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**THE EFFECT OF CYCLICAL APPROACH ON TEACHING ENGLISH PROFICIENCY
TO EFL LEARNERS**

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ABSTRACT

Teaching language properly and make efforts to increase the communicative proficiency of learners has been in view of many teachers who are involved in teaching specially foreign languages through years due to the importance of the issue. The students' motivation is considered to be a strong factor in learning. This would be gained if the teachers apply interesting and effective approaches and techniques in the course of teaching. The purpose of present paper is to explore the status of cyclical approach in foreign language teaching and learning efficiently, and grammar specifically.

The paper has a descriptive nature, and the content is of great importance for the field of language teaching. In addition, it has direct relevance to developing and moderating methodology and textbooks used in language instruction. Teachers looking for better approaches for teaching English might benefit from the materials discussed here too. In other words, from the following different theoretical arguments, foreign language teachers will have a better realization of the place of cyclical approach and the application of it practically in their classes.

Keywords: Teaching, Cyclical approach, Learning, Grammar, Methodology

INTRODUCTION

Throughout the history of language teaching, English has witnessed different methodologies in teaching its different skills and components. Different methodologies

have come into being and enjoying priority for a time. One of the controversial issues in teaching process is how instructors should teach English, in general, and grammar in

particular to their learners. It has not been answered clearly and definitely; since different methodologies have become popularized just for a time, and, because of their weaknesses, eliminated preceding ones.

The vital role of grammar cannot be ignored in language teaching and learning process. Since, according to so many evidence, grammar as a significant component should be included in the process of learning foreign languages. Cook (1991) says that grammatical knowledge is considered as the corner stone of the language system. Elsewhere Falk (1987) asserts that grammar means more than simply a description of the rules for combining words into sentences.

McKay (1987) says that teaching grammar is the formal explanation of grammatical rules. Those students who receive the grammatical explanations will not necessarily be able to use the language to communicative effect. In fact, they may become fluent in the structures they have learnt. Elsewhere s/he asserts teaching grammar is a matter of giving students the opportunity to use English in a variety of realistic situations (p.154).

According to Parry (1996), finding an appropriate teaching method that works well with all people, is an ideal. Since, one method may work just in one group.

Sometimes we can observe that some of our students are successful in language learning and others are not. Riverse (1978) believes that teachers cannot teach the linguistic points to their students. They can set their students on the road, helping them to develop their knowledge of language. In fact, they might not teach adequately unless she helps her students to understand the language effectively. And perhaps, this is unattainable unless she adopts appropriate methods and techniques in her class.

It seems quite clear that through using suitable approaches, learners progress in learning a second or foreign language, and learn the syntactical rules meaningfully. Some of the specialists in English programs believe that one of the causes of lack of progress in language learning originates inefficiency of teaching approaches and techniques applied by language instructors.

However, despite of continuous attempts by material developers and curriculum designers, no single approach has just been suggested that gain either priority over the others, or can be used in all situations.

Celce-Murcia (1979) points out that a teacher designs the syllabus according to a finite numbers of approaches. One of these possible approaches would be cyclical approach, through which she recycle structures regularly

during the course of instruction. So, the present paper tries to represent the probable priority, positive effects, and benefits of one type of approaches, i.e., cyclical approach, on language teaching generally, and syntax as one of the basic linguistics components more specifically. In this way, the writer aims to find the more appropriate way of teaching, and help foreign language learners to learn better and increase their communicative proficiency.

The importance of the present study is finding the effectiveness of using cyclical approach on learning English. Whereas learning grammar plays a vital role to achieve enough language proficiency, improving this knowledge help the learner to communicate successfully. In addition, the content of this paper would have both theoretical and practical implications for language teaching process. It would have direct relevance to developing and moderating methodology and textbooks used in language instruction and would be of great interest to most of language teaching practitioners interested in improving the quality of their teaching activities. Material developers and curriculum designers may also find these materials useful for instructional goals. Teachers expecting to find better approaches and techniques for teaching

syntax in their classes might benefit from the materials discussed here too.

Language Teaching

Learning and teaching require students to display their knowledge and correct their errors. The goal is to establish a learning environment that promotes positive attitudes, useful efforts, and considerable achievement for all students (Chastain, 1988). In recent years the concept of language teaching has undergone considerable changes. The main reason behind it seems to be the instruction of English as a foreign language. Similarly, there has been a significant change toward teaching grammar. Since there is no doubt that knowledge of grammatical rules is essential for the mastery of a language. Ur (1988) asserts that knowing how words should be put together is necessary, otherwise we cannot use them.

It is obvious that there is no universal approach that can be applied in teaching grammar commonly used in all situations, specifically in foreign language learning environments. But, nowadays it has been proved that any effective goal-oriented teaching/learning task requires clearly defined objectives, meaningful classroom activities, and using appropriate techniques.

What do we expect from a historical study of second/foreign language teaching? To say the

least, it would establish a descriptive record of the development of language pedagogy in the past. Yet, the need for an historical perspective has always been strongly felt and a number of historical studies have been made.

It goes without saying that composing a short historical introduction is quite a difficult task, because there are no comprehensive and authoritative general history of language teaching to draw upon; nor have studies of special aspects been carried out in sufficient number, scope, and depth to allow the piecing together of a freely satisfactory general history of language teaching and learning.

In language teaching two major groups can be distinguished: A general perspective on language pedagogy, and teaching grammar in particular.

Here is a brief, and not a thorough review, of the history of some of the language teaching approaches and methods. It is fair to say that throughout history, foreign language teaching and learning have always been an important practical concern. Five hundred years ago Latin was the world's most widely studied foreign language. French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

As the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum, the study of Latin took on a different function. The study of classical Latin and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries.

The decline of Latin also brought with it a new justification for teaching Latin and the study of its grammar became an end by itself. By nineteenth century, an approach, based on the study of Latin had become the standard way of foreign languages in schools. Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences. This approach to foreign language teaching became known as the Grammar- Translation method. Based on this approach, 1) the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline that result from foreign language study, 2) Reading and writing are the major focus, 3) Vocabulary selection is based on the reading texts..... This approach is still used in situations where understanding literary texts is the primary focus of foreign language study.

In the mid and late nineteenth century opposition to the Grammar-Translation

method gradually developed in several European countries. Among the factors contributed to the rejection of this method was the need for communication in foreign languages among Europeans. In fact the need to represent new teaching items in an context that makes their meaning clear, and the use of gestures and actions to convey the meaning of sentences, were practices that later become part of such approaches and methods as Situational Language Teaching and Total Physical response.

Toward the end of the nineteenth century, teachers and linguists began to write about the need for new approaches to language teaching, and through their pamphlets, speeches, the foundation for more widespread pedagogical reforms was laid. This effort became known as the Reform Movement. In general, the reformers believe that: the spoken language is primary, words should be presented in sentences..... , translation should be avoided, and learners should hear the language first.

Parallel to the ideas put forward by members of the Reform Movement, was an interest in developing principles for language teaching out of naturalistic principles of language learning. This led to Natural methods, and ultimately led to the development of what came to be known as the Direct Method. The

advocators of a natural method tried to: apply natural principles to language classes, employ questions as a way of presenting and eliciting language, speak with systematic attention to pronunciation. These natural language learning principles provided the foundation for what came to be known as Direct Method. In practice it stood for the following principles and procedures:1)Classroom instruction was conducted exclusively in the target language,2)Only everyday vocabulary were taught,3)Grammar was taught inductively.

Since Direct Method distorted the similarities between naturalistic first language learning and classroom foreign language learning and lacked a rigorous basis in applied linguistic theory, for this reason it was often criticized by the critics. In the 1920s and 1930s applied linguists systematized the principles of Audio-lingual method in the United States and the Oral Approach or Situational Language Teaching in Britain. According to Rod Ellis (1990) the most important assumptions about FLT in the Audio-lingual Method are as follows:

1. Foreign language is the same as any other kind of learning and can be explained by the same laws and principles.
2. Learning is the result of experience and is evident in changes in behavior.

3. Foreign language learning is different from first language learning.
4. Foreign language learning is a process of habit formation.
5. Language learning proceeds by means of analogy (habit-formation involving discrimination and generalization) rather than analysis (Deductive learning of rule, as the Grammar-Translation Method).
6. Errors are the result of L1 interference and are to be avoided.

As Richard and Rodgers(1983) proposed, language teaching should focus on the following historical perspective: " 1)What should be the goals of language teaching?2)what is the basic nature of language, and how will this affect teaching method?3)What are the principles for the selection of language content in language teaching?4)What principles of organization, sequencing, and presentation best facilitate learning?5)What should the role of the native language be?6)What processes should learners use in learning a language?7)What teaching techniques and activities work best and under what circumstances?"

This is, of course, a brief teaching historical perspective, there are so many other explanations and historical perspectives by those who are involved in different language teaching programs (See Stern, 1983).

Grammar Efficiency in Language Learning

Grammar plays an important role in learning a new language, since learners need it to speak and write in the target language. The majority of learners consider grammar as the most difficult skill in the process of learning a foreign language. Maybe a large number of the burden of this problem is decreased by applying useful and interesting strategies.

The central aspect of foreign language teaching has always been grammar. Grammar knowledge has a prominent place in communicative competence. In other words, without grammar assimilation no speech is possible.

Most of the ESL teaching researchers believe that grammar is an essential tool which gives the foundation for learning the language proficiency. Nowadays expressing the ideas meaningfully and coherently in the target language is an art by itself; that is, one must be able to use different words and phrases in sentences. In other words, serious deviance from native-speaker rules shows badly speaking, and the person deviated from this norm may be considered uneducated. So, learning the grammatical points in the target language is a bridge to understand the others and be understood by them.

Knowledge of grammar is usually considered to be the vital issue of the language command. In spite of learning the English language during junior and senior high schools, most of the Iranian students have difficulty in English communication. Among the various types of errors in the process of English language learning, the grammatical ones are remarkable among the others. Finding ways to overcome this problem has occupied the mind of English language instructors for many years. By applying suitable approaches students can be motivated and learn better.

It goes without saying that the spoken and written target language knowledge is established on their syntax. Only when learners are competent enough in grammar, their sentences make sense. Grammar plays an effective role in communication; in other words we cannot expect to learn a foreign language by restricting syntax. According to some researchers, when teachers are going to test communicative ability of their learners, they rely on grammar, since it is more precise than subjective judgments.

In addition, grammar, as a tool for choosing words and putting words together for comprehensible communication, plays a crucial role in learning a foreign language. Teaching language properly, make efforts to increase the communicative proficiency of

learners, and encourage them to speak in another language has been an important issue that instructors involved in teaching foreign languages should pay special attention to. The reason is that it helps them, to a considerable extent, control the syntax of the foreign language. It is clear that it is an unattainable goal unless teachers include grammar in the process of teaching.

Celce-Murcia (1991) also stresses that “grammar should never be taught as an end in itself but always with reference to meaning, social factors, or discourse – or a combination of these factors”.

Bastone (1994) asserts that “language without grammar would be chaotic; countless words without the indispensable guidelines for how they can be ordered and modified”. Elsewhere he emphasized the importance of grammar when he said that grammar is the cornerstone of language. Thus, knowledge of grammar is usually considered to be the essential issue of the language system around which the other issues revolve.

According to Brown (2000) those courses in which basic grammar learning is vital helps learners to progress in foreign language learning. But most of the students are frustrated in these courses because they lack a necessary grammatical knowledge.

Mackay and Mountford (1978) believe that in order to have an effective communication in a target language, students should have a good grammatical repertoire.

Zhang (1999) also says that “the object of foreign language teaching is speech of target language. Speech is the product of language. We cannot learn all the unlimited speech of the target language, but, can only the limited language paradigm to obtain the ability to produce speech”.

In emphasizing the categorical dimension of grammar Ur (1988) defines it as, “a way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.”

According to Halliday (1985), “a discourse analysis that is not based on grammar is not an analysis at all but simply a running commentary on a text.”

Krashen (1983) believes that the FL rule awareness helps learners do not make errors, since it increases their monitoring ability to a considerable extent.

Canale & Swain (1980) suggested that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. According to this definition grammatical rules are one of the fundamental aspects of speaking well.

According to Zhong-Guo & Min-Yan (2007) language competence refers to possessing a considerable knowledge of grammar and vocabularies, being able to speak, read and write in a foreign or second language grammatically. If someone made mistakes in different aspects of his language command, s/he will be misunderstood by others. So, teachers should help learners to use language in communication correctly.

Corbett (2009) says that language learners describe grammar as a rule by which they make meaningful sentences to talk with others. Here grammar is considered as a tool to form meaning.

As Palmer (1971) states: “it is grammar that makes language so essentially a human characteristic. For though other creatures can make meaningful sounds, the link between sound and meaning is for them of a far more primitive kind than it is for man, and the link for man is grammar.”

Cook (1996) emphasizes the importance of grammar when he claims that “however important the other components of language may be in themselves, they are connected to each other through grammar. Grammar is often called the computational system that relates sound and meaning, trivial in itself but impossible to manage without.” In this case,

grammar is known as an important tool in learning the other components of language.

Techniques in teaching Grammar

Is grammar really important for a second language learner? Most of the time, the answer is yes. Although teaching grammar is a critical issue, knowing how, when, and what to teach is not an easy task. Therefore, whether grammar should be taught or not, is not the point, but how it should be taught, preoccupies the instructors' mind.

Teaching requires creative ideas to progress its effectiveness. The aim of foreign language teaching is to develop students' skills and their participation in conversation in different situations. Grammar is known to be an important component of any language. It makes possible the ability to combine sentences correctly.

It is an undeniable fact that using the successful techniques, activities, and resources help the students to activate their long-term memory and better learning. The variety of teaching grammar approaches and methods causes teachers to be careful in choosing techniques and strategies. Paying specific attention to some of the learners needs, including age, and their knowledge level should not be ignored.

The vitality of teaching grammar is proved by the fact that many methodologists and

instructors all over the world are interested in the issue, and have suggested different strategies in this regard.

Grammar presentation is necessary since it helps learners to acquire the grammar structures. According to the needs of the classroom, there are numerous techniques concerned with grammar presentation. However, instructors have to remember to use different techniques for grammar presentation. Anyway, they should know that employing clear, simple and helpful techniques for presentation are of paramount importance.

Thornbury (1999) confirms applying the useful techniques in presenting grammar, and believes that the necessary information must be repeated .i.e., teacher should give the students more chance to learn what they have heard, make sure that learners have full attention, make her explanations as brief as she can, illustrate the materials with examples, and check their understanding by asking them to do something that show their learning.

Teaching grammar has been a controversial issue among scholars in the field. Before teaching the materials, talking about the topic in teaching situations, in order to refresh their minds, is an important issue among the others. The best way to develop grammar knowledge

is to use adequate approaches. Some guidelines have been suggested on presenting a new grammatical structure below.

Hinkel (2002) introduces some techniques for grammar presentation:

- 1) Charts and graphs; which are helpful in understanding the new materials and make them interesting.
- 2) Drawings; can be used in giving directions.
- 3) Objects; that excite the learners and enliven the situation.

Ur (1996) says that employing objects make teaching more efficient and create a pleasant learning context. She believes that although teaching grammar by use of objects is to somehow difficult, just a little effort make it easy.

Larsen-Freeman and Thewlis (1997) suggest some beneficial techniques:

- 1) Dialogue: A text is used by which a grammar point is explained. In supporting the use of texts as an effective technique to present grammar Celce Murcia (1979) says that grammatical structures can also be presented within the context of a story or some sort of text. She adds the teacher can read or tell the story with or without the actual text in the students' hands.
- 2) Games: The benefits of using games are as follows: They are motivating techniques, provide a non-stressful situation, encourage

learners to speak freely and fluently, increase learning motivation, and provide a competitive atmosphere. As Richards and Rogers (1986) asserts "games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do." Instead they should be central to teaching.

Drills also have proved well in learning grammar meaningfully for the second language learners. In this regard Stevick (1982) believes that there have been some ways of helping people to gain better control of a new language. One is applying drills.

Elsewhere Bratt et al. (1976) in emphasizing the use of drills says that a grammar lesson should consist of grammatical rules which explain the features of the structural pattern to be learned and a set of drills from a mechanical level to a communicative in order to give the students enough practice in language production.

Leech (1991) says that in learning a foreign language drills are vital. Just hearing the materials has no use; they must reproduce the input to reinforce, then, assimilate it.

Billows(1961) supports another teaching technique, i.e., the visual aids, and says that there are a number of visual aids used by instructors in different teaching situations among which blackboard, pictures, texts,

realia, and dialogue are worth to be mentioned. S/he refers to two of them as follows:

1) The blackboard: The simplest classroom aid of all is the blackboard. It has great possibilities for pictorial representation, yet most teachers seldom use it except for writing lists of words or paradigm on it.

2) The use of pictures: One way to get plenty of practice of the tenses is to ask about what the people we can see in a picture are doing, have done, will do, and will have done. A more mechanical way that ensures the conventions of all present tenses into past tenses is to use the picture.

However, according to Ur (1996), it is difficult to present and explain a target grammatical structure to a class of learners. Teachers should bear in mind how to present the structure in a way that is clear, simple, accurate and helpful, that is, both forms, and meaning should be emphasized. In this regard they must use a plenty of training exercises and effective resources and techniques for teaching grammar, and create a relaxed and enjoyable atmosphere to motivate and encourage students to use the learned items.

Cyclical Approach

Learning a new language can be developed by repeating the input. Teachers and instructors have some views on how to teach the

linguistic materials. Some of them prefer to use the meaning-based techniques and activities in their classes, while others apply the recycling, and believe an abundant exposure to language points, sustain the materials in learners mind. But, as Alessi and Trollip(2001)say, in addition to techniques and strategies,“ Educators should use a variety of multimedia materials and approaches, and thus provide flexible learning environments meeting the needs of the greatest number of their learners.”

Some adequate approaches including cyclical approach is still ignored in most foreign language educational systems and by some instructors involved in teaching career.

One good suggestion to recycle materials, concepts and learning activities is repetition and practice. It helps students learn new ideas. It is vital that students hear the same learning structures several times. Repetition keeps the content in long-term memory. Long-term language learning benefits greatly from reviewing structures and concepts. Although most teachers know the necessity of recycling or re-teaching the materials to help language learning, it can be difficult to decide how to do this. Many teachers agree that one of the best ways to “recycle” the materials is to use as much of the second language as often as possible.

The cyclical approach has obvious advantages in comparison with the other approaches that should be relied on while foreign languages should be taught. The most obvious benefit of it is that by applying this approach learners learn how to use grammar meaningfully in context. Explicit grammar teaching through cyclical approach and repeating the materials several times also have proved well in creating a comfortable and stress free atmosphere for the second language learners, and promoting their motivation which is the corner stone in learning a foreign language. Moreover, it helps students easily internalize the grammatical points meaningfully through repetition.

When, there is not enough amount of repetition, learning and strengthen of it do not take place.

Celce-Murcia (1991:291) believes that *recycling* is required. Teacher introduces one aspect of input and then returning to it from time to time for reinforcement. Elsewhere she strongly believes in *recycling* different aspects while learning a language, and says teachers should teach one aspect of language and do not forget it, reintroduce it several times, particularly if it is problematic for students.

Some teachers are reluctant to use the cyclical approach in their classes. They mention some

problems in this regards, including teaching through this approach has no use since it is time consuming and causes the forgetfulness of the other aspects of language which are to be taught. But recycling the previous materials helps students to learn the concept better and communicate them in the target language. In addition, this approach helps learners to have a durable learning that results in a better mastery of and retaining the grammatical knowledge in learners' memory for a long time.

Tomlin (1994) examines the role of repetition in L2 development and concludes that repetition is "a social act with cognitive consequences".

Billows (1961) emphasizes the importance of recycling the materials in teaching process, and says that teachers must pay attention to the repetition of the points taught.

Zimmerman (1997:133) has supported the place of repetition in language learning. S/he says that repetition, as the main concern of cyclical approach, helps learners to obtain a better understanding of how forms of language are used in different skills and components in different situations.

On the importance of repetition, Chastain (1988) proposed: "once one has achieved some degree of mastery of a subject, it is common to forget the time and energy that

was expanded to attain that mastery. It is the teacher's responsibility to remember the importance of repetition in learning. The teacher must provide for re-entry of material into the classroom activity."

Bygate and Samuda (2005) maintain that repetition has "the potential to lead to integration of knowledge and performance" and it could be viewed as "facilitating changes particularly in the conceptualization and formulation phases of the production process".

Lynch and McLean(2000) found that this recycling had positive impacts on both accuracy and fluency in language production.

Team Teaching

According to the Ministry of Education, Science, Technology and Culture (MEXT) (2002) in Japan, team teaching is a collaborative teaching with the aim of developing the understanding of foreign languages and cultures by providing a positive attitude toward communication. By this technique students would be familiar with the sound pronunciation of foreign languages. In foreign language teaching, particularly teaching English as a foreign language (TEFL), usually one in the pair is a native speaking assistant of the target language. The main teacher is usually more experienced and

not a native speaker of the target language. These teachers will be referred to as non-native speaking language teachers.

Teachers run separate activities, the class is divided into groups, and both of them are involved in managing and teaching the class.

Team teaching is mostly popular in the domain of foreign language teaching. Teachers have partners who help them make plans, implement lessons and evaluate the results. They receive constructive feedback on their teaching.

Teachers should have a clear communication on the success of the teaching objectives. Both teachers should maintain respect for each other in all situations. They should ignore the personal differences; first they must analyze their personal strengths, weaknesses, skills, and teaching approaches and materials used, and how they can be exploited during the instruction. In addition, they should decide on improving their partner's skills in various respects. Regarding evaluation, it should be done meaningfully and fairly. In determining the tests and assignments they should work together. On students' type of behavior in class, teachers should have a common consensus; both must agree on the permissible behaviors. Both teachers should be responsible and involved in class activities, and make eye contact with

each other; eye contact is necessary, for example, for transitions to new activities. While one teacher provides students instruction, the other circulates in the class; this increases the supervision of them and decreases the time for addressing students various participations.

Team teaching is strongly advocated in various educational settings due to its values. It is a technique in which a group of teachers sharing a similar approach may each implement these principles in different ways.

According to Blomution (1968) one new organizational thought is team teaching. Team teaching is an arrangement in which two or more experienced teachers teach a common group of learners. They teach in the classroom simultaneously and apply various teaching procedures according to the objectives of the materials and the needs of the learners.

It has other advantages including the use of their personal teaching commands, availability of time for preparation of units, gathering information, planning and designing the lessons together. Meanwhile, exposure to different qualified teachers and independent study are among the advantages to students.

By team teaching, teachers can further develop and increase their teaching techniques and procedures by learning from the colleagues. Quinn & Kanter (1984) asserts

that team teaching is the team work between two or more competent teachers that work together and provide a presentation to their students.

Rottier (2001) in defining team teaching says that lecture style instruction is ignored and an operational interaction of two minds and personalities is employed. Besides, he believes that team teaching makes effective use of human resources.

In addition to its benefits, team teaching has some problems. Teachers differ from each other in linguistic proficiency, and cultural background (non-native versus native speaker). Methods and techniques utilization in the classroom is another concern. These result in frustration and possessing different attitudes among them. According to Duff & Uchida (1997) extra training and specific workshops are constructive solutions in this regard. Besides, many teachers refuse to team teach, because they are reluctant to be observed by their colleagues. Sometimes they lack enough training, and this can lead to friction between them. Browne and Evans (1994) similarly explain that: "Unfortunately, the implementation of team teaching often seems haphazard and lacking in clear objectives. Assistant Language Teachers (ALTs), and students seem to have different expectations about the purpose of team taught

lessons, with the result often being unsuccessful lessons".

CONCLUSION

It goes without saying that students' motivation is a strong factor in learning a foreign language. This would be gained if the teachers apply interesting and useful approaches and techniques in the course of teaching.

In view of the fact that the ultimate goal of any education is to provide a meaningful learning, among the factors that causes learning to take place, appropriate strategies and techniques play an important role.

Based on several semesters of English language study, it is resulted that current approaches applied in the classroom has no use for acquiring enough English command, specially, in Iran. For, grammar is taught inadequately by only focusing on the simple points. Some commonplace approaches are still applied in the foreign language educational centers. Learning grammatical rules is always troublesome for most of the EFL learners, and some of the instructors whose native language is not English are not qualified enough and enjoy a weak knowledge.

However, there are not enough studies to investigate the importance of different

methods and approaches in teaching English language generally, and grammar, as the main English component specifically. Although there has been a great change in the last thirty years in the attitudes of researchers and teachers toward teaching this basic linguistic component in the course of learning a foreign language. They have introduced different approaches. But most of the time they have found no evidence to show that the approaches applied have priority over the others.

Among the techniques and approaches applied in teaching language, cyclical approach is an effective way to acquire different aspects of a foreign language specifically the grammatical structures.

From so many descriptive and experimental studies on the effectiveness of pedagogical approaches, the result of one carried out by (Darabi, 1999) indicates that students who received cyclical approach scored significantly higher than those who received other approaches. It appears that this approach facilitates recalling the learned input specially while taking a test. She believes that applying this approach in a language class would likely help students to have a durable learning; in addition, they have a better mastery of grammatical knowledge ,retain them in their long term memory, and since

they have an immediate recall during their class performance, have a positive reaction towards learning.

The concern of this paper is to have a short review on the effect of cyclical approach on teaching English language grammar descriptively. It reveals that applying the cyclical approach could be helpful in teaching meaningful grammar to EFL learners. In addition, this paper and the like could be an attempt to pave the way for researchers to investigate experimentally the application of this approach in other areas and components of the English language pedagogy.

Thus, it is recommended to conduct more studies and write even more descriptive articles in finding the effect of applying other approaches on teaching grammar, or the other skills and components of English language in order to provide appropriate information for helping learners learn English language more easily. Besides, these kinds of descriptive papers can introduce new ideas in ELT to improve EFL teachers' knowledge in different aspects of language learning.

The concluding remarks of this paper are as follows:

1) EFL teaching through appropriate approaches, including cyclical approach, results in better understanding of the input.

2) Recycling the previous materials taught has a significant effect on the retention of them on long-term memory. Besides, this helps learners to have a meaningful learning situation.

3) The major point in applying the cyclical approach is that it helps learners master the grammar points of target language and develop their communicative proficiency.

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