

**Appendix 2. Sample Coded Data**

| P&P Gap +  | P&P Gap - | GTM + | GTM -  | CLT +  | CLT-  |
|--|-----------|-------|--|--|---|
| <p>I have to give these rules but towards the exam week I proactive the rules as much as possible and give students all the necessary information for the exam. (policy&amp;practice +) T3</p> <p>GTM is a large pie of my classroom teaching. Policy&amp;practice (+) T3</p> <p>So I really feel obliged to teach in line with the exam</p> |           |       | <p>We need to teach everyday speech rather than grammar GTM (-). T1</p>  | <p>I think the most impressive way to teach grammar is to communicate with the students. Because to me, they will learn grammer while making dialogues without pushing themselves to learn grammer. CLT (+) T2</p> | <p>its not easy to apply in the classroom I think. Because of many reasons, for instance the class is so crowded and while some students are doing the required activity its hard to control the others. T3</p> |
|  |           |       | <p>Whenever they try to use the grammar truly in a sentence, this time they forget what to say, GTM (-)T2</p>    | <p>I try to make meaningful dialogues with them and play fun games CLT (+) T2</p>  |   |
|  |           |       | <p>I'm most familiar with as you know GTM, of course. Actually the other methods being not applicable caused</p> | <p>I think CLT is the most effective one because the students are</p>  |   |

Başok, E. (2020) The Gap between Language Teaching Policies and Classroom Practices in the Turkish EFL Context: The Effects on Teacher Motivation. *MEXTESOL Journal*, 44(2).