

Journal Name:	<a href="#">Journal of Basic and Applied Research international</a>
Manuscript Number:	Ms_JOBARI_12717
Title of the Manuscript:	<b>Study on the Degree of Pre-service Teachers' Cognition of the Causes and Solutions of "Understand Immediately When Hearing, but Fail Immediately When Doing"</b>
Type of the Article	

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This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound.

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**PART 1: Comments**

	<b>Reviewer's comment</b>	<b>Author's Feedback</b> <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A</b>	This manuscript addresses the widespread issue of "understanding immediately when hearing but failing immediately when doing" in middle school mathematics. It contributes to the academic dialogue by focusing on the perceptions of pre-service teachers, an understudied group, regarding the causes and	

<p><b>minimum of 3-4 sentences may be required for this part.</b></p>	<p>solutions of this phenomenon. The study highlights the gap in teachers' awareness of their own pedagogical shortcomings and emphasizes the importance of reflective teaching practices. This is significant as it provides actionable insights for teacher training programs, aiming to improve students' problem-solving skills and mathematics education quality.</p>	
<p><b>Is the title of the article suitable? (If not please suggest an alternative title)</b></p>	<p>The current title, "Study on the Degree of Pre-service Teachers' Cognition of the Causes and Solutions of 'Understand Immediately When Hearing, but Fail Immediately When Doing'", is descriptive but lengthy and somewhat unwieldy. A more concise alternative could be: "Pre-service Teachers' Perspectives on the Causes and Solutions to the 'Understand but Fail' Phenomenon in Mathematics."</p>	
<p><b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b></p>	<p>The abstract effectively summarizes the study's purpose, methodology, and key findings. However, it could be improved by explicitly mentioning the implications for teacher training and student learning outcomes. Additionally, specifying the geographical or institutional context of the participants would enhance clarity.</p>	
<p><b>Is the manuscript scientifically, correct? Please write here.</b></p>	<p>The reliance on a single data collection method (interviews) and a small, homogeneous sample limits the generalizability of the findings. Expanding the methodology to include classroom observations or broader surveys could strengthen the research</p>	
<p><b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b></p>	<p>The references are relevant and include recent studies. However, they are predominantly in Chinese and might limit accessibility to an international audience. It is recommended to include some English-language studies or international research on reflective teaching and mathematics pedagogy to provide a more comprehensive context.</p>	

<p><b>Is the language/English quality of the article suitable for scholarly communications?</b></p>	<p>The language is generally suitable for scholarly communication but contains minor grammatical issues and awkward phrasing. For example:</p> <p>Replace "Through data analysis, it can be found that..." with "Data analysis reveals that..."</p> <p>Streamline repetitive sentences for clarity and conciseness.</p>	
<p><b><u>Optional/General</u></b> comments</p>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li>- The manuscript addresses a relevant and practical issue in mathematics education that resonates with both educators and policymakers.</li> <li>- The focus on pre-service teachers' perceptions adds a fresh perspective to the existing literature, highlighting gaps in teacher training programs.</li> <li>- The methodology is clear and the statistical analysis is straightforward, making the findings easy to interpret.</li> </ul> <p><i>Weaknesses:</i></p> <ul style="list-style-type: none"> <li>- The sample size is relatively small (31 participants), and the study is limited to a single institution, which reduces the generalizability of the results. Expanding the sample to include participants from diverse institutions or regions would provide broader insights.</li> <li>- The study primarily uses interviews for data collection, which may limit the depth of understanding. Including additional methods, such as classroom observations or case studies, could</li> </ul>	

	<p>enrich the findings.</p> <p><i>Suggestions for Improvement:</i></p> <ul style="list-style-type: none"> <li>- The manuscript would benefit from a stronger emphasis on the implications for teacher training programs. For example, elaborating on how reflective practices can be integrated into pre-service teacher curricula.</li> <li>- Discussing the role of cultural or systemic factors in shaping pre-service teachers' perceptions could add depth and make the findings more applicable to international contexts.</li> <li>- Simplifying the language in certain sections and ensuring consistent terminology (e.g., "pre-service teachers" vs. "students majoring in education") would enhance readability.</li> </ul>	
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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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