The Neutral Pragmatists' Beliefs And Their Practices Of Constructivist Teaching In The Context Of Vietnamese Secondary Education

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Abstract-
The purpose of this study is to ascertain the opinions of a group of high school English instructors from a mountainous region of Vietnam regarding constructivist teaching (CT). Furthermore, it aims to clarify the nature of constructivist instruction in their actual English classrooms. The current study is a qualitative case study that uses stimulated recall interviews, semi-structured interviews, and classroom observations as its primary data collection methods. In order to achieve these goals, the following queries were answered: 1) How do English teachers at high schools feel about constructivist instruction? What impact do these views have on the way they teach? 2) In what ways do these educators see the need for modifications to constructivist teaching methods? The data's conclusions highlighted the Neutral Pragmatists' (NPs) core views, which emerged from topics pertaining to Knowledge construction, Collaboration learning, Active learning, Authentic learning, Reflection & Metacognition which might or might not be comparable to their real classroom procedures.
Index Terms- *Neutral Pragmatists, beliefs, teaching practices, constructivist teaching.*

I. INTRODUCTION

Most East Asian nations, especially Vietnam, have employed teacher-centered, book-centered, and translation approaches for teaching English as a foreign language (EFL). In these approaches, students learn English directly from their teachers in the role as controllers (Liu & Littlewood, 1997). The traditional understanding of the teacher-student relationship is the main emphasis of pedagogical practice in Vietnam (Le, V.C. 1999, p. 3). This point of view supports a curriculum that is structured and teacher-centered. Students, parents, and society at large hold teachers in high regard since they are thought to be the only ones who can impart information. As a result, what textbooks or professors say is standard. Vietnamese schools follow a teacher-centered model, according to Kennett & Knight (1999) and Le, V.C. (1999, p. 4). Students follow the teacher's instructions by listening to them first, then repeating and imitating them. Currently, the majority of educators think that reading is the most effective approach for students to acquire a language. For instance, the teacher assigns reading assignments where students read aloud new words. After that, as the students listen and take notes, the teacher breaks down the text's meaning sentence by sentence and explains its grammatical structures in order to highlight its significance. After then, students must respond to the questions. After that, the teacher leads grammar lessons during which, as Le, V.C. (1999) has demonstrated, the teacher corrects and transfers grammar points to the students. The most beneficial information in this instance is "all the information teachers convey to learners, information about the language (or teaching clear grammar)."

In Vietnamese classrooms, where teachers always take the lead and students study passively, students are expected to follow instructions and obey their teachers. According to Le, V.C. (1999, p. 4), students "feel rude if they are interrupted, questioned, or argued with their teachers under the influence of Confucianism." Activities that require them to solve problems, play roles, or fill in gaps in knowledge are not part of their learning culture. They are afraid of looking foolish if they ask for explanation in public when they don't comprehend anything. Additionally, they lack the initiative to start a conversation. They have to remain silent in the classroom unless the instructor specifically calls them on it.

In a high school in Thai Nguyen province, in the northern region of Vietnam, the researcher conducted the current study to look into the views of seven English high school teachers regarding constructivist teaching and their real classroom practices. Its goal was to shed light on these educators' perceptions of the prerequisites for advancing constructivist instruction in order to influence improvements in their schools' instructional strategies. Through investigation, a thorough grasp of the problems was attained using the current qualitative case study. Semi-structured interviews, classroom observations, and stimulated recall interviews were some of the tools

used to collect the data. The data was then analyzed using thematic analysis, which ensured the reliability of the findings in particular.

The "Neutral Pragmatists" (NPs), the second set of participants, were designated as such. Participants who were "contradictory to change" in this study were designated as "Neutral Pragmatists". These educators frequently claim to be student-centered and provide proof to support that claim, but they also discuss difficulties with acquiring new material. According to this, they might either be innovators of new ideas or not. Alternatively, to put it another way, NPs are "hesitant to change" and frequently have negative beliefs toward learning anything new. They thus do not put new ideas into practice, or they do so superficially. Among the participants were three Neutral Pragmatists, identified as Teacher 3 (T3), Teacher 4 (T4), and Teacher 5 (T5).

II. RESEARCH METHODOLOGY

The purpose of this study was to investigate teachers' beliefs and practices about the use of CT in real classroom (Patton, 1987; McMillan, 2008). Here were some in-depth explanations for selecting a qualitative approach.

First, a qualitative research design was used in the study to gather information on high-school teachers' opinions, expertise, and experiences with constructivist teaching (CT). Second, the qualitative research design was ideal for gaining detailed and organized understanding of high school teachers' perspectives on CT. The quantitative design, which frequently entails collecting numerical data, would not give rich data to address the study objectives. In contrast, a qualitative design might take the shape of a case study, the researcher opted to utilize one (Creswell, 2012). Additionally, qualitative research design was aligned with critical pedagogy, training transfer, and social constructivist perspectives, which engaged the researcher in comprehending backgrounds reflected in the interactions, social structures, and cultural influences of human behaviors represented in the study (Creswell, 1994; Grunbaum, 2007).

The current study is a qualitative case study that uses stimulated recall interviews, semi-structured interviews, and classroom observations as its primary data collection methods. Three English high school instructors from a Vietnamese high school participated in the current study. The data were examined using the qualitative method of theme analysis. In order to reduce time and facilitate the organization and retrieval of coded data, this study made use of MAXQDA for data analysis (Kuckartz & Radiker, 2019).

III. MAJOR FINDINGS

Table 1 below presents the Neutral Pragmatists' beliefs and their practices of constructivist teaching

Table 1. **The Neutral Pragmatists' beliefs and their practices of constructivist teaching**

Themes	Beliefs/ Practices	The Neutral Pragmatists' beliefs and their practices of constructivist teaching
Theme 1: NPs' beliefs & their actual practices about Knowledge construction	*Beliefs*	- Take consideration to pupils' prior knowledge when planning lessons. - Elicit learners' previous ideas and use them to develop new concepts are sometimes difficult.
	Practices	- Use questions to construct their own understandings.
Theme 2: NPs' beliefs & their actual practices about Collaboration learning	*Beliefs*	- Acknowledge that working in groups brought many benefits to their lesson. - Need more time to implement teamwork activities in their class. - Had difficulty in classroom management to use collaborative learning approach.
	Practices	-Be hesitant to implement collaborative learning because of pupils' laziness and passivity.
Theme 3: NPs' beliefs & their actual practices about Active learning	*Beliefs*	- Hold a strong belief of active learning, which had been part of their lesson plans and would be sustained if more time was provided. - Complete all the programmed content was more important than the pupils' learning.
	Practices	- Follow a transmissive classroom strategy in spite of student participation. - Try to use active learning under teacher's guidance.
Theme 4: NPs' beliefs & their actual practices about Authentic learning	*Beliefs*	-Recognize that drawing examples from everyday life when explaining new concepts to the learners is helpful and realistic.
	Practices	-Believe that drawing examples from everyday life when explaining new concepts to the learners is helpful and realistic. -Have difficulty in utilizing such activities as frequent habits.
Theme 5: NPs' Beliefs & their actual practices about Reflective activity/ Reflection & Metacognition	*Beliefs*	- Offer opportunities for learners to modify their misconceptions. - Try to help Ss reflect on their own ideas to construct authentic knowledge. .
	Practices	- Use reflection as an important part of the lesson for high-qualified class. - Fail to incorporate reflective learning often in practice.

Theme 1: NPs' beliefs & their actual practices about Knowledge construction

This section depicts findings from the interview and observation related to the Neutral Pragmatists' (NPs') beliefs and their actual practices about knowledge construction.

With respect to Prior knowledge, the interview data revealed that the **Neutral Pragmatists** (NPs) considered pupils' prior knowledge when planning lessons. However, they also complained that eliciting learners' previous ideas and using them to develop new concepts are sometimes difficult. The following excerpts confirm this belief.

The majority of lessons started by going over the topics the pupils already knew, but they did not use that knowledge to guide the subsequent parts of the session. The learners found it challenging to understand how their existing knowledge and the new notion related to one another as a result. As a result, they aren't very good at making forecasts. [T3.I2.01]

"I frequently question pupils about their past understanding of a subject before beginning a lesson on it, but actually, checking the previous lesson consumes a lot of time." [T4.I2.03]

"By using their personal memories as a foundation, the kids build their own learning. They expand upon their past knowledge... You plan activities based on what they are interested in discovering and what intrigues them." [T5.I2.04]

Findings from observation showed that all of the NPs in my study's instructional techniques were in some ways in line with constructivist learning theory regarding how they asked pupils or guided pupils by means of inquiries to construct their own opinions.

T3, for instance, requested that the entire class examine the graph and debate the shifts in the number of hours worked on basic housekeeping each week by married men and women in the USA between 1976 and 2012. When a student was called upon to identify which tense must be used in this case, she said, "*I don't know.*" T3 asked her, "*Did you look at the years 1976 and 2012?*" and pointed to the chart. Then, the pupils took two minutes to read the chart, then answered, "*Oh, I see, the simple past tense.*" T3 set this up so the student had to construct her understanding. *[T3.O1.Unit 1. Grade 10]*

One day, T4's class had learners work on a timeframes assignment. When T4 was approached by several pupils who needed assistance with the questions, she asked, "*Do you remember how to retrieve the material that I explained to the complete class last week?*". Instead of instructing pupils how to figure out the solution or offering the answer, T4 employed questioning strategies associated with constructivist methods by posing inquiries to make the learners memorize the previous lesson in order to get the response. *[T4.O1.Unit 5.Grade 10]*

On the third day when the researcher arrived for observation in T5's class, she asked pupils to complete the sentences using the endings *-ful* or *-less* of the words in brackets. When pupils called her for help, she asked, "*Does this sentence have a positive or negative meaning? Do you remember my lesson on adjectives with -ful or -less endings in the previous lesson?* T5 taught a lesson in line with constructivism by posing questions for the pupils to consider instead of demonstrating how to fix the problematic phrases. Each student had to create his or her own interpretation in order to complete the task. *[T5.O1.Unit 5.Grade 10]*

In short, although the Neutral Pragmatists seemed slightly CT-oriented in recalling pupils' prior knowledge, they ignored this in their practice. Instead, the NPs had a tendency to utilize questions to construct their own understandings.

Theme 2: NPs' Beliefs & their actual practices about Collaboration learning

This section depicts findings from the interview and observation related to the Neutral Pragmatists' (NPs') beliefs and their actual practices about collaboration learning.

Concerning Collaboration learning, data from the interviews showed that although the NPs acknowledged that working in groups brought many benefits to their lesson, they needed more time to implement teamwork activities in their class due to their materials finishing in a semester. T3 mentioned several times during the initial interviews that he had problems with it. He commented:

I could not finish the material if I implemented cooperative learning like what I got from the [cooperative learning] training. The time is not enough. That's right, the time. The ideal one is that we should use cooperative learning with all the materials. I could not do it. I select some chapters [in the textbook] for cooperative learning, but not all. [T3.I2.05]

In her first interview, T4 expressed an interest in communication, saying,

"I support both pairing and collaboration. The following should be assigned to pupils: "This will give them a sense of accomplishment." [T4.I1.05]

In contrast, she claimed that group work and the pair work exercises were a waste of time during the second interview and that she was unable to apply them.

We are unable to just conduct things alongside them because the academic year is so brief, and we are continuously forced to put in a lot of work to finish our studies. They have to study and graduate". [T4.I2.05]

T4 mentioned that she preferred using a teacher-directed method because teamwork activities took longer. She said,

"The time for cooperative learning takes longer. First, they [the pupils] had to discuss the […] concept and do the exercise before they can coach the other groups. That takes time." [T4.I2.06]

Similarly, T5 stated that,

My view is rather conservative but I prefer my pupils spend time dealing with exercises in the textbook because time is not enough for other activities. [T5.I2.07]

The entire day was spent working in cooperative learning teams in T3's class. Still, although T3 had his pupils' desks set up in groups and they conversed quietly while working alone at their desks throughout the three days I was there, no cooperative learning activities or assignments were carried out in T3's class. *[T3.O1.Unit 5.Grade 10].*

T3 clarified that his ability to perform tasks based on inquiry sometimes be hampered by his pupils' behaviors and relationships with one another. T3 was also worried because his pupils may disobey instructions and commit errors unless they comprehended the material.

"You occasionally relinquish power in the educational setting. You could have a predetermined schedule, but it's up to the student. . In other words, I think it's great to acquire knowledge about how to work with others, but occasionally a few groups struggle to get along, and that's certainly the biggest reason I don't teach teamwork every day. The reason lies in the fact that I do not believe it's always applicable to a certain subject. They may make a bad turn occasionally. They may believe they are doing it professionally, but they are not. In addition, if you don't prevent them, they could do or go in the incorrect direction. That's the reason why you occasionally require, all the various techniques, lectures, written notes, and exams. Therefore, they will be aware that these factors are facts. Individuals who enroll in my class cannot just show up and do this, so you are to have to utilize this sort of question. They require that base. When utilizing the call for to fix the issue in question, they must be aware of that". [T3.I2.07]

T4 asserted that most of her pupils respond positively to her lessons. T4 says, *"Adopting a collaborative learning approach is exciting because it makes learning fun"*. However, she said that some of her pupils showed signs of non-cooperation during group work, such as passivity, laziness, and difficulty in management. She has repeatedly stated in interviews that she has not found an effective way to change the behavior of these pupils. T4 explains:

In a group, for instance, some pupils did not work. They annoyed their friends in the group. They were so noisy. Sometimes I needed to learn how to handle this. I told them to stop, but they refused. It's hard to change it [uncooperative behavior]. [T4.I2.08]

In reality, the observation results showed that T4 ignores such uncooperative behavior. Some special words were noted down in my field note:

Some pupils needed to pay more attention when she [a group representative] was reading. They continued to talk. T4 needs to remind pupils to pay attention. T4 was standing at his desk, and then she moved to sit in front of his desk. She was busy looking around without reminding the pupils to pay attention. (My FN, T4)

T4 has reported in stimulated recall interviews that she is aware of her pupils' behavior, but sometimes she gets tired of telling them to pay attention. For example, T4 said,

"They [pupils] will stop chatting and start paying attention when I remind them. It won't last, though. They will start making noise again after a while." [T4.I2.09]

She also mentioned in the first interviews that he could talk not only to pay attention to some difficult pupils but also to others.

"I would ignore one or two difficult pupils because they are hard to change," she recalls. I have consulted with their counselor about their behavior, but there has not been any improvement." [T4.I2.10]

When the researcher asked T4 if there was an obvious guide at the beginning of the semester or the lesson used to group or pair work activities, she replied that she had never held a behavioral orientation before micro-groups to introduce role and behavior expectations, but she can do it later.

In another T4's class, for the forty-five minutes of "hands-on" scientific tasks they occurred on each of the three different days the researcher saw, kids worked in three large groups of between seven and eight children. On one of the three consecutive days, they also worked in smaller groups of three or four. *[T4.O2.Unit 7.Grade 10]*

In fact, cooperation was still, in T5's opinion, "undoubtedly needed" but during the observation, T5 rarely utilized pair or group work. Because learners would take advantage of one another for their personal needs rather than for learning, T5 claimed she did not "have the confidence" to conduct collaborative tasks successfully. She was also added that

"If pupils are allowed to choose their own groups or pairs, they will simply pair off based on who they enjoy spending time with. However, when we merely organize pupils into pairs or groups, learners appear to experience personality problems." [T5.O2.Unit 5.Grade 10]

This belief explained why T5 was hesitant to implement collaborative groups in practice.

In sum, The **Neutral Pragmatists** (NPs) strongly believe collaborative learning enhances pupils' interaction, but it was ineffective in every class. Therefore, they considered using it in certain classes, in not all lessons.

Theme 3: NPs' Beliefs & their actual practices about Active learning

This section reports the results from the interview and observation related to the Neutral Pragmatists' (NPs') beliefs and their actual practices about active learning.

Findings from the interviews uncovered that the NPs held a firm belief in active learning, which, if given additional time, could have been retained as well as remained a component of their instructional plans.

T3 was undoubtedly one of the NPs who appeared to try to involve the learners in the lesson. He believed that:

Pupils might be able to add their thoughts to what is being given through active participation. [T3.I2.08]

As you can see in the portion that follows from one of T3's courses, in reality, he urged learners to engage and express their opinions.

Extract 3.1 (T3)

T3: What are the parts of speech?
Sts: Nouns, verbs, adjectives, adverbs, prepositions
T3: What else? What do you call this [writes the on board]
S: Particles
T3: Article. What are the articles?
S: The, a, an
T3: Very good. {T draws two roads intersecting on the board. Points to the intersection and asks what it is called.}
S: Junction
T3: Yes. So in writing also, when two sentences meet, the word that connects the two sentences is called a...?
S: Junction
T3: No. But it's a word very like that. It's called a conjunction.

{T3 discusses different types of conjunctions, getting students to suggest examples of each type.}
T3 asks S1 to write one sentence to describe T on the BB.
S writes: You are a teacher.
T3 asks S2 to write one sentence to show the time she worked in the school. S2 writes: You work in the afternoon.
T3: Can you guess when I finish working here?
S3: 7.10pm
T3: No I take another class for the adults in the evening, and finish at 8.30pm. So write one sentence to show what time I finish work.
S3: You finish work at 8.30pm.
T3 asks S4 to now combine all three sentences into one sentence using conjunctions. S4 does so and writes this on the BB.

[T3.O.2.Unit 2.Grade 10]

He promoted student engagement even if his instruction was still teacher-directed. For T3, it was crucial to involve all of his learners in the session. He commented:

I require the voices of the pupils. I have to make sure they are listening to me. I would rather make them sound stronger while speaking less. I make an effort to encourage as many pupils to speak as often as I can, no matter how little or unimportant. [T3.SR1.12]

T4 thought that involvement and interactive instruction were connected. However, she stated that she sometimes used this approach during her lesson. For example, T4 said,

"Even though I had a lot of work to do and was forced to spend hours coming up with fresh lesson ideas and fixing problems, I believe active learning was beneficial. Since the pupils were passive, I failed to provide the solutions to the inquiries they posed in earlier lectures. For virtually the whole instruction, I lectured, and my pupils listened. I also acknowledged that in this way their behavior was inactive and simply understood things in their literal meanings. However, they had a lot of exercises to do in the textbook; I often took the main role and urged my learners to complete the exercises and duties in the requirements of the curriculum. [T4.I2.17]

Contrary to her vision of active education, the pupils in T4's lesson were treated as passive recipients of outside information. She used a method of teaching that relied solely on teachers' explanations reinforced by the use of the blackboard and information-packed slides, with little involvement from the pupils. Assimilation was challenging for the kids due to her fast pace and lack of breaks (Tobin et al., 1994). She placed more value on finishing the program's material than on the education of the pupils. Her behavior in the classroom went against her expectations: to use discussion to support the pupils' opposing viewpoints rather than the teacher's explanation. [T4.O2.Unit 7.Grade 10]

Whilst T5 was cognizant of how engaged the pupils were in the educational procedure, she argued that the learners were unable to synthesize and link what they had previously learned with newly acquired knowledge. She remarked,

"I find it difficult to anticipate that my kids will be able to go further on what they have acquired for another opportunity to learn." [T5.I2.18]

T5 started the session through posed questions, but the girls' replies were only marginally informative due to the relatively small cognitive demands of the questions. Notwithstanding the involvement of pupils, she used a transmissive teaching style. Her questions to the pupils were motivated and participatory, and she applied the contradiction method mentioned in her assumptions. Her behavior was only partially compatible with her prejudices.

In sum, while the NPs' instruction nevertheless remained controlled by teachers, they promoted student involvement.

Theme 4: NPs' beliefs & their actual practices about Authentic learning

This section depicts findings from the interview and observation related to the Neutral Pragmatists' (NPs') beliefs and their actual practices about authentic learning.

Regardless of Authentic learning, the findings from interviews uncovered that the NPs believed that drawing examples from their daily lives when explaining new concepts to the pupils is helpful and realistic. Still, most learners in their class needed to provide some examples of the ideas.

T3 was an ardent supporter of authentic learning, but he did not think he could put it into effect in his practice. T3 consistently attempted to relate the topic to pupils' experiences outside of the classroom, according to the interview data. T3 confirmed that,

I made an effort to assist her pupils in locating instances from the real world that exemplified what they were discussing because once they do, the information they are learning becomes of greater significance to pupils." [T3.I2.11]

T3 repeatedly emphasized that his desire for pupils to "*make an effort to identify links between the topics they are discovering and their every-day lives" [T3.I2.12]*

In classroom practice, every class that the researcher observed in T3's actual practice began with questions. The pupils were urged by T3 to ask questions, and they appeared to feel comfortable doing so.

Likewise, T4 said that she pushed pupils to reflect on the material and find their own instances from actual life that correlated with the information they were studying. According to T4, the goal is to accomplish this aim,

I made an effort to incorporate outside information and resources, such as case studies, scientific publications, local examples, and videos. So, [uhm] I've been putting a lot of effort into trying to discover local items, in particular. Local scenarios and instances that are more pertinent to the pupils' lives will help them better understand what is being discussed over. [T4.I2.18]

T5 also emphasized the need to tie information and ideas to real-world uses and everyday experiences for learners.

.....I looked up news stories online when I was lecturing on argumentative texts. Pupils should be able to see an actual sample of argumentative writing. I'm talking about the context in which argumentative writing is composed. I then divided and mixed them up. I instructed my pupils to reassemble them in the proper sequence. After everyone had correctly placed their orders, I began to talk about the text's substance, including its qualities. Additionally, I compelled them to pay attention to how the authors presented their points in the text. Then I gave them an argumentative paragraph-drafting assignment for homework. [T5.I2.19]

Although they were slightly modified in light of their curriculum, the NPs took their beliefs and methods for building relevance into their teaching. T3 noted that the learners "have so many questions regarding the meaning and value of what that they're acquiring." Even because he thought,

"When you layer the activities we complete in this class in the appropriate order, you may exponentially increase the amount of learning you acquire from a given session." [T3.I2.15]

He added,

"Especially the question of whether or not they must learn what I am teaching them in any of its forms is up for debate..." [T3.I2.16]

With the current class of pupils, he thought it could be challenging to build relevance. He stated,

"The current generation is distinct from previous ones in terms of their sense of surroundings, grasp of their intended use, and awareness of their truly huge challenges." [T3.I2.18]

T4 concurred that building relevance is useful and remarked,

Therefore, the reason I brought the golf DVD today is now apparent, I suppose. That's why I said, "Does anybody play baseball here?" At least, they had struck a bat, I reasoned, even if they hadn't played golf, so I encouraged them to reflect on the fact that they had recently acquired knowledge about the difference between potential and kinetic energy. [T4.I2.19]

In conclusion, the NPs agreed that using illustrations from real-world situations to assist pupils in understanding new ideas is beneficial and realistic. Still, they needed help utilizing such activities as frequent habits.

Theme 5: NPs' Beliefs & their actual practices about Reflective activity/ Reflection & Metacognition

This section depicts findings from the interview and observation related to the Neutral Pragmatists' (NPs') beliefs and their actual practices about reflective activity.

Overall, the NPs emphasized that learners have the chance to correct their misunderstandings through metacognition and reflective engagement. More activities and chances for pupils to reflect on their constructs should be planned by teachers to increase the effectiveness of this learning. Learners build actual expertise by considering their own ideas. As said by T3,

The notes of the teacher were not consulted by the pupils. Even though some pupils struggled to organize their thoughts completely logically, they still made an effort to create something that reflected their own thinking. When discussing how pupils approached their projects to their teachers *and peers, they might utilize scientific phrases like "inflate, deflate, and respond, etc." [T3.I2.20]*

T3 retained his belief in the importance of reflectivity activity in enhancing his pupils but in actual reality, he did not frequently use it. He talked about why it was necessary and how he intended to perform further during the upcoming semester.

In the same vein, T4 stated,

Without the ability to think critically, kids have difficult time learning, and inexperienced teachers cannot make it happen. Therefore, teachers should teach their pupils to consider before presenting a new lesson. The endeavor, however, was unsuccessful. T4 was forced to change all of the conventional education. The pupils continue to wait for the professors' instructions, nevertheless. [T4.I2.22]

Unlike T3 and T4, T5 indicated that,

In my opinion, thinking critically or deeper thought on what they have learnt might be beneficial and make up for my pupils' shortcomings and lack of practical skills. Of course, these higher thinking skills are more suitable for good learners. [T5.I2.21]

T5 described reflection as an important part of her lesson for high-qualified class.

In general, to prepare them for what we will undertake, I will start by giving them printed recalls of what we will be doing for the day. Then, rather of performing it for them along with evaluating what we have done, I generally ask them to reflect at the conclusion of the time. Rather, I prompted them to consider how their daily experiences affected how they saw certain topics. [T5.I2.22]

During the NPs' classroom observation, only T5 modeled using reflective practices with her pupils once. She also had conversations about what went well and poorly at the conclusion of each lesson. She experimented with a feedback-friendly classroom environment due to her thought that errors should be made in order to gain insight from them," which allowed her pupils to learn from their mistakes; however, the researcher observed that only five out of fifty-six pupils were eager to follow her requirements. *[T5.O2.Unit 5. Grade 10]*

In sum, the NPs highly recommended the significance of reflectivity activity in enhancing their pupils but not all NPs succeeded to incorporate it often in practice.

IV. CONCLUSION

The findings from interviews and observation showed that for the Neutral Pragmatics, who understood the necessity of changing instructional methods, nevertheless. These participants reported a desire to alter their

own teaching methods, but they felt inhibited from doing so due to a perceived lack of knowledge and the realization that doing so would take a significant amount of additional work. Therefore, this group has made a few noteworthy adjustments

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