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METHODOLOGY CONTENT OF THE STUDY

3.0.0.0. Introduction :

Having reviewed the available literature related to the problem in hand, the researcher designs the methodology content of the study. Keeping in you the objectives of the present study, the researcher efforted to overview the methodology content of the study in this chapter. It deals with an introduction to the traditional teaching method, an introduction to the application of computer technology in the field of education, starting steps of powerpoint and it's application. Moreover it gives the details about the construction of instructional objectives of selected grammar points.

3.1.0.0. Traditional Teaching Method :

The Traditional Teaching Method is a Method which is based on the old concept of teaching, The old concept of teaching was teaching centered and subject centered.

In Traditional Teaching Method the teacher stubbornly believed in the following things:

- Only the teacher had the right to teach, only he can teach.
- Only method for teaching was to teach by talking.
- To teach what is in the text only.
- Teaching work can only be done in classroom.
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In this method, along with narration the teacher makes use of chalk, board and duster but to a large extent this is a one way method. However, while using this method if the teacher makes use of communication skill, this seemingly weak method can be made effective.

3.1.1.0. Advantages of Traditional Teaching Method:

Although it is based on the old concept of teaching and largely a teacher centered and subject centered, this method carried many advantages also.

- Long courses can be completed in stipulated time.
- Moreover, good oration can motivate bright students in their studies.
- The content can be made interesting through narration skill and communication skill.
- It facilitates teacher the preparation of teaching plan.
- The students can be given the training of listening experience.

3.1.2.0. Limitations of Traditional Teaching Method:

In this method the student has to act according to the speed and will of the teacher. If the narration, lecture or explanation given by the teacher is not of the required standard, the method turns out to be a failure.

- There is a possibility of the students becoming passive listeners.
- Moreover, the cramping attitude of students becomes strong.
- It becomes, to a large extent impossible to develop the mental abilities, logic, observation decision, comparison abilities of students by this method.
3.1.3.0. Conditions for Success for Traditional Teaching Method:

The teacher should follow the standard of students and should give lecture in oral as well as in any understandable way, should not spend whole time in mere oration, but instead should allot sometime to the students for questions to be asked by them at the end of lecture. Besides, to avoid the boredom and maintain the interest, the teacher should add some element of humor in his lecture.

In short, the traditional teaching method in which descriptions and narrations are mostly used, is an art of its kind which is very difficult to acquire. It will be unfair to condemn this as an old useless method.

In fact, the lecture narration itself is a method. Not only that, it also becomes supplementary to most of the educational instruments like display, role-playing, dramatically identification, group discussion etc.

3.2.0.0. The Application of Computer Technology in the field of Education:

Computers pervade the contemporary world. They are now affecting every sphere of human activity and bringing about many changes in industry, government, education, medicine, scientific research, law, social sciences and even in arts like music and painting. They are presently used, among other applications, to.

- Design buildings, bridges and machines,
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• Control space vehicles,
• Assist in Railway reservation,
• Control inventories to minimize material cost,
• Grade examinations and process results,
• Aid in teaching,
• Systematically store and quickly retrieve data on crimes and criminals,
• Play games like chess and video games,

The areas of applications of computers are confined only by limitations on human creativity and imagination. In fact any task that can be carried out systematically, using a precise step-by-step method, can be performed by a computer. Therefore, it is essential for every educated person today to know about a computer, its strengths, its weakness and its internal structure.

3.2.1.0. Constitution of Computer:

Computer is an electronic instrument which is used to make calculation and/or control such processes.

(1) Input Unit
(2) Output Unit and
(3) Central Processing Unit

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Central Processing Unit (CPU)

To get the work done by computer it is necessary to provide information. The device which provides information are known as input unit or output device which include keyboard, mouse, scanner, microphone etc.

Central Processing Unit (CPU) is a main part of computer in which the control unit takes decisions about the processing of incoming information and come out with results. In short, it controls the processes of computer.

During the controlling of the process the (ALU) Arithmetical Logical Unit and Memory Unit becomes helpful. The arithmetical logical unit performs arithmetical and logical processes whereas the storage of memory required for these messages is alone by Memory Unit. In the memory unit HDD Hard disk drive and FDD Floppy disk drive are involved.
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Higher the hard disk of a computer, greater will be its capacity to store the matter.

There is an arrangement of units for storage of information which are set in the form of Hard Disk Drive (HDD), Floppy Disk Drive (FDD) and Compact Disc Drive (CDD) which sequentially administer the hard disc, floppy disc and compact disc. The hard disc has more storage capacity but its memory cannot be moved from one place to another. Memory in floppy disc can be moved easily but its storage capacity is less. The limitations of these two can be removed in compact disc, that is, the storage capacity of compact disc is more and it can be carried easily. Therefore most of the software are prepared on compact disc.

The instruments used to bring out results prepared by the computer is called output device. It includes monitor, speaker, printer etc.1

3.2.2.0. Computer System:

Computer is an electronic device. The coordination among different parts of a computer is essential. This coordination needs a system. This computer system has three parts. (i) Hardware (ii) Software and (iii) Liveware.

The computer hardware includes input device, output device and central processing unit. The software is used for hardware. The software does not have physical existence. It is a collection instructions about the works to be done by a computer.

Different types of people such as computer programmer, computer
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manufacture and computer user involved with computer are involved in live
ware.

3.2.3.0. Computer Software and It’s Types :

Instruction are given to the computer for variety of works it does. These instructions are clear, logical and in sequence. Computer software is a collection of instructions which are prepared with the arithmetical and logical capabilities of HDD of computer, to obediently follow the instructions accordingly. The hardware is of no importance without software. The software activates the hardware.

There are three types of software (i) Operating software (ii) Application software and (iii) Utility software.

(i) Operating Software (OS) :

It is also called operating system. It is collection of machine-based programmes which act as an interphase, that is interpreter between application software computer and computer hardware. The main function of operating software is an all-round administration or management of the computer system.

There are two types of operating system for personal computer; (i) Dos (ii) Windows. DOS (Disk Operating System) is a single user single tasking operating system in which character/ text based instruction or commands are used, where as WINDOW is a Window base operating system which is actually an extension of capabilities of DOS. Windows is a graphical user interphase (GVI). Multi tasking provides the facility of multi tasking and gives on line help.
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(ii) Application Software:

The user for the different works such as writing letters, arranging files, looking after financial dealings, drawing pictures, making calculations, doing statistical analysis and watching films uses softwares which are called application softwares. There are two types of application softwares (i) for general use and (ii) for specific purpose.

The software for general use are called by the name of packages which are being sold in readymade form for the use. It provides facility of menu based management. There is a facility of help of tools which are application software. These tools include MS Word, MS Excel and MS PowerPoint.

The softwares for specific purpose are made by programmer according to the tasks required. The software developed for such specific purpose is called tailor made software.

(iii) Utility Software:

The work efficiency of a computer is on decline, especially the computer virus and disc fragmentation lowers the work efficiency of computer. The software used for making the computer efficient again is called utility software. Disc fragmentation software is used to repair the disc fragmentation from computer virus. These software are utility type software.²

3.2.4.0. Computer and It’s Broad Purposes:

The age of computer is dawning in schools. It is taking over the
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world swiftly and surely. It is quite a jump-from traditional teaching reliance on textbooks to the computer use. The computers serve a dual purpose. They expose students to modern technology while inculcating in them a new scientific approach to learning.

Computers are used for many purposes in Education. Broadly speaking, computers in education are used for the following purposes:

1) Instructional purposes
2) Curriculum development
3) Educational administration and management
4) Educational planning
5) Educational documentation
6) Educational test construction
7) Scoring and processing of examination results
8) Educational research
9) Educational surveys

3.2.5.0. Computers as an Aid to Learning:

As observed in Computer Based Learning Vol.12 (1987), "The computer's ability to perform Logical operations is a major characteristic and must surely be central to any computer application. In the context of learning, the rapid response to a learner's action is of particular benefit as there can be quick reinforcement of good ideas which the learner has
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and any misconceptions may be connected. Many motor skills can only be learnt by different use of equipment concerned.”

3.2.6.0. Educational Implications of Computers:

Computers may aid the learning process in the following ways:

(1) By providing information and instructions;
(2) By asking questions;
(3) By being tirelessly repetitive;
(4) By stimulating processes;
(5) By selecting the right speed for providing information for individual learners;
(6) By providing opportunities to try different things;
(7) By displaying data dynamically;
(8) By taking away tedious calculations;
(9) By doing difficult calculations;
(10) By providing information from a large stone;
(11) By checking up how well a learner understands a topic through questions.

3.2.7.0. Use of Computer in the Field of Education:

The use of computer in distance education and classroom teaching is increasing day by day. The computer is specially used in education in
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the field of teaching learning, drilling and practicing in field, for adaptation, for learning through trial and error, for acquiring knowledge through games and for evaluation of education.

(1) **For teaching-learning:**

In this approach, the content to be learnt is divided into small parts. To check out whether the student has understood the content or not, questions are asked him at the end of each part. The answers are being interpreted by the computer and then appropriate feedback is provided. The role of computer is similar to programmed learning. The programmes in the form of linear programmings and branch programmes can also be prepared in computer.

(2) **The drill-work and practice:**

The theories or laws learnt by students are provided with many reference examples. Whether the student has understood the theories or laws is examined. Feedback is provided to correct response and after providing treatment to wrong response, subsequently the students are sent to the extent of effective learning by the computer.

(3) **For adaptation:**

In teaching subjects like science the graphical presentation of the topics like understanding of laws of speed, process of nuclear fission, principles of gravitation becomes very difficult. By providing adaptation through computer and by showing examples based on laws, the drill work of concepts can be done.
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(4) **Teaching through trial and error:**

In teaching some subjects students are allowed to work on their own. The mistakes or error done by the students is tolerated. They come to know the error and are asked to solve them. After some time they will be able to solve and then are allowed to proceed further. This is the method of teaching through trial and error.

(5) **Knowledge through computer assisted games:**

In this the role of a computer becomes that of a partner of the learner of evaluation of the learner. The vocabulary or general knowledge can be improved through this technique.

(6) **For evaluation in teaching:**

By collecting the questions corresponding to the subject, keeping in mind a particular structure of questions of equal difficult value, can be obtained through computer.

(7) **For marking and analysis:**

The responses of the student can be marked and not only that on the basis of scoring, the sessions of test can be analyzed, and by that the efficiency of students can be analyzed.³

3.2.8.0. It’s Objectives and Characteristics:

Sir John Adams considered “Education as a bipolar process” in which one personality acts upon another in order to modify the development of the other. In his words, “There must always be a teacher or educator pole,
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and a pupil or educant pole.” The teacher or educator pole is related to
the teaching role and the pupil or educant pole is related to the leaning
role. This teaching-learning process of education is fully based on
objectives. With reference to the use of computer in education, the
objectives of teaching-learning process may be as under:

(A) The teachers

1. prepare question bank on computer.
2. exchange the thoughts with the teachers of other schools to enrich
   the question bank,
3. form educational software bank,
4. prepare question paper on computer,
5. prepare result sheet/mark sheet on computer,
6. analyze the result of the student with the help of computer,
7. plan further teaching strategy according to the analysis of the
   student,
8. prepare progress report of the students on computer,
9. visit educational web site through Internet,
10. encourage students to visit educational web site,
11. develop the positive attitude of the students towards Internet,
12. write the reports about different educational web site,
13. prepare educational software or the presentation programme,
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14. use educational software or presentation programme in classroom teaching,

15. make the student to do project work on computer,

16. provide on-line education to the students,

17. solve the problems of the students through chatting or e-mail,

18. prepare computer based self study material,

19. demonstrate; how to use computer based self study material,

20. prepare manual for using computer based self study material,

21. allocate the self study material to the students according to their interest and individual differences,

22. prepare time table through computer,

23. involve the students in tutorial,

24. provide reference materials and guide the students,

25. organize computer based competition.

(B) The students

1. use computer based self study material,

2. find out latest and/or detailed reference material through Internet,

3. prepare projects related to different subjects on computer,

4. participate in computer based competition,

5. use Internet to be in constant touch with their teachers,
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6. remain in constant touch with the students and teachers of other schools,

7. do on-line study

8. study their own subjects using various educational software,

9. use educational Video CD.

10. participate in educational video or audio conferencing.

เฉ* Computer’s Educational Aims:

1. Computers motivate students to achieve in an optimal manner.

2. Computers provide meaningful experiences to students to achieve aims.

3. Computers assist goal attainment by stressing sequential learnings.

4. Computers assist in the formation of realistic goals.

5. Computers assist in the realization of goals by stimulating feeling of success.

6. Computers assist in the achievement of goals by providing appropriate material for students of diverse capacity and achievement levels,

Computers play vital role for processing of data in an organisation. Computers help in processing volumes of data efficiently and accurately within a short time.
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A Computer has the following Characteristics of Computer which makes it so important for an organization:

(i) **Fast**:

A computer is so fast that it can perform the given task (arithmetical or logical) in few seconds as compared to man who can speed many months for doing the task. A computer can process millions of instructions per second.

(ii) **Accurate**:

While doing calculations, a computer is more accurate than a man. Man can make in calculations but a computer does not, if it is provided with accurate instructions.

(iii) **Diligence**:

A computer does not suffer from the human tiredness and boredom. Man will be tired and bored while doing millions of calculations but computer, being a machine, does this job very efficiently and without any tiredness and boredom.

(iv) **No Intelligence**:

A computer is a machine and obviously has no intelligence of its own. Each and every instruction must be given to the computer and gives it all the instructions and logic to work. The main drawback of computer is that it cannot take decisions on its own.
3.3.0.0. Overview of PowerPoint:

Use of PowerPoint in Office-2000 is totally different from word, Excel & Access. User can prepare Presentation with the help of PowerPoint. In one File Using more than one Slide one can prepare Slide show. One put Text Clipart, Picture and Video in every slide, so that Presentation can become more attractive by giving effects to every slide. Here Presentation was set either Manually or Fixed Timing.

In simple words, a presentation means a talk, lecture or a seminar.

- The main aim of a presentation is to give information.
- **PowerPoint** is used to create attractive professional quality Presentations.
- The basic unit that you work with in **PowerPoint** is a slide.
- A series of slides makes a presentation.
- **PowerPoint** allows you to add pictures, charts, tables, sound, and ever animation to each slide.
- You can run your presentation on your computer and even prepare handouts!

3.3.1.0. Starting Steps of PowerPoint:

To See Slide Show in PowerPoint one should follow the following menus:

**File Menu:**

Understanding of commands New, Open, Close, Save as webpage, Web Page Preview, Page setup, Print, Send to Properties Exit.
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**Edit Menu:**

Understanding of commands Undo, Repeat, Cut, Copy, Save, Paste, Paste Special, Paste as Hyperlink, Clear, Select all, Duplicate, Delete Slide, Find, Replace.

**View Menu:**

Normal, Slide Sorter, Notes page Slide show, Master Black and White, Slide Miniature, Toolbar, Ruler, Guides, Header and Footer commands understanding.

**Insert Menu:**

Understanding of this commands New Slide, Duplicate Slide, Slide Number, Date & Time Symbol, Comment Slides From Files, Slides From Outlines Picture, Text Box, Movies and Sounds Chart Table & Object.

**Format Menu:**

Understanding of this commands, Font, Bullet & Numbering, Alignment, Line spacing, Change Case, Replace Font, Slide Layout, Slide Colour Scheme, Back Ground, Apply Design, Template, Colour & Line.

**Tools Menu:**

Understanding of this commands Spelling, Language, AutoCorrect, On-line Collaboration, Customize and Option.

**Slide Show Menu:**

Understanding of commands View Show, Rehearse Timings, Setup Show, Action Buttons, Preset Animation, Custom Animation, Animation Preview, Slide Transition, Hide Slide & Custom Shows.

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With a view to fulfill the objective, ‘To construct computer based Powerpoint programs for the teaching of English Grammar’ the researcher has applied the following methodology and constructed the Powerpoint programs.

By Clicking on Start ? Program ? Power Point the screen given below displays. In that, Version of Power Point can be seen.

- **AutoContent wizard**: Using this option Presentation is Made quickly and also with the help of wizard.

- **Design Template**: By Using Template File For the Making of Presentation this option is selected.

- **Open an existing Presentation**: Any earlier presentation can be open with the help of given option.
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**Blank Presentation**: In Power Point For the making of slide i.e. Presentation this option should be use because one can choose layout according to his necessary.

Clicking on Blank Presentation and then on OK in given dialog box slide layout will be seen.

In above box 24 different types of layouts are given in which Title slide, Bullated list, Text & clipart Blank is there.

From here according to necessary layout is selected. Here First layout is “Title Slide” & by select it we can get the screen, which is as below.
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To write Title click on “click to add title” and type. There after clicking on “Click to add sub-title and type the matter.

Notes: Text written in 1st and 2nd box can also be Bold, Italic, Underline. Also their Font and size can increase.

To save the Presentation File click on File Menu. The click on Save giving necessary name to presentation then click on Save.
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Here our First Slide of Presentation can be seen. More than one Slide can be prepare in only Presentation to get new Slide in Presentation click on Insert Menu and then on New Slide. The shortcut key for new slide is Ctrl+M.

In given above 24 layouts second is “Bullated List” and clicking on OK we get this Layout. From this given below screen will seen.
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To Save second slide type the matter by clicking on “Click to add Title” and “Click to add text” in this type of Slide Automatically Bullets are insert to text in “Click to add text”.

To save second Slide of Presentation go to File menu and save OR click on symbol to save.

Now two Slides are prepared in Presentation. But in both slide we had not given Text effect. Sound effect, Transition effect this effects will come in next topic. We’ve also not set Timing in both slides to see Manually slide, slide show explanation.
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In view Menu Clicking on slide show given below Slide is seen.

Thereafter by pressing enter or by Mouse click we can see next slide. And again by press Enter earlier Screen will appear,
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Notes: More than one slide can be prepared in every Presentation. Also Side Show can be seen in order and Text Effect, Sound Effect and Transition can be given to every slide and Timing can be given to slide according to order so that while seeing slide show there is no need of Keyboard and mouse touch. How to give effect will see after menu commands are over.

3.3.2.0. File Menu:

(1) New: This command is use to Make new Blank Presentation. It is compulsory to save open Presentation before making new Presentation.
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Here, give OK by selecting Slide layout.

(2) Open: This command is use to open earlier Prepared Presentation File.

Here by selecting Presentation file, on right side of presentation preview of first slide can be seen, by opening of any presentation file each slide of presentation file will open and we can see first slide on screen.
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Status line will show how much slide in it after file open, Slide 1 of 5 means there in 5 slides and we can see 1 slide to change the slide vertical scrollbar on right side is used,

.... To go Up one- one Slide

.... To get Down one- one Slide

(3) Close: Any opened file or we are working in a file that file will close by using this commands.

(4) Save: This commands is used to save any presentation.

(5) Save as: This commands is used to save any presentation file with another name in any folder.

(6) Save as Webpage: To Save presentation in webpage style this command is used.
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(7) **Web Page Preview**: To see the Preview of file saved in Webpage Style this command is used.
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(8) **Page Setup:** This command is used to set the page of Slide before Printout.

![Page Setup dialog box](image)

(9) **Print:** This command is used to print out file.

![Print dialog box](image)
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If we want to print only one slide which is open then click on current slide or if we want to print all slides click on all and then OK. If we want to print every slide than we have to give no to slides Presentation.

(10) **Send to:** This command is use to send any File by e-mail, and also to change Folder.

(11) **Properties:** In this option we can put File Name, Title, Subject, Author’s Name, Company’s name so we can give Further information to file.
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(12) Exit: To get exit from PowerPoint this command is used before exit we have to save file property.

3.3.3.0. Edit Menu:

(1) Undo: We can cancel our last work effect by using this command. If we copy any information and then give undo then copy of information is cancel and only Main information remains on screen.

(2) Repeat: To cancel the effect of Undo command this command is used.

(3) Cut: For this command we can cut any picture and move to other place.

(4) Copy: We can copy any matter from this command.

(5) Paste: This command is use to paste the matter which is copied or cut Paste should text type this command is used.
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(6) **Paste special:** Any copy or cut matter should be paste in Formatted or Unformulated text type this command is used.

![Paste Special Dialog Box](image)

(7) **Paste as Hyperlink:** By giving Paste as Hyperlink to copied text in a slide it will link with other slide. If you paste as Hyperlink in slide than during text slide show it will become dim and if we take mouse cursor to it then cursor become thumbnail.

(8) **Clear:** To delete any selected Matter this command is used the text which is clear cannot be paste again but by giving undo it will reappear.

(9) **Select All:** To select all objects in any slide this command is used.

(10) **Duplicate:** To prepare the exact copy of any slide in other slide this command is used. Before giving this command slide sorter in view menu should give. From this we can see all the Slides of Presentation on screen Now to make Duplicate slide original should be selected and click on Duplicate command in Edit Menu.

(11) **Delete Slide:** To delete whole Slide this command is used.
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(12) **Find:** To Find exact word in File this command is used.

3.3.4.0. **View Menu:**

![View Menu](image)

(1) **Normal:** To see File in Normal view this command is used. In view the File looks Like the Picture given below.

![PowerPoint Normal View](image)
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(2) **Slide Sorter**: Earlier Prepared Presentation slides can be seen in small size by using this slide sorter. Selected slide can also have Transition effect and Build effect.

(3) **Note Pages**: To put notes and speaker notes in early prepared slide this command is used. In short note can be put in any slide.
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(4) Slide Show: To see every slide of Presentation after it was completed one-by-one this option is used. If time is set in slide then slides coming in slide show comes one-by-one automatically. And if time setting is not done slide show can be seen Manually or by mouse clicking.

(5) Master: There are Four types of master view slide master, Title master, Handout master, Notes master in Master.

(6) Black and White: To see current slide in Black and white colour this command is used.

(7) Slide Miniature: Slide can be seen in Black and white colour by giving above command and small explorer or window will pen. This shows us colour slide Colour or Black and white preview of current slide can be seen. No more corrections can be done in small window.
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(8) Toolbar:

There are more Tools in Toolbar and they may On/off. In default style standard, Formatting and Drawing Toolbar is on.

(9) Ruler: From this command the ruler given on left and Top side of slide can be On/Off.

(10) Guides: Guides can be On/Off on the screen so that object can be set perfectly.

(11) Header and Footer: To set Header and Footer in every slide, this command is used. Here Date and Time, slide number, Header and Footer type any message can be send all this information except Title slide can be obtained.

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Notes: Before using this command go to command in Insert Menu so command can be on-off.

(12) **Zoom:** Normal vision of screen is 38%. You can see slide in larger or small size by using this command. Here clicking on Fit option slide becomes of screen size Insert Menu.
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3.3.5.0. Insert Menu:

(1) **New Slide:** This command is used to add a new slide in the current Presentation and the shortcut is Ctrl + M. By giving this command box of slide layout opens from that according to necessary select layout by OK and the new slide obtained.

(2) **Duplicate Slide:** To make a duplicate slide of the current slide, this command is used.

(3) **Slide Number:** To give order and number, this command is used.

Note: This option is also obtained from Header and Footer in the view menu.

(4) **Date and Time:** To insert Date and Time, this option is used.

Note: This option is also obtained from Header and Footer in the view menu.

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(5) **Symbol:** To insert any special symbol in slide this option is used.

![Symbol](image)

The symbol which need should be select then click on Insert and Immediately close. Here in Font default type of normal is present and there many types of symbol Font name is given.

(6) **Comment:** To insert any comment. In current slide this command is used. There after to on/off on screen. Use of comment on view menu make.

(7) **Slide Form Files:** To insert other slide in current slide from any Presentation make use of this command.
Methodology content of the Study

Picture given above shows that Presentation select from Files and to see slide given in that Click on Display. Then form that we can see every slide. Now to insert the slide select the slide and click on Insert and close.

**Notes: To Insert all slides click on Insert All.**

(8) **Slides Form Outlines:** To get slide from any other Application this command is used.

(9) **Picture:** From this command different picture can be Insert in slide.

Clipart:
Methodology content of the Study

Picture given below above shows that select the clipart and insert picture comes in current slide. In this option there are many pictures in picture also sounds and Animated Videos also present there and they can be Inserted in slide.

**From File:**

To insert any Picture from other File this command is used. Form this command we can insert any type of image JPG, BMP of GIF.
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**Auto Shapes:**

Auto shapes have ready made shapes which is use to make Presentation more effective.

**Organization Chart:** To insert Organization Chart this option is used. Organization Chart helps to understand which Organization way works for company. This given in picture below.
Methodology content of the Study

COMPUTER WORD
51, 6th Floor, Sarudya Complex
Opp. Capital Comm. Center,
Ashram Road, Ahmedabad-9

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>45</td>
<td>25</td>
</tr>
</tbody>
</table>

**Wordart**: To type the text in different styles this option is used and also can be seen in different ways so Presentation become more attractive.

First select the style by giving OK.

By giving OK dialogbox will appear type the text and click on OK so that art is now on slide.

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From Scanner: Any object shall be Insert directly with the help of this option

Microsoft Wordtable:

From this command in like word here also we can Insert table. Here according to necessary select numbers of now and column and also then OK. So table comes in current slide.

(10) Text Box: To write text in current slide textbox is used and in written text we can do it Bold Italic Font style and size change.

(11) Movies and Sounds: In current slide we can also Insert sound File (.WAV) movies (.AVI).

Movie from Gallery:
Methodology content of the Study

In above picture select the movie file and click on play to see preview and to get this in slide click on Insert.

Notes: The effect of movie file can also see during slide show.

Sounds from Gallery:

In above picture select the sound File and Insert it by clicking on insert.

Notes: The effect of sound file also available during slide show.

(12) Chart: To insert in chart in current slide this command is used.
Methodology content of the Study

Here the given values can be change according to necessary. After this by clicking on close button Q chart comes in current slide.

(13) **Table:** From this command table will be inserted in active slide. This command only work when Normal view or Notes view is selected.

(14) **Object:** From this command any object can be inserted in file.
Methodology content of the Study

3.3.6.0. Format Menu:

(1) **Font:** To change style of text in Font Size this command is used.

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(2) **Bullets and Numbering:** Bullet means any special ‘•’ sign in starting of sentence in default type. To insert or change bullet this command is used.

(3) **Alignment:** Selected sentence can be get on Left, Centre Right or Justify Alignment this command used.

(4) **Line Spacing:** Line spacing can be get during Type.
Methodology content of the Study

(5) **Change Case:** To change the case First select the sentence and according to picture given above selecting any option an by giving OK text can be move.

(6) **Replace Font:** To change the font of text this command is use. First we can see the name of Font and to replace with which Font his name is given below. So by selecting and OK we can see the effect of command.

(7) **Slide Layout:** We can see the layout of current slide. By using this command and if we want to change layout by select and replace it.

(8) **Slide Colour Scheme:** To change colour effect of slide this command is used. By selecting scheme and then Apply current slide will change and by giving Apply All colour scheme of all slide change.
Methodology content of the Study

(9) **Background:** To change the background colour this command is used.

**Apply:** Only background of current slide changes.

**Apply All:** The background of every slide changes.

(10) **Apply Design Template:** Here many ready made designs are given by selecting and giving apply the design of slide will occur on right hand side.

(11) **Colour and Line:** This command is use to Fill colour in slide. By clicking on this command dialog box given below is appear. To set the style of Autoshape or object Format Autoshape is used.
Methodology content of the Study

3.3.7.0. Tools Menu:

(1) **Spelling:** With the help of this command we can check our spelling mistakes and also we can change the wrong spellings.

(2) **Language:** By this command the language of selected text can be changed. After that spelling checker use the dictionary of selected language.
Methodology content of the Study

(3) **Auto Correct:** The facility of this command is it correct the word which always type wrong.

![Auto Correct](image)

(4) **On-line Collaboration:** With the help of this command we can write important about Node and also about server.

(5) **Customize:** This command give sub Menu for Menu and we can decrease the size of Icons.

(6) **Option:** With the help of this command we can change the setting of Screen appearance, Printing, Editing, Spelling in MS-Power Point.

3.3.8.0. **Slide Show Menu:**

![Slide Show Menu](image)

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(1) **View Show:** With the help of this command we can see already prepared Presentation One-by-One like slide show.

(2) **Rehearse Timing:** With the help of this command we can set time of every slide and text or graphic object in it. So that during side show without using keyboard and Mouse slide show continues run.

- First effect should be given to slide.
- Operate this command in first slide so picture given below appear.

![Rehearsal Timing](image)

Here Timings starts. Here what time difference you want to keep between slides or objects that much wait for time and then centre.

- After last slide the dialog box given below appear.

![Microsoft PowerPoint](image)

To Save the timing click on yes.

(3) **Set up Show:** Dialogbox will appear by clicking on Slide.
Methodology content of the Study

**Set up show:** Slide Show® Setup Show. This option is used to change the settings of slide made by windows. First option in this is full screen so that slide appears on Full screen and no any other toolbar has been seen.

**Browsed by and Individual (window):** By using this command slide show comes in center and we can see every toolbar.

**Browsed at kiosk (Full screen):** With this command slide will display on full screen but it works like screen saver in display property. By using kiosk if PowerPoint is running and we are not working on it then after one or two minutes slide show starts and by giving enter or space it stops.

**Look Continuously until ‘Esc’:** By using this command when you start or run slide show one-after-one slide runs slide continuously comes one-by-one non-stop and it will continuously running until you press ‘Esc’.

**Show without narration:** To see slide with sound this command is used. This sounds are present in Power Point speaker is necessary for it.

**Show without animation:** To see the slide without animation or to remove the effect of animation this command is used.

**Show Scrollbar:** To use this command it is necessary to click on Browsed by an Individual window without doing that, this command is useless. To put scrollbar in slide show this command is used.

**All:** To get all slide in slide show this command is used.

**From:** This command is used when more than one slide is made and we want only some slide Example. We prepare 1 to 20 Slide and if we select 8 to 15 Slide then 8 to 15 slides will appear in slide show.
Methodology content of the Study

**Custom Show:** This command not work if we not run custom show which is last option in slide.

**Manually:** If time is set on but we want to see slide without timing this command is used.

**Using timings if Present:** When manually is Present in setup then by giving this command then slide show s starts according to the timing. For this Rehearse timings is necessary.

(4) **Action Buttons:**

We can put action buttons with this option. During slide show by clicking on button its effect comes.

(1) Selecting 8button put in any place in Slide.

(2) After selection click on Action setting sin slide Show Menu.
Methodology content of the Study

(3) Now select any effect From Hyperlink to Select the “Next Slide” and give OK.

(4) So during slide show by click on that button Next Slide occur.

(5) **Present Animation:**

By giving effect to select object its effect can be seen during slide show.

(6) **Custom Animation:** To give animation and sound effect to selected object this command is used.
Methodology content of the Study

By selecting any effect in place of no effect and then clicking on Preview we can see “Preview”. Then by giving sound we can also see preview we can give effect by word by letter or all in Text object. After giving any effect see the preview By giving OK the effect is set and can be seen during slide show.

(7) **Animation Preview:** By using this command the effect of one slide can be seen without slide show so that we don’t need slide show to change the effect.

(8) **Slide Transition:**

![Slide Transition](image)

Here select any Transition effect on place of No Transition so effect can be seen on upper side. We can run it slow, Medium or Fast with sound. After selection of slide transition click on Apply by giving Apply to all its effect comes in all Slides.

(9) **Hide slide:** This command is use to Hide any slide in Presentation.

(10) **Custom Shows:** To see only selected slide with effect this command is used.
Methodology content of the Study

3.4.0.0. The Application of Powerpoint :

MS Power point is one of the application software of computer. Power point is used to create attractive professional quality presentation. Slide is the basic unit in power point. A series of slide in ant particular subject-content can be termed as powerpoint programm. powerpoint allows us to add picture, charts, tables, sound and even animation to each slide. Seven different Menu can function to prepare a slide. Applying all the seven Menu, the researcher had constructed five powerpoint programm for the teaching of English Grammar. One of it was constructed during the ‘Intel : Teach to the future’, Beginner’s course from 11th July to 27th July 02 when the researcher was working as an assistant teacher. This course became the inspiration source for the present research work. The five powerpoint programm are relevant with the syllabus of Gujarat state : Eight (VIII) standard (L.L.)i.e. Gujarati medium schools.

3.4.1.0. Selection of Grammar Points :

The researcher works as a Lecturer in a Teacher training college (B.Ed.college)since 2003. The researcher teaches the Content cum methodology paper of English subject. It is found that the students of English Language face a lot of difficulties while teaching English Grammar. Moreover, they lack concept clarity especially in grammar.

It is also observed that the gujarati speaking learners of English Language do not score high in English content. They understand the importance of English very well but they fail to have a good command over English. If the English language teachers do more efforts the bring qualitative standards among the gujarati speaking learners of English, this problem can be solved. The researcher thinks that the use of modern and new techniques is one of the hopeful path for the teaching of English grammar. With a view to overcome this problem, the researcher had tried an humble and sincere effort to teach
Methodology content of the Study

English grammar implying the technology in the classrooms. The researcher had selected five points of English grammar from the syllabus of VIII (eight) standard Gujarati medium schools. The selection of Grammar Points are presented in table : 3.1

Table : 3.1
Selection of Grammar Points

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Points</th>
<th>Particular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parts of Speech</td>
<td>Textbook</td>
</tr>
<tr>
<td>2.</td>
<td>Kinds of Sentences</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>3.</td>
<td>Tenses : Three classes of a Tense</td>
<td>Lesson 2</td>
</tr>
<tr>
<td></td>
<td>• Verb Expressing Simple Present Tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assertive Negative Question</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Use of ‘Going to’ Construction</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>5.</td>
<td>Prepositions of Time : at, on, in, and within</td>
<td>Lesson 10</td>
</tr>
<tr>
<td></td>
<td>(Temporal Preposition)</td>
<td></td>
</tr>
</tbody>
</table>

The above selected grammar points followed Bloom’s taxonomy of Educational Objectives and Instructional Objectives.

3.4.2.0. Overview of Educational Aims, Educational objectives and Instructional Objectives :

The terms like educational aims or goals, educational objectives and instructional objectives are used for describing the purposes or destination to which an educational process for teaching-learning act is aimed at.

Educational objectives fall midway between educational goals and instructional objectives. They usually serve the general purposes of education.

Educational aims or goals are the broad purposes, goals or targets planned to be achieved through education.
Methodology content of the Study

“Learning objectives (instructional objectives) are the description of the behaviour expected of a learner after instruction.” - R.H.Davis

Instructional objectives are very narrow and specific. They are definite, tangible, clear and functional. They are pretermined and formulated in such a way that their attainment becomes quite practicable through the usual classroom teaching within the stipulated period of fixed duration. They are the desired learning or teaching out comes and are always stated in terms of expected pupil’s behaviour or desired behavioural changes. They are, therefore, may be termed as teaching-learning objectives or behavioural objectives. The main purpose of these objectives is to provide statement of skills, concept or the behaviour learners are expected to demonstrate after going through particular instruction. These objectives are related with all the three aspect of individual’s behaviour-conative, cognitive and affective also called as demains of human behaviour.

In fact, instructional objectives, educational objectives and educational goals represent a Hierarchical order as shown in the figure given below.

Fig. 3.1

Hierarchical Order of Objectives

\[
\begin{align*}
& \text{Educational Aims or Goals} \\
& \text{Educational Objectives} \\
& \text{Teaching or Learning Objectives}
\end{align*}
\]

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The above figure illustrates that instructional objectives are the basic targets that could be easily achieved within the limited period and means while educational aims or goals are quite broad-based and lofty.

The narrower or broader view points or area of influences may be further illustrated as shown in the diagrammatic view in the figure given below.

**Fig. 3.2**

*A Diagrammatic View of Objectives*

According to the above view, instructional objectives may be subcategorised as to be sub merged in the reservoir of educational objectives which in term are further submerged in the ocean of educational goals.

**3.4.3.0. Taxonomy of Educational and Instructional Objectives:**

"Taxonomy" means a system of classification and in this sense, Bloom's Taxonomy presents a system of classification of the objectives. Bloom was the editor of first volume of "Taxonomy of Educational Objectives" produced by an American Committee of College and University Examiners.
Methodology content of the Study

The taxonomy of educational and instructional objectives has been worked out on the assumption that the teaching-learning process may be conceived as an attempt to change the behaviour of the pupils with respect to some subject matter or learning experiences. Behaviour is divided into three domains - Cognitive (knowing), Affective (feeling) and Pyschomotor (doing). The taxonomy of educational and instructional objectives have also been considered to be belonging to these three domains.

The taxonomy related to cognitive domain has been presented by Bloom (Bloom, 1956), the second related to affective domain by Krath Wohl, Bloom and Masia (Krath Wohl) and the third related to psychomotor domain by Harrow (Harrow, 1972) and Simpson (1966).

The researcher efforted honestly to follow the following procedures in this objective based programme of the present study:

1. Formulation of major objectives.
2. Determining the specification of each objective.
3. Selecting available tests or measures for each major objective.
4. Construction of needed measures or test.
5. Administering the test.

The cognitive domain was considered as the basis of objective based research work in this present study. The Taxonomy of Educational and Instructional Objectives in the Cognitive Domain is given in Table: 3.2.
Table: 3.2

**Presents Taxonomy of Educational and Instructional Objectives in the Cognitive Domain**

<table>
<thead>
<tr>
<th>(1) Knowledge</th>
<th>(2) Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Knowledge of Specifics</td>
<td>(a) Translation</td>
</tr>
<tr>
<td>(i) Knowledge of terminology</td>
<td>(b) Interpretation</td>
</tr>
<tr>
<td>(ii) Knowledge of specific facts</td>
<td>(c) Extrapolation</td>
</tr>
<tr>
<td>(b) Knowledge of ways and means of dealing with specifics</td>
<td></td>
</tr>
<tr>
<td>(i) Knowledge of conventions</td>
<td></td>
</tr>
<tr>
<td>(ii) Knowledge of trends and sequences</td>
<td></td>
</tr>
<tr>
<td>(iii) Knowledge of classifications and categories</td>
<td></td>
</tr>
<tr>
<td>(iv) Knowledge of criteria</td>
<td></td>
</tr>
<tr>
<td>(v) Knowledge of methodology</td>
<td></td>
</tr>
<tr>
<td>(c) Knowledge on universals and abstractions in a field</td>
<td></td>
</tr>
<tr>
<td>(i) Knowledge of principles and generalizations</td>
<td></td>
</tr>
<tr>
<td>(ii) Knowledge of theories and structures</td>
<td></td>
</tr>
<tr>
<td>(3) Application</td>
<td>(4) Analysis</td>
</tr>
<tr>
<td>(a) Analysis of elements</td>
<td>(a) Analysis of elements</td>
</tr>
<tr>
<td>(b) Analysis of relationships</td>
<td>(b) Analysis of relationships</td>
</tr>
<tr>
<td>(5) Synthesis</td>
<td>(6) Evaluation</td>
</tr>
<tr>
<td>(a) Production of unique communication</td>
<td>(a) Judgement in terms of internal evidence.</td>
</tr>
<tr>
<td>(b) Production of a plan or a proposed set of operations</td>
<td></td>
</tr>
<tr>
<td>(c) Derivation of a set of abstract relations</td>
<td>(b) Judgement in terms of external criteria</td>
</tr>
</tbody>
</table>
3.4.4.0. Formulation of Instructional Objectives of selected Grammar Points:

The construction of instructional objectives of selected grammar points was based especially on the taxonomy of objectives of cognitive domain given by Bloom. The researcher took the appropriate guideline to construct the instructional objectives keeping in view a list of associated action verbs for cognitive domain. Which is given in the table as below.

Table : 3.3

A List of Associated Action Verbs for the Cognitve Domain

<table>
<thead>
<tr>
<th>Objectives (Based on Bloom's Taxonomy)</th>
<th>Associated Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Knowledge</td>
<td>Define, List, Label, Measure, Name, Recall, Recognise, Reproduce, Select, State, Write, Underline, etc.</td>
</tr>
<tr>
<td>(2) Comprehension</td>
<td>Change, Classify, Distinguish, Explain, Formulate, Identify, Illustrate, Indicate, Interpret, Justify, Judge, Name, Represent, Select, Summarize, Transform, Translate, etc.</td>
</tr>
<tr>
<td>(3) Application</td>
<td>Apply, Assess, Change, Choose, Conduct, Construct, Compute, Demonstrate, Discover, Explain, Establish, Find, Generate, Illustrate, Modify, Predict, Perform, Select, Solve, Use, etc.</td>
</tr>
</tbody>
</table>
Methodology content of the Study

• **Specification of Objectives based on the Knowledge Function:**

The Knowledge objectives mainly call for the recall and recognition level of one’s memory. If primarily aims for the acquisition of the knowledge concerning

(1) Special facts, terminology, methods and processes

and

(11) Generalized principles, theories and structures.

• **Determining the specification of each Objective:**

Each objective has a number of specifications. Specification means pupil’s behaviour. A pupil is expected to behave specifically to a specific situation. The situation is the stimulus and the behaviour is its response. Such specifications are known as the elementary parts of its objective. The researcher has determined the specification of each objective for the cognitive domains. They are as Table: 3.4.
Methodology content of the Study

Table : 3.4 indicates the specification of instructional objectives of selected grammar points of Knowledge Function.

Table : 3.4
Specification of Instructional Objectives of Selected Grammar Points :
Knowledge Function

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Points</th>
<th>Instructional objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parts of speech</td>
<td>The pupils are able to state the parts of speech, to define different parts to speech,</td>
</tr>
<tr>
<td>2.</td>
<td>Kinds of Sentences</td>
<td>to list the kinds of sentences, to recall the kinds of sentences.</td>
</tr>
<tr>
<td>3.</td>
<td>Tenses : Three Classes of Tense</td>
<td>to recognise the three classes of a Tense,</td>
</tr>
<tr>
<td></td>
<td>Verbs Expressing Simple Present Tense</td>
<td>To write the assertive, negative and question of the verbs expressing Simple Present Tense</td>
</tr>
<tr>
<td></td>
<td>Assertive, Negative and Questions</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Use of ‘Going to’ Construction</td>
<td>to know the use of Future Tense, the ‘Going to’ construction,</td>
</tr>
<tr>
<td>5.</td>
<td>Prepositions of Time</td>
<td>to name different Prepositions of Time.</td>
</tr>
</tbody>
</table>
Methodology content of the Study

• **Specification of Objectives based on the Comprehension Function:**

Comprehension is based upon the Knowledge. If there is no knowledge, there will be no comprehension specifically, it means the basic understanding of the facts, ideas, method, processes, principles or theories, etc. As a result, what is communicated to a learner, he may

(i) translate or summarize the communicated knowledge in his own words;

(ii) interpret i.e. cite examples, discriminate, classify, verify or generalize and

(iii) extrapolate i.e. estimate or understand the use of knowledge and extend it to other subjects and fields.

Table : 3.5 indicates the specification of instructional objectives of selected grammar points of Comprehension Function.
Methodology content of the Study

Table : 3.5

Specification of Instructional Objectives of Selected Grammar Points : Comprehension Function

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Points</th>
<th>Instructional Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parts of Speech</td>
<td>The pupils are able to indicate the parts of speech, classify the parts of speech (among the sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kinds of Sentences</td>
<td>to identify the kinds of sentences, explain the kinds of sentences,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tenses : three classes of a Tense</td>
<td>to classify the classes and subclasses of Tense,</td>
</tr>
<tr>
<td></td>
<td>- Verb expressing. Simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present Tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assertive, Negative, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Use of ‘Going to’ construction</td>
<td>to formulate ‘Going to’ construction indicating Future Tense</td>
</tr>
<tr>
<td>5</td>
<td>Prepositions of Time</td>
<td>to distinguish the prepositions such as on, at, is, in, within</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A STUDY OF THE EFFECTIVENESS OF COMPUTER BASED POWERPOINT PROGRAMMS
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- **Specification of Objectives based on the Application Function:**

  The knowledge is useful only when it is possible to make it employed. The application of an idea, principle or theory may be made possible only when it is grasped and understood properly. Under this objective the learner is required to require the ability to make use of the abstract or generalize ideas, principles in the particular and concrete situations.

Table 3.6 indicates the specification of Instructional Objectives of selected grammar points of Application Function.

**Table 3.6**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Points</th>
<th>Instructional objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parts of speech</td>
<td>✏️ The pupil is able</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✏️ to use different parts of speech,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✏️ to find correct parts of speech,</td>
</tr>
<tr>
<td>2</td>
<td>Kinds of sentences</td>
<td>✏️ to construct different kinds of sentences,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✏️ to illustrate the kinds of sentences,</td>
</tr>
<tr>
<td>3</td>
<td>Tenses: Three classes of a Tense</td>
<td>✏️ to change the different tenses,</td>
</tr>
<tr>
<td></td>
<td>✏️ Verbs expressing simple present Tense</td>
<td>✏️ to apply correct tense in language,</td>
</tr>
<tr>
<td></td>
<td>✏️ Assertive, Negative and Question</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Use of ‘Going to’ construction</td>
<td>✏️ to explain the use ‘Going to’ construction indicating future tense,</td>
</tr>
<tr>
<td>5</td>
<td>Prepositions of Time</td>
<td>✏️ to demonstrate appropriate proposition of time</td>
</tr>
</tbody>
</table>

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After this, the percentage of instructional Objectives were with the formulation and specification of Instructional Objectives of selected grammar points including three categories i.e. Knowledge, Comprehension and Application. The details are given as below:

Table : 3.7

Distribution of Percentage : Functions of Instructional objectives

<table>
<thead>
<tr>
<th>Function of Instructional Objectives</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>29.41 %</td>
</tr>
<tr>
<td>Comprehension</td>
<td>28.23 %</td>
</tr>
<tr>
<td>Application</td>
<td>42.35 %</td>
</tr>
<tr>
<td>Total</td>
<td>99.99 (100 %)</td>
</tr>
</tbody>
</table>

Table 3.7 indicates that the instructional objectives were formulated within three functions. They were knowledge, comprehension and application. The knowledge function carries 29.41 %, the comprehension function carries 28.23 % and the application function 42.35 %.

After determining the specification of each objective, the next step is to select appropriate available tests or measures which will provide evidence about the growth and development of the learner towards each major objective. The researcher selected self-constructed achievement test to follow this step. Chapter : 4 presents the detailed description of this step. The next two steps i.e. construction of needed measures or tests and administering the test, both are described in detail in chapter : 4.
Methodology content of the Study

References


(3) Dr. S.S. Shukla, *Basics of Information Technology for Teacher Trainees*, Varishen Prakashan, 2005


(5) *Course on Computer Concept*, specially compiled for D.O.E.A.C.C.

...