

The Effect of Linear vs. Cyclical Approach on Language Proficiency of EFL Students

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Abstract

Over the past twenty five years, English as a second or foreign language, has witnessed some methodological trends in teaching grammar and language proficiency as a whole. According to some many evidence there has been no era in language teaching that emphasize the inclusion of grammar as a significant linguistic component. As Wilga.etal (1978) say teachers can not teach the language to their students unless they adopts appropriate approaches in their teaching. Two kinds of these approaches are linear vs. cyclical approach which are the main concer of this study. So, the present study was an attempt to compare the above-mentioned approaches in order to establish the efficacy of integrating cyclical approach into language teaching programs in Iran. The research focused on the improvement of language proficiency through applying the cyclical approach and was carried out on 30 Iranian high school students on the intermediate level. In order to achieve the purpose of the study the following research question was proposed: "will EFL Iranian students at the intermediate level achieve language proficiency through the cyclical approach?" The 30 subjects were divided into two experimental and control groups and exposed to the above mentioned treatments. The data obtained on an interview, as the post-test, at the end of the treatment were analyzed through T-test and the results indicated that the experimental group, who had been instructed through the cyclical approach, substantially outperformed the control group, proving the considerable effectiveness of this approach.