

## From Reflection to Practice: A Qualitative Study of Teaching Practicum Experiences

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### Abstract

This research explores the impact of the Teaching Practicum and Classroom Management course on the development of my pedagogical philosophy, lesson design, resource selection, and instructional methods in the context of TESOL. A qualitative reflective approach and in-depth interview with five student-teachers were used to elucidate the learning gained during the teaching practicum that was part of the MA in Applied Linguistics and TESOL program. The research points out that reflection, feedback from instructors and peers, and self-evaluation are crucial in developing effective teaching strategies and mindsets. The practicum provided an interactive context that focused on active pedagogical approaches and peer cooperation. The findings highlight the fundamental importance of reflective practice, supportive feedback, and micro-teaching opportunities in the enhancement of my teaching skills and confidence. In addition, the study highlights the importance of cultural competence, flexibility, and ongoing professional development for future TESOL teachers. The results of this study suggest that professional development programs for teachers should focus on hands-on teaching experience, collaborative learning opportunities, and continual training to better prepare teachers for the dynamic challenges ahead as effective instructors. This study was conducted within a smaller-scale classroom setting in Bangladesh, and future research directions include further development of these pedagogical methods and reflective tools in larger-scale classrooms to gauge their impact and effectiveness. Studies can also be conducted to measure the impact of each content of the teaching practicum course.

**Keywords:** classroom management, lesson planning, micro-teaching, reflective practice, teaching practicum, teaching philosophy, teacher development.

## 1. INTRODUCTION

The *Teaching Practicum and Classroom Management* course plays an important role in enhancing the learning experience in my journey towards becoming a future teacher. It deepened my understanding of effective pedagogical practices. The goal of the course was to prepare prospective teachers or those who have already been teaching, preparing them with the competencies necessary for a positive teaching career. Before doing the course, I was less confident and confused, but after completing the course, the confidence and motivation were enough to pursue a teaching career. Key topics covered are teaching philosophy, lesson planning, selecting appropriate materials, SLA theories and applications, feedback, and self-reflection.

Also, it provides hands-on experience with lesson planning and instructional practices, assessment and evaluation, and classroom management. Every teacher needs to develop a teaching philosophy. According to Laundan et al. (2020), ‘teaching philosophy statements articulate educators’ beliefs about what makes learning happen. They can be powerful tools in identifying assumptions about teaching, articulating our values as educators, and connecting to a community within and across disciplines.’ Studies show that effective lesson planning promotes learning. As a teacher, it is important to have expertise in lesson planning (Farhang et al., 2023). The lesson plan actually deals with how to organize and present the material in a way that has a logical form so that a topic is conveyed to the students in an appropriate way.

Further, Farhang et. al. (2023) mentioned that having a lesson plan helps the teacher to examine how to get into the material and various possibilities (Frotan, 2017, p. 200). Materials are anything that ensures the learning objectives of the learner. Learning materials are very influential in supporting students learning, as they can significantly increase student achievement (Nor et al., 2022). Materials play a central role in teaching and learning. Garton and Graves (2014, p. 11) assert, ‘Materials are fundamental to language learning and teaching. Knowledge of language learning theories plays a crucial role in teaching and learning. SLA research does offer a wide variety of concepts and descriptive accounts that can help teachers interpret and make better sense of their own classroom experiences, as well as provide ideas for classroom use. Classroom management is a key issue associated with optimal learning conditions (Widiawati et al., 2024).

In Bangladesh, English language teaching has been greatly affected by the pandemic and other challenges that have resulted in a shift to virtual classrooms (Aktor et al., 2022). Teachers are now using digital tools (Hasan et al., 2016; Hasan, 2020) and integrated supervisory practices (Hasan et al., 2024) to promote student engagement and motivation (Hasan & Ibrahim, 2017). Innovatively, strategies like YouTube and social media for skills development (Hasan & Labonya, 2016a; Hasan et al., 2018) facilitate fostering autonomous learning (Hasan & Rahman, 2017). Furthermore, scholarship highlights the impacts of artificial intelligence on writing skills (Khan et al., 2024; Uddin et al., 2024) and its consequences for academic integrity (Islam et al., 2024), providing the fundamental changes that need to be made in pedagogical practices (Hasan et al., 2016b; Hossain et al., 2015; Uddin et al., 2020; Akter & Hasan, 2022).

Classroom management aims to provide an inclusive learning environment and maintain student behavior. Teachers may feel stress, lack appropriate support, and may feel unprepared to handle behavioral and academic issues among their students. Practicum serves as a critical phase for prospective teachers to acquire and refine their teaching abilities; it offers them an opportunity to apply theoretical knowledge in real classroom settings (Iqbal et al., 2024). The prospective teacher fails to conduct class efficiently and effectively due to the lack of preparation and the lack of reflective and collaborative learning.

Reflective practice is a process that facilitates teaching, learning, and understanding, and it plays a central role in teachers' professional development (Mathew et al., 2017). Reflection is one of the activities that help teachers and prospective teachers enhance their competence. So, it is important to ensure teachers have the proper training before teaching, even if they are already teaching. In recent years, reflective teaching practices have been widely discussed, but in Bangladesh, not much study was conducted. There is a gap in research not focusing on the practical applications of these practices in the classroom. This study explores the transition from reflection to practice of teaching practicum experiences.

## **2. RESEARCH METHODOLOGY**

A qualitative, reflective approach along with in-depth interviews was followed to explore the experiences gathered in the teaching practicum under the MA in Applied Linguistics and TESOL program. The practicum ensured an engaging or captivating learning environment by focusing on interactive teaching methods and peer collaboration. The program spanned three months and 36 class hours and involved participants in workshops, discussions, and micro-teaching sessions to enhance their understanding of effective teaching practices.

### **2.1 Research Design**

For an in-depth understanding of personal experiences and reflections, this study follows a qualitative framework and research design for this study. According to Merriam (2009), qualitative research is a means of exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This approach is perfect for the study to capture the gist of the practicum experience and the learning outcomes that emerged from it.

### **2.2 Instrument- Reflective Journal and Interviews**

The reflective journal was used and considered as the primary data collection method throughout the program. Documenting the observations, feelings, and insights after each workshop and collaborative session was processed to gather data. Reflective journaling is recognized as a valuable tool in education for promoting self-reflection and critical thinking (Moon, 2006). Through regular reflective writing, participants were able to focus on the key experiences that resonated with learning, persuasive challenges faced, and noted improvements based on peer feedback. In addition, five teacher-students from the practicum course were interviewed with an in-depth interview protocol. The interview questions are: What are your experiences in teaching practicum course? How has your

teaching been influenced after the course? Describe your experiences in the micro-teaching with examples. Describe the impact on your lesson planning and assessing skills as a teacher. What is your overall reflection on the practicum course?

### **2.3 Data Analysis**

A thematic approach was followed for the analysis of the reflective journal and in-depth interviews, where recurring themes related to effective teaching strategies, classroom management, and student engagement were identified. Braun and Clarke (2006) outline thematic analysis as a method for identifying, analyzing, and reporting patterns (themes) within qualitative data. In addition, Gibbs's reflective cycle was used as a framework for organizing the reflections, which ensured a more in-depth analysis of the learning experiences. It also demonstrated the influence of collaborative learning on professional growth. This method allowed for a complete synthesis of knowledge acquired during the practicum. Both interview data and personal reflective data are triangulated in the discussion section. The participants in the interviews are named (pseudo) as Nuhas, Rafij, Saba, Suhi, and Zainab to ensure anonymity.

### **2.4 Validation**

To make the reflections more trustworthy, participants discussed their insights and thoughts with other fellow practitioners within the group. According to Lincoln and Guba (1985), peer debriefing serves as a valuable strategy for reducing bias and enhancing the credibility of qualitative research findings. Triangulation was used by comparing reflective journals with notes and feedback from workshops to ensure the interpretations were consistent and accurate. Recognize the subjective nature of qualitative analysis and the potential biases stemming from personal experiences and the specific context of the practicum. To mitigate these biases, the researchers maintained awareness of their preconceptions and carefully reflected on them throughout the journaling process (Finlay, 2002). Regular discussions with peers also provided opportunities for external validation and cross-checking the interpretation with others for different perspectives.

## **3. FINDINGS FROM TEACHING PRACTICUM COURSE**

This section of the study presents valuable insights into eight areas of teacher development. The eight subheadings represent the overall findings of this study. Those are teaching philosophy, lesson planning, selecting appropriate materials, micro-teaching reflection, SLA theories and applications, assessment and rubric development, classroom management, feedback, and self-reflection.

### **3.1 Teaching Philosophy**

Teaching philosophy contains values and beliefs about teaching and learning, which introduces a teacher and his/her philosophical position. According to Laundan et al. (2020), "Teaching philosophy statements articulate educators' beliefs about what makes learning happen. They can be powerful tools in identifying assumptions about teaching, articulating our values as educators, and connecting to a community within and across disciplines." It also allows teachers to create a positive learning environment and establish a healthy teacher-student relationship. To write an appropriate and honest teaching philosophy, the teacher must be clear about teaching principles and professional and

personal attributes. My teaching philosophy is rooted in the belief that education is a medium for change. By fostering critical thinking, promoting creativity, developing communication, improving collaboration, and building character, I aim to support students' abilities to navigate the complexities of the modern world. After reading my teaching philosophy, my teacher told me that it is a well-planned teaching philosophy, and the inclusion of a student-centered approach will help to achieve my philosophical position. Furthermore, my teaching philosophy puts a great emphasis on social justice and equity. At the beginning of the course, knowing about the teaching development principles and personal and professional attributes, and afterward, the instructor's feedback shaped my teaching approach. My developed teaching philosophy ensures these teaching approaches are also included in my teaching philosophy: a student-centered approach, being culturally responsive, and promoting lifelong learning.

### **3.2 Lesson Planning**

A lesson plan is a guide for the teachers to facilitate lessons. As a teacher, it is essential to have expertise in lesson planning (Farhang et al., 2023). Lesson plans create a framework for achieving the learners' objectives and measure how well the goals have taken place. For the first time, I developed a lesson plan for teaching paragraphs. It was for secondary school students (class 6). To create the lesson plan, first, I focused on the lesson objectives and how I achieved those objectives within a specific timeframe. I also focused on the student's level and their learning needs. I tried to engage my students, and for that, I used an interactive approach such as asking questions, asking one student to draw a burger for me, assigning them into groups, and allowing peer feedback. My teacher shows some areas of further development. He said my lesson plan was well organized and aligned, but the task instructions were not clear, and for that, students can feel disconnected. Also mentioned about making careful choices about content whilst considering students levels. During the course, I developed three lesson plans. In the last lesson plan, I was able to utilize the feedback and findings to create a practical lesson. My teacher lastly said the lesson plan was perfect for the class and the students. Further, I studied that area and made progress through continuous practice. As Farhang et al. (2023) mentioned, having a lesson plan helps the teacher to examine how to get into the material and various possibilities (Frotan, 2017, p. 200).

### **3.3 Selecting Materials**

Materials are anything and everything that ensures the learning objectives of the learner. Learning materials are very influential in supporting students learning, as they can significantly increase student achievement (Nor et al., 2022). Materials ensure what and how they learn. While choosing the materials for my lessons, I aim to choose materials that are relevant and aligned with my learning objectives. Also considering the proficiency level of the learners. Ensuring that the content is culturally appropriate and related to real-life situations. For example, while I tried to teach paragraph writing, I chose a paragraph on Dhaka. Students can easily relate to it, as Dhaka is the capital of Bangladesh. The paragraph I chose was taken from an online source, which was authentic material. Authentic materials refer to content that is not developed for educational purposes, such as newspaper articles, blogs, and stories. Choosing authentic material plays a vital role in

engaging students by connecting them to the real world. Furthermore, I tried to make sure that the materials were graded appropriately. This is very important to make sure that the materials are not complex or too simple. The model I chose to teach them to understand paragraph structure was available online, allowing students to explore and discover more about the content outside the class for independent practice. In my materials, I tried to add visual aids such as pictures of superheroes and sports figures, as those are the areas of interest of my targeted learners. That further ensures my alignment with learning objectives and provides for students' needs. The teacher's feedback and guidance also helped me to select appropriate materials.

### **3.4 Micro-Teaching Reflection**

Micro-teaching is an innovative method for training prospective teachers, where the future teachers conduct classes for a small group of students and for a short time. In micro-teaching, teachers practice teaching in front of a small group of peers, mentors, or trainers who provide feedback on their teaching techniques, classroom management, and lesson planning (Tripathi, 2023). It develops and improves teaching skills in a supportive manner. In my course, I had the opportunity for three micro-teachings, which helped me create a bridge between theory and practice.

In the first micro-teaching, I tried to teach paragraph writing. The objective was to introduce basic paragraph structure. Used authentic, real-life, relevant materials. Provided them with visual aids and handouts for practice. Followed a blend of chalk and talk and inductive teaching methods. To demonstrate the structure of the paragraph, the chalk and talk method. The rest of the time, I continued the class through the inductive method. Also implemented collaborative learning and peer feedback strategies to promote autonomous learning. Most of the class went smoothly and was well engaged. Before solving the task, the rhythm falls. I was struggling with my voice and unclear instructions, which led to a concentration drop of the students. My instructor told me it was engaging and well planned, but "you need to work with your voice and intonation." That helps me to understand the importance of clarity in communication.

In the second micro-teaching session, I teach writing a paragraph but with different models and strategies. I choose the five-finger method for teaching the basic structure of a paragraph. In that teaching, I followed the inductive method and implied inquiry-guided instruction strategy by asking questions and working together to solve the problems. A few challenges also popped up in that session. The task was confusing; the sentences I gave to rearrange seem similar. Students face pressure beyond their levels. The other challenge from the previous session remains voice projection, which created a communication gap between learning and teaching. The last challenge was not being able to wrap up the class according to my lesson due to lack of time. My teachers said, "How you started the class was interesting and attention-grabbing. You were engaging the class. But there are a few areas you need to develop. First, you have to choose your material and task very carefully. Second, the way you started the class, you also had to wrap up the class by recalling your main idea, and you couldn't wrap the class up for your voice. For that, you lose connection with the class." That time, this feedback pushed me to work on my voice projection and selecting appropriate materials and tasks.

By the third micro-teaching, I was motivated to show my development in teaching. This time, I taught a lesson practice on listening and speaking. Followed the inductive method and used the dictation strategy. This time, my voice was perfect, and students were engaging with me; they quickly understood my instructions. One challenge I faced was the audio quality. My teacher gave me feedback: "You must ensure the audio quality, though sometimes the sound system can cause problems. You have to put these things in your mind." Overall, that was good. Also, my coursemates appreciated me and gave me positive feedback.

### **3.5 SLA Theories and Applications**

SLA research does offer a wide variety of concepts and descriptive accounts that can help teachers interpret and make better sense of their own classroom experiences, as well as provide ideas for classroom use (Haley & Rentz, 2002). The SLA theories are not only applicable to L2. It is also related to L1. Without the knowledge of SLA theories, a teacher will not be able to benefit from language learning. My teaching methods are influenced by several SLA theories. Particularly Vygotsky's Sociocultural theory (1978), Krashen's Input Hypothesis (1985), and Piaget's Constructivism (1976).

Vygotsky asserted that 'language acquisition occurs through social interaction and scaffolding (Vygotsky, 1978). In my lesson, I applied this theory by encouraging collaborative learning through group work and peer feedback. Which helped the students to practice language in real-life and cultural contexts. Applying this theory in this manner showed me it can be beneficial for language learning. Stephen Krashen's input hypothesis states that language learners must receive language input at their level and then slightly beyond so that the process remains both comprehensible and challenging. He expresses this concept with the formula 'i + 1' (Krashen, 1985). In my micro-teaching, I provided some language input slightly above the students' current proficiency level, which was understandable for them. While conducting the inductive method in class, I used some words that followed Krashen's i+1 hypothesis and selected appropriate materials that were both challenging and relevant.

Piaget's theory of constructivism argues that people produce knowledge and form meaning based on their experiences (Piaget, 1976). As adopted, task-based language teaching in the relevant context. Ensuring problem-solving skills and promoting critical thinking. They were engaged in tasks that required them to use language in a practical and real-world context as I designed the tasks relating to real-life situations and context. These three theories influenced my teaching methods and classroom practice. That helps me to create an inclusive, engaging, and effective learning environment. The comprehension of the theories is essential for prospective teachers.

### **3.6 Assessment and Rubric Development**

The purpose of the assessment might focus on assessing student learning and assessing the program. Assessment helps teachers to monitor student progress and develop teaching strategies. I used formative and summative assessments to gauge students' understanding and progress. Formative assessment focuses on the process of completing the product. In contrast, summative assessment is more product-oriented and

focuses on the final product. In paragraph writing teaching, I first implemented the formative assessment by observing their responses and comprehension of the model. By asking questions and through tasks, I collected how much they understood the lesson. Later, assign them a paragraph writing that focuses on the final product, implementing the summative assessment. In the classroom, I also implemented peer review assessment, a tool for promoting collaborative learning and allowing students to reflect on their own learning. To assess the paragraph writing development, I developed a rubric emphasizing the importance of organization, clarity, and grammar in students' writing. Provided feedback on their performance. After utilizing this rubric, I felt the need for self-assessment. That will help them to develop a deeper understanding of their strengths and areas of development. In the future, I will use these kinds of assessments and that rubric in addition to self-assessment. That will help the students and me to achieve the learning and program goals.

### **3.7 Classroom Management**

Classroom management is a cornerstone for teaching. Effective classroom management is essential for a productive learning environment. Good classroom management encourages students to take accountability for following established policies and processes. It also fosters an environment in which students hold each other accountable for exhibiting strong engagement and good behavior (Augusta University, 2023). One of the primary strategies was clearing my expectations from the beginning of class. For example, in micro-teaching sessions, I mentioned the objectives and set the expectations for behavior and engagement, such as active participation and respect for each other's opinions. Another strategy I implemented was active engagement. Because when students do not remain engaged, they are not actively involved in the lesson. For that, I followed the dictation strategy and interactive activities such as group work, peer work, and problem-solving tasks.

I also used the positive reinforcement strategy. I used to praise and celebrate while they finished their work. I encourage them to speak up and unfold their potential. That motivates them and builds a supportive classroom. Also, by introducing collaborative learning strategies, I provided autonomy for the students. In a class, our instructor gives us ten different situations to solve where we need to engage disengaged learners through the various theories or concepts. SLA research does offer a wide variety of concepts and descriptive accounts that can help teachers interpret and make better sense of their own classroom experiences, as well as provide ideas for classroom use (Haley & Rentz, 2002). I used multiple approaches, such as incorporating interactive activities, ZPD, translanguaging, sociocultural theory, positive reinforcement, and giving students more autonomy in their learning. That activity also provides me with insights into classroom management. These strategies helped me maintain the class while keeping it dynamic and engaging.

### **3.8 Feedback and Self-Reflection**

During the micro-teaching, I received feedback from peers and the instructor. That played an important role in improving my practice. It also enhanced my professional and personal growth. In my first micro-teaching, my instructor observed issues with my voice

projection and clarity of instruction. Also mentioned was my monotonous tone. Advised me to work with my intonation. This feedback conveys the importance of clear communication. Reflecting on this, I understand my delivery can impact student engagement and comprehension.

In the second micro-teaching, I faced new challenges. The task's instruction was unclear and inappropriate for the students. Also, my voice projection reminds me of an issue causing communication problems. For that, I was not able to wrap up the class. My instructor told me to select materials and tasks carefully. This feed further makes me conscious of aligning the materials with student capabilities. Also, start practicing on voice projection. In the last microteaching, I was determined to show my progress, which went well. However, the session was not completed without challenge. Poor audio quality hampers listening activity. My instructor mentioned choosing proper audio quality and the importance of technical preparedness. Also, my coursemate provided positive feedback, which boosted my confidence. My strengths are engaging students, planning interactive sessions, and using diverse teaching methods. Further improvements include task design, voice projection, time management, and ensuring technical readiness.

After each micro-teaching session, I noted the feedback and tried to improve. For my voice projection and intonation, I used to record myself at home while practicing a demo class. For the materials, I used myself to see the targeted student and analyze their area of interest. I tried to understand how they would find the lesson interesting and how I could engage them happily. Before every micro-teaching, I used self-reflection to understand growth and challenges. That allowed me to learn autonomously. My future teaching goals include developing my voice projection and intonation, selecting tasks that match student capabilities and learning objectives, and focusing on EQ and AQ development.

#### **4. FINDINGS FROM INTERVIEWS**

The five in-depth interviews have gathered rich qualitative data related to student-teachers' experiences in the teaching practicum and classroom management course. The major findings of the interviews show that student-teachers of the teaching practicum course have been influenced greatly after the course. One of the student-teachers mentioned that "I did not know a lot about teaching and learning, but I have learnt to improve my teaching strategies throughout the semester" (Nuhas). To the participants, the practicum and classroom management course has enlightened them with the knowledge and skills of engaging students for active learning. One of the participants stated that "teaching practicum and classroom management taught me how to engage the disengaged learners in English class (Saba)". In this regard, another participant mentioned that "I have learnt to create active classes by transforming passive learners to active ones (Tahmid)".

Regarding micro-teaching, course participants are found satisfied. They consider the microteaching sessions as an excellent opportunity to hone their practical teaching skills. One of the participants opined that "it is because of the three micro-teaching sessions I could evolve as an expert in dealing with students in the classroom (Suhi). Another participant stated that "teacher's feedback and peer feedback were also

instrumental throughout the semester. I reflected upon the feedback from my teacher and coursemates and revised my teaching strategies (Rafij). From lesson planning to assessing the students, this course was impactful to the student-teachers. They have found it an eye-opener because “the coursemates and the teacher worked collaboratively and closely in deciding what to do and what not to do in teaching.” (Nuhas). Another participant stated that “my teaching style and outcome changed when I came to know from my course teacher that ‘the best teacher teaches less.’” (Saba). In reply to the question on the overall reflection of the course, the participants emphasized that, “There should be two practicum courses with more micro-teaching sessions,” and they also “do not want any summative assessment in the practicum and classroom management course” (Zainab).

## 5. DISCUSSION

The findings of this study give important insights into teacher development by reflecting on the Teaching Practicum and Classroom Management course. Firstly, the teaching philosophy develops into a student-centered approach concentrating on social justice and equity, lifelong learning, and professional and personal development. This is supported by Aktar et al. (2022). The importance of lesson planning is mentioned. That shows how lesson planning became a critical tool for organizing materials, engaging students, and achieving learning outcomes. Materials selection is another important job for the teachers. It is the duty of teachers to select appropriate materials that are authentic, culturally relevant, and appropriately graded to ensure learners are learning in the classroom and in real life, too. A participant in the course stated that he did not know how to select “culturally appropriate and age-appropriate materials” (Tahmid) earlier but has learned to find the appropriate materials after the practicum course.

Micro-teaching provides hands-on experience in teaching techniques and classroom management. Provided the areas of development on teaching skills. The epistemology and application of SLA theories enhanced my understanding of how to promote language learning and real-world language use. Classroom management strategies, such as clear expectations, active engagement, and positive reinforcement, were mentioned, which shows how effective and essential they are in creating a conducive learning environment. One of the course participants, in the interview, mentioned that she is an experienced teacher but did not know how to do active teaching or engaging teaching, but throughout the semester she has “learnt to engage the students and make teaching and learning more active and effective by transforming passive learners to active learners” (Fahim). Finally, feedback and self-reflection encompass my continuous improvement, allowing me to adjust my teaching methods and provide future direction for teaching. Likewise, in the in-depth interview, an interviewee also found the “teacher feedback truly instrumental in rethinking his teaching” to the students (Nuhas). Similar findings from Uddin et al. (2024) and Hasan and Alam (2016) also support the findings of this study.

The findings demonstrate how the combination of theory, feedback, reflection, and practice can significantly impact and enhance teaching competence. A paradigm shift from theoretical learning to practical applications, especially in lesson planning and classroom management, conveys the importance of adaptability and flexibility. One of the

interviewees mentioned that throughout the semester she has “learnt to apply the theoretical learning to practical English classrooms” (Saba). A reflective analysis of demo teaching practices advances the technical skills and builds confidence to implement those strategies in future classrooms. The findings match Iqbal et al. (2024) and Mathew et al. (2017). These studies confirm the importance of reflective practice and collaborative learning in teacher development. Demonstrating how the practical practices incorporate continuous self-development allows teachers to fine-tune necessary skills and nurtures an inclusive environment for learning. In contrast with these two articles, the findings of this study align with their conclusions. One of the interviewees also found that “the demo classes or micro-teaching sessions were effective in redefining” her teaching strategies (Suh). The practicum training, including micro-teaching and collaborative learning, is vital for preparing prospective teachers (Aktar et al., 2022; Hasan et al., 2024).

This study is not able to cover all topics. The impact of diverse cultural contexts, technology integration, eco-ELT, and students' perspectives was not addressed. The study's primary limitation is that it is conducted in small-scale classroom settings, which may not be able to address the challenges and dynamics of big and diverse classrooms. This study only reflects three micro-teachings. However, these limitations do not undermine the overall findings, as they cannot be separated from the core teaching experiences. The findings of this study suggest that teacher development programs should put emphasis on practical teaching practices such as micro-teaching and collaborative learning with theoretical concepts. This approach will prepare them for modern classrooms and will equip teachers with fundamental skills in lesson planning, materials selection, classroom management, and self-reflection. There is a need for gradual professional development to address the new teaching challenges and to support teachers in fostering a reflective practice and adaptive teaching mindset.

## 6. Conclusion

In conclusion, this study demonstrates the transformative impact of the Teaching Practicum and Classroom Management course on developing my teaching philosophy, lesson planning, materials selection, classroom management, and classroom practices. The findings revealed the importance of reflective practice and collaborative learning in enhancing teaching skills and confidence. This study's recommendation includes emphasizing teacher-developing programs, actual teaching experiences, collaborative learning opportunities, and ongoing professional development. Furthermore, it will prepare teachers to handle the multifaceted challenges of the teaching profession. Future studies can explore how reflective practice and collaborative learning will occur in a larger classroom, cultural influences on teaching strategies, the role of technology in lesson planning, and EQ, SQ, and AQ on classroom management. Also, a long-term observation of micro-teaching studies can be considered as the future direction for this study.

## Ethics Statement

The researchers have maintained all the issues regarding research ethics. Consent from the institution, course teacher and the participants were taken officially. Participants took part in the study voluntarily.

### **Conflict of Interest**

There authors declare that there is no conflict of interest.

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