CONTENTS

	Page
ABSTRACT (THAI)	(3)
ABSTRACT (ENGLISH)	(5)
ACKNOWLEDGEMENTS	(7)
CONTENTS	(8)
LIST OF TABLES	(11)
LIST OF FIGURES	(13)
CHAPTERS	(13)
1 INTRODUCTION	1
Rationale of the Study	1
Purposes of the Study	3
Statements of Hypotheses	3
Research Questions	3
Scope and Limitations of the Study	4
Expected Results	4
Significance of the Study	5
Definition of Terms	5
	-
2 REVIEW OF LITERATURE AND RELATED RESEARCH	7
Teaching and Learning Grammar	7
Importance of Grammar	7
Approaches in Teaching and Learning Grammar	9
Stages in Teaching and Learning Grammar	11
Communicative Activities	13
Roles of Games in Teaching and Learning Grammar	14
Definitions of Games	14
Characteristics of Games	15
Types of Games	16
Advantages of Games	18
Disadvantages of Games	20

	Roles of Attitudes and Motivation in Language Learning	20
	Attitudes	21
	Motivation	22
	Previous Studies on Games	25
3	RESEARCH METHODOLOGY	29
	Research Subjects	29
	Research Procedures	29
	Selection of the Research Subjects	30
	Selection of the Teaching Approaches	32
	Construction of the Research Instruments	32
	Teaching Materials	33
	Teaching Plans	36
	Test of Grammatical Competence	40
	Questionnaire on Attitudes Towards Learning Grammar Through Games Data Collection	41 42
	Data Analysis	43
4 H	FINDINGS AND DISCUSSION	45
	Grammatical Competence of the Two Research Groups Through Two Different Teaching Methods	45
	Grammatical Competence of the Control Group Before and After the Experiment	46
	Grammatical Competence of the Experimental Group Before and After the Experiment	46
	Comparison of the Grammatical Competence Between the Control and Experimental Groups Before the Experiment	47
	Comparison of the Grammatical Competence Between the Control and Experimental Groups After the Experiment	49
	Attitudes Towards Learning Grammar Through Games of the Experimental Group	53

	Attitudes Towards Learning Grammar Through Games	54
	Attitudes Towards Learning English in General Through Games	56
	Attitudes Towards Game Playing in Language Learning	57
	Suitability of Games Used in the Experiment	57
	Problems, Advantages, Disadvantages, and Suggestions for Game Playing	60
	MARY OF THE STUDY, IMPLICATIONS AND IMMENDATIONS	72
Sum	mary of the Study	72
Imp	lications	74
Reco	ommendations	75
BIBLIO	GRAPHY	77
APPEND	ICES	
A	Teacher's Checklist of the Grammatical Items	85
В	Test of Grammatical Competence	86
C	Questionnaire on Attitudes Towards Learning Grammar Through Games (Thai Version)	91
D	Questionnaire on Attitudes Towards Learning Grammar Through Games (English Version)	93
E	Experimental Group's Responses to the Questionnaire on Attitudes Towards Learning Grammar Through Games	95
F	Sample Lesson Plan (for the Control Group)	99
G	Sample Lesson Plan (for the Experimental Group)	105
VITAE	•••••••••••••••••••••••••••••••••••••••	112

LIST OF TABLES

Table		Page
1	Mean Scores of the Midterm and Final Tests of the Course Eng.017 of M.4 Students in Science Program	30
2	Comparison of the Mean Scores of the Course Eng.017 of the Research Subjects	31
3	Distribution of the Subjects in the Main Study	31
4	Summary of the Piloted Games	34
5	Selected Games Used in the Main Study	35
6	Activities for Different Stages of Grammar Teaching Between the Two Groups	39
7	Pilot Study Results of the Test of Grammatical Competence	40
8	Description of the Test of Grammatical Competence	41
9	Criteria for Rating Scale Interpretation	44
10	Data Analysis	44
11	Grammatical Competence of the Control Group Before and After the Experiment.	46
12	Grammatical Competence of the Experimental Group Before and After the Experiment	47
13	Grammatical Competence of Both Groups Before the Experiment.	47
14	Grammatical Competence of Both Groups After the Experiment	49
15	Difference of Grammatical Competence Improvement of Both Groups	51
16	Attitudes Towards Learning Grammar Through Games	55
17	Attitudes Towards Learning English in General Through Games	56
18	Attitudes Towards the Suitability of Games Used in the Experiment	58

19	Students' Preference for Game Types	59
20	Problems in Game Playing	61
21	Advantages of Game Playing	64
22	Disadvantages of Game Playing	66
23	Suggestions for Game Playing	68

LIST OF FIGURES

Figures		Page
1	Relationship Between Semantics, Grammar and	
	Phonology	8
2	Difference Between Inductive and Deductive Approaches	
	in Teaching Grammar	10
3	Subjects' Grammatical Competence Before and After the	
	Experiment	50