Past Tense-Aspect Teaching Study Qualitative Analysis Codebook

July 19, 2021

Structure

| NODE: general theme |  |
| --- | --- |
| Code1: specific theme | description |
| Code2: specific theme | description |

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# Node brainstorming

1. Instructors repeating overly simplistic pedagogical rules
   1. A code for each of Franzen’s overly simplistic explanations: 6
      1. **The imperfect describes emotional or mental activity**
         1. This is true only if the emotion or mental activity is ongoing or in progress at the moment focused on
      2. **The imperfect is used to express repeated or habitual past action**
      3. **Would + infinitive signals use of the imperfect**
      4. **Certain words and expressions are frequently associated with the preterit, others with the imperfect (trigger words)**
         1. A specific time: a + la(s) + hour
         2. A general time: por la manana
         3. A date: el martes
         4. A certain amount of time: por dos horas
      5. **Some verbs take on a special meaning in the preterit tense**
         1. The preterit of “meaning-change” verbs focuses on the beginning or end of the action or state just as it does with “normal” verbs
         2. In reality, the changes in meaning do not apply in all contexts
         3. Some researchers question the special meaning designation for these verbs
      6. **When two actions occur simultaneously in the past, the imperfect is used**
   2. Explanations that go beyond Franzen’s explanations
2. Tools/methods/approaches for teaching preterit-imperfect
   1. Sound/visuals/performance
   2. Acronyms/mnemonics
   3. Rules
   4. Story
   5. Powerpoints
   6. Conjugation charts/aids
   7. Connecting certain verbs to the preterit or imperfect
   8. Spoon feeding: teaching little by little; Differentiation based on course level
   9. Focusing on contexts of use
   10. (Conceptual) explanation
   11. Focus on input (quantity and quality)
   12. Ideas for improving teaching of pret-imp/ best practices/ best ways to learn
       1. If you could teach it however you want, how would you do it?
       2. How can students achieve advanced proficiency in this?
   13. Other tools/methods/approaches for teaching
3. Activities for learning preterit-imperfect
   1. Videos
   2. Reading text & noticing uses of pret/imp
   3. Conjugation/form practice
   4. Semantics/pragmatics practice: choose between pret/imp
   5. Fill in the blank/gaps
   6. Sentence writing
   7. Composition (of a narration)
   8. Spoken production
   9. Games
   10. Comics
   11. Activities from websites/textbook
   12. Worksheets
   13. Other activities
4. Feedback/evaluation of preterit-imperfect production
   1. Oral- explicit (“to correct”)
   2. Oral- implicit (recast)
   3. Written- explicit (“to correct”)
   4. Written- implicit (underlining, somehow marking without saying what issue is)
   5. Point assignment/deduction, grading (how doing, how part of pedagogy, not necessarily difficulties with)
   6. Varying gravity of errors (I would or wouldn’t mark this because more/less severe, “this doesn’t bother me as much,” “A native speaker wouldn’t care”)
   7. Peer feedback
   8. Difference between oral and written skills
5. Challenging aspects of learning/teaching: form
   1. Difficulty with learning regular conjugations
   2. Difficulty with learning irregular conjugations
   3. Pronunciation & orthography
   4. Confusion with metalinguistic terminology
6. Challenging aspects of learning/teaching: semantics-pragmatics
   1. Difficulty with learning when to use pret-imp-past progressive-other tenses
      1. Especially difficult with
         1. Ser & estar
         2. Impersonal expressions
      2. Abstractness of concept
      3. Overwhelming in paragraph, longer text with many tenses
   2. Difficulty with learning to consider the discourse/entire text (“story”) context
   3. Difficulty with understanding how viewpoint/speaker agency plays into; often no right or wrong answer
   4. Difficulty with learning changes in meaning of certain verbs in preterit
   5. Hard to teach/grade ambiguous cases (viewpoint/ speaker agency; too little context; often no right or wrong answer)
   6. Exceptions to rules, problems with pedagogical rules
   7. L1 transfer makes it difficult to learn if division doesn’t exist in L1
   8. Other difficulties (understanding meaning of verbs/vocabulary, etc)
7. Challenging aspects of teaching: teacher experience/affect/cognition
   1. Self-doubt about what is “correct,” what rules are
   2. Self-doubt with ability to explain (based on way learned (NS), linguistic knowledge, etc.)
   3. Insecurity based on NNS status
   4. Insecurity based on teacher experience
8. Challenging aspects of learning/teaching: pedagogy
   1. Difficult to explain use of pret-imp
   2. Limited time available to teach & review
   3. Materials limited (problems with textbook, other materials; too short of explanation, exercises lack context, grammar introduced too quickly, etc.)
   4. Order of instruction (problems because pret taught before imp)
   5. Difference between understanding & using in speech/writing
   6. Obligation to adhere to rules taught in class (examples, feedback, grading), even if it violates speaker intuition/what sounds right
   7. Obligation to teach/explain in a formulaic, explicit, straightforward manner
   8. Desire to not overwhelm or discourage students
      1. Too many rules
      2. Simplifying/restricting/avoiding certain examples
      3. Limiting feedback
   9. Variation in use in Spanish-speaking world; respecting heritage learners’ knowledge
   10. Grades & point assignment/deduction (students’ interest in exam scores, teachers’ need to make students notice things)
9. Big-picture learning objectives
   1. Developing communicative/interaction skills, fluency
   2. Developing speaker intuition, notion of what sounds right
   3. Getting students to learn subtleties independently/outside of class; being resourceful
10. Students showing a preference/reliance on a certain verb tense or linguistic resource to express past meaning
    1. Preterit
       1. Because taught first
       2. Because of L1 transfer
    2. Imperfect
       1. Because more regular morphology
       2. Because of sound
    3. Present
    4. Temporal adverbials
    5. Present perfect
11. What happens when the rules fail
    1. Saying “this sounds better”/ relying on intuition
    2. Telling students to ignore it

# Node 1: Pedagogical Rules (PR)

| Number | Code | Description |
| --- | --- | --- |
| 1 | PREMO | Instructors stating that “**The imperfect describes emotional or mental activity”** |
| 2 | PRRHA | Instructors stating that “**The imperfect is used to express repeated or habitual past action**” |
| 3 | PRWII | Instructors stating that “**Would + infinitive signals use of the imperfect**” |
| 4 | PRTGW | Instructors stating that “**Certain words and expressions are frequently associated with the preterit, others with the imperfect (trigger words)**” |
| 5 | PRSMP | Instructors stating that “**Some verbs take on a special meaning in the preterit tense**” |
| 6 | PRSAP | Instructors stating that “**When two actions occur simultaneously in the past, the imperfect is used**” |
| 7 | PROTH | **Other** explanations that go beyond Franzen’s explanations |

# Node 2: Tools/Methods/Approaches for Teaching (TM)

| Number | Code | Description |
| --- | --- | --- |
| 1 | TMSVP | Use of **sound/visuals/performance** (e.g., emphasizing the sound of the conjugations) |
| 2 | TMAMN | Use of **acronyms and/or mnemonics** (e.g., SYMBA CHEATED) |
| 3 | TMPRM | Mentioning that they use **pedagogical rules** to explain pret-imp (this isn’t the specific listing of a rule like in NODE 1, rather, it’s the general mention of teaching through a rule) |
| 4 | TMSST | Use of a **story, storytelling** (e.g, “I presented them with a story”) |
| 5 | TMPSP | Use of **powerpoints/slides/presentations** |
| 6 | TMCCA | Use of **conjugation charts** or aids for conjugations |
| 7 | TMCVM | Explicitly stating that they tell learners that **certain verbs** are used more/less in the preterit or imperfect (e.g., tener used more in imperfect) |
| 8 | TMSFD | Mentioning that they teach the structure little by little (**spoon feeding**) and/or that they **differentiate** instruction based on course level. |
| 9 | TMCOU | Mentioning that they emphasize the **contexts of use** while teaching the pret-imp |
| 10 | TMCEA | Mentioning that they focus on **conceptual explanations**, assisting students in understanding the concept beyond just memorizing a rule |
| 11 | TMIPI | Mentioning that they focus on providing (adequate) **input** for preterit-imperfect learning |
| 12 | TMIBP | Instructors’ ideas for how to **improve the teaching** of the preterit-imperfect, their reflections on **best practices** for teaching it, and/or their reflections on the **best ways for students to learn** the pret-imp |
| 13 | TMOTH | Other tools/methods/approaches for teaching |

# Node 3: Activities for Learning (AL)

| Number | Code | Description |
| --- | --- | --- |
| 1 | ALVYT | Using **videos** to learn (e.g., instructional Youtube videos) |
| 2 | ALRTN | Using the strategy of **reading a text** (and **noticing** uses of preterit and imperfect) to learn (e.g., graded reader) |
| 3 | ALCFP | Using **conjugation** and/or **form** practice to learn (e.g., conjugation tables) |
| 4 | ALSPK | Using activities that develop **semantic/pragmatic knowledg**e, such as activities in which students have to **choose between** two possible forms in a sentence |
| 5 | ALFIB | Using **fill in the blank/gap** activities (conjugate and decide which tense to take) |
| 6 | ALSWA | Using **sentence writing** activities |
| 7 | ALCLS | Using **composition** activities (e.g., longer than an isolated sentence) |
| 8 | ALSPA | Using **spoken production** activities |
| 9 | ALGSC | Using **games** (e.g., story cubes) |
| 10 | ALCOM | Using **comics** |
| 11 | ALTWA | Using activities from the **textbook and/or from websites** |
| 12 | ALWOR | Using **worksheets** |
| 13 | ALOTH | **Other** activities |

# Node 4: Feedback/Evaluation (FE)

| Number | Code | Description |
| --- | --- | --- |
| 1 | FEEOF | Discussion of providing **explicit, oral** feedback (e.g., “I would correct the way they said this”). |
| 2 | FEIOF | Discussion of providing **implicit, oral** feedback (e.g., “I would recast this, I would repeat it the way it should be” |
| 3 | FEEWF | Discussion of providing **explicit, written** feedback (e.g., “I would correct the way they wrote this”). |
| 4 | FEIWF | Discussion of providing **implicit, written** feedback (e.g., “I would highlight this, I would underline this (but not say what is wrong/why)”). |
| 5 | FEGDA | Discussion of **grading, deducting points, assigning points** (e.g., “I would take a half point off for them using the preterit incorrectly”). \*\*\*This does not include their discussion of difficulties/challenges with grading, deducting, or assigning points\*\*\* |
| 6 | FEVGE | Discussion of a **varying gravity of errors** (e.g., I would or wouldn’t mark this because more/less severe, “this doesn’t bother me as much,” “A native speaker wouldn’t care,” “this sounds really bad to me”) |
| 7 | FEPFS | Discussion of **peer feedback** as a strategy for learning/feedback |
| 8 | FEDOW | Discussion of the **difference** between students’ **oral and written** production skills |

# Node 5: Challenging aspects of learning/teaching: form (FO)

| Number | Code | Description |
| --- | --- | --- |
| 1 | FOREG | Discussion of students’ difficulty with learning **regular** conjugations |
| 2 | FOIRR | Discussion of students’ difficulty with learning **irregular** conjugations |
| 3 | FOPNO | Discussion of students’ difficulty with learning **pronunciation and orthography** for preterit-imperfect. |
| 4 | FOMET | Discussion of students’ difficulty/confusion because of **metalinguistic terminology**. |

# Node 6: Challenging aspects of learning/teaching: semantics-pragmatics (SP)

| Number | Code | Description |
| --- | --- | --- |
| 1 | SPVSS | Discussion of students’ difficulty with learning when (in which contexts) to use the **preterit vs. the imperfect vs. the past progressive vs. other tenses**.  Examples:  -especially difficult to do with ser & estar and impersonal expressions  -difficult because of the abstractness of the concept  -can be overwhelming to discern when it’s in a longer text with many tenses present. |
| 2 | SPLDC | Discussion of students’ difficulty with learning to consider the l**arger discourse/text (“story”) context** (instead of just a verb-by-verb or sentence-by-sentence context) |
| 3 | SPSVA | Discussion of students’ difficulty with learning how the **speaker’s viewpoint and agency** as the writer plays into the appropriateness of the preterit/imperfect. Difficulty understanding that sometimes there is no right or wrong answer; it depends on what the speaker is trying to convey. |
| 4 | SPMVC | Discussion of students’ difficulty with learning how the **meaning of certain verbs changes considerably** when they’re in the preterit (poder, querer, conocer, etc) |
| 5 | SPLOT | Discussion of students’ difficulty with learning based on **L1 transfer**/cross-linguistic influence. |
| 6 | SPAMB | Discussion of instructors’ difficulty with teaching and/or grading the **ambiguous cases** (cases where viewpoint/speaker agency makes both forms possible and/or there is inadequate context to discern). Also instructors’ difficulty with cases where there is no right or wrong answer. |
| 7 | SPEPP | Discussion of instructors’ difficulty with teaching and/or grading when they encounter **exceptions to** and/or **problems** with **pedagogical rules**. |
| 8 | SPOTS | Discussion of other difficulties **students** encounter in learning semantics-pragmatics of pret-imp. |
| 9 | SPOTI | Discussion of other difficulties **instructors** encounter in teaching/grading semantics-pragmatics of pret-imp. |

# Node 7: Challenging aspects of learning/teaching: teacher experience/affect/cognition (TE)

| Number | Code | Description |
| --- | --- | --- |
| 1 | TESDA | Discussion of the instructor’s **self-doubt** about **what the “appropriate” usage is, what the rules are** (e.g., “I’m not sure if this is correct or not, I’ll have to check later”) |
| 2 | TESDE | Discussion of the instructor's **self-doubt** about their **ability to explain** the preterit-imperfect, for example, based on the way they learned the structures, how long it’s been since they learned it, their amount of linguistic knowledge, etc. (e.g., “I don’t know how I’d explain this”) |
| 3 | TENNS | Mention of the instructor’s **insecurity** with knowledge of and/or teaching/providing feedback on pret-imp based on their **NNS status** (e.g., “Because I’m a NNS, this is hard for me”) |
| 4 | TETEX | Mention of the instructor’s **insecurity** with knowledge of and/or teaching/providing feedback on pret-imp based on their **teaching experience** (e.g., “Because I just started teaching, this is hard for me”) |

# Node 8: Challenging aspects of learning/teaching: pedagogy (PE)

| Number | Code | Description |
| --- | --- | --- |
| 1 | PETTU | Discussion of difficulty in **teaching/explaining the uses** of the preterit-imperfect. |
| 2 | PELTI | Discussion of **limited time** available to teach and review the preterit-imperfect. |
| 3 | PELMA | Discussion of **limitations** because of problems with the **materials** (textbook, syllabus, websites), such as explanations being too short/long, exercises lacking context, grammar introduced too quickly, etc. |
| 4 | PELOI | Discussion of **limitations** because of the **order of instruction** (preterit taught before the imperfect) |
| 5 | PEURP | Discussion of difference between **understanding, receptive skills, and productive skills** (e.g., “They understand the concept, but producing it correctly in an essay is a different story”) |
| 6 | PEOAR | Discussion of instructor’s **obligation to adhere to the rules** they teach in class when providing examples, feedback, and grades, even when the rules **conflict with their speaker intuition**, or what sounds right to them. |
| 7 | PEOFE | Discussion of instructor’s **obligation to** teach in a **formulaic, explicit, straightforward** manner |
| 8 | PEOWD | Discussion of instructor’s desire to not **overwhelm or discourage** students. How students might be overwhelmed/discouraged: too many rules, overly complicated examples, too much feedback, too much in a short period of time, etc. |
| 9 | PEVHL | Discussion of instructors take into consideration **variation** in the Spanish-speaking world and **heritage language learners’ knowledge** in teaching/giving feedback on the preterit-imperfect. |
| 10 | PEGPA | Discussion of the **role of grades and point assignment/deduction** in pedagogy. For example, students care a lot about grades, so instructor might feel obligated to teach to the exam with explanation/review of preterit-imperfect. \*\*\*This DOES include their discussion of difficulties/challenges with grading, deducting, or assigning points\*\*\* This does NOT include their choice of how many points to deduct and what feedback to provide. |

# Node 9: Big-picture objectives (BP)

| Number | Code | Description |
| --- | --- | --- |
| 1 | BPCIF | Discussion of instructors’ larger goal to develop students’ **communicative or interactive skills and fluency**, through teaching (including of preterit-imperfect). |
| 2 | BPSIN | Discussion of instructors’ larger goal to develop students’ **speaker intuition, notion of what sounds right**, through teaching (including of preterit-imperfect). |
| 3 | BPRAL | Discussion of instructors’ larger goal to develop students become **resourceful/autonomous learners**, to **learn the subtleties independently/outside of class**, through teaching (including of preterit-imperfect). |

# Node 10: Preference/reliance on linguistic resource to express past meaning (LR)

| Number | Code | Description |
| --- | --- | --- |
| 1 | LRROP | Discussion of **reliance on preterit** to express past meaning. This might be because the preterit is taught first, because of L1 transfer, etc. |
| 2 | LRROI | Discussion of **reliance on imperfect** to express past meaning. This might be because of its regular morphology, because of its sonority, etc. |
| 3 | LRRPR | Discussion of **reliance on present** to express past meaning. |
| 4 | LRROT | Discussion of **reliance on temporal adverbs** to express past meaning. |
| 5 | LRRPP | Discussion of **reliance on the present perfect** to express past meaning (he hecho). |
| 6 | LRROO | Discussion of **reliance on other linguistic resources** to express past meaning. |

# Node 11: What happens when the rules fail (RF)

| Number | Code | Description |
| --- | --- | --- |
| 1 | RFTSB | Instructors’ discussion of saying **“this sounds better”** or relying on their **intuition** to justify why a form is more appropriate in a given context. |
| 2 | RFITE | Instructors’ discussion of just telling students to **ignore the exception**, telling them that they’ll learn about it in another course, it won’t be on the exam, etc. |