

Designing and Adapting Lesson Plan for Online Class in Kindergarten: A Case Study in Bangladesh



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Designing and Adapting Lesson Plan for Online Class in Kindergarten: A Case Study in Bangladesh

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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Dedication

My MA dissertation is dedicated to my most loveable person in my life and she is my mother named Syeda Rehana Sultana. Her one and only profession is housewife and that much attracted for me because a housewife is not only a profession where a person couldn't have any weekend or any feasible bonus. I am proud of being a daughter of her and she inspired me in each and every moment of my life, she also has been a constant brilliance in my intellectual journey.

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Abstract

This research study explored the affective domain of enhancement of lesson plan during COVID-19 pandemic using multiple case study design. This multiple case study produced a synthesis of information that guides a classroom or virtual classes of teachers in the development and maintenance of her relationships with her students. The resulting analysis and interpretation provided a description of major themes that developed regarding strong enhancement of lesson plan, as well as, specific components to the interactions considered essential for the student's teaching-learning environment.

The outcome of this is an account of experiences and procedures that guide the development and maintenance of good relationships between a teacher and her students along better lesson plans. Qualitative research design is used for this study as I wanted to understand the phenomena in depth and it allows me to present a rich picture of development lesson plans in urban kindergarten schools. Based on the findings, the here enriches virtually classroom due to this pandemic and how to resolve the problems of the kindergarten children with creating a great lesson plan. My goal in conducting this study was to provide more specific examples and empirical findings for how create a great lesson plan for good communication and interaction between a teacher and student. Identifying specific factors associated with teacher-student

interactions could provide valuable information to an educational teaching-learning community. Implications for how these findings can impact the learning environment are discussed.

Keywords: Kindergarten school, urban and rural areas of Bangladesh, qualitative approach, effective lesson plan, virtual class, classroom management, online teaching-learning procedures, COVID-19 pandemic.

Chapter- 01

Introduction

Background: In this quarantine, circumstances created due to Covid-19, it is recently called a pandemic situation because of the rapid spreading worldwide, demolishing physical and mental health concerns for children. After this situation, which runs up to one year, the students of kindergartens and schools represent a crucial context for young children's well-being, but this is now a rare object. The schools are closing for these new dimensions and difficulties to overcome and run out of the educational activity of academic pedagogical process, which is inevitable to continue with electronic communication. Thus, the kindergarten children were verbally unresponsive, with wrong interaction and an approach that affected cognitive growth. These complex challenges suffer both the teachers and the students (4-6 years) in education. The primary intention of this pandemic situation can be reduced by following the daily lesson plan with the learning and teaching process's function. As a definition, Perry & Lewis (2008), stated "The lesson study is an innovation in the field of education that has been successfully reliable in many developed nations and its exploration can make a positive contribution to improving education and making it effective" (p. 67). A teacher must draw a lesson plan for any academic purpose irrespective of training, experience, or competency by following the curriculum. Consequently, the learning objectives, activities, and assessments are required to assist them in achieving and engaging in the short term and long term. A comprehensive lesson plan helps the students in their learning and writing assessment and adopts the most suitable teaching technique. In addition, it can help the class time and classroom decoration for positive expectations for students.

A lesson plan has the essential parts: objectives, subject matter, procedure, evaluation, and assignment. In that case, a teacher needs to complete a course for his/her betterment called teachers training, one of them the 'Global Montessori and Teacher Training Institution,' Gujarat, in India. This institution is now at the top of the rank in other countries' institutions. However, now it is time to modify the curriculum, textbooks, and increase teaching and learning in the classroom (UNICEF & JICA, 2009). Bangladesh's primary curriculum is based on teaching

competence, such as mathematics; there are far below the expectations. So the diversion into the intended implemented and attained curriculum. The Primary Education Development Program (PEDP) for 2011-2016 is running to improve the quality in all levels of the primary education sub-sector by following the key objectives which are given below: a) to upgrade the aspects of kindergarten education in Bangladesh through the introduction of Primary School Level (PSQL) standards; b) to make kindergarten education flexible to all children in Bangladesh; c) to increase enlistment, attendance and the rate of accomplishment in the primary education circle; d) to acquire a child-centered approach in the classroom; e) to fully combine PEDP 3 activities within the organization and functioning order of the Ministry of Primary and Mass Education and the Directorate of Primary Education. Instructors try to present the content teacher-centered by giving without sufficient examples, explanations, materials, or problem-solving strategies. It shows an ineffective learning achievement. Planning is the most crucial thing when a teacher teaches, and it should help understand how to present, question, and discuss the main content. A lesson plan should be arranged to most up to date one week, years or month date the beginning of the academic year. It has been unusual, unreasonable, and affordable for teachers in time and decreases the educational program. The country of Bangladesh here permits the annual lesson plan, daily lesson plan, daily class routine, teachers' guide, teachers' edition, Essential Learning Continua (ELC). These are essential for implementing the National Curriculum Textbook Board (NCTB). Effective materials play a significant role in the competencies of students.

The learning explores the revision of using lesson plans in the kindergarten school Bangladesh due to COVID-19. These sorts of trial studies try to enhance the present status of using lesson plans in this pandemic in the kindergarten school to ensure quality teaching-learning. The work represents the aims and objectives to cover this lack of research.

Interest and rationale: The main interest of this study is to evaluate the attitudes, perceptions, and experiences of the teacher's involvement in teaching planning in the circumstance of the lesson plan. The research report will reflect the present situation for utilizing the lesson plan in the classroom. Worldwide in this COVID-19 pandemic in all the countries, the government has taken various steps to ensure quality education. Most institutions follow technological education, called online education, throughout the world, even in Bangladesh. By

using computers or mobile phones, teachers teach the students online with video calls, chatting, joining various groups, etc. By following the daily lesson plan, it will be revised on their needs. Some institutions could not afford technology-based education because of the carelessness of the students' parents and guardians.

Kindergarten schooling from grade 1 to 5 students compiling for the process of teaching-learning. The age of the students are 6+ to 11+ years old. In independence Bangladesh, there has been a consciousness of the significance of the kindergarten education system and the need for appropriate care for very young children. As a result, the number of infancy educational institutions increased day by day in daycare centers and nursery schools. The Education Commissions of Quadrat-e-Khuda (1974) and Mafizuddin Ahmed (1988) state the importance of early childhood in the field of acknowledgement and education. The reports of both Commissions recommended the establishment of nurseries and kindergartens in the modern areas. It has helped children's mental, social and physical growth, public healthcare, and family planning departments. The Committee on Formulation of National Education Policy, formed in 1997, recommended that the first six months of grade 1 be spent preparing kindergarten children. The committee further suggested that female teachers are specially attached to teaching the youngsters. Bangladesh Kindergarten School Association faction secretary MD Mizanur Rahman said that over one crore students studied at over 40,000 kindergartens following the national curriculum. These are located mainly in town.

This research will help the researchers and policymakers plan to ensure quality education by executing Lesson Plans. The instructors gain new knowledge of the institution to ensure quality teaching-learning in the classroom. Although in this research, the lesson plan will provide an accurate portrait of physical guidance for policymakers and the educators for their competence and performance while using the lesson plan. This study is significant to ensure the quality by following the effective lesson plan in kindergarten school. By these questions the study of this research will modify the actual vision and make it fruitful. Aims and Objectives is to find out the impact and significance of the lesson plans for online classes in the Bangladeshi kindergarten school during the COVID-19 pandemic

The following questions were found to guide the study to visualize this research's research interest and rationale.

1. How does the changed teaching-learning circumstance due to COVID-19 impact teachers' pedagogical preparation through lesson planning in order to meet students' diverse needs?

Unfamiliar with technology skills, rarely maintain teaching philosophy, inadequate training, and enlightenment of teaching-learning process are the obstacles of the virtual classroom

Chapter- 02

Literature review

Definition of the lesson plan

According to Borich (2007), the lesson plan is a vital element that enriches the outcome of the students' teaching and learning process in their classroom, while planning is a random process of responsible teachers. However, this lesson plan in the form of their classroom instruction has elements such as objective designing, presenting, questioning, discussing, teaching, modeling, examining, re-teaching, and self-reflection. On the other hand, by following the plan, a teacher should enrich the goals, objectives, and subject matter. This planning process helps the learner and the teacher redouble the skill and knowledge (p.11).

Comprehensive illustration of the individual lessons that a teacher plans to teach on a specific day for a lesson plan.. A teacher plucks a lesson plan to conduct instruction throughout the day by giving manageable time. The planning of a lesson plan is dealing with some necessary ideas. It traditionally includes the lesson's name, date of the lesson, objective the lesson focuses on, materials, and a summary of all the activities. Furthermore, lesson plans provide a tremendous set of guidelines for substitute teachers (Derrick Meadon, 2019).

Arbitration guidelines of educational context and public school crisis can be deduced and adopted by giving the training of the instructors. They represent a layout of worksheets and training materials, during the COVID-19 pandemic. The schools rejoin program by the instructors, educators, and psychologists can use these resources to be run when school restarts at the end of the crisis of health (Jimerson, Brock, & Pletcher, 2005; Sandoval, 2013, p.64).

According to Bri Stauffer (2019), Lesson plan is a teacher's daily outline for what students need to learn, how it will be taught, and how learning will be measured and a teacher put all of the information in his/her own perspective. A lesson plan produces a teacher more potential. In this a teacher can discuss the condition which should be followed in the classroom as well as in here mentioned the class time, new concepts of teaching, class period with meaningful discussion. In each class, a teacher needs to follow the lesson plan by creating on his/her acknowledgment.

This is another set of stimulation for the students and evaluates a well-being skill in the educational curriculum activities.

According to I.K. Davies (2007), given four lesson plans such as the guidance of learning, planning, organizing, leading, controlling, and given the greater significance of lesson planning in the beginning of teaching planning. He has exemplified it in the subsequent manner, which is “Lessons must be developed for there is nothing so spiteful to a teacher’s progress than unpreparedness. Due to this, planning is more significant than other steps, and definitely, it is indeed true.

Importance of lesson plan

Planning grid is an essential process with trainee instructor’s by gaining experience since it forces them to consider what to teach, how to teach, and how to evaluate (Yildirim, 2003). Unfortunately, there has been little identification of pre-service teachers’ lesson planning experiences. Since there is limited awareness in the literature on trainee instructor’s though lesson planning skills. It has a special quality that aims to gain intuitions and viewpoints about the strengths and weaknesses of the trainee instructor’s. If their understanding and viewpoint might be controlled by variables as teachers' scholastically, applying and producing lesson planning will help present and future (p.28).

Clark & Yinger (1979) identified why a lesson plan is essential? He added that teachers are determined to take a lesson with a strict direction, promptness and security. In it there is a refreshing memory by studying and assessing the content, organizing the material for presentation, making decisions on timing and abiding by the movement of the lesson. Organizing the classroom is the main portion of a lesson plan. In the classroom, supply an outline for instruction and evaluation, learning and teaching activities analyzing, create interest in the class by making different ideas and skills of planning, to check the assessment.

It helps the student to understand the basic needs including topic, meet organizational skills such as daily, weekly, and semester schedules (p.22).

Griffey & Housner (1991); Housner & Griffey (1985) found that a lesson plan provides an opportunity to engage students and teachers with advanced learning, student characteristics, and environmental conditions to the teaching/learning procedure. A lesson plan is vital for evaluating self-confidence, knowing students' previous knowledge, asking questions, guidance, interest, stimulation, organized matter, and understanding the objectives (p.22).

According to Lewis & Hurd (2011), a lesson study is successful when it is considered a necessary condition by the equal participation of teachers. On the other hand, Karadimitriou & Moumoulidou (2014) found that Teachers actively participate as researchers in the lesson plan (p. 67). Both citations are accurate if a teacher has completed or fulfilled all sorts of the requirement. However, in the classroom, it is sometimes tricky. However, in the Bangladeshi context, it has infrequently been showing.

According to Athanasoula-Reppa (1999), A Cooperative lesson plan of educational practices enhances teachers' interest in their profession, ameliorating the quality of their essential work and they also feels like the work of their own work. (p.68). While in the context of Bangladesh, it is created by the competition nowadays. Sometimes teachers may overlook the others because of the excessive students within one classroom. For this issue, they might lose their teaching hours and sustain their normal functioning. They should accumulate their research lesson and design. This teaching and observation will help them to collect data on student learning (p.68).

The lesson plan is an important aspect of a professional teacher that directly impacts what and how students learn the effective material, key objectives; therefore, how teachers plan is crucial in the context of building an effective lesson plan. Smith (1977) states that “teacher planning is important for educational research and policy in that: 1.) planning decisions and activities are a major factor affecting the quality, quantity, and nature of classroom instruction, 2.) the effects of planning decisions and activities upon instruction can be assessed, and 3.) the cost of making alterations and adjustments to planning decisions is minimal and thus planning represents a powerful tool for the improvement of instruction” (p.1). This statement exists clearly and splendidly.

Salient features/factors of the lesson plan

The features of a good lesson plan are found by Catharineh (2011), The lesson plan should be designed shortly before taking the class, and reviewed before the class is taught in order to note new ideas or perceptions. It has to balance the need for detail without being overly rigid, formulated with the needs of the class in mind, and take account of their backgrounds, experience, ability, and interest, expectation, attachment should include as a minimum level of accuracy. They are: a. Mostly needs the aims and objectives b. Covered the activities, methods, and practices c. list of resources needed. d. To connect the notes and how the lesson links to previous and future classes.e. providing Questions & Answers which should have space for notes/reflection either during or just after the class in the outline it also takes assessment. e. These sorts of modules are needed to prepare a perfect lesson plan.

There are some sorts of components which are found in Margarita R. Rodríguez Gallego (2007). This aspect is essential to evaluate a lesson plan such as: the authoritative framework, the school educational and curricular project, the context and the conditions under which the lesson planning grid should be enhanced. The teachers and students relationship compiles with expertise, skills, and acknowledgements, (p.02). Educational goals depend on producing a lesson plan to set a specific teaching modality with appropriate methodological strategies.

According to Wong (2008), the characteristics of an effective classroom where students are engaged with different activities are described and provided in a perfect lesson plan. The students know what is expected, which is possible like routine accomplishment for good lesson plans. To fulfill a good lesson plan there is little wasted time full of inactivity. The atmosphere of the classroom is work-oriented, relaxed and pleasant along with good time management due to effective enforcement of a good lesson plan (p. 20). A lesson plan should be prepared at least one week before the beginning of the academic activities.

According to Sharmaine (2013), the four components of a lesson plan are objectives and motivation. The objective is related to the cognitive, affective, and psychomotor domains. On the other hand, motivation is related to dancing, singing, acting, exercising, group activities, asking questions, etc. If any of these aspects have lacked, then the whole over the planning would be ruined.

According to Richard (1998), lesson plans should address the following directions: focusing on academic beliefs and principals. The strategies are mentioned below:

1. Key objectives and ideas to be taught according to the students
2. Taking too much time which is devoted to the lecture.
3. Approach and method should be used for educational design.
4. Materials are required both for the student and the teacher.
5. Task is given independently among the students in the classroom.
6. By the student understanding the evaluation and applications occurred.

This policy is permitted to prepare the lesson plan to establish various requirements that focus on academic presumptions and maybe the actual content and interrelated to the writings (p. 103-121).

Designing a lesson plan considering the kindergarten school students

According to Harmer (2007), Good teachers are adaptable and responsive to what is happening in the classroom, they are concerned and search for a goal. They also want their students to reach, and some ideas how they get, and also a plan assists to remind teachers what they deliberately conduct or what they refuse to do (p. 156). Indeed they are active and creative in every hard time. It indicates the effective planning skills through this factor the teacher may have to consider while designing a lesson plan.

In order to be an effective instrument of lesson plans, teachers should know about their activities. Emmer and Evertson (2009) found the term activity which describes categorized the habits of the teachers and students attract in for a natural purpose (p. 88). The two authors explain that classroom activities include discussions, recitations, group work, presentations, time management, seatwork, and document checking, though this is not a complete list (p. 88). They assert that a significant theme to leading activities is the idea of activity flow, the degree to which a lesson proceeds smoothly without interruptions. Activity flow is maintained through three types of teacher behaviors which may be inhibited misbehavior, managing lesson movement, and maintaining focus groups (p. 95). It has developed the effective implementation of a lesson plan while a teacher is taking a class.

The first step of classroom management is setting up a physical classroom which will layout with smooth routines and procedures. Even though that will probably be changed several times throughout the year as teachers should adjust for the students' needs (Powell, 2009, p. 2). Eventually, the classroom is decorated for the students needs with a suitable environment for teaching and learning. On the other hand, the classroom is arranged, a comfort atmosphere, safety, and order is an analytical stage for effective learning (Marzano et al., 2005, p. 135). Sometimes a sitting arrangement can determine the reciprocal action of a classroom. To conduct with seating arrangements, Lambert (1995, as cited in Evertson & Neal, 2006) concluded that seating variability is necessary for an interactive classroom instead of a perfect fixed of seating arrangement. These factors will help to decorate the classroom and the teaching material.

Researchers suggest that the physical environment can affect learners' attitudes and achievement (Sammons et al., 1995, Sprick, 2006, Simmons et al., 2008) which found that the decision of teachers was driven by their philosophies about how students learn or acquire knowledge. (Evertson & Neal, 2006). Sprick (2006), on the other hand, suggests that the physical organization of the classroom has significantly affected student behavior. Suppose student desks and blackboards are arranged to make difficulties for the teachers to flow through the room. In that case, students' behavior is suitable or less responsible as if the room is decorated so that the teacher can easily interact with the students (p. 58). Sprick put forward the following suggestions as regards the physical arrangement of a classroom; a) ensure teachers tranquility which is access to the segment of the room, b) arrangements of student desks to enhance the pedagogical tasks that students are most independent and c) minimize the placements caused by high-traffic locality in the class which is depends on the students (p. 62).

According to Hellsten (2012), numerous studies look into the interrelation between time management, academic achievement, stress, interest, and creativity etc. However, the study has shown that time management of behavior or skills were frequently interconnected with academic achievement although time management. On the other side of the coin, ineffective time use, lack of control over overtime demands, and insufficient amounts of time materialize to ruin individuals' psychological resources (p.562).

Numerous researchers have created structures for effective teaching. At the same time, each of the scope is different; all of the researchers support research-based characteristics and practices

of effective teachers. Danielson (1996, 2007) noted the importance of having a framework when using the parallel to a road map. Since complex teaching is having a road map through the ground which can help teachers for superior meet their goals (p.25).

Ornstein and Lasley (2004) found that teacher training divides effective teaching into two parts: the art and the science of teaching. The framework that they provide is a result of the extent of research available on effective teaching policy. The authors state that the artful features are more difficult to measure because it often demands attitudes and behaviors, which are not observable. The Science of Teaching includes developing educational objectives, planning, grouping for instruction, assessing and evaluating for the work of students. The Art of Teaching finding the motivation factors for students, recognizing students' individuality with their own set of needs, self-esteem, and its outcomes on schooling (p.27).

According to the cognitive-developmental theory which is invented by Piaget (1985), where stated that, kindergarten children captivate in thinking. However, their thinking tends to be autistic child (which is a mental disorder), and they have to follow a regular procedure to convey scientific ideas (Hong et al., 2014, p.908). If children can directly acquire and gain experience through practice, they will have an in-depth understanding of science knowledge (National Research Council, 2012).

Genesee et al., (2006); Miramontes, Nadeau, & Commins (1997) found that, In U.S schools, young English learners bring them knowledge and skills in their primary language which is connected to their home communities (p.86). Saunders and Golden berg, the publication noted, students' primary languages are intellectual, social, and personal resources. However, the subject matter and words are erudite in the primary language, forming a foundation for similar learning in the second language. (cf. Genesee et al., 2006, p.86)

According to Walqui (2000), Generally, we know the students from rural or impoverished countries receiving a lack of education. Ot her tenderness family members are unaware of the inevitable knowledge that they pressure undocumented status or family situations. They decided to live in child care arrangements until the school can create serious challenges. They need to return to the home country (p.88).

Diaz. R & Weed (2002) stated that “English is an invisible medium” based on its role in teaching and learning; academic content is assumed rather than made explicit. They say that in a classroom where the content teacher addresses the needs of learners, the language of teaching and learning will be “very much present and accounted for,” which exposes that teachers will enlarge practices of schooling to organize methodologies that teach language as well as content (p.34).

As we know in every lesson plan, we need to apply Bloom’s Taxonomy which Benjamin Bloom initially published in 1956 by a team of cognitive psychologists at the University of Chicago; the original taxonomy was organized into three domains: 1) Cognitive, 2) Affective, 3) Psychomotor, Bloom’s identified six levels within the cognitive domain they are: remember, understand, apply, analyze, evaluate, and create. They compass and classified evaluation to recall the fact at the lowest level to more complex thinking at the highest level. It is a part of an assessment. According to Fredericks (2005), teachers should ask students questions that claim thinking skills. It helps to reflect the thinking skill which is the connection of low to high or simple to complex (p.37).

According to Forehand (2005), the level of Bloom’s Taxonomy is referred to the lower levels to higher levels. The lower-level questions are those such as: knowledge, comprehension, and simplistic questions at the application level. Higher-level questions reflect students to think more harder and include more complex application questions, analysis, synthesis, and evaluation. According to the Center for Teaching Excellence, the lower levels of thinking are typically suitable for evaluating students’ preparation and comprehension, diagnosing students’ strengths and weaknesses, and reviewing or sketching the content of questioning(p.n.d.).

According to Davidson & Decker (2006), since the 1950s, Bloom’s Taxonomy has used the structural thinking process in education. After that, research supported the concept of the natural thinking process beginning with the lower levels (lower-order thinking skills) of the Taxonomy and advancing to the higher levels (higher-order thinking skills) . However, the lowest of Bloom’s six levels revealed 90% knowledge of teaching (p. 04).

According to Tankersley, “the Critical Thinking Community ” (2008), teacher’s certifying that students can function at the highest level of cognitive ability which is revisied by standards and tests. In that case, a surface need to increase the use of higher-order thinking skills by the

students. Since many teachers utilize the lower levels of cognitive thinking in their instruction, for how the teachers prepare and conduct their lesson which must be occurred (p.04).

According to Deborah. K & Kate. S.P. (Granite State College), when we need to plan a lesson, the goal is to describe the lesson's summative outcomes (where students will go). The SMART ascribes when writing objectives are 1) Specific (Here the student should state anything which is accomplished precisely in the condition of the place), 2) Measurable (It states the overall outcomes in definite and specific ways. Start with behavioral verbs, which provide a list of verbs from Bloom's Taxonomy. 3) Attainable (The learning objectives should be written at the appropriate level for student success. 4) Relevant (The activities of learning objectives begins with knowing the specific standard and supporting knowledge while students in any school or district must learn. 5) Time-bound (Students should be able to reveal the skill (p.n.d.). These SMART objectives will ameliorate student's writing in any academic assessment.

Impact of online education during COVID-19 pandemic (the changes occurred after this pandemic)

Jiao et al. (2020) found that kindergarten children are unstable during this Covid-19 pandemic, and they are psychologically broken down for the present situation, such as present concern, behavioral problems, and fear because of the isolation (p.64). In this way, the mental health professionals proposed the guideline: when the children stay at home with their parents, they (the family member) should flourish their communication skills (Dalton, Rapa, & Stein, 2020, p.64).

According to Keegan (2001), distance learning is connected to 'education' and 'training. Including pedagogy introduced as a part-time organization study preserved by mail with correspondence and tested some conventional books, use radio, television, telephone, and the past few years adopted from all sorts of modern technology such as mobile phones, computers, and satellites (p. 20).

According to Battacchi & Bastianoni (2002); Lerner, Walsh, & Howard (1998); Lingiard & McWilliams (2017) they stated that the behavior of children depends on his/her environment. The children remove his/her critical events throughout the developmental and dynamic perspective. He/she quickly changed his/her mind and is an active child that is more difficult as adults, and we know (p. 65). According to Compass (1987), children and adolescents are more

attached to their family routines or school life as they show stressful changes than adults cause; the critical situation of stress assesses the indication for the benefit (p.65).

According to Jeffrey W. Redinger, MD, Paul B. Cornia, MD & Tyler J. Albert, MD (2020), in the present situation for the pandemic, the education system is based on technology such as a slide-based teaching process on live video conference even though we following the recorded section as well as. The learner can turn the camera off if he/she wants. The institution takes opportunities individually to maintain a collaboration and interaction classroom in the online class, such as enabling cameras, small group breakouts, screen sharing, and virtual chalkboards for learning an in-person classroom in this particular environment (p. 403).

Hardy et al. (2005) found that curriculum activities in any institution may have the capacity to teach effects and explanatory information (p. 910) immediately. On the other hand, the crucial concept is that kindergarten children learn how to shift knowledge to any problems, contexts, and times (Klahr & Chen, 201, p. 910).

According to Mancini & Layton (2004), Mc. Leskey, Henry, & Axelrod (1999); Praisner (2003), parents, teachers, and associations support that exceptional students' do not always need to be met in comprehensive settings. So this is sometimes difficult for them to acquire. On the other hand, some particular concerns about students' needs are focused mainly on meeting through adaptation or modifications of the general education curriculum and institution (p. 109).

According to Peters (1972), grab a skill, and drilling is an important part of the training. In contrast, education must provide those dedicated with knowledge, acquisition, skills, assimilating, and cognitive perspectives. Education is indeed a broader concept, whereas, the training is carried out or into effect a particular skill is used generally. After all, training endures in education. (p. 14).

Statement of the United Nations (2020), in the pandemic, the world was facing alarming challenges in fulfilling the fundamental educational human right. The early 2020 estimated the financing gap to reach Sustainable Development Goal 4, which is declaring the quality of education in lower middle income countries. It was a staggering \$148 billion annually. It is evaluated that the COVID-19 crisis will increase the financial which is filling the gap up to one-third and more (p. 05).

United Nation (2020) Stated, the school closure had changed dramatically with the level of development: throughout the second quarter 2020, 86 percent of children in primary education and kindergarten school. They have been fruitfully out of school in different countries with low human development contrasted with 20 percent of high human development goals (p.05).

The closure of educational centers has pervaded the entire population suffering from this situation caused by the pandemic situation though the most disadvantaged countries. According to UNESCO Sustainability (2020), various factors are seriously affected, such as disruption of learning for a large number of children and young people. They only have the food to accept in schools for free or at a minimal cost; inadequate training of parents for distance learning: this is showing the low educational level of the parents. The most devastated families are injured to a greater extent; unequal access to information and communication technologies, lack of childcare, economic consequences and increased unemployment, after extended the closure of schools. The possibility of dropping out of students who do not return after the closure order is completed their on going study. (p.03-04).

Stephan G. Huber & Christophe (2020) found that this new environmental challenging situation of digital learning causes school lockdown, information, education policy, and practice. From this point of view, several countries have not yet experienced a pandemic that caused a social crisis and upcoming school lockdown; there is restricted knowledge to deal with the recent situation and challenges of digital learning in this context. Schools have closed the curriculum activities to take the online procedure, and the assessment has taken over by giving assignments in top pre-school or high schools. In this process, it is an enlightenment of the student's teaching-learning progress.

Summary of the Literature Review: The lesson planning skills aim to gain insights and attitudes for the strengths and weaknesses of the teachers. An accurate teacher can be fulfilled or remake a successful lesson plan. The source of materials, which are: objective designing, presenting, questioning, discussing, teaching, modelling, checking for understanding, and self-reflection, occurs through this lesson plan. Determining strict direction, refreshing memory, organizing the material and the students, fixing timing, evaluation, and checking the assessment; all these things are compulsory as a teacher. All these things are included for creating an effective lesson plan. In this research here enhance the minimal ideas of lesson plans for the

preschool children. There are four steps to maintain a lesson plan: learning procedure, planning, organizing, leading, and controlling. A well-managed classroom is deeply needed, whereas different activities provide a good lesson plan. A practical implementation lesson plan can introduce the discussion, recitations, group work, presentations, and checking assessment, digressions, diversions, or interruptions. It will prevent misbehavior, managing lesson movement, and maintaining the focus group. This research related to kindergarten school also reflects the cognitive development theory, which engages the pre-school children's or adolescent and autistic children. The skills of English as a primary language relate to intellectual, social, and personal resources. The importance of English Language Teaching is also a relevant part of this research. In Bloom's Taxonomy, he stated it into three theories: cognitive, affective, and psychomotor. It introduces the lower-order thinking skill into higher-order thinking skill. Lower-level questions refer to knowledge, comprehension, and superficial questions. Contrarily, higher-level questions refer to complex application questions, analysis, synthesis, and evaluation. Use of SMART objectives for ameliorates student's writing in any academic assessment.

Though as a child, the kindergarten students had some sorts of difficulties in this Covid-19 pandemic. They use online education or modern technologies, which badly impact their education skill. They face disruption of learning, inadequate training, distance learning, unequal communication, information technology, and economic consequences. Students are full of fear, isolated. These sorts of things change their behavioral problems. This pandemic invented social crisis, subsequent school lockdown, online procedure, and ignorance of the students' teaching-learning process. During this pandemic situation, a lesson plan can help the students re-teach and re-thinking their academic schedule while continuing their studies. In Bangladeshi, kindergarten school teachers also follow the lesson plan, and they also take classes online to encourage students in their educational field during this COVID-19. To meet the aims and objectives of this portion of the research, it will be developed based on the ideas of the lesson plan, which is more effective or which is not. This part would invent the introductory teacher's knowledge about the lesson plan. How much they evaluate their knowledge to prepare and after preparing, they know how to present it in their classes by operating this lesson plan. It will also analyze effective ways of using lesson plans effortlessly accessible by Bangladeshi kindergarten teachers. It will also encourage understanding in the students and teachers during this pandemic.

Chapter- 03

Methodology

Research methodology given piece of method by choosing qualitative and quantitative methods of research to be conducted easily. More specifically, it is about how a researcher systematically designs a method to ensure logical and well founded results. The research method addresses research aims and objectives. This methodology chapter begins with the questions of research. After that, there is a description of the research design. Here represents the setting, participants, and instrument of the research by following data collection procedures. At last, it discusses data analysis. However, in the end, there is an ethical consideration that is acted to ensure the rights of participants stand in every way the paper is presented.

Research Question:

This research will help the researchers and policymakers plan to ensure quality education by executing Lesson Plans. The instructors gain new knowledge of the institution to ensure quality teaching-learning in the classroom. Although in this research, the lesson plan will provide an accurate portrait of physical guidance for policymakers and the educators for their competence and performance while using the lesson plan. This study is significant to ensure the quality by following the effective lesson plan in kindergarten school. By these questions the study of this research will modify the actual vision and make it fruitful. Aims and Objectives is to find out the impact and significance of the lesson plans for online classes in the Bangladeshi kindergarten school during the COVID-19 pandemic

The following questions were found to guide the study to visualize this research's research interest and rationale.

1. How does the changed teaching-learning circumstance due to COVID-19 impact teachers' pedagogical preparation through lesson planning in order to meet students' diverse needs?

Unfamiliar with technology skills, rarely maintain teaching philosophy, inadequate training, and enlightenment of teaching-learning process are the obstacles of the virtual classroom

Research Design: This research design has organized by the affective domain of teacher success by using a intrinsic case study design. Creswell stated (2013), “case study research is a qualitative approach in which is explored a real-life, and contemporary bounded system (a case) over time, through completed, in-depth data collection. According to Yin (2009), “ the case study especial considered a full of a variety of evidence sources such as documents, artifacts, interviews, and observations might be available in other types of qualitative methods by the confident of a researcher. The reflection of case study is holistic and meaningful characteristics of actual events (p.37). By mentioning the design, it can be brought up the methodology section of a paper is the total research guideline. The paper aims to identify the limitations of urban and rural kindergarten school teachers dealing with the specific lesson plan of their need for teaching in Bangladesh. Then had chosen to operate by following procedures of qualitative method. In order to conduct the research, here is prepared one set of semi-structured interviews consisting of 20 and 25 questions. All the questions are qualified questions which is help to identify the actual needs of this paper.

Consequently, searching for the person who had enough close for the study, in that case, had to select the five city's kindergarten schools situated in Dhaka division and one kindergarten school from Barisal division as it was close to connected. Then I had to take interviews with the teachers of 6 kindergarten schools seeking permission to control the work. Though facing some difficulties in this pandemic situation, it was able to overcome them. In that case, the interviews had taken virtually. Also had conducted the study with six different schools from 6 different teachers. This study of the research here has used both primary and secondary data from different sources.

Setting: Seeking permission to conduct a teacher interview from different schools in the urban area of Dhaka and the rural area of Barisal was not easy to accomplish. Among eight kindergarten schools, six interviewees were allowed to continue after their daily classes were finished online. The interview had taken virtually, and then it was recorded. Because during this

pandemic, teachers are giving 24 hours for their online teaching-learning schedule, thus making them busy all the time.

Participants: The schools which had been allowed to work with having enough specific teachers of different subjects. They all create lesson plans before taking their classroom. It was flexible to take interviews from teachers who usually take the class as a per time teacher, subject teachers, and a class teacher who is HRT's (homeroom teachers). This research here interviewed six young teachers; they all are female. The average age of the participants was 28-35. For this interview, here was selecting a play to grade v classes. In each classroom, they had 20-25 students. The interviewee had come from both the Cambridge and National curriculum which help this paper to compare which lesson plan is necessary for the kindergarten school children and which lesson plan is the exact level of their knowledge and understanding. Here is a list of the participants and their time, qualification, and training status.

Table of the participants

Participant	Pseudonym	Gender	Age	Qualification	Number of received training	Name of the institutions
1.	Ananna	Female	29	MA in Literature and Cultural Studies	0	A.G. Church School, Dhaka
2.	Salma	Female	28	BA in English Literature	1	Oxford International School, Dhaka
3.	Sultana	Female	28	BA in English	0	Shapla Academy,

				Literature		Dhaka
4.	Taslima	Female	29	BS	2	DPS STS School, Dhaka
5.	Bristy	Female	30	BS	0	Notun Kuri Kindergarten School, Dhaka
6.	Kakon	Female	35	MA	3	Kataksthal Government Primary School, Gouranadi, Barisal

Instruments: Here is collecting data from participants which had followed the procedure of the qualitative method. Here used purposeful sampling with an intrinsic case and interviewing. Interviews were the focal instrument for the work. They conducted the general idea of teaching in rural and urban kindergarten schools to collect their sight about how the lacking areas of lesson plans can be filled. Here is one set of semi-structured interviews with teachers. The cell phone worked as an essential tool for collecting data as there were audio-recorded teachers' interviews. The interviewee gives their purposeful time and makes the methodology fruitful.

Data Collection Procedure: The data was collected by taking interviews within 7 days following various qualitative methods. The interview was conducted by recording simultaneously for one weeks. Virtual interviews were conducted with 6 participants separately, which had to take 40-50 minutes in each interview. This interview has assisted in idealizing the genuine perceptions of rural and urban school teachers about preparing their lesson plan in teaching-learning procedure. The interviewees' replies had helped collect data about the changes in the present situation of lesson plan strategies of rural and urban areas.

Interviews: The research paper aims to identify the limitations of kindergarten school. Teachers are enhancing lesson plans for teaching in this pandemic situation of Bangladesh. In this paper here had decided to take virtually interviews apprare 6 participants. They are directly or indirectly related to English Language Teaching. In interviews, a natural flow of the conversation is not interrupted because supplementary questions related to the main topic which can be asked based on replies. It took about two weeks to interview 6 participants from two different perspectives. Each interview was taken according to the teacher's appropriate time, place and environment. The interviews were recorded through the cell phone recorder and noted down the key points in the specific notebook. The questions of all the interviews focused on the teaching process. They used materials usually applied to develop knowledge and skills and follow a specific lesson planning grid. For the betterment of the interviewee in this way they had used Bangla for teacher's interviews. Each interview took a midpoint of 40-50 minutes. They give their convenient time and share their experience through a beautiful interview.

Data Analysis: According to Patton (2002), “because each qualitative study is unique, the analytical approach will be unique. Because qualitative inquiry depends, at every stage, on the skills, training, insights, and capabilities of the inquirer, qualitative analysis ultimately depends on the analytical intellect and style of the analyst” (p.433).

The data conducted by the qualitative research methods, the data collection process, and analysis is aimed to complete with the suggestion of Patton. The data collected was based on a semi-structured interview (interview- guide) by following a thematic analysis. From the prepared questionnaire, audio-recorded interviews from different teachers from different perspectives. After analyzing the replies according to understanding and clarified with style. The observation of interviews and visualization of the learners and teachers virtually in the English Language Teaching classroom. In six interviews, she noticed that teachers and learners continue with a variety of limitations in virtual classes. Analysis of data was done inductively. This data analysis portion had built up it's own working pattern, conducted activities accordingly, and organized critical findings based on various themes described in the following section.

Ethical Consideration: The selected participants were attained before presenting their knowledge in the study due to ethical considerations. In that case, an information sheet

(Appendix A) is portrayed in simple language. The goals and objectives of the study were sent to the teachers individually of some selected schools at first and then were presented to all participants. Teachers take part in the study when they are fascinated and accessible. It was ensured that their given information would remain anonymous. All participants had their authority to decline or quit anytime from taking part in the project. So these two forms permitted that all conducted the study of research in all the ethical issues.

Chapter- 04

Findings

By giving a portrait of methodology here is given the findings portion which is conducted in rural and urban parts of Bangladesh with kindergarten and one primary school by following different methods of qualitative approach with thematic analysis. The findings are organized into particular themes, which are collected from data. Here, using the pseudonym, are, gender, name of the institutions all of these by the participants list for ethical issues. Participant's statements are presented in two ways with a quotation mark and indented text without quotation marks. Some perspectives of the participants are also presented by mentioning some own words. The first portion of the findings here mentions the themes by the themes it concluded at the last stage of the paper.

Limitation of Teachers:

Lack of proper methodology in the classroom: kindergarten schools are the first educational institute where children start their study life. In this part of their life, they need to be built with solid pillars. That is why the instructor at kindergarten level plays significant roles in children's life. The participants, one of them named, Bristy, says, "as a teacher, I took English Grammar, When I taught them I conduct them with the approach of "CLT" and "GTM" in the perspective of virtual classroom. So in the way of a child's teaching-learning skills are improper, and knowledge skills are disrupted. In this way, she also said that students memorize quickly, and their writing exam did well but the communication and interaction gap occurred as well as. So some students understand and some others ignore. The institution noticed the good marks of their assessment but did not notify their teaching-learning process. The instructor should pay attention to the inadequate use of methodology. So, by improving their intelligence, teachers should follow the teaching-learning process in rural and urban kindergarten schools in the situation of COVID-19.

Lack of proper training: A teacher needs to be influential in student achievement. At the kindergarten level, only teachers are responsible for the education of learners. That is why student need of success depends on well-trained teachers. However, this study of kindergarten schools views that the institution's areas are part of Bangladesh's urban and rural areas.

Although, they have hardly received any training over teaching and learning except one institution according to taking some of the participant interviews. The participant named, “Sultana” shares, “she did not go through any training in her three years of teaching experience”. Incorporating “Sultana”, more than two female participants named, “Bristy” and “Anannna” replied, “they did not receive any professional training since their joining” and “the crisis of well-trained teachers for using technology, rarely maintain teaching philosophy is shown in the virtual classroom”. The opportunities for teacher training are not enough in some institutions in Bangladesh. However, the primary and kindergarten school that is choosing in the rural and urban area has inferior training opportunities for the teachers though it is located in the rural and urban area of Bangladesh. Even though one institution (which is primary School) in a rural area there had given training but an urban area institution of private institution they often did not give the opportunities. So this is incredible. This is occurred because of the only responsible for the teachers and mainly the institution who rarely maintain their teaching philosophy. In the virtual classes they also lacked proper training during this pandemic. That is why the introvert and extrovert students were facing problems and the teachers are not reach their in physically so the interaction and communication gap had occurred in the virtual classroom in the context of Bangladeshi Kindergarten school in COVID-19 situation.

Parents are uncooperative: In the first stage of a child, they learn primary education from their parents. At this stage, they learn the alphabet, then the words, etc., day by day. So in this generation, the parents are more serious about their children's educational progress. They are conscious of admitting their child to a good school for their better future. One of the participants, Salma, stated that “parents are more conscious of their child when the physical class was occurred, but during this pandemic situation parents are busy with their household chores and because of the closure of school is disrupted by uniting teachers and Parents” because of this inadequate meeting of parents, lack of childcare, economic consequences and increased unemployment all of these increasing day by day. In this COVID-19, situation parents are need to be more cooperative because of did not taking the physical class because our government has prohibited the physical class during this pandemic situation because government has already declared lockdown through the country specially for the children who are locked their study in the perspective of kindergarten school. Parents are thinking stay at home is more relevant for their children although it is safe for them during this pandemic.

Ignorance of lesson plan: Griffey & Housner (1991); Housner & Griffey (1985) found that lesson planning provides an opportunity to connect previous learning, student characteristics, and environmental conditions to the teaching/learning process. A lesson plan is vital for evaluating self-confidence, knowing students' previous knowledge, asking questions, guidance, interest, stimulation, organized matter, and understanding the objectives (p.22). A lesson plan organizes whole classroom activities full of knowledge, interest and influences fundamental ways of learning. Including six participants, two of them named Sultana and Bristy, our lesson plan follows our syllabus. However, in this way, our institution did not give any lesson planning grid, and also in our teacher's meeting, they did not give any instruction by providing any lesson plan". Bristy says, "As I am a junior teacher, so in that case when I share something new, the senior teacher prohibits me from doing any specific activities of my students. This makes me spleenful". Here the conflict between the senior-junior teachers occurred. The students suffer from them, and the senior teachers are unoccupied, which is also exaggerated by the kindergarten children because they gain their first knowledge from this institution this is called oppression at the work place cause of this the problems are prevailing such as: demotivation of lesson planning grid, worksheets, create conflictive situation between senior-junior Ts' which is impact on the Ss' teaching-learning procedures etc.

Issues in class management

Inconvenient classroom: An overcrowded classroom refers to a classroom with more students than its accommodation ability. By following the first five participants, they are not complaining about that. However, the last participant named Kakon says, "As a primary school teacher, I had taken classes of one to three. There are 60 students per class. It becomes challenging for me to take care of each student in the class. When I ask to do any classwork, in a single class, I cannot even check copies of all students and give them observations generally". She also said that when I take the English language class of grade 2, there are 50 students, and they talk too much. As a result, the classroom becomes restless for a teacher. The teacher's voice does not reach every corner of the wall in the physical class because of this messy environment. But in the virtual classes, the attendance and attention of the students are inferior than the previous situation of COVID-19 so in that case, teachers are utilizing less populated classroom which is effective while they taking classes.

The short span of class time: Participants' replies while taking their interviews, on class time duration they reveals that learners are getting 40 minutes class duration for their subjective class. To carry on a live-video class minimum of 1-hour duration is a must, says one of the participants, Taslima, “only 40 minutes of class time does not cope up with doing classwork, checking them out, listening to students’ problems, finding solutions, etc” thus her class frequently remains unfinished, and students get demotivated”. This short duration of class time is not supportive at all, and it also lacks to maintain good relationships and communication with pupils. The last stage of a class discussion is more important, which helps to understand the learning status, learning progress, and lack thereof. On the other hand, in a physical classroom the situation occurs in the same manner. So increasing the class time is mandatory to overlook all of the findings.

The great challenge of teachers to manage the kindergarten children: The kindergarten children are full of little hearts. They are loveable, sweet, and soft-hearted. However, sometimes they play with their classmates, some are naughty, or some are busy with other activities. They are introverted, or some of them are extroverted. The students are busy playing all the time. Some of them are playing in the classroom while teachers are doing their classes. The participants Taslima said, “this is too much tough when a child makes noise in the classroom, so after that, the environment is messy; in that case, I doing engaged the naughty child and give the child one by one activity which makes the child busy all the time and then I could not do so”. By doing this movement, they keep them handled, and the class remains peaceful. But due to the online class the naughty children do not concentrate on their daily classes of lecture that is why they were logged on to their study in that case the interviewee Ananna said, in that case “the main concern goes to the parents but all of the parents are not concerned about their child’s daily classes and studies during this COVID-19 pandemic in the context of virtual classroom.

Limitation of implementing online curriculum

Poor attendance and attention: In kindergarten, the online procedure is quite relevant in education during this pandemic. All of the schools were not permitted to continue their learning and teaching process through online. Between them some of the kindergarten schools permit ongoing online processes. In that case, the attendance and attention of online classes are inattentive due to their classes. Students are careless about their class, and they are neglecting

their studies even if the physical class they are more attentive to because of the face-to-face interaction. The participants agree about this distraction of the students. They are facing all of these difficulties through online teaching-learning procedures. The online class does not match the child, while this education process is unfit for the little kindergarten children. Also, the guardian is uncooperative. They could not manage the time which they need to give their child. However, the guardian is busy with their household chores. Even if they are educated, some are not concerned about their children's online education. Some of them are inexperienced in using technology. So, in that case, they unconsciously handle their children's education process; that is why teachers face difficulties because students do not get any support from their parents if they face any perplexity while studying at home. Student attendance was good, but they are inactive in the online class because they do not understand some topics. However, all of these parents are rarely bothered about their children's attendance in classes and exams. According to Keegan (2001), distance learning is connected to 'education' and 'training. Including pedagogy introduced as a part-time organization study preserved by mail with correspondence and tested some conventional books, use radio, television, telephone, and the past few years adopted from all sorts of modern technology such as mobile phones, computers, and satellites (p. 20). By this definition, this finding is a match for the study. One of the participant named Taslima, stated that “video-call, audio- call, checking assessment, finding problems, listening Ss’ problems are not possible within 40-50 minutes in a virtual classroom so the class duration must be extended”.

Re-change of lesson plan during online class: In the online education procedure, the kindergarten children are busy with their class schedule, assessment, assignments, etc. Some of them are very sharp in technical skill, and some of them are introverted, so in that case, these students suffer a lot. Teachers give an easy-going assessment of all, and they are grading an average marking of all. The video-recorded class is taken in the meantime of pandemic. By this the students are engaged in their home with busy studies. They stayed home and stayed safe. In the online classes the learner can turn the camera off if he/she wants. The institution takes opportunities individually to maintain a collaboration and interaction classroom in the online class, such as enabling cameras, small group breakouts, screen sharing, and virtual chalkboards for learning an in-person classroom in this particular environment (p. 403). Teachers create their lesson plans before taking their classes. The virtual class catches their attention. There is a vast difference between the teacher and the learner, only the cause of virtual class. The

communication and interconnection between a teacher and a student are rare in a virtual class. These differences re-change their lesson plan. One of the participant Anannna said, “the communication and interaction gap has been increasing during this situation and for this reason there is need to re-change the lesson plan and must be reduce the whole lesson planning grid”. By this lesson plan, the students' kindergarten lifestyle had changed. But in the physical class the off/on camera is not needed because in the physical class this is the great opportunity of communication and interaction with the teachers and the students.

Abuse of technology: Nowadays, technology is used vastly all over the world. As the same technology-related device is used here and there. During this COVID-19, schools are closed because of this kindergarten students are addicted to different types of electrical devices such as mobile phone, I-pot, laptop, television, etc. are now easy to handle. In that case, students are disrupted day by day. For this their daily routine is changed as well as they are uninterested in their study. The name of the participant Salme said, “ staying at home students’ are safe but they are addicted from different devices such as: mobile, television, computer etc” all of these happened because of the virtual classroom which is held generally at home”. A teacher's weakness is managing class time, strengthening their minds, and interacting with teachers. The demise of online classes is to pay attention to all of the children because they are not constantly presented to their virtual class. On the other hand, in the physical classroom they are interested and visit their school regularly which happens habitually. But the online classes had occurred at home so the students were neglectful and wanted to ignore their daily lesson planning activities.

Advantages and disadvantages of online class: One of the most often-used terms after the pandemic is “new normal.” The new normal in education is the enlarged use of online learning tools during this pandemic. Around the world, this COVID-19 pandemic has set off new ways of learning. By following this online class, it has changed their lifestyle. Guardians are complained to their students by the teacher that they do not read a fixed time per day. Some guardians do not provide devices because of financial problems. One of the participants named, Kakon said that, “in the little kindergarten students they are busy with playing all the time. As being a part of a rural background, students are busy with playing cricket, football, kabaddi, carum, Ludu etc. so they do not pay attention to their daily lesson plan”. Because of this ongoing pandemic it has already been one and half years all over the world. For this the little children are dropouts day by

day. Mostly the little hearts are so innocent and soft-hearted. They mostly lose their life without the attachment of studies in this COVID-19. Little students do not become weak up early in the morning as well as in physical class. They are at home, so they stay safe, but the early-rising habit is exchanged. The online class has some advantages: kindergarten students increase their technological skills, introverted students respond to the online class, and some essential tools are newly learned.

Show negligence by creating community through the online class: In the physical classroom it is possible to make an extra class for the children for doing extra activities in one day of a week which is mentioned in every lesson plan in the kindergarten institution. So, the child are frankly speaking English language as well as they communicate with others at the same time. Teachers are very friendly to interact with the children. But, in the online class or virtual class it is not possible by showing face or the mode of the came is on/off. Even though in the online classes children are do not freely connect with the teachers and for this their communication skill is devastated. The participant Bristy said, “the motivation of dancing, acting,singing, exercising, group activities, and asking activities are ruining in the sector of the virtual classes lesson plan”. For this as a second language learner of Bangladeshi people they are facing lack of communication problems as well as neglect from every teaching community which may be in the institution or create a community in each of their own territory. They also lack some of the teaching facilities which is given by their own institution. Learners should practice L2(English, French, Latin etc.) in a different perspective which is currently a headache now.

Some teachers negate online classes or some support online classes: Among six of the participants, two of them named Salma and Taslima replied the same speech about the online class because they did not support the virtual class as well. They said, “Now during this pandemic, something is better than nothing.” However, they all support physical class. They are against online classes because of the teaching-learning process, and they give 24 hours on this virtual profession during COVID-19. They also said the online class is adequate but not much like a physical class. Kindergarten students did not pay respect to the virtual classroom.

Chapter- 05

Conclusion

This chapter will include the approach and actions of the participant and own personal perspective, which has influenced the interpretation all over the study. The findings are supported by the creativity that currently exists in the field regarding teacher-student relationships. Understanding the issue of conducting lessons in the classroom with lesson plans depends on the teacher's knowledge, skills, and commitment. Many other issues are also related to the effective use of lesson plans in teaching-learning. According to the responses from different participants and findings, teachers have some limitations in using lesson plans in the classroom. It is also essential to know how greatly all of the quality teachers can maintain in preparing and using lesson plans in the classroom and how much qualitative support is given to teachers to use lesson plans effectively throughout the paper. However, again research is based on how much knowledge teachers have for gaining, preparing and utilizing by adopting lesson plans successfully in the classroom.

Throughout the study, teachers faced some challenges and got deficient support from different sources regarding preparing and using lesson plan. They were facing difficulties in the online product of the class for this they have been given 24 hours afford of them at any cost. They tried hard and soul and sitting over laptop all the time before classes and after classes. The interviews provided some useful data to represent some status of lesson planning process in kindergarten level classrooms thoroughly in the case study. Although necessary support is provided to accommodate and create a group of community among teachers. In that case, these can also help lesson plan effectively by doing meetings and taking training with online process of teaching-learning because nowadays the technology can help us to prevent the classes with some sorts of difficulties. For this the teaching philosophy of quality teaching-learning will be enriched.

There are showing mixed perspective in the implementation of lesson plan in the kindergarten school because of 1)Unfamiliar of technical teaching-learning materials, 2)Short-Span of class duration, 3)Lack of attendance, attention, communication and interaction between Ss' and Ts' , 4)Unawareness of daily routine, 5)Assessments are changing into different forms of tasks and

assignments in the virtual classroom during this COVID-19 pandemic. Educators still need to design appropriate pedagogy with suitable sequence and scope, executed a well-timed delivery, provide appropriate motivation, facilities interaction and so on. Those principles are implemented in a virtual classroom is entirely different for the limitations of the medium and it needs to be successful while designing a lesson plan for kindergarten school during this Covid-19 situation.

Recommendations:

1. Taking advantage of the list of criteria of designing lesson plan in collaborative training in virtual classrooms of COVID-19 situation in the kindergarten school in Bangladesh.
2. Paying attention in choosing the virtual classrooms platform and making sure to be able to use it for preparing a lesson plan.
3. Encouraging trainees to discuss and express opinion within the e- training sessions for preparing a good lesson plan.
4. 2)Paying attention in designing lesson plan of appropriate collaborative training activities on accordance with the training content in Bangladeshi kindergarten school during this pandemic.
5. Evaluating the training programs currently on the scientific needs and turning it into e- training programs in accordings with the criteria of collaborative training,

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Appendix-A

Interview Questions for Teachers

1. Why do you decide to become a teacher?
2. Why do you want to teach at this school?
3. Why did you choose this teaching profession?
4. What is your teaching philosophy?
5. How would you prepare your classroom if it was the first day of school?
6. What are your strengths and weakness as a teacher?
7. Is there a teacher mentoring program here?
8. What goals and expectations do you have for your teachers?
9. How is the relationship between the parents and the school?
10. What affective qualities do you think a teacher needs to have to be a good teacher?
11. How do you build a sense of community in your classroom?
12. Describe the physical arrangement of your classroom? Is that purposeful?
13. What are specific components to teacher and student interactions essential to a learning environment?
14. How do teachers describe their process for building relationships with their students?
15. Teaching at any level requires organization. Can you explain what you prioritize as instruction and how you go about fulfilling all of your duties?
16. What do you think is one of the most significant difficulties facing children today?
17. What was one of your most challenging days as a teacher, and what did you learn from it?
18. What are some practical ways you organize your classroom?

19. Can you describe a time you organized an event or lesson the students enjoyed? What elements could you improve on for next time?
20. What method do you use for language development?
21. Do teachers communicate with parents and guardians?
22. What type of feedback do you give your students to help them learn and become agents of their success?
23. Do you prefer online class? What are its' advantages and disadvantages?
24. In this pandemic (COVID-19), do you think the online procedure fits the kindergarten students?
25. What type of change do you find in their lifestyle during this pandemic?