

Bilingual Method

This is comparatively a recent method invented by Prof. J. Dodson of Wales. He claims that this method is very effective in teaching a foreign language because his experiments on pupils yielded desirable results.

Philosophy behind the method → when the child learns mother-tongue, he connects

connects the meaning of words with his own experience, because he learns the mother-tongue in a real situation. In this way, he grasps the situation or forms the concept in mind. ex. - mother asks the child, 'yah dal khao'. Seeing the pulse itself, the child learns that this thing is called 'pulse' in his mind. Now it will be a waste of time to create the situation again before the child when we are teaching him a foreign language, because the child has already experienced the situations, while learning the mother-tongue.

Characteristics

1. It emphasises on creating situations not exactly like direct method.
2. sentence is the unit of teaching.
3. Rigorous practice is done in sentence patterns.
4. In this method - (a) mother-tongue is used to explain the meanings of new words, phrases, idioms, sentences and grammatical points and rules.
(b) word for word translation is not done. This type of translation is called 'interpretation' by Dodson.
(c) Translations are only done by the teacher, not by the students to explain the matter.

- (d) After explanation, practice is done without the help of the mother-tongue.
- (e) Mother-tongue is only used during early stages. Gradually it can be dropped as students advance in learning.

Merits

- (1) The time and labour of teachers is saved which is he would have wasted in creating real life situations.
- (2) This method does not need trained teachers.
- (3) It also stresses speech practice.
- (4) Too many audio-visual aids are not needed for this method.
- (5) It is suited for all types of schools i.e. rural and urban.
- (6) It makes use of the linguistic habits formed during learning mother-tongue.

Demerits

- (1) It can not be applicable to all the teachers as it is not possible for all teachers to know the native language of the students.
- (2) This method suits ^{to} the students of lower level, it is not effective in secondary or senior secondary level.
- (3) This method may lead to translation method because the teacher may overuse the mother-tongue.
- (4) It lays little ~~or~~ emphasis on oral drill.
- (5) In this method, there is no ~~or~~ scope for conversational practice, so it provides only bookish knowledge.
- (6) For this method teachers must have knowledge of the basics of vocabulary of two languages.