supposed to have his phone out at the time, and when Nassi sent him a quick message back right away, he jumped up and interrupted the lesson because he was so excited, as were we all. The lesson took a different turn at that point.” At times, the real-life

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aspect of Manie Musicale can create extremely durable memories for students that are far more impactful than simply following a lesson plan. Every single teacher who responded to the questionnaire shared examples and stories of how Manie Musicale increased their students' engagement, community, and connection with authentic French resources.

Teacher Benefits of Manie Musicale

The second research question relates to how teachers related to Manie Musicale. Once again, the respondents had many positive things to say about how Manie Musicale increased their sense of community, their engagement, and their connection to authentic resources. While Manie Musicale provides benefits for the student participants, clearly the teachers retain Manie Musicale as part of their curriculum because it has benefits for teachers as well.

Teacher community. When the research questions were initially conceived, the question of teacher community was intended to elicit responses on how teachers expanded their community with other teachers. While that element of the teacher community appeared in the responses, and many teachers talked about the benefits for singleton teachers, the respondents also commented frequently on how Manie Musicale improved their relationships with their students.

At the secondary level, many teachers have colleagues in the building who teach the same subject. More than two-thirds of the participants of this research study are singletons, or the only French teachers at their school. Teachers who do not have a readily accessible community of peers in the school often have to turn to other sources to find a professional learning community. The Manie Musicale Facebook group is one of many online communities for teachers. This group was founded specifically to support teachers who are using Manie Musicale with their students. The responses to the question "If you have participated in the Manie

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Musicale Teachers Facebook group, why did you start participating and how has your participation in the group affected your sense of community?” fell into two general categories: resource sharing and emotional support.

Many of the teachers came to the Facebook group so they could benefit from the shared resources. Several of the teachers said that they joined the group to figure out what Manie Musicale was all about, so they would have access to the resources, and to register and implement Manie Musicale in their classrooms. The founders of Manie Musicale, Stephanie Carbonneau and Michelle Fournier have stipulated that the materials created for Manie Musicale should be shared. Other than tangible items like sweatshirts and stickers, these materials are generally shared free of charge. Whitney noted that “the amount of resources shared is unbelievable.” Quinn mentioned that the shared resources help her “feel creative.” Nora said, “It’s helpful to read and see what others are doing with the materials and lessons.” Many of the participants teach a lot of different classes, and preparing for that many different classes can be a burden. Diana said, “The resources are amazing! Such a time saver!”

The shared resources and operational instructions are why many teachers initially joined the Manie Musicale Facebook group, but the community is why they stayed. Becky noted the bond between the teachers. She said, “The enthusiasm and openness of the teachers, the willingness to share ideas and resources, has really created a bond and a sense of camaraderie. It feels like we are all in this together, bringing this experience to our students the best we can and helping each other fight for French education through an amazing common project.” The conversations in the group can get quite heated when teachers feel strongly about a particular artist. Caroline said, “I also enjoy the sense of anticipation and excitement about the competition

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that comes with it.” Eliza said, “We joke and laugh a lot” and Penelope sums up the result for many of the participants: “It feels much more personal in the FB group. Like we’re friends.”

The singleton teachers were quite vocal about the benefits of the Manie Musicale Facebook group in helping them feel less alone. Anna said, “I participate because I learned it existed. It is less isolating.” Bob remarked, “I feel more connected to other French teachers. It helped when I was at a school as the sole French teacher.” Gemma said, “I joined the group from the very beginning because I’ve always been one of the only French teachers at my school. It can be isolating, and I love working with my online colleagues to get students excited about French.” Laura said, “Being the only French teacher at my school, it helps me to feel a part of a shared experience.” Whitney said, “It is so nice to feel a sense of belonging since I am usually on an island by myself.” Gemma said, “I think they’re in general it is difficult to find a community of French teachers as opposed to something like Spanish teacher. There is collaboration, but also an opportunity to interact with current cultural products without having to create everything yourself as a teacher. Manie Musicale has provided professional partnerships, which allow for listening activities, reading activities, and speaking activities to keep students engaged. Teachers build off one another.” Manie Musicale benefits teachers, especially those who are the only French teachers in their building, by providing this virtual community that can support teachers who do not have French teacher colleagues in their schools.

Some of the most touching stories came from teachers who had personal benefits from the Manie Musicale community. Several teachers mentioned having the chance to meet members of the community, including Marie, who met founder Stephanie Carbonneau at a conference. Several teachers mentioned the AATF conference in Trois Rivières, where a Manie Musicale teacher meet-up took place. Tessa, whose daughters took French at other schools, said, “My

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daughters both took French in middle and high school and when their teachers participated it was another point of connection. We'd talk about our favorite songs at dinner time, give our opinions." Isabelle mentioned that she doesn't have friends in real life. She said that "reading posts on groups is almost like socializing." Olivia found support in the group for challenges in her personal life, saying, "I started participating to get ideas. When my husband had cancer last year it was the only way I survived!" Similarly, Ursula, who was undergoing treatment for a medical condition, felt the benefits of the Manie Musicale community so strongly that she timed her return to school to coincide with the start of the competition. Remarkably, a group created to help teachers run a virtual music contest with their students has benefitted some of the teachers in very personal ways.

One surprising finding is how many teachers indicated that Manie Musicale deepened their relationship with their students. Six of the teachers mentioned that their students ask them when Manie is going to start, some as soon as the first day of school. Teachers and students create a bond over Manie Musicale. Vanessa said, "I've seen my first-year students have a sense of bonding near the end of Manie each year that carries into 2nd year and beyond as they reminisce about years past and look forward to the new Manie. Penelope shared a story that highlights how Manie helps bond students and teachers: "I am at a new school. This school has not participated in MM before. However, my 3 move in students (from 3 different schools) all have done MM before, so it was an instant connection for them and me. I feel like we're 'in' on something and cannot wait to share it with the rest of the class!" Teachers want to create community with their students but sometimes lack an authentic source of connection with those students. For the participants in this research study, Manie Musicale provided a real-life connection to help them build relationships with their students.

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Teacher engagement. The questionnaire asked teachers “What are some examples of how participating in Manie Musicale has increased your engagement/excitement for teaching French?” Some of the teachers mentioned that they enjoyed trying new websites that they were introduced to from the Facebook group, or that they were happy to have access to high-quality lessons prepared by someone else. A couple of teachers loved being able to teach with music that had been screened for appropriateness. The surprising finding is that 21 of the 28 teachers (see Table 1) commented in some way that what increased their engagement was how excited their students became by learning through Manie Musicale.

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Table 1*Student Engagement Driving Teacher Engagement*

Teacher Name	Quote
Adam	“Students asking about what lyrics mean, begging to hear more French music. It grabs their curiosity.”
Becky	“Every year I make a huge bulletin board bracket for Manie Musicale and it just gets the kids so excited that I actually look forward to making it. I created a whole unit on music and how to talk about music that has incorporated structure I always had a hard time teaching and the kids latched onto it because it gave them time to just talk about music instead of “having class” - they’re learning while thinking they’re just having fun, which just inspires me to create more lessons and units in the same way.”
Caroline	“Kids are so excited to see who wins, there’s screaming (the good kind) in the classroom. My students write about songs and complete a project for a song and the work they turn in is amazing, better than what they typically turn in because they love it so.”
Diana	“My students love watching the videos and even found artists they like to listen in their free time.”
Flora	“Having high student interest and engagement.”
Gemma	“Students love comparing French/ francophone artists to American artists. I love hearing students sing along or adding the music to their own playlists. I also love being able to have something current and “real” to discuss with students in the target language.”
Heather	“Students have learned useful vocabulary and culture from the songs that they likely wouldn’t have encountered.”
Isabelle	“It’s nice to grade a break from grammar and vocab and let kids be kids and just have fun.”
Joanne	“I looked forward to teaching every day that we were participating because the students were excited.”
Katherine	“I get excited to see the reactions of votes and how students respond to videos or lyrics. It’s fun to see how students get so emotional about their favorite songs advancing (or not) and seeing them sing along is a win.”

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Teacher Name	Quote
Laura	"I have had students who graduated email me the next year to ask for the Manie playlist - it makes me smile that they might not be taking French anymore but still feel connected."
Marie	"As a teacher, MM offers me the chance to share music and do activities that students enjoy. Their enthusiasm inspires me and reinvigorates my love of teaching."
Olivia	"I was once in the video when Gims lost and everyone screamed. They loved it. Many of the kids have playlists of Mannie or participate with me even when they are in college."
Penelope	"I look forward to March every year! It also helps unite my classes across levels."
Quinn	"I've been exposed to new ideas, new music, new pedagogical approaches, and student enthusiasm is palpable. There's nothing like seeing a real-world use of the language in something like this!"
Rose	"Seeing the kids' excitement did the same for me!"
Tessa	"And the students generally enjoy it!"
Vanessa	"I've always taught with music, but the participation in a contest with students world-wide is very exciting for me and for my students. The most exciting part for me is seeing the students become interested and invested in French artists. The level of engagement during Manie is amazing!"
Whitney	"I love that the singers are from the francophone world. I use the lyrics as authentic reading activities. I use the chat mats to get the students speaking. I love seeing the students do the Smashdoodle art. They are so creative. One year I had a perfect bracket, so the students thought I was pretty cool because I did do well."
Yvonne	"It has been great to have music in class, everyone loves it!"
Zoe	"Because my students are passionate about Manie Musicale, it has made teaching more rewarding and enjoyable."

When students showed excitement for Manie Musicale, the teachers were also excited.

Teacher engagement appears to be highly related to student engagement. The respondents

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appeared to want to provide activities for their students where they can improve their level of French comprehension and broaden their understanding of the francophone world in a way that is interesting and exciting for the students.

Teacher connection to authentic resources. Another assumption of the research questions is that teachers would benefit from a connection to authentic resources. Many teachers commented on their connections to musicians, especially Le FloFranco and GIMS, who teachers mentioned seeing in concert with other teachers from Manie Musicale. However, what was more interesting than teachers' connection to authentic resources was teachers' motivation for contributing shared resources with other teachers. While most of the participants in the research study also participated in the Facebook group, a minority of teachers contributed to the shared resources. Resources are generally added to a shared Google Drive, and the teachers who share the resources often post in the Facebook group as well, alerting teachers that they are available and explaining how they are intended to be used. Engagement theory is an examination of virtual learners (Kearsley & Shneiderman, 1998), and the "donate" phase, in which learners share materials that they have created, is the final step in engaging learners. Although Kearsley and Shneiderman's work centers on students, the teachers who contribute resources show very high levels of engagement (see Table 2).

Table 2

Why Teachers Share Resources

Teacher Name	Quote
Bob	"It has increased my confidence in sharing materials."
Becky	"Just the open spirit and generosity of everyone in the group, their materials have so helped me, especially the first year I started, so I felt like anything I made, I should share too, especially if it helped another teacher in any way!"

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Eliza	“I spent a year using materials and then wanted to give back so I contributed.”
Teacher Name	Quote
Flora	“I have shared my escape games and gotten positive reactions”
Gemma	“I feel like I get so much out of the group that I want to also contribute something. I have made a scavenger hunt before. Sometimes it has even been just taking an activity that someone else has made about putting it into a different format. I know that different people have access to different materials and it’s nice to have a variety of instructional modes.”
Marie	“I wanted to share my ideas and also give back since I take as well. This also lends to materials which I can use throughout the school year. Also, these ideas help with other aspects of teaching French.”
Olivia	“I was so thankful for the community. They helped me and I wanted to give back.”
Penelope	“To give back. I made a chorus video one year because my kids requested it. I also submitted the Stephane Legar acceptance video in 2020 to YouTube, but sadly I’m afraid it’s lost due to me changing schools.”
Ursula	“I share because the group is so generous and I want to contribute.”
Whitney	“I shared information that my friend from Morocco gave me about the song, Rifia by Nassi. I shared, with her permission, because I thought the cultural background would be beneficial for the students to know.”

Some teachers contribute because they have created a resource or they have some information that they think could benefit someone else, but most teachers who contribute do so because they have relationships in the Manie Musicale community and want to give back to an organization that has benefitted them and their students.

Reliability and Validity

In this research study, reliability and validity were established to ensure that the study measured what it intended to measure. The results of this study could be reproduced under

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similar conditions. Four components of reliability and validity that were controlled for in this study include credibility, dependability, transferability, and trustworthiness (Korstjens & Moser, 2018).

Credibility

The objective of this study was to collect the perspectives of teachers who have participated in Manie Musicale. By structuring the questionnaire with open-ended questions, each respondent had the opportunity to give a different perspective. The data was collected by a Google Form and uploaded directly to a Google Sheet, so the participants' responses accurately reflect their answers. This researcher-created instrument was validated by four SMEs, each of whom gave feedback on the instrument. The questions were written to correspond closely to the two research questions.

Dependability

Dependability refers to how consistent a study is (Korstjens & Moser, 2018). This study meets the parameters of basic qualitative design. The study is a thematic analysis, also meets the accepted definition of a thematic analysis, using Clarke and Braun's 6-step framework (2013). The nature of this study, in which participants in Manie Musicale recall their own experiences, is a project where the results could vary. Each participant had different experiences with Manie Musicale and gave different examples. Before posting the research study it was determined that 15 to 20 participants would be enough to achieve saturation. While it appears that 15 to 20 participants would have been enough to achieve saturation, 28 participants completed the questionnaire.

A saturation table was created, and the responses were analyzed visually. Research quickly revealed major themes in the responses, including connection to artists, development of

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independent learners, the benefits of music, global and multicultural connections, interdisciplinary learning, development of proficiency skills, connections to previous years, and real-life connections that are made through Manie Musicale. These themes related to either or both research questions.

Transferability

Manie Musicale is a specific situation for French learners and French teachers, but one of the goals of the study is to see if the principles established in Manie Musicale relating to community, engagement, and authentic materials could be transferred to other situations. While Manie Musicale is currently one of the only events for its size for French learners, the data could be transferred to other foreign languages, other situations where there teaching takes place in the classroom but connection to other learners and teachers also happens in a virtual or online space, or to other activities for French learners. Readers can evaluate how Manie Musicale establishes community and engagement, and how it uses authentic materials and apply it to other situations.

Trustworthiness

Trustworthiness refers to whether different researchers, using the same procedure, would find the same results. In this case, the questions in the questionnaire were constructed in a way that they directly corresponded to the research questions, which meant that the responses were easy to categorize. In terms of major emerging themes, neutrality was maintained by reading all the responses, taking notes on the responses, making an initial summary of emerging themes, and then taking a break. After several days, the data was read again, and the themes were confirmed or revised. This break was essential to maintain neutrality. Some of the themes that emerged, including the importance of building relationships with the artists, were evident from the very

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beginning. Others, including the way that teachers' engagement was usually driven by student engagement, came about after several days of thinking about the data.

Chapter Summary

This basic qualitative research study explored the perceptions of teachers related to Manie Musicale. Twenty-eight teachers submitted a questionnaire exploring how they and their students found community, engagement, and connection to authentic materials through Manie Musicale. In response to the first research question, "How do teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement, and connection to authentic French resources?", teachers noted that students appeared to benefit from the nature of the competition uniting classes, from expanded opportunities to use French in real-world situations, and from highly engaging content, especially from interactions with the artists whose work is featured in Manie Musicale. In response to the second research question, "How do teachers participating in Manie Musicale perceive that they benefit from community, engagement, and connection to authentic French resources?", teachers frequently noted that the online community was a great source of support, especially when they were the only French teachers at their schools, that student engagement often drove teacher engagement, and that teachers who contributed resources often wanted to do so to give back to the community that had supported them. These findings may help teachers, administrators, and curriculum specialists to try to replicate some of the identified successes of Manie Musicale in other learning situations.

Chapter 5: Discussion and Conclusions

The purpose of this basic qualitative research was to explore how secondary French teachers in the United States participating in Manie Musicale perceived that they and their students benefitted from community, engagement, and connection to authentic French resources. Key research questions focused on the perceptions of teachers participating in Manie Musicale regarding how French learners and teachers find community and engagement and connect to authentic French resources. The study aimed to provide recommendations for future opportunities for French teachers to build community and to create engaging events where students could use French in the real world.

Research Question 1 explored how teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement, and connection to authentic French resources. Data analysis for Research Question 1 revealed the themes of using French in real-world situations and using highly engaging content and the sub-themes of competition uniting classes and students benefitting from interactions with the artists whose work is featured in Manie Musicale.

Research Question 2 explored how teachers participating in Manie Musicale perceive that they benefit from community, engagement, and connection to authentic French resources. Data analysis for Research Question 2 revealed the themes of a supportive online teacher community and student engagement as a driving factor for teacher engagement. It also revealed the subthemes of singleton teachers needing extra support and of teachers feeling the responsibility to contribute and give back to a supportive community.

This study comprised 28 secondary French teachers from the United States who had already used Manie Musicale for at least one complete cycle. A basic qualitative design utilized a

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questionnaire to gain insight from the teachers' experiences. The following sections present the findings, interpretations, and conclusions of the study organized by research question. Each research question will be explored, referencing previous literature and in the context of the theoretical framework. Limitations of the study will be explored. Recommendations for future research, adjustments to Manie Musicale, for expanding the French teacher community, and other authentic French learner events will be presented. Finally, leadership implications and a summary will conclude the findings.

Findings, Interpretations, and Conclusions

This study led to two significant findings related to student engagement and two significant findings related to teacher engagement. In terms of student engagement, Manie Musicale benefits students by providing real-world opportunities to use French and a subject matter many students are interested in. In terms of teacher engagement, Manie Musicale benefits teachers by providing a supportive community for teachers and by increasing teachers' levels of engagement as their students are engaged. These findings, along with findings related to interactions with artists and giving back to the community, can be explored in the context of current literature and the theoretical framework.

Findings in Context of Theoretical Framework

The critical framework for this study was based on two theories, Kearsley and Shneiderman's engagement theory (1998) and Krashen's monitor model theory (1985). Engagement theory focuses on the idea that those working in technology-based learning environments must be engaged in meaningful interaction and worthwhile tasks. Kearsley and Shneiderman coined the phrase "relate-create-donate" to describe the optimal process for engagement in a technology-based environment, in which participants first undergo a shared

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experience, then apply what they have learned through an activity, then share that product with others (Kearsley & Shneiderman, 1998).

Student participants in Manie Musicale have some opportunities to connect with students across the world. For each matchup in the tournament, teacher volunteers create videos highlighting the two artists whose songs compete. Student participants submit memes, artwork, and dances for the reveal videos, and it has the potential to be seen by hundreds of thousands of other French learners. This student work embodies all three aspects of engagement theory. Students also have many opportunities to engage in one or two aspects of the “relate-create-donate” process by finding an artist’s work on social media and commenting, or by attending live videos with other participants in Manie Musicale. While students are connecting with other students in a technology-based environment in a more limited way, it appears that Manie Musicale does more to promote in-person connections among students in the same school.

By contrast, teachers participating in Manie Musicale interact with other teacher participants primarily in a technology-based environment. While engagement theory as envisioned by Kearsley and Shneiderman applies to students, the principles of engagement through the “relate-create-donate” process applies even better to teacher participants in Manie Musicale. While student participants in Manie Musicale often have peers in an actual classroom, it is the teachers who connect with peers remotely, which mirrors the technology-based environment described by Kearsley and Shneiderman. The Manie Musicale Teachers Facebook Group provides a supportive online community that facilitates teacher engagement. In an online learning situation, students are often required to create a product that shows what they have learned, and sometimes they are also required to share that product with other students. Teachers can choose to create resources and share them with other teachers, but they are not obligated to

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do so. Although less than half of the study participants shared resources with other teachers, all of those who shared resources felt that it was a positive experience for them and many cited that they did so to give back to the community. It appears that in the context of Manie Musicale, engagement theory relates more to research question 2, and to how teachers find engagement by connecting with other teachers remotely than it does to students.

Monitor model theory is the foundational theory behind Comprehensible Input or the idea that language learners can acquire a second language much in the same way that they acquired their first (Krashen, 1981). While Manie Musicale looks different in each classroom, most of the materials shared make the songs, which are authentic materials, comprehensible for students. This often involves simplifying texts or providing translations. The complexity of instruction should be just beyond the learner's current level of syntax (Krashen, 1981). Students are very engaged by the subject matter of Manie Musicale, and they can use French to learn more about something they are interested in, francophone music. Teachers adapt the shared resources so they fit the proficiency needs of their students so the instruction should be simple, communicative, and concerned with what is happening in the here and now.

Findings Related to Current Literature

The findings of this study generally support the peer-reviewed literature explored in Chapter 2. The current study can be explored considering *teacher engagement, teacher relationships, benefits of the creation process, the importance of donating/sharing resources, student engagement, student relationships, benefits of engaging instruction, the French foreign language learner community in the United States, learning French language and culture through music, and creating lifelong learners with popular music videos*.

Participants in the current study were eager to share their perspectives on teacher

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engagement. While the research supports the idea that engagement for teachers is correlated with student success (Love et al., 2020). It was surprising to find how much student engagement was a driving factor in teacher engagement. When students are engaged, teachers are also excited and enthusiastic. Teachers were especially engaged in Manie Musicale because their students were excited about the subject matter.

Another factor driving teacher engagement in Manie Musicale is the relationships that teachers make with other teachers through the Manie Musicale Teachers Facebook Group. French teachers are often singletons (Klatt et al., 2022) and have few opportunities for teacher engagement (Landrevic, 2022). The Facebook group provides teachers the opportunity to collaborate and chat with other French teachers. One of the study participants noted that she had very few friends in real life, so friends in the Facebook group filled that role for her. Another study participant talked about how the support she got through the Facebook group helped her through the death of her husband. While the Facebook group functions as a community to support teachers with teaching Manie Musicale, it obviously can go beyond filling that role for some teachers.

Engagement theory (Kearsley & Shneiderman, 1998) discusses the benefits of the “relate/create/donate” process for teachers and students in technology-based environments. This study found that the process benefits teachers in Manie Musicale, who are also the people who interact most frequently with others in a technology-based environment. Since students in Manie Musicale work primarily with other students in their school and classroom, the create/donate phases of the process are not employed to the same degree for the typical student, although some students do create and donate materials that are shared with a large audience.

While student engagement is a popular topic of scholarly research, student engagement

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for foreign learners has not been fully explored (Dincer et al., 2019). Student engagement among French learners in the United States has not been studied, Engagement is especially important in the language learning classroom because students are required to use and interact in L2 (Hiver et al., 2021). Study participants report that their students show high levels of engagement during Manie Musicale. Students who have previously participated in Manie Musicale want to know when it will start again. They often want to talk about what they learned independently about a particular musician or song, which shows that they are taking their French learning outside the classroom. Many teachers reported spontaneous singing and commented that the gamification of the songs, using the tournament format, increases engagement because students want to see their favorite musicians win.

Students create community with their class, with other French learners in their school, and with other French speakers through their participation in Manie Musicale. Classroom environments where students feel positive emotions will absorb more input and experience broader language learning (Dewaele & Li, 2021). Material related to Manie Musicale is available for students on multiple social platforms, including YouTube, Instagram, and Flipgrid. Students' access to these platforms increases engagement as it extends the learning experience beyond the classroom in a way that students enjoy and feel comfortable navigating (Andujar et al., 2020). One of the ways that students engage in language learner classrooms is by creating a class community (Hiver et al., 2021) and the music of Manie Musicale can provide a shared experience by which students create a community. Students who were not friends came together to bond over songs. Study participants were especially excited when students could use French to talk about their favorite and least favorite songs. Study participants reported that their students

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were bonding with exchange students, with French learners from other schools, and with other French learners through the reveal videos.

While second language learning is a popular topic of scholarly research, much of the research that has been done explores English language learners (Oakes & Howard, 2022). The obstacles to learning French as a language, or to learning about French culture were not explored in the context of this study. There is relatively little research about learning French, especially in the United States, and no existing research about Manie Musicale. Challenges explored in this study relate mainly to the benefits that Manie Musicale provides in supplying a community for teachers and students.

One additional area of study was how students learn language and culture through music. Students learn cultural competencies through music (Bedesova, 2021). Music videos give students a view of the culture of the language they are learning (Isnaini & Aminatun, 2021). Music is an authentic resource that allows students to hear native speakers (Degrave, 2019). The videos are presented in context and with support so that students can understand them. Through watching videos, students learn a language, a culture, social life, and body language (Dincer & Dariyemez, 2020). Student participants in Manie Musicale broadened their viewpoints of French culture because the videos were chosen to represent a broad francophone experience. As of 2023, all the Manie Musicale winners have been Black, and teachers mentioned that it was beneficial for Black students to see Black people speaking French.

Manie Musicale benefits both students and teachers by providing an engaging venue where students can connect with each other and with authentic resources. Teachers benefit from student engagement, from creating and sharing resources, and from making connections with other teacher participants. Manie Musicale helps students learn French by providing an

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atmosphere where students get energized by the competition and push themselves to learn more both inside and outside the classroom by focusing on a topic that most students enjoy.

Limitations

Qualitative research studies, by their very nature, have limitations because they rely on the point of view of the researcher to interpret data and make sense of participant experiences (Muzari, 2022). This research project explicitly concerns the subject of engagement, and the researcher's role in qualitative research is increasingly being seen as one of reflexive engagement (Correa et al., 2023). When a self-aware qualitative researcher is situated in the research process, that level of interest and engagement can be a strength rather than a weakness due to a lack of objectivity (Correa et al., 2023). The use of voluntary response sampling may be considered a limitation because it requires participants to voluntarily opt into the research and does not ensure that a representative group reflection of the entire population is achieved. Since the goal was to explore teachers' perceptions of some teachers regarding community, engagement, and connection to authentic resources, representative sampling was not necessary. Researcher bias was mitigated using reflective journaling practices and employing coding software to identify and organize data.

The current study is limited to the results of a questionnaire completed by 28 teacher participants. Several thousand teachers participate in Manie Musicale. Although many of the responses of these teachers were similar, if the study had more participants, there would be more evidence for the benefits of Manie Musicale on teacher and student engagement. Since the questionnaire included only nine open-ended questions, and there was no opportunity to ask follow-up questions, there are some areas where responses could have had more clarification, or where additional questions could be asked to further explore all aspects of the literature review.

Dependability

Fifteen to 20 participants were recommended to achieve saturation, which was exceeded with the 28 teachers who participated in the study. The data was collected according to the research proposal, although more participants completed the questionnaire than originally intended. Dependability refers to how consistent a study is (Korstjens & Moser, 2018). The nature of this study, in which participants in Manie Musicale recalled their own experiences, is a project where the results could vary. Questions were created to elicit narrative responses, which means the results could vary depending on who participates in the survey. Therefore, to establish reliability, enough participants were included to achieve saturation. Saturation occurs when the researcher sees the same ideas, opinions, and themes throughout the responses (Guest et al., 2020). Twenty-eight participants were included in the initial phase of the study, and no new themes or information was occurring at that point.

Credibility

The objective of this study was to collect the perspectives of teachers who have participated in Manie Musicale. The limitations of this study's credibility are that the teachers were interviewed in December and were recruited from the Manie Musicale Facebook Group. Teachers who are visiting the Manie Musicale Facebook Group in December, which is not during the typical Manie Musicale cycle, are likely to be there because they have strong connections with others in the Facebook group. Therefore, if teachers had been recruited at a different time of year or in a different location, the sample of teachers may have been less connected to the other teachers in the Manie Musicale Facebook Group.

Trustworthiness

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Trustworthiness refers to whether different researchers, using the same procedure, would find the same results. In this case, the questions in the questionnaire were constructed in a way that they directly corresponded to the research questions, which meant that the responses were easy to categorize. The questions also already assumed that the participants would consider Manie Musicale beneficial for themselves and/or their students, which was a necessary assumption based on how participants were recruited. In terms of major emerging themes, neutrality was maintained by reading all the responses, taking notes on the responses, making an initial summary of emerging themes, and then taking a break. After several days, the data was read again, and the themes were confirmed or revised. This break was essential to maintain neutrality.

This study explores the benefits of Manie Musicale for French students and teachers in terms of engagement, community, and connection to authentic resources. Manie Musicale is a unique event for French teachers and learners because of its size, with hundreds of thousands of student participants. It is also unique because students who learn in a classroom can connect with learners around the world and with artists. Despite these unique factors, the information here can be transferred to other situations. The sense of community that is created by participating in an activity with many other students can be applied to any activity that includes many students. The teacher community that is created for singleton teachers can be replicated for any group of teachers who are singletons. The use of music and connection to musicians can be applied to other subject areas. The knowledge gained about French learners and teachers in the context of Manie Musicale can be applied to French learners and teachers in the United States in other contexts, as well.

Recommendations

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This is the first academic study on the topic of Manie Musicale, so there are many opportunities to engage in future research on Manie Musicale. There is also a dearth of scholarly research on French language learners and French language teachers in the United States.

While the effects of engagement theory on students have been explored, the teacher participants in Manie Musicale show benefits from working together in a technology-based environment. Further research should be done on the role of engagement theory for teachers. Many of the teachers in Manie Musicale were singleton teachers and exploring the role of online learning communities for singleton teachers, and especially for singleton foreign language teachers, should be an area of future study. The voluntary nature of participating in the Manie Musicale Facebook group could also be explored. Teachers voluntarily opt-in to participate in the Manie Musicale Facebook group. By contrast, teachers are often required to attend PLCs and other meetings. It is possible that the voluntary nature of the Manie Musicale community provides more positive feelings than a mandatory PLC would provide.

The number of participants in Manie Musicale makes it an excellent subject for additional research. Future studies should explore the perceptions of elementary/DLI teachers in the United States, student participants, and members of the Manie Musicale leadership team. Teacher and student participants outside of the United States (particularly in Canada) could also be studied. While this study focuses on the benefits of Manie Musicale, it would also be interesting to gather the perceptions of teachers who chose not to participate in Manie Musicale in subsequent years to gather their perceptions of why it was not a good fit for them.

Additional research should explore enrollment numbers of French classes where Manie Musicale is used compared with those where it is not to see if participation in Manie Musicale influences student enrollment. Evaluating the artifacts related to Manie Musicale, including the

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Google Drive, the Facebook group, and the YouTube channel could be illuminating, particularly to see how the resources do or do not align with the ACTFL standards. Further research should explore the effects of Manie Musicale on student proficiency.

Finally, it would be interesting to delve into gender roles in French education. Twenty-six of the 28 French teachers who participated in the research were women. All the winners of Manie Musicale through 2023 have been men. It would be interesting to explore why a woman has never won Manie Musicale and why so many French teachers are women. These questions should also be explored in future research.

Implications for Leadership

One of the most significant findings of this study is that teachers benefit from having a community and opportunities to share within that community. The study also reveals that many French teachers are singletons, or the only French teachers in their schools, which does not provide them with a community of subject area teachers in their school. Many of the teachers in this study felt that the Manie Musicale Facebook Group provided them with a community, and that community came in many forms. For some teachers, the community was simply a way to talk about Manie Musicale. For others, it was important to share resources and discuss French teacher issues outside of Manie Musicale. Some teachers also found that their personal lives were supported by the Manie Musicale teachers' community. School leaders can ensure that all teachers, especially singletons, have access to a supportive community of subject area teachers, whether that community comes from other teachers in the school or school district, or elsewhere.

The founders and leadership team of Manie Musicale can also benefit from this study. Participants' responses suggest that the leadership team is on the right track in providing engaging experiences for students, and that student engagement contributes to teacher

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engagement. The shared resources also provide a meaningful way for some teachers to increase their feelings of connection with students. Furthermore, the efforts that the Manie Musicale team has made to highlight the global nature of the French language have the potential to broaden students' perspective of the francophone world concerning diversity and culture.

The American Association of Teachers of French (AATF) is the professional organization for French teachers in America. The results of this research study could be presented at their conference or published in *French Matters*, their associated journal. The small amount of demographic data collected for this study could add to the information about French teachers in America. The unique challenges faced by French teachers in the United States, particularly about community needs and lack of real-world experiences for French learners, could be studied at greater length.

Finally, at the school and district level, individual teachers and curriculum coordinators can use the results of this study to help justify why it is worth spending six weeks each year learning about Manie Musicale. Teachers and curriculum can also take the insights gained here about how Manie Musicale engages teachers and students and apply that insight to other French learning opportunities.

Conclusion

This basic qualitative study focused on two research questions to attempt to understand how Manie Musicale engages teachers and students by building community and using authentic resources. The first research question explored how teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement, and connection to authentic French resources. The second research question explored how teachers participating in Manie Musicale perceive that they benefit from

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community, engagement, and connection to authentic French resources. The results showed that Manie Musicale had many benefits for students, including students demonstrating contagious enthusiasm, increasing their opportunities for communicating with other French speakers, and broadening their view of the francophone learners' community and the francophone world. Teachers participating in Manie Musicale benefitted from their students' enthusiasm, relied on the Manie Musicale community for ideas, resources, and friendship, and enjoyed giving back to the community by sharing resources with other teachers.

Students who are engaged with the subject matter, and teachers who are engaged with their work, contribute positively to the learning environment. Additional quantitative and qualitative studies can also be done to explore French foreign language education in the United States and opportunities for singleton secondary teachers to find community and connection. Manie Musicale, which draws together thousands of teachers and hundreds of thousands of students through a francophone music tournament, provides a rich opportunity for future research.

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<https://doi.org/10.1016/j.system.2017.03.003>

Appendix A

Recruitment Letter

Section 1 of 6

Doctoral Research Survey- A Basic Qualitative Study of Engaging French Learners and Teachers through Manie Musicale

B *I* U  

Dear Manie Musicale Teachers:

My name is Shelah Miner, and I am a doctoral student at American College of Education. I want to let you know about an opportunity to participate in a dissertation research study. The purpose of this basic qualitative research is to explore how secondary French teachers in the United States participating in Manie Musicale perceive that they and their students benefit from community, engagement, and connection to authentic French resources.

Participant selection criteria:

- Secondary French foreign language teachers
- Teaching in the United States
- Have used Manie Musicale for at least one complete cycle
- Have read and signed the informed consent

Your participation in the study is entirely voluntary. If you wish to withdraw from the research at any time, you may do so by contacting me using the information below.

I may publish the results of this study; however, I will not use your name or any identifiable data you may provide. Your information will remain confidential. If you would like additional information about the study, please contact:

Doctoral Candidate: Shelah Miner

Email: shelah.miner3999@my.ace.edu

Phone: 801-428-7360

Chair: Dr. Françoise Bachelder

Email: francoise.bachelder@ace.edu

Thank you for considering participating in this study.

After section 1 Continue to next section

ENGAGEMENT THROUGH MANIE MUSICALE

Appendix B

Informed Consent

Section 3 of 6

Informed Consent

If you answered "no" to any of the previous questions, thank you for your interest in the study, but you do not meet the participant selection criteria.

If you answered "yes" to all of the previous questions, please read the following informed consent form and proceed to sign in the next section, if you wish to participate.

Prospective Research Participant: Please read this consent form carefully and ask as many questions as you would like before deciding whether you want to participate in this research study. You can ask questions at any time before, during, or after participation in this research.

Project Title: A Basic Qualitative Study of Engaging French Learners and Teachers through Manie Musicale

Researcher: Shelah Miner

Organization: American College of Education

Email: shelah.miner3999@my.ace.edu

Telephone: 801-428-7360

Date of IRB Approval: Please note that this research study has been approved by the American College of Education Internal Review Board. The IRB approved this study on December 8, 2023. A copy of this approval letter will be provided upon request.

Dissertation Chair: Dr. Françoise Bachelier

Organization and Position: American College of Education, Senior Core Faculty, Department of Learning and Teaching

Email: francoise.bachelier@ace.edu

Introduction: My name is Shelah Miner, and I am a doctoral candidate at American College of Education. I am doing research under the guidance and supervision of my chair, Dr. Françoise Bachelier. I will give you some information about the project and invite you to participate in this research. Before you decide you are welcome to speak with anyone about the research. If you would like to contact me or Dr. Bachelier, please use the contact information provided above. If you have questions later, please feel free to ask me then.

Purpose of the Research: The purpose of this basic qualitative research is to explore how secondary French teachers in the United States participating in Manie Musicale perceive that they and their students benefit from community, engagement and connection to authentic French resources. This qualitative research study will explore the perceptions of secondary French foreign language teachers in the United States who participate in Manie Musicale. You are being asked to participate in a research study that will assist in gathering these perceptions. Investigating the perceptions of Manie Musicale teacher participants could help teachers, curriculum specialists, and teacher educators develop other opportunities to engage French learners and to develop additional communities where French teachers learn from each other.

Research Design and Procedures: The study will use a qualitative methodology and a basic qualitative research design. Potential participants will complete a brief questionnaire to determine eligibility. 15 to 20 eligible participants will complete a researcher-created questionnaire comprised of demographic questions, and open-ended questions. Both the screening questionnaire and the research study questionnaire will be completed on Google Forms.

Participant Selection: You are being asked to take part in this research because of your experience as a teacher who uses Manie Musicale. Participant selection criteria: Secondary French foreign language teachers teaching in the United States who have used Manie Musicale for at least one complete cycle and have read and signed this informed consent.

Voluntary Participation: Your participation in this research is entirely voluntary. It is your choice whether to participate, and there will be no punitive repercussions.

Right to Refuse or Withdraw: Participation is voluntary. Any time you wish to end your participation in the research study, you may do so by sending me an email and explaining you are opting out of the study. There will be no repercussions for leaving the study.

Procedures: We are inviting you to participate in this research study. If you agree, you will be asked to complete a brief screening questionnaire. If you meet the participant criteria, you will be sent a second questionnaire with demographic questions and open-ended questions. The questions will explore your perspective on your participation in Manie Musicale as it relates to community, engagement, and connection to authentic French resources for both you and your students.

Duration: The screening questionnaire portion of the research study will take approximately 2 minutes to complete. The longer questionnaire will take approximately 30 minutes to an hour to complete.

Risks: If you feel uncomfortable talking about some of the topics, you do not have to answer all the questions if you do not wish to do so. You do not have to give any reason for not responding to any question.

Benefits: While there will be no direct financial benefit to you, your participation is likely to help us find out more about teachers' perceptions of Manie Musicale. The potential benefits of this study are to help French foreign language teachers find additional opportunities for creating community, engagement, and connection with authentic resources in addition to Manie Musicale.

Confidentiality: I will not share information about you or anything you say to anyone outside of the researcher. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant.

Sharing the Results: At the end of the research study, the results will be available for each participant.

Questions About the Study: If you have any questions, you can ask them at any point. If you wish to ask questions later, you may contact Shelah Miner. This research plan has been reviewed and approved by the Internal Review Board of American College of Education. This committee whose role is to make sure research participants are protected from harm. If you wish to ask questions of this group, please email IRB@ace.edu.

After section 3 Continue to next section

ENGAGEMENT THROUGH MANIE MUSICALE

Section 4 of 6

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in this research study. I have been provided with the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Signature *

Short answer text

Name *

Short answer text

Date *

Short answer text

After section 4 Continue to next section

ENGAGEMENT THROUGH MANIE MUSICALE

Appendix C**SME Field Test Invitation**

Dear _____,

My name is Shelah Miner, and I am a doctoral candidate at American College of Education. I am doing research under the guidance and supervision of my chair, Dr. Françoise Bachelder. I am writing to solicit feedback from you, a subject matter expert, on a researcher-created instrument. This instrument is a questionnaire comprised of demographic questions, Likert scale questions, and open-ended questions.

The purpose of this basic qualitative research is to explore how secondary French teachers in the United States participating in Manie Musicale perceive that they and their students benefit from community, engagement, and connection to authentic French resources. This qualitative research study will explore the perceptions of secondary French foreign language teachers in the United States who participate in Manie Musicale.

I am using Kearsley and Shneiderman's Engagement Theory (1998) and Krashen's monitor model theory (1985) as frameworks to explore the following research questions:

Research Question 1: How do teachers participating in Manie Musicale perceive that secondary French learners in the United States benefit from community, engagement and connection to authentic French resources?

Research Question 2: How do teachers participating in Manie Musicale perceive that they benefit from community, engagement and connection to authentic French resources?

If you are willing to help me, please examine the prospective questionnaire in the attached document. If you would like to suggest any changes, you can do so either by commenting on the document or commenting in a reply to this email.

ENGAGEMENT THROUGH MANIE MUSICALE

It would be helpful if I could get your response by Friday, August 11, 2023. If you are not able to give your feedback, please let me know at your earliest convenience so I can ask someone else.

Thank you so much,

Shelah Miner

Doctoral Candidate

American College of Education

Appendix D

Instrument SME

SO



To: Shelah Miner



Fri 8/4/2023 1:28 PM

Please be cautious

This email originated from outside of ACE organization

I really like the instrument as is. If I were using it myself, I would be interested in one more perception--If a teacher has contributed to the forum in the past, what was their motivation in doing so?

I would like to know what got teachers to add content and continue adding content. What go them to go from a non-contributor to a contributor?

This sounds like a great study. I am willing to be of assistance in any way I can.

You are awesome!!



...

AW



To: Shelah Miner



Tue 8/8/2023 8:30 PM

Please be cautious

This email originated from outside of ACE organization

I'm so excited you are doing this on Manie Musicale! This has saved me so many times and I'm so happy to answer these questions!

...



To: Shelah Miner

Wed 8/16/2023 12:34 PM



Please be cautious

This email originated from outside of ACE organization

Hi Shelah!

I've looked over the questionnaire, and I think it looks great! It's not too long — teachers won't be overwhelmed and this are likely to fill it out— and I think the questions are clear and useful. I like the opportunities for expansion in the open-ended questions. As a teacher, I can imagine finding meaning for myself in filling out the survey and would have the buy-in to want to learn more about your results.

Warmly,



ENGAGEMENT THROUGH MANIE MUSICALE



To: Shelah Miner



Sat 8/5/2023 1:30 PM

Please be cautious

This email originated from outside of ACE organization

Hi Shelah,

Sure! I've read through your email and document, and I thought it would be clearer to make a short video to respond. I hope that works okay for you! That's here:

<https://screenpal.com/watch/c0jhqQVkmfn>

11 minutes (I can talk when I get going, oops).

Let me know if you have questions or follow up! Or if that link doesn't let you view.



Appendix E

SME Field Test Validation

SO

[Redacted]

To: Shelah Miner

Sat 8/19/2023 6:19 PM

Please be cautious

This email originated from outside of ACE organization

I have reviewed the questions and I approve

[Redacted]

AW

[Redacted]

To: Shelah Miner

Sun 8/20/2023 11:39 AM

Please be cautious

This email originated from outside of ACE organization

Yes I have received it and approved it! Thx Shelah,

[Redacted]

...

ENGAGEMENT THROUGH MANIE MUSICALE

AR

To: Shelah Miner

Sun 8/20/2023 4:52 PM

**Please be cautious**

This email originated from outside of ACE organization

Lu et approuvé:)

Bon courage!!



NE

To: Shelah Miner

Mon 8/21/2023 11:54 AM

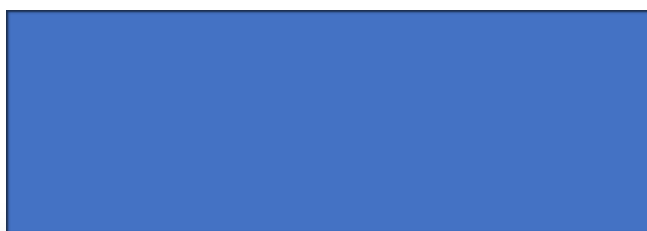
**Please be cautious**

This email originated from outside of ACE organization

Hi Shelah,

I have read your changes and reasoning and approve all of your decisions.

I cannot imagine only 10 weeks to collect data, transcribe, analyze, and write the findings! Yikes! Best to you on that intense time period and work & on your research overall.



ENGAGEMENT THROUGH MANIE MUSICALE

Appendix F

Facebook Group Permission Letter



Shelah Miner

To: scarbonneau@yorkschoools.org; michelle.fournier@falmouthschools.org









Mon 12/4/2023 4:40 PM



Miner Facebook Group Letter...

45 KB

Facebook Group Permission Letter

December 3, 2023

Michelle Fournier and Stephanie Carboneau, Administrators of Manie Musicale Teachers Facebook Group

Dear Ms. Fournier and Ms. Carboneau:

My name is Shelah Miner and I am a doctoral candidate at American College of Education (ACE) writing to request permission to recruit participants for my dissertation project from the Manie Musicale Teachers Facebook Group. This information will be used for my dissertation research related to A Basic Qualitative Study of Engaging French Learners and Teachers through Manie Musicale. The purpose of this basic qualitative research is to explore how secondary French teachers in the United States participating in Manie Musicale perceive that they and their students benefit from community, engagement, and connection to authentic French resources. This qualitative research study will explore the perceptions of secondary French foreign language teachers in the United States who participate in Manie Musicale. Investigating the perceptions of Manie Musicale teacher participants could help teachers, curriculum specialists, and teacher educators develop other opportunities to engage French learners and to develop additional communities where French teachers learn from each other.

The study will use a qualitative methodology and a basic qualitative research design. Potential participants will complete a brief questionnaire to determine eligibility. Fifteen to twenty eligible participants will complete a researcher-created questionnaire comprised of demographic questions, and open-ended questions. Both the screening questionnaire and the research study questionnaire will be completed on Google Forms.

Important Contacts for this study include:

Principal Investigator: Shelah Miner
 Email: shelah.miner3999@my.ace.edu
 Phone: 801-428-7360
 Chair: Dr. Françoise Bachelder
 Email: francoise.bachelder@ace.edu

Thank you for your attention to this issue and prompt response. I appreciate your time and consideration of my request. If either one of you will respond in writing to this request, I will have the permission I need to proceed.

Regards,

Shelah Miner

ENGAGEMENT THROUGH MANIE MUSICALE

Appendix G

Facebook Group Permission Approval

Facebook Group Permission Letter for Doctoral Research Project

Michelle Fournier <michelle.fournier@falmouthschools.org>
 To: Shelah Miner
 Cc: scarbonneau@yorkschoos.org
 Mon 12/4/2023 6:09 PM

Please be cautious
 This email originated from outside of ACE organization

Dear Ms. Miner,

You have my full support and permission. I look forward to reading the results of your research and hope you will share it with the Manie Musicale community when it is complete. Let us know if we can help in any way.

Vive la Manie Musicale!

Sincerely,
 Michelle Fournier

Madame Fournier
 Falmouth Middle School World Language Teacher
 Preferred pronouns: she, her, hers




Manie Musicale Teachers
 Private group · 8.1K members

Your community chats

Q & A session for teachers new
 Sarah: thank you very much · 1m

Discussion Featured **Members** Events Media Files

Members · 8,142
 New people and Pages who join this group will appear here. [Learn More](#)

Find a member

Shelah Mastny Miner
 French Language Teacher at Granite School District

Admins & moderators · 11

Manie Musicale Collaborative
 Admin

Stephanie Forgione Carbonneau
 Admin Group expert
 Middle School French Teacher at York Middle School

Michelle Fournier
 Admin Group expert

Add friend

Appendix H

Participant Screening Questionnaire Protocol

Section 2 of 6

Selection Criteria  

Please answer the following questions to confirm that you meet the participant selection criteria for the study.

Do you teach French as a foreign language (not immersion)?

☐ Yes

☐ No

Do you teach in the United States?

☐ Yes

☐ No

Do you teach at the secondary (middle or high school level)?

☐ Yes

☐ No

Have you participated in Manie Musicale before the 2024 competition?

☐ Yes

☐ No

After section 2 [Continue to next section](#) 

ENGAGEMENT THROUGH MANIE MUSICALE

Appendix I

Participant Questionnaire Protocol

Demographic Questions

Section 5 of 6

Demographic/Informational Questions

Description (optional)

What is your name? *

Short answer text

Email *

Short answer text

In what city/state do you teach? *

Short answer text

Do you teach at a middle school, a high school, or something else? *

Short answer text

What level(s) of French do you teach? *

Short answer text

Are you the only French teacher at your school? If not, how many other French teachers are there? *

Short answer text

How many years have you used Manie Musicale with your classes? *

Short answer text

Have you ever posted or commented on the Manie Musicale Facebook group? *

Short answer text

Have you ever contributed a resource to the Manie Musicale shared drive or Facebook Group? *

Short answer text

After section 5 Continue to next section

ENGAGEMENT THROUGH MANIE MUSICALE

Open-ended Questions

Section 6 of 6

Open-Ended Questions

Please be as thorough as you can in your response to these questions. Thanks!

Has participating in Manie Musicale increased your sense of community with other French teachers and if so, how?

Long answer text

If you have participated in the Manie Musicale Teachers Facebook group, why did you start participating and how has your participation in the group affected your sense of community?

Long answer text

Do you feel that participating in Manie Musicale has increased a sense of community for your French learners and if so, how?

Long answer text

What are some examples of how participating in Manie Musicale has increased your engagement/excitement for teaching French?

Long answer text

What are some examples of how participating in Manie Musicale has increased your students' engagement/excitement for learning French?

Long answer text

What are some examples of how Manie Musicale increases your students' connection to authentic French resources?

Long answer text

Which of the Manie Musicale materials do you use with your students?

Long answer text

If you have shared materials to the shared Google Drive, created YouTube videos or created other materials, why did you decide to start participating and what has been the result of sharing those materials?

Long answer text

Would you like to share any other stories or anecdotes related to your participation in Manie Musicale?

Long answer text

Appendix J

Manie Musicale Facebook Group Invitation Screenshot



Shelah Mastny Miner ▸ Manie Musicale Teachers

December 22, 2023 · 🌐



UPDATE- I GOT ALL OF THE RESPONSES I NEED! THANK YOU SO MUCH! I am removing the link but leaving the original post up for reference in case anyone needs to contact me.

Hi Manie Teachers- My name is Shelah and I am starting my fifth year of using Manie Musicale with my French students in Utah. I have loved my Manie Musicale experience so much that I decided to write my doctoral dissertation about it. If you would like to be involved in answering a questionnaire for the research, here is your official invitation and a link to the questionnaire! I hope to hear from many of you soon!

Dear Manie Musicale Teachers:

My name is Shelah Miner, and I am a doctoral student at American College of Education. I want to let you know about an opportunity to participate in a dissertation research study. The purpose of this basic qualitative research is to explore how secondary French teachers in the United States participating in Manie Musicale perceive that they and their students benefit from community, engagement, and connection to authentic French resources.

Participant selection criteria:

- Secondary French foreign language teachers
- Teaching in the United States
- Have used Manie Musicale for at least one complete cycle
- Have read and signed the informed consent

Your participation in the study is entirely voluntary. If you wish to withdraw from the research at any time, you may do so by contacting me using the information below.

I may publish the results of this study; however, I will not use your name or any identifiable data you may provide. Your information will remain confidential. If you would like additional information about the study, please contact:

Doctoral Candidate: Shelah Miner

Email: shelah.miner3999@my.ace.edu

Phone: 801-428-7360

Chair: Dr. Françoise Bachelder

Email: francoise.bachelder@ace.edu

If you meet the above criteria, are interested in participating in the study, and would like to be included in the participant pool, please use the link below to access, review, and accept the informed consent and access the questionnaire.



13 comments

[illegible]

ENGAGEMENT THROUGH MANIE MUSICALE

Appendix L

Internal Review Board (IRB) Approval from American College of Education



December 09, 2023

To : Shelah Miner
Françoise Bachelder, Dissertation Committee Chair

From : Institutional Review Board
American College of Education

Re: IRB Approval

"A Basic Qualitative Study of Engaging French Learners and Teachers through Manie Musicale"

The American College of Education IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration date for this IRB approval is one year from the date of review completion, December 09, 2024. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Candidates are prohibited from collecting data or interacting with participants if they are not actively enrolled in a dissertation sequence course (RES6521, RES6531, RES6541, RES6600, RES6651, RES6661, RES6302) and under the supervision of their dissertation chair.

Our best to you as you continue your studies.

Sincerely,

Erin Maurer
Assistant Chair, Institutional Review Board
American College of Education

