

FL 498/598 • Winter 2004 • Participant Survey: What do we know, what do we think, and what do we think we know about GRAMMAR?

Directions:

- The survey is anonymous, but you will get it back so it can go in your teacher portfolio.
- When you see alternatives to check / circle, etc., do the obvious (example: very / some / none)
- When you see "... " or a blank space, feel free to add words or your own
- When a question is about feelings, memories, impressions, and such, answer with your quickest, "gut" response. You may skip items and then return to them later, but then still aim for the "gut" response.

Part 1: About myself and my language learning

I began to learn the grammar of my native language when I was \_\_\_\_ (age), and I remember that moment or event or stage not at all / a little / some / well / very well. If well remembered: I learned that grammar by:

I acquired / will have acquired an essentially full command of the grammar of my native language when I was / am \_\_\_\_\_ (age / stage in life).

When I learned my best non-native language, explicit grammar instruction played a small / medium / large / very large role in the classroom

small / medium / large / very large role in the textbook

small / medium / large / very large role in the homework

small / medium / large / very large role in the in my positive feelings at learning the language

small / medium / large / very large role in the in my negative feelings about learning the language

small / medium / large / very large role in the in the positive feelings of most other students at learning the language

small / medium / large / very large role in the in the negative feelings of most other students at learning the language.

The teacher in that experience corrected our grammar mistakes... always / often / sometimes / seldom / never

I am absolutely certain / fairly sure / not at all sure about this, because...

FL 498/598 • Winter 2004 • Participant Survey: What do we know, what do we think, and what do we think we know about GRAMMAR?

Part 2: Comparisons among languages and over time and space

yes  
no The grammar of some languages, such as \_\_\_\_\_, is more complicated than that of other languages, such as \_\_\_\_\_.

yes  
no The grammar of some languages, such as \_\_\_\_\_, is more logical than that of other languages, such as \_\_\_\_\_.

Over time, the grammar of a language gets: complex / simpler and more elegant / degenerate  
*circle any - or none*

yes no Grammar deteriorates the further the language moves from its geographical roots.

Some members of society, such as \_\_\_\_\_, have better grammar than others, such as \_\_\_\_\_.

The "standard" form of a language has better grammar? more grammar? worse grammar? less grammar? than the dialects of that language.

People have a good command of grammar in a second language when they can...

In the native language, the mind makes decisions about grammar as quickly as \_\_\_\_ and as slowly as \_\_\_\_\_. (try to estimate time units)

In a non-native language, the mind makes decisions about grammar as quickly as \_\_\_\_ and as slowly as \_\_\_\_\_. (try to estimate time units)

We see grammar operating most richly and intensely at the following level of text type:

- individual sounds / letters      syllables      words      short groups of words
- sentences      between/among several sentences      in units as large as paragraphs

A language and its grammar originate...

with grammar preceding the emergence of the language itself

with grammar and the language itself emerging simultaneously

with grammar following the emergence of the language and serving to describe or "systematize" the language as it really is at the time

with grammar following the emergence of the language and serving to help correct the mistakes that also emerge with the language