

THE EFFECT OF BILINGUAL METHOD OF INSTRUCTION ON COGNITIVE SKILLS OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

Research on bilingual education has demonstrated that language of instruction has an important impact on cognitive skills of students. This article reports on the findings from a study that investigated the effect of bilingual instruction on students' knowledge, comprehension, and application skills in the subject of Education from a data source of achievement test. Sixty higher secondary school students (1st year college) from Humanities group of one college of Lahore were randomly selected and randomly divided into experimental and control groups with thirty in each group. Convenient sampling technique was used for the selection of the college. Firstly, pre-test was administered to both groups. The experimental group was taught by Bilingual Method of Instruction (BMI) using English and Urdu languages, whereas the control group was taught by Monolingual Method of Instruction (MMI) using English language only. After six weeks, post test was administered. 't' test was applied to compare the results of both groups on achievement test. The study found that those who were taught by Bilingual Method of Instruction (BMI) demonstrated better knowledge, comprehension, and application skills as compared to the students taught by Monolingual Method of Instruction (MMI).

KEYWORDS: Bilingual Method of Instruction, Monolingual Method of Instruction, Cognitive Skills