

## **A Study on the Use of Grammar Translation Method in Teaching Business English to the Second Year Students Specializing in Regional Development**

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### **Abstract**

This paper has been carried out to investigate the effectiveness of grammar translation method in teaching Business English. To investigate the effectiveness, pre-test and post-test are conducted by using experimental method and to know the students' attitude, students are asked to complete the questionnaire designed with grammar translation method conducted during the first semester. It is found that higher percentage of students get good marks in the post-test than that of in the pre-test. Besides, the results show that it is the most effective for the students in the use of Questions with preposition. Since the use of Quantifiers is not common for students, there is less progress for students. There is also improvement in the use of Tenses, Gerund and Adjective. According to the questionnaire, most of the students are confident themselves in learning English grammar. Moreover, there is no one who disagrees about the Grammar Translation Method. Therefore, it can be assumed that the use of Grammar Translation Method in the language classroom is relatively effective.

**Keywords-** Grammar Translation Method, grammatical items, pre-test and post-test

### **1. Introduction**

English is an international language, and it is used by more than half of the people all over the world. By using English language, people can communicate with other countries. Therefore, English is taught as an essential subject in every school, college and university. There are many English teaching methods namely Direct Method, the Grammar Translation Method, the Audio Lingual Method, the Structural Approach, Suggestopedia, Total Physical Response, Communicative Language Teaching, the Silent Way, Community Language Learning, Immersion, Task-based Language Learning, the Natural Approach and the Lexical Syllabus. All of these are useful methods. Among them, in the present research, Grammar Translation Method is used in teaching Business English.

#### **1.1 Objectives**

Grammar Translation Method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities (Richards & Schmidt, 2002). There are many researches which are conducted by using Grammar Translation Method. But in Co-operative University Sagaing, there is still no research which used Grammar Translation Method by examining pre-test and post-test. Therefore, this paper aims to investigate the

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effectiveness of Grammar Translation Method in teaching Business English in the Context of Co-operative University, Sagaing. The specific objectives are as follows:

- (1) to explore the students' knowledge about grammar before the experiment,
- (2) to assess the students' progress after the experiment, and
- (3) to figure out the students' attitude towards grammar translation method

## **2. Literature Review**

Literature review includes theoretical background, historical background and related research.

### **2.1 Theoretical Background of Grammar Translation Method**

The Grammar Translation Method is derived from the classical method of teaching Greek and Latin. Using Grammar Translation method means students are taught in the classes by learning the rules of grammar and its application by translating sentences between the target language and in their native one. Grammar rules are learned deductively, and students learn grammar rules by memorizing and practising the rules along with grammar drills.

Thuleen (1996) also defined the principle characteristic of the grammar translation method as a way of learning focusing on grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language, vocabulary is presented mainly through direct translation from the native language (Shejbalova, 2006). Long explanations of grammar rules are provided. The instruction often focuses on the form and inflection of words.

In Longman Dictionary of language teaching and Applied Linguistics, Grammar Translation Method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. A typical lesson consists of the presentation of a grammatical rule, study of lists of vocabulary, and a translation exercise.

### **2.2 Historical Background of Grammar Translation Method**

The grammar translation method is one of the most traditional methods which originated from the teaching of Latin. In the early 1500s, Latin was the most widely studied foreign language in Europe. However, during the course of the century the use of Latin became less and it was gradually replaced by means of focusing on grammatical rules. This method has been called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. In the nineteenth

century, the Classical Method was known as the Grammar Translation Method. In fact, Grammar Translation Method was first known in the United States as the Prussian Method at the end of the eighteenth century. Earlier in the 20<sup>th</sup> century, Grammar Translation Method was used in order to help students read and understand foreign language literature. It was also used by hoping that students would become more familiar with the grammar of their native language through the study of the grammar of the target language.

Grammar Translation Method was important in foreign language teaching from the 1840s to the 1940s, and it continues to be widely used in some parts of the world today.

### **2.3 Related Research**

A number of researchers have undertaken a variety of studies on using Grammar Translation Method in language teaching as a foreign language in their researches.

Aqel (2013) conducted a study to investigate the effect of using Grammar Translation Method on acquiring English as a foreign language. The study included 20 students from Grade 10<sup>th</sup> from Al-Mazar government school. It indicated that there is a positive effect of using Grammar Translation Method on English as a foreign language acquisition. This research concluded that the students who were taught by using Grammar Translation Method not only improved in grammar, but they also achieved greater self- confidence.

The other study, “A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar” by Shih-Chuan Chang (2011), Department of Foreign Languages, Cheng Shiu University, Taiwan, conducted a survey to compare the two approaches, and to find out which one is more suitable to teach grammar in Taiwan. In this study, the two classes were taught by using the Communicative Approach and the Grammar Translation Method respectively. And then, collected the survey results. The findings showed that Grammar Translation Method is more effective than the Communicative Approach. Nevertheless, the Communicative Approach highlights fluency and the Grammar Translation Method is related with accuracy. Fluency and accuracy is the target for English language learning. The result also showed that the best way is to combine both methods in teaching English Grammar.

## **2.4 Methodology**

The present study uses a mixture of qualitative and quantitative approaches. It is based on both primary data and secondary data from available sources. Primary data was collected by doing pre-test, post-test and using questionnaire method. Secondary data are collected from related research articles, previous research, journals and reference books.

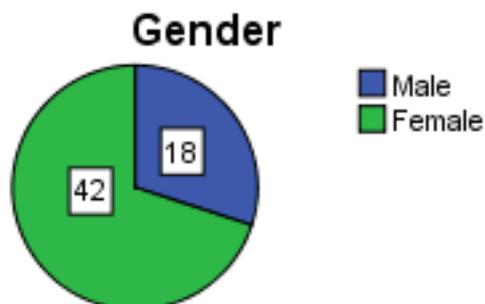
To investigate whether using grammar translation method is effective or not in teaching Business English in the context of Co-operative University, Sagaing, as a form of experimental method, pre-test is conducted to test the students' grammatical knowledge before the experiment. The testing paper for the pre-test includes fifty multiple choice questions. If the students get one of them correct, he/she will get one mark each. If the answer is not correct, he/she will lose mark. The contents of the testing paper include the following grammatical items: Item I including number 1-10 is to test the correct use of present simple, present continuous, past simple and present perfect tenses. Item II which is from no. 11-20 is to test the correct use of questions with preposition. Item III (from 21-30) is to test the correct use of the verb after preposition. Questions 31-40 are to test the correct use of quantifier and lastly, no.41-50 design to test the correct use of adjective.

And then, students are taught these grammatical items by using grammar translation method during the first semester. (A semester lasts three months and half.) After the semester, post-test is conducted. The testing paper includes fifty multiple choices questions, and as same as the pre-test. One item is one mark and if the answer is not correct, the students will get zero. The scores of the students are classified into Grade 1, 2, 3, 4 and 5. The marks between 1 and 10 are Grade1, between 11 and 20 Grade 2, between 21 and 30 Grade 3, between 31 and 40 Grade 4 and between 41 and 50 Grade 5 respectively. Then, students are asked to complete the questionnaire to describe their opinions about grammar translation method after they have received the teaching approach during the first semester. In analyzing the data, descriptive statistical analysis is used.

## **3. Data Collection and Data Analysis**

In the experiment, 60 out of 115 second year students specializing in Regional Development are chosen to participate in the pre-test and post-test using grammar translation method. As in percentage, male are 18 % and female are 42 %

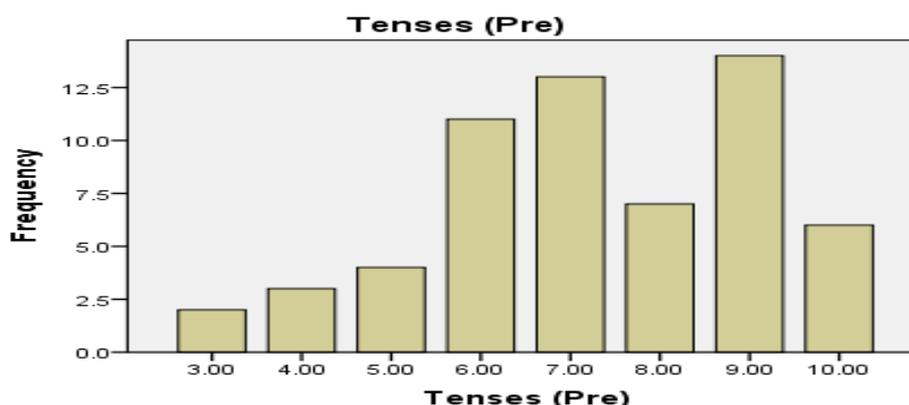
respectively. There are significantly more female students than male students in this experiment.



Source: Survey Data (2017)

Learners' attitudes to the utility of five grammatical items and how they benefit from learning outcomes were investigated by administering a follow-up questionnaire on grammar translation method. The grammatical items used in the present research are within the context of Business English in Second Year (first semester). These grammatical items are the use of tenses: present simple, present continuous, present perfect and past simple, the use of questions with preposition, the use of gerund, the use of quantifier, and finally the use of adjective.

The following table shows the data analysis of the scores of the 60 students for the use of Tenses in Pre-test.

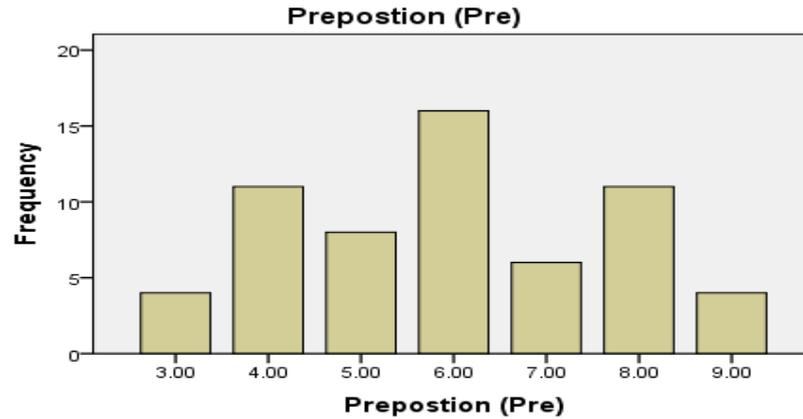


**Figure(1): Obtained Scores in Pre-test (Tenses)**

Source: Survey Data (2017)

In the above table, the frequency of score 7 and 9 are the highest and score 3 is the lowest mark. There is no one who get zero in tenses questions.

The following table shows the data analysis of the scores of the respondents for the use of Preposition questions.

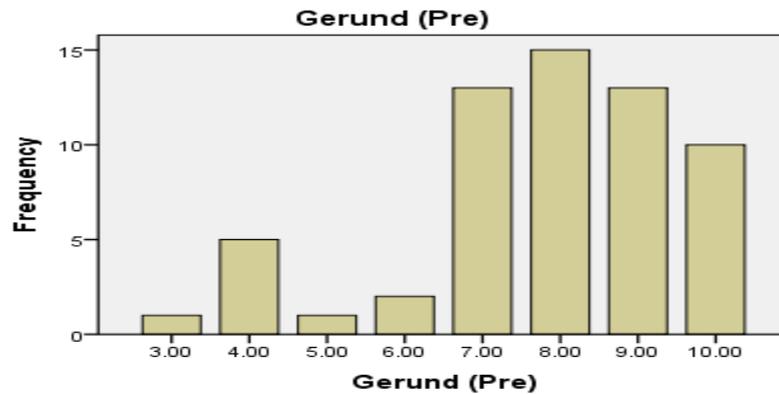


**Figure (2): Obtained Scores in Pre-test (Preposition)**

Source: Survey Data (2017)

In the above table, the highest frequency score is 6 and, score 3 and 9 are at the lowest stage surprisingly. There is no one who gets full marks for preposition usage.

The following table shows the data analysis of the scores of the students for the use of Gerund in Pre-test.

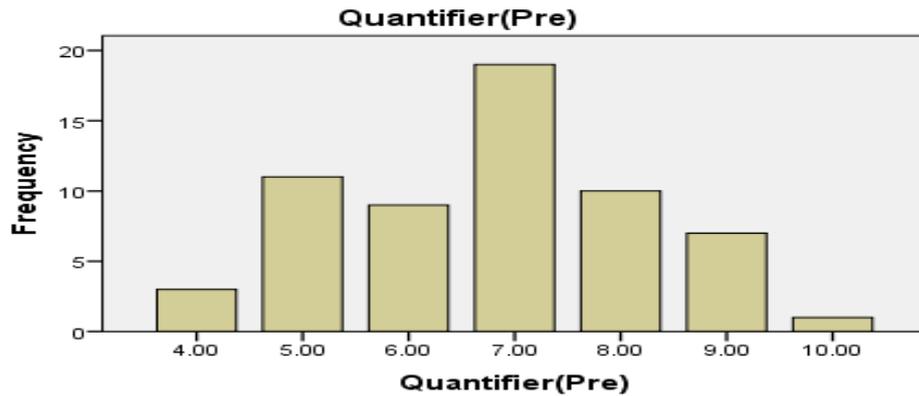


**Figure (3): Obtained Scores in Pre-test (Gerund)**

Source: Survey Data (2017)

The above table highlights students are rather good at using in gerund because the score marks 7,8,9 and 10 are of very high frequency. On the other hand, there are students who get score 3, 5 and 6 with low frequency.

The following table shows the data analysis of the scores of the 60 students for the use of Quantifier in Pre-test.

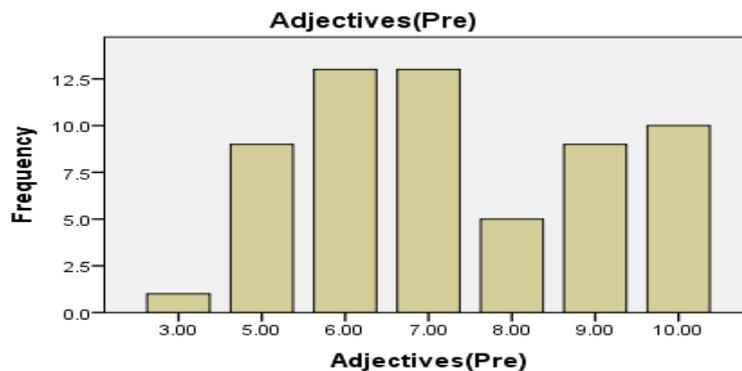


**Figure (4): Obtained Scores in Pre-test (Quantifier)**

Source: Survey Data (2017)

The table points out that students get score 7 as the highest, and the number of students who get full marks is quite low. Scored marks 5 and 8 are just above average and very close to frequency 10, and scored mark 6 and 9 are just under the frequency 10. However, there is no student who gets less than four marks.

The following table shows the data analysis of the scores of the 60 students for the use of Adjective in Pre-test.

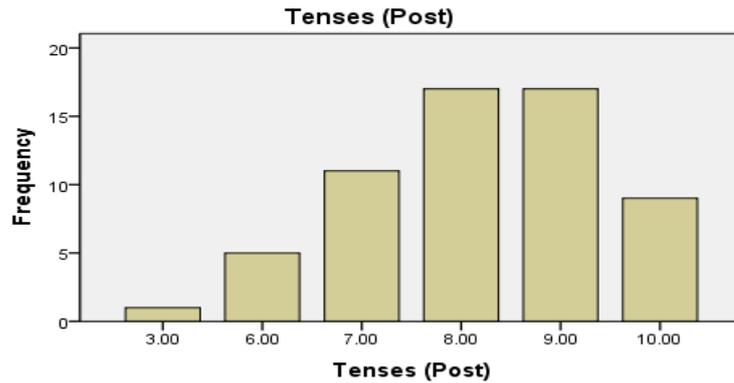


**Figure (5): Obtained Scores in Pre-test (Adjective)**

Source: Survey Data (2017)

According to the scored marks, students are very good at using adjectives, and many scored marks are above average and very close to frequency 10.

Figure (6) shows the data analysis of the scores of the 60 students for the use of Tenses in Post-test.

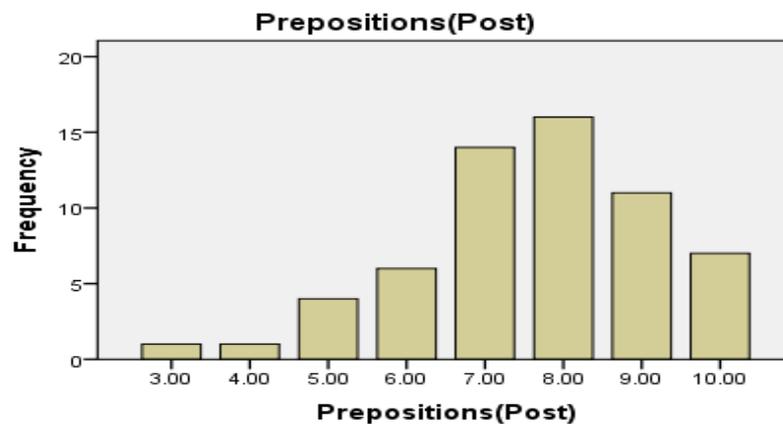


**Figure (6): Obtained Scores in Post-test (Tenses)**

Source: Survey Data (2017)

In the above table, the scored marks 8 and 9 are the highest frequency, and scored mark 3 is very low in frequency.

In Figure (7), the data analysis of the scores of the students is described for the use of Questions with Preposition in Post-test.

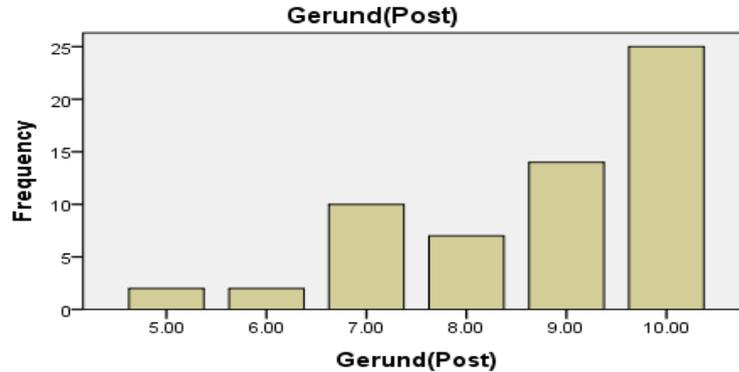


**Figure (7): Obtained Scores in Post-test (Preposition)**

Source: Survey Data (2017)

According to the table, scored mark 8 is very significant among other marks. 7 is the second highest frequency, and scores 3 and 4 gets the lowest frequencies.

The following table shows the data analysis of the scores of the participants for the use of Gerund in Post-test.

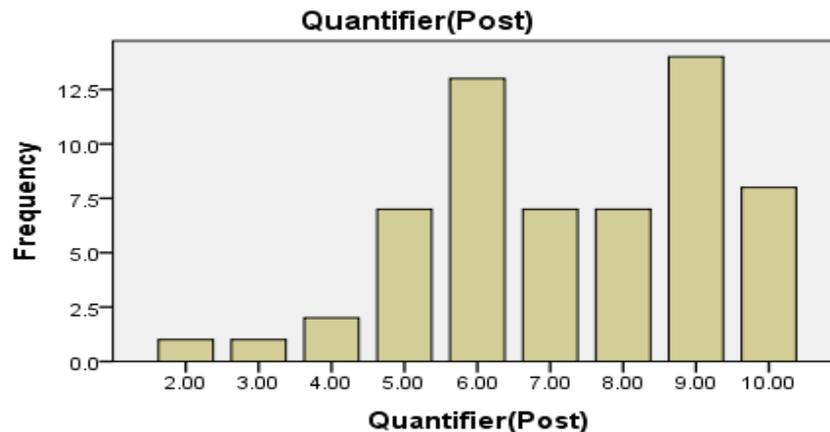


**Figure (8): Obtained Scores in Post-test (Gerund)**

Source: Survey Data (2017)

In the above table, students who get full marks are very high in frequency and there are students who get lowest frequencies also.

The table below shows the data analysis of the scores of the respondents for the use of Quantifier in Post-test.

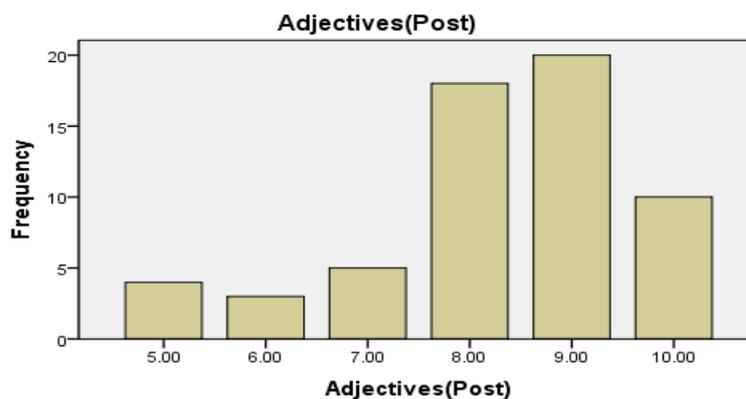


**Figure (9): Obtained Scores in Post-test (Quantifier)**

Source: Survey Data (2017)

In the test score, the number of students who get good score is high, and there are many students whose score are less than five.

The scores of the students for the use of Adjective in Post-test are discussed in the following table.



**Figure (10): Obtained Scores in Post-test (Adjective)**

Source: Survey Data (2017)

Figure (10) shows that the number of students who get pretty good scores are quite high, and there are no students who get below 5 for the use of adjectives in the test.

Based on the result of the tests, a comparison is made to highlight the effectiveness of the grammar translation method before and after the test. In order to compare the score results, mean and standard deviations of pre-test and post-test are calculated for clarity of the comparison. The following table shows the mean and standard deviations for the two tests.

**Table (1): Comparison of Mean and Standard Deviation of Pre-test and Post-test**

Sr. No.	Items	Pre-Test (Pre)		Post Test (Post)		Effectiveness (post-pre)	
		Mean	Std: Devi:	Mean	Std: Devi:	Mean	Std: Devi:
1	Tenses	7.28	1.83	8.15	1.35	0.87	-0.48
2	Preposition	5.96	1.71	7.63	1.57	1.67	-0.14
3	Gerund	7.8	1.77	8.73	1.41	0.93	-0.36
4	Quantifier	6.78	1.45	7.28	1.97	0.5	0.52
5	Adjectives	7.3	1.79	8.28	1.35	0.98	-0.44

Source: Survey data 2017

According to table (1), the mean value, and standard deviations are calculated and compared with the results of the respondents in pre-test and post-test in order to investigate the effectiveness. The mean values of pre-test results are subtracted from the mean value of post-test. It can be noted that the obtained mean values subtracted from post tests shows larger mean values. The larger mean value states that students are better in grammar learning compared to pre test. Likewise, standard deviations of the obtained results are calculated and compared. The returned values show some negative points except in one item it shows positive result. The negative value means post test results are smaller than pre test result values. Theoretically, the smaller standard deviation is tightly clustered around the mean. In quantifier item, it is found to be unusual that the standard deviation value of post test is higher than pre test value.

The following table shows the data analysis of the scores and number of students in pre-test and post-test.

**Table (2): The Scores and Number of Students in Pre-test and Post-test**

Marks	Pre-test	Post-test
	Number of students	Number of students
1-10 (Grade-1)	-	-
11-20 (Grade-2)	1 1%	-
21-30 (Grade-3)	9 15%	1 1%
31-40 (Grade-4)	37 62%	34 57%
41-50 (Grade-5)	13 22%	25 42%
Total	60(100%)	60(100%)

Source: Survey Data (2017)

In the above table, there is no student who gets Grade 1 in both pre-test and post-test. 1 student gets Grade 2 in pre-test and no student gets Grade 2 in post-test. There are 9 students for Grade 3 in pre-test and only 1 student gets Grade 3 in post-test. 37 students are Grade 4 in pre-test and 34 students in post-test. 13 students get Grade 5 in pre-test and 25 students get Grade 5 in post-test.

In this study, a five-point Likert scale is created to learn the attitudes of the respondents over teaching grammar by means of grammar translation method. The scale consists of five items. The data analysis of the students' attitudes towards grammar translation method after they have received the teaching approach during the first semester is stated in appendix A. Students' attitudes are asked concerning the items created in the scale. Students disclose their attitude by categorizing their degree of agreement on the scale. The items and Cronbach's alpha values are presented in the following table. Cronbach's alpha is calculated in order to measure the internal consistent between the scales,

**Table (3): Cronbach's Alpha Values for Scales**

No.	Attitudes	Cronbach's Alpha Value
1.	Importance of teaching grammar for Business English	0.725
2.	Grammar teaching method in class can help a lot in learning grammar	0.725
3.	Self-confidence over learning grammar well	0.725
4.	Having progress in English grammar learning after one semester learning	0.725
5.	Method of teaching grammar in class is acceptable	0.725

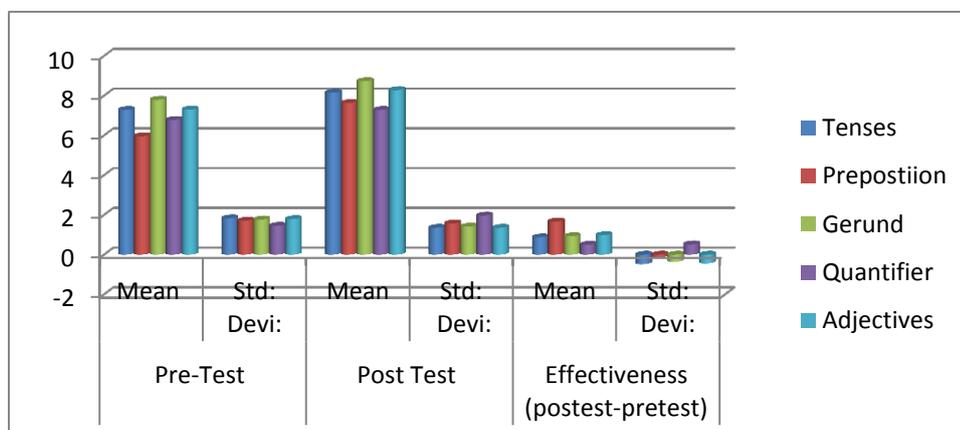
Source: Survey Data (2017)

Referring to their attitudes, 27 out of 60 students (45%) strongly agree, and 33 out of 60 students (55%) agree on the importance of teaching grammar in Business English. 34 out of total respondents (57%) show strong agreement, and 26 out of 60 respondents (43%) agree on Item No-2. 15 students out of 60 (25%) depict their strong agreement, 36 out of 60 students (60%) are in agree status and 9 out of 60 students (15%) choose Neutral on item no. 3. Item No-4 is agreed by 35 out of 60 students (58%) and strongly agreed by 20 students (34%) and 5 students (8%) are Neutral. Among total respondents, there are 15 students (25%) strongly agree and 39 students (65%) agree on Item No-5. 6 students (10%) are in Neutral. There is no student who disagrees and strongly disagrees all the 5 items. The average of students' attitudes towards Grammar Translation Method for the 5 items is that 56% agree, 37% strongly agree, 7% is neutral and there is no one who disagrees and strongly disagrees. In addition, the average of students' positive point of view for the 5 items is

47%, 7% is neutral and there is no student who has negative point of view for all the 5 items.

As in internal consistence and reliability among scales, the alpha coefficients for all items are calculated and results are 0.725 for all items suggesting these scales are acceptable and there have a rather high internal consistency among scale items.

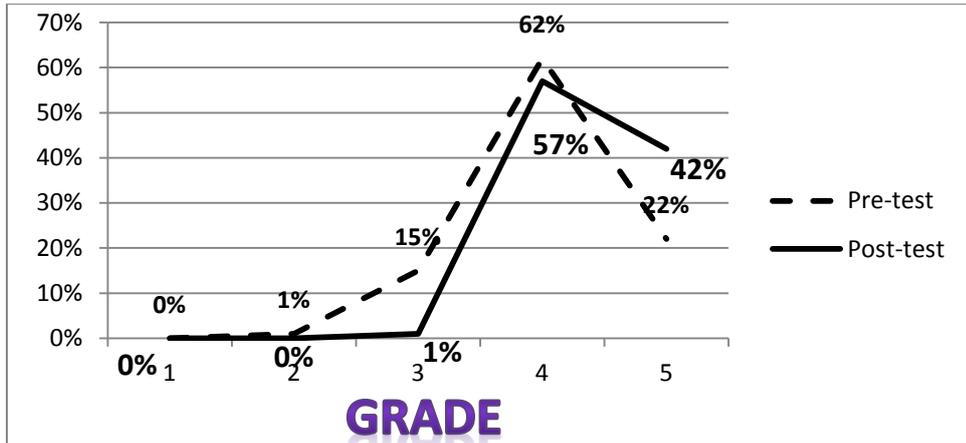
### 3.1 Data Interpretations



**Figure (11): The Effectiveness in Teaching Tenses, Preposition, Gerund, Quantifier and Adjective**

Source: Survey Data (2017)

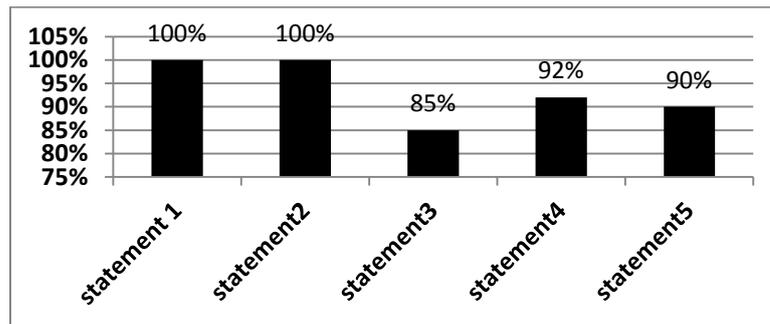
Figure (11) shows the progress in tenses, preposition, gerund, quantifier and adjective after comparing between mean and standard deviation of pre test and post test results. All in all, the results of the scores in post-test are higher than that of pre-test. Among them, students have more efficient result in the use of tenses, gerund and adjectives in both tests. Moreover, a significant rise is seen rise in post test. As the use of quantifier is not familiar with them, they do not get much progress. The use of preposition rises very prominently in post test. Therefore, it can be noted that teaching grammar by using grammar translation method has a significant rise in students' understanding in learning grammar.



**Figure (12): Grade Comparison of Pre-test and Post-test**

Source: Survey Data (2017)

Figure (12) shows the frequency of the Grade comparison of pre-test and post-test. In pre-test, the percentage of the students who get Grade-5 is 22% and in post-test, the percentage of the students who get Grade-5 is 42%. The number of students who get Grade-5 in post-test is higher than that of pre-test. Therefore, Grammar Translation Method which is used in this research is effective for the students. Students can make progress after they have received the method which is conducted during the first semester.

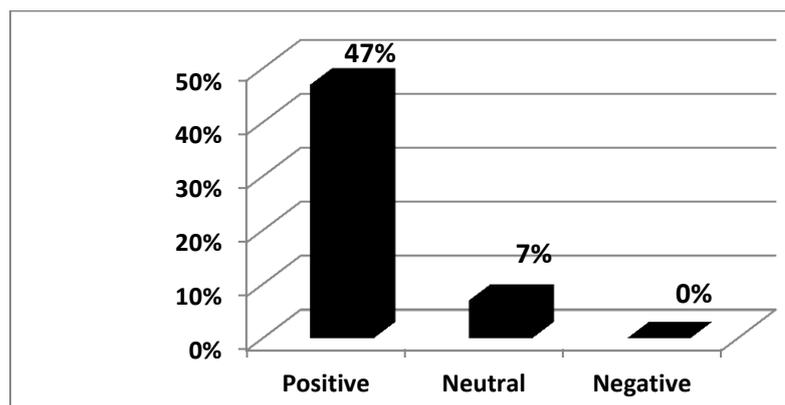


**Figure (13): Students' Attitudes towards Grammar Translation Method**

Source: Survey Data (2017)

Figure (13) shows the frequency of students' attitudes towards grammar translation method. Students agree with statement No.1 and statement No.2 totally. Therefore, students think that teaching grammar in Business English is important and useful for them in learning grammar. But, on the other hand, students are less agree with statement No.3, 4 and 5 than statement No.1 and 2. So, it can be said that there is a little weakness in students to be confident themselves, much progress cannot be made completely and students cannot accept the method fully. However, there is no

one who disagree all the five items. Because of that, it can be assumed that students' attitudes towards grammar translation method are positive.



**Figure (14): Students' point of view about grammar translation method**

Source: Survey Data (2017)

Figure (14) shows the frequency of the students' point of view about grammar translation method. According to the figure, students have positive point of view about the teaching method which used grammar translation method. They suppose that the method is important in teaching grammar for Business English, it helps them in learning grammar, they have self-confident themselves that they can learn grammar well and they get much progress after they have received the teaching method during the first semester. However, there are a few students who cannot show their attitudes towards the teaching method which used grammar translation method. Nevertheless, no student disagrees about this method. Therefore, the teaching method which is conducted during the first semester is relatively effective and most students have positive attitudes towards grammar translation method.

#### **4. Findings and Discussions**

The present research is to investigate the effectiveness of grammar translation method in teaching Business English. In order to know the effectiveness, pre-test and post-test are conducted. The purpose of doing pre-test is to know the students' knowledge about grammar before they have received the method. Then, students are taught their lessons by using grammar translation method in three and half months time (one semester). After applying the grammar translation method, post-test is conducted. The purpose of doing post-test is to investigate whether there is much progress or not. The obtained marks have a significant rise in the post test. Moreover, the results show that among five types of question such as tenses, prepositions, gerund, quantifier and adjective which are used in the experiment, students get much

progress in the use of preposition. As the use of quantifier is not greatly familiar with students, it can be supposed that they cannot make significant improvement like the use of preposition as they have little knowledge in the use of quantifiers with countable and uncountable nouns. Specific attention should be made on teaching quantifiers to the students. Furthermore, the use of tenses, gerund and adjective are more common for students. Therefore, using grammar translation method in teaching English is relatively effective. Then, students are asked to fill in the questionnaire to describe their attitudes about the teaching method conducted in the class. The findings show that students suppose that teaching grammar in English is important and useful for them. However, they are not confident with themselves completely but they think they can accept the teaching method. Nevertheless, since there is no one who strongly disagrees about the teaching method conducted during the first semester, the result is that students have positive point of view about the teaching method.

In doing this research, the research instruments are the lessons of second year (first semester) in the context of Business English in Co-operative University, Sagaing. The lessons include tenses, prepositions, gerund, quantifiers and adjectives. These lessons are taught by using grammar translation method. In fact, the sample of the lessons is not enough. Further studies should be made by using grammar translation method. In this study, however, only grammatical rules are emphasized. Therefore, a study of lists of vocabulary and translation exercise should also be conducted in the next studies by using grammar translation method. Although students have progress in the use of Tenses, Questions with preposition, Gerund, Quantifiers and Adjective, it is not enough for them to be proficient. They need further self-studies. Most importantly, students find it hard to understand quantifier clearly. Careful attention should be made from teachers' side and further exercises should be made widely from students' side. Moreover, time is not sufficient for teachers to make students more proficient in their lessons because teachers have to teach within limited time. If the teachers get a chance to take more time, they need to do remedial learning. For tenses, students need to do self-studies about subject-verb-agreement, when and how to use simple present tense, present continuous, present perfect and simple past. For questions with preposition, they need to learn carefully when the teacher lectured them if the question word is the object of preposition, preposition is placed at the end of this question sentence and they should learn the question words which are usually used with prepositions. Besides, they need to

practice themselves. For gerund, they need to learn systematically the use of gerund after preposition and the use of suffixes and how to write –ing form when there is a vowel before the last consonant. For quantifiers, they need to know the use of quantifier with countable and uncountable nouns. For adjective, they need to study when and how adjective is used and how to write comparative and superlative form. In addition they need to learn some irregular adjectives. But the results of the present research show that it is effective and applicable to students.

## **5. Conclusion**

This research aims to investigate the effectiveness of grammar translation method in teaching Business English in the context of Co-operative University, Sagaing. In order to investigate, this study is performed by doing pre-test and post-test. Students are taught their lessons in Business English based on the theory of grammar translation method during the first semester. According to the findings of the research, using grammar translation method in the context of Cooperative University, Sagaing is relatively effective, efficient and applicable to the students. The reason is that the scores of the students in post-test is higher than the scores in pre-test. Moreover, it can also be supposed that students are skillful in the use of tenses, prepositions, gerund, quantifiers and adjectives which are taught by using grammar translation method during the first semester. Besides, further studies such as a study of lists of vocabulary, translation exercise and other teaching approaches will contribute to the developments of student's skills on accuracy and fluency simultaneously.

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**A Study on the use of Grammar Translation Method In Teaching  
Business English to the Second Year Students Specializing in  
Regional Development**

**Pre-Test**

**From the three answers (a), (b) and (c), Circle the one that is correct.**

1. The meeting always (start) at 2:30 p.m.  
(a) start (b) starts (c) started
2. We (have) annual sales of \$ 25 million.  
(a) have (b) will have (c) has
3. Sue (look) for a job at the moment.  
(a) look (b) looks (c) is looking
4. We (develop) a new range of products for South America.  
(a) is developing (b) are develop (c) are developing
5. Last week I (be) very busy.  
(a) be (b) am (c) was
6. Felipe (go) to Paris yesterday.  
(a) goes (b) went (c) goed
7. I (write) seven emails already this morning.  
(a) wrote (b) have written (c) have writen
8. Unfortunately, nobody (offer) me a job yet.  
(a) has offered (b) offered (c) have offered
9. I (never/see) a gost.  
(a) never seen (b) have not see (c) have never seen
10. Someone (email) me a CV today.  
(a) emailed (b) has emailed (c) have emailed
11. Where are you -----?  
(a) go (b) from (c) work

12. Who do you work -----?  
(a) in (b) for (c) on
13. Which department do you work -----?  
(a) in (b) to (c) from
14. Which subject do you specialize -----?  
(a) in (b) for (c) on
15. What is he going to fill the hole -----?  
(a) with (b) off (c) onto
16. Who did you give your old computer-----?  
(a) on (b) to (c) by
17. What are you doing that -----?  
(a) like (b) for (c) by
18. Which market do you sell-----?  
(a) in (b) for (c) into
19. Who does she look-----?  
(a) with (b) like (c) for
20. Who do you want to speak-----?  
(a) with (b) at (c) of
21. My work consists of (meet) new clients.  
(a) meeting (b) metting (c) met
22. I am fond of (listen) to music.  
(a) listen (b) listening (c) listenning
23. Most people are afraid of (lose) their jobs.  
(a) lossing (b) losing (c) lose
24. She is expert at (speak) English language.  
(a) speaking (b) to speak (c) spoken

25. He is involved in (do) the project.  
(a) do (b) to do (c) doing
26. He is very good at (run) the 200 meter race.  
(a) to run (b) runing (c) running
27. She is interested in (develop) new software.  
(a) develop (b) developping (c) developing
28. Teachers have to keep on (study).  
(a) studying (b) studyed (c) studied
29. He has succeeded in (pass) his exam.  
(a) passing (b) pass (c) passed
30. People are prevented from (commit) a serious crime.  
(a) commit (b) committing (c) commiting
31. I'm interested in your products. Can you send me ----- information.  
(a) many (b) some (c) few
32. The company provides -----different internet services.  
(a) many (b) much (c) any
33. I deal with -----customer problems.  
(a) much (b) a lot of (c) little
34. -----companies produce goods.  
(a) Some (b) Little (c) A little
35. -----companies provide services.  
(a) Another (b) Other (c) The other
36. If you sell -----products , your sales are very good.  
(a) much (b) a lot of (c) the other
37. We need to find -----way.  
(a) other (b) another (c) some

38. Asbestos protects -----materials from fire.  
(a) other (b) the other (c) another
39. ----- airy material is glass fiber.  
(a) Another (b) Other (c) All
40. -----muscle has its own group of nerves.  
(a) Every (b) Many (c) A few
41. Peter was certainly (experienced) the other candidates.  
(a) as experienced (b) most experienced (c) as experienced as
42. In 2003, he ran the (profitable) department in the company.  
(a) profitable (b) most profitable (c) more profitable
43. Our company produces (many) goods than theirs.  
(a) more (b) many (c) most
44. Mary is (pretty) than Sue.  
(a) pretty (b) more pretty (c) prettier
45. John is (clever) boy in the class.  
(a) clever (b) the cleverest (c) cleverest
46. The viola is (large) than the violin.  
(a) large (b) the largest (c) larger
47. Playing the violin is not as (difficult) as you might think.  
(a) difficult (b) more difficult (c) most difficult
48. She is (intelligent) than him.  
(a) intelligenter (b) more intelligent (c) the most intelligent
49. My new office is (quite) than the old one.  
(a) more quiet (b) quieter (c) quiet
50. He is (good) player in the world.  
(a) the best (b) good (c) better

**A Study on the use of Grammar Translation Method in Teaching  
Business English to the second year students specializing in  
Regional Development  
Post-Test**

**From the three answers (a), (b) and (c), Circle the one which is the  
correct form of the verb .**

1. The meeting always (start) at 2:30 p.m.  
(a) start (b) starts (c) started
2. We (have) annual sales of \$ 25 million.  
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10. Someone (email) me a CV today.  
(a) emailed (b) has emailed (c) have emailed

**From the three answers (a), (b) and (c), Circle the one which is the correct use of preposition.**

11. Who are you waiting -----?  
(a) for        (b) from        (c) to
12. Where did this come -----?  
(a) on        (b) from        (c) at
13. Which school did you go -----?  
(a) in        (b) to        (c) from
14. Whose house did they go -----?  
(a) in        (b) for        (c) to
15. Which group are you -----?  
(a) in        (b) off        (c) onto
16. Who is the cake -----?  
(a) for        (b) to        (c) by
17. Who shall I give this -----?  
(a) to        (b) with        (c) by
18. Whose problem are they talking -----?  
(a) in        (b) for        (c) about
19. What are you laughing -----?  
(a) with        (b) at        (c) in
20. Who is this present -----?  
(a) for        (b) at        (c) of

**From the three answers (a), (b) and (c), Circle the one which is the correct use of verb after preposition.**

21. My work consists of (meet) new clients.  
 (a) meeting (b) metting (c) met
22. I am fond of (listen) to music.  
 (a) listen (b) listening (c) listenning
23. Most people are afraid of (lose) their jobs.  
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30. People are prevented from (commit) a serious crime.  
 (a) commit (b) committing (c) commiting

**From the three answers (a), (b) and (c), Circle the one which is the correct use of quantifier.**

31. I'm interested in your products. Can you send me ----- information.  
 (a) many (b) some (c) few
32. The company provides -----different internet services.

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(a) Every (b) Many (c) A few

**From the three answers (a), (b) and (c), Circle the one which is the correct form of adjective.**

41. Peter was certainly (experienced) the other candidates.  
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50. He is (good) player in the world.  
(a) the best (b) good (c) better

**Responses on Students' attitudes towards grammar translation method**

<b>Item</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
1.It is important to teach grammar for Business English.	27 (45%)	33 (55%)	-	-	-	60 (100%)
2.The grammar teaching method conducted in our class helps me a lot in learning grammar.	34 (57%)	26 (43%)	-	-	-	60 (100%)
3.I am confident that I can learn grammar well.	15 (25%)	36 (60%)	9 (15%)	-	-	60 (100%)
4. Much progress in English grammar learning has been made after one semester' learning.	20 (34%)	35 (58%)	5 (8%)	-	-	60 (100%)
5. Method of teaching grammar in our class is acceptable.	15 (25%)	39 (65%)	6 (10%)	-	-	60 (100%)