

## LIST OF THE TABLES

Table 2.1 Models of Teaching by Joyce, Weil and Calhoun (2014)	26
Table 2.2 Item of Conception for Teaching and Learning Questionnaire	35
Table 2.3 categories of Bloom Taxonomy in cognitive domain	37
Table 2.4 Five perspectives of teaching (Pratt: 2016)	39
Table 2.5 the items for students' motivation questionnaire	41
Table 4.1 Teacher 1's conception about process of teaching	78
Table 4.2 Teacher 2's conception about process of teaching	79
Table 4.3 Teacher 3's conception about process of teaching	80
Table 4.4 Teacher 4's conception about process of teaching	80
Table 4.5 Teacher 5's conception about process of teaching	81
Table 4.6 Teacher 6's conception about process of teaching	82
Table 4.7 Teacher 7's conception about process of teaching	83
Table 4.8 Teacher 8's conception about process of teaching	84
Table 4.9 Teacher 9's conception about process of teaching	85
Table 4.10 Teacher 10's conception about process of teaching	85
Table 4.11 Teacher 11's conception about process of teaching	86
Table 4.12 Teacher's statement about content of teaching	87
Table 4.13 Teachers' statements about conception of content of teaching	89
Table 4.14 The analysis of operational verbs used in syllabus based on Bloom's taxonomy	90
Table 4.15 Teachers' statements about conceptions of students' cognitive capabilities and motivation	95

Table 4.16. Teachers' adjustments in teaching with students' cognitive capabilities and motivation	96
Table 4.17 Comparing Teacher 1's conceptions and realizations about process of teaching	99
Table 4.18 Comparing Teacher 1's conceptions and realizations about content of teaching	101
Table 4.19 Comparing Teacher 1's conceptions and realizations about students' cognition and motivation	102
Table 4.20 Comparing Teacher 2's conceptions and realizations about process of teaching	105
Table 4.21 Comparing Teacher 2's conceptions and realizations about content of teaching	107
Table 4.22 Comparing Teacher 2's conceptions and realizations about students' cognition and motivation	108
Table 4.23 Comparing Teacher 3's conceptions and realizations about process of teaching	110
Table 4.24 Comparing Teacher 3's conceptions and realizations about content of teaching	112
Table 4.25 Comparing Teacher 3's conceptions and realizations about students' cognition and motivation	113
Table 4.26 Comparing Teacher 4's conceptions and realizations about process of teaching	115
Table 4.27 Comparing Teacher 4's conceptions and realizations about content of teaching	117

Table 4.28 Comparing Teacher 4's conceptions and realizations about students' cognition and motivation	118
Table 4.29 Comparing Teacher 5's conceptions and realizations about process of teaching	120
Table 4.30 Comparing Teacher 5's conceptions and realizations about content of teaching	122
Table 4.31 Comparing Teacher 5's conceptions and realizations about students' cognition and motivation	122
Table 4.32 Comparing Teacher 6's conceptions and realizations about process of teaching	125
Table 4.33 Comparing Teacher 6's conceptions and realizations about content of teaching	126
Table 4.34 Comparing Teacher 6's conceptions and realizations about students' cognition and motivation	127
Table 4.35 Comparing Teacher 7's conceptions and realizations about process of teaching	129
Table 4.36 Comparing Teacher 7's conceptions and realizations about content of teaching	131
Table 4.37 Comparing Teacher 7's conceptions and realizations about students' cognition and motivation	131
Table 4.38 Comparing Teacher 8's conceptions and realizations about process of teaching	134
Table 4.39 Comparing Teacher 8's conceptions and realizations about content of teaching	136

Table 4.40 Comparing Teacher 8's conceptions and realizations about students' cognition and motivation	137
Table 4.41 Comparing Teacher 9's conceptions and realizations about process of teaching	139
Table 4.42 Comparing Teacher 9's conceptions and realizations about content of teaching	140
Table 4.43 Comparing Teacher 9's conceptions and realizations about students' cognition and motivation	141
Table 4.44 Comparing Teacher 10's conceptions and realizations about process of teaching	143
Table 4.45 Comparing Teacher 10's conceptions and realizations about content of teaching	144
Table 4.46 Comparing Teacher 10's conceptions and realizations about students' cognition and motivation	145
Table 4.47 Comparing Teacher 11's conceptions and realizations about process of teaching	147
Table 4.48 Comparing Teacher 11's conceptions and realizations about content of teaching	148
Table 4.49 Comparing Teacher 11's conceptions and realizations about students' cognition and motivation	149
Table 4.50 Teacher's conceptions and realizations	152
Table 4.51 Teachers' statements on conception and realization	153