

Appendix

Item	Statement
1	By knowing the grammar rules, students can communicate more effectively.
2	Grammar terminology is important for language learners.
3	Students who are conscious of grammar rules can use the language more effectively than those who are not.
4	Teaching English grammar rules through explicit teaching techniques is more appropriate for older learners.
5	During lessons, a focus on grammar should come after communicative activities, not before.
6	Grammar should be taught separately, not integrated with other skills such as reading and writing.
7	Teachers should have students practice the language through communicative activities, without teaching grammatical structures.
8	Teachers should favor students' own discovery of grammar rules in context.
9	It is necessary to study the grammar of a second or foreign language in order to speak it fluently.
10	Exercises that get learners to practice grammar structures help learners develop fluency.
11	Teachers should present grammar to learners before expecting them to use it.
12	Correcting learners' spoken grammatical errors immediately ensures excellent outcomes.
13	<p>Which of these activities do you use to practice grammar?</p> <ul style="list-style-type: none"> • Creating sentences • Think-Pair-Share • Book exercises • Tasks/Communicative activities • Fill in the blanks (information gap) • Listening activities with the grammar point • Highlight the grammar point in a text • Other <p>What's the sequence you use the most when teaching grammar?</p> <ul style="list-style-type: none"> • Present the rule and examples - 2) Practice with students - 3) Have students do something with that grammar. • Present the rule on the board - 2) Students create sentences, fill out book exercises or worksheets.
14	<ul style="list-style-type: none"> • Students see examples on the board -2) Students extract the grammar point and the rules - 3) Students explain the rules -- 4) Students practice in the book/worksheet • Present the grammar point-- 2) Students practice with the teacher -- 3) Students produce a conversation/texts using that grammar • Pre-Task - 2) In-Task -3) Post-Task and grammar focus • ECRIF: Encounter, Clarify, Remember, Internalize, Fluently Use

Survey Questions adapted from Onalan (2018).

Lopez, A., Martinez, J., Jimenez, D. Perez, E., & Mateo, V. (2019). How We Teach Grammar: An Exploratory Study on How Dominican Teachers Deal with Grammar Teaching. *MEXTESOL Journal*, 43(4). pp. 1-9.