

Research Title	Developing Grammar-in-Context Exercises as a Supplementary Material for First Year Students' English Remedial Course
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The purpose of this research was to develop grammar-in-context exercises as a supplementary material for first year students' English remedial course and study its impact on students' grammar achievement and their attitude towards learning with grammar-in-context exercises. The teacher's opinion about the use of grammar-in-context exercises as a supplementary material for the first year students' English remedial course was also investigated. The participants of the study was comprised of 28 first year students of Suan Dusit University who enrolled in the academic year 2015. These students studied in 5 different programs which included Elementary Education, Early Childhood Education, International Business, Medical Secretary and Customer Service. The research instrument for teaching was grammar-in-context exercises and lesson plans. An achievement test, questionnaires, semi-structured interview questions and a teacher's journal were employed for data collection. The quantitative data was analyzed using Percentage, Mean, Standard deviation and T-test. Grounded theory of Strauss and Corbin (1999) was used to analyze qualitative data. The findings of the study were as follows:

1. After studying with the grammar-in-context exercises, the comparisons of students' gain scores on the pre-test and post-test were different at the significance level of 0.05.

2. The students had positive attitude towards the grammar-in-context exercises in terms of improving grammar knowledge and enhancing their motivation to learn.

3. The teacher perceived the advantages of grammar-in-context exercises. The teaching step in the exercises helped them to understand the students' learning process and know how to enhance their students' learning of form, meaning and use of grammar. This grammar knowledge is important for further education and communication.