



THE DEVELOPMENT OF NOMINAL GROUPS IN
FIXED-TOPIC JOURNALS: A SMALL-SCALE STUDY
AT ASSUMPTION UNIVERSITY, THAILAND

XIUJIE WANG

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT

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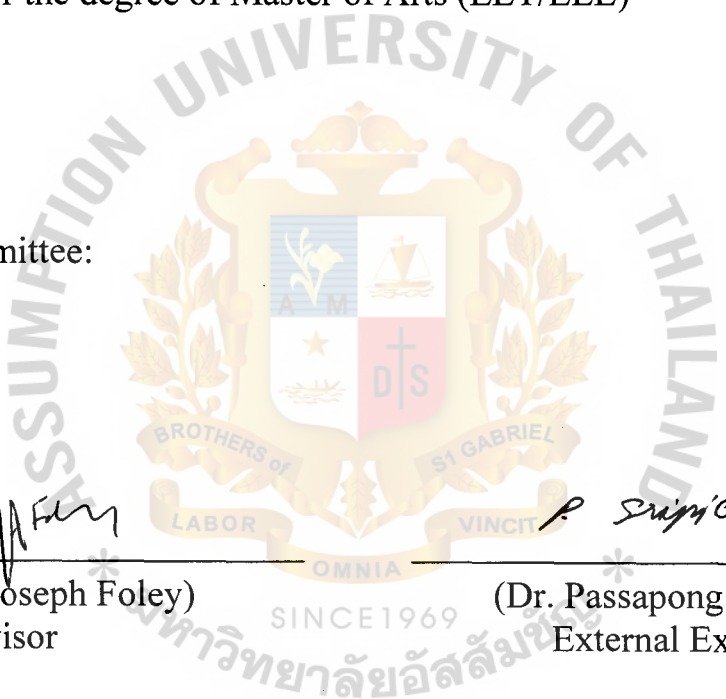
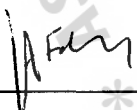
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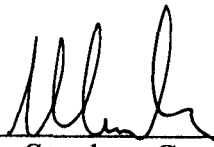
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PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no material is included for which a degree has already been conferred upon me.

Signature:

Date:



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ABSTRACT

Because of its value in improving EFL learners' English writing, the fixed-topic journal task is used extensively in Basic English at Assumption University in Thailand.

The main aim of this research is to identify the difference of the nominal groups in the fixed-topic journal writings of Thai EFL learners. The data of this study is in the form of 60 fixed-topic journal entries from Basic English students at Assumption University. These entries are taken from three phases (the first, midterm and final) of a semester and the analysis is based on functional grammar (Halliday 1998).

The findings indicate that more extensive nominal groups were used by the participants during their journal writings. Nominal groups become more complex and longer in the final entries, namely two or more elements of premodifier and complex postmodifier are used. The development of nominal groups shows the writing improvement with the fixed-topic journal writing task. It is hoped this study will yield a more precise picture of Thai EFL learners at Assumption University in terms of the development of the features of nominal groups in English writing.

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LIST OF ABBREVIATIONS

ABAC/AU: Assumption University

C: Classifier

D: Deictic

E: Epithet

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

GSE: Graduate School of English

H: Head (noun)

L2: Second Language

N: Numerative

TP: Teaching Practicum



Chapter One

Introduction

1.1 General Introduction

The first part of this study introduces the background of the study and the problem of nominal groups in Thai EFL learner's English writing. The rationale is put forward in the second part. It looks at two dimensions: theory and pedagogy. The third part considers the objectives of the study. The research questions are raised in the fourth part, with the definition of terms, and the thesis organization in the last part.

1.2 Background

1.2.1 Background of the study

Due to the importance of English writing, a large number of studies have been conducted in the EFL teaching area. In the context of Thai EFL teaching, Thai learners' written performance has come into sharp focus. Some problems with Thai students' English writing are identified. Fieg (1984) has indicated that Thai learners have grammatical errors in the areas of verb tense, relative pronoun, and conjunction usage. Lukanavanich (1988) has looked at L1 (Thai) interference with Thai first year students' English compositions. Pongpairoj (2002) studied Thai university undergraduates and their syntactic and morphological errors, including errors in word usage such as articles, preposition, and the tense in students'

compositions. Gyi (2005) reports Thai students making common errors in the choice of words in their English writing. Tangpermpong (2006) identifies lexical errors found in English writing of Thai first-year IELE students at Assumption University. These studies provide substantial evidence for the problems which exist in Thai students' English writing. Although error analysis is used extensively in these studies, other approaches also can be used in analyzing learner language, such as grammatical approach, lexical approach and functional grammar (Ellis and Barkhuizen 2005).

At international university in Thailand, the need for solving Thai EFL learner's writing problems and improving their English writing is obvious. Consequently, a "Basic English" course has been arranged in Graduate School of English (GSE) at Assumption University (ABAC/AU) in Thailand to help remedy some of these problems. The target students in this program are freshmen at AU. Most of the students are Thai. They are a group of EFL learners who have low proficiency in English writing and do not have enough confidence in English. Journal writing, particularly fixed-topic journal is used as a means to improve their writing at this level. Although some writing tasks such as free writing, genre writing are assigned in most writing classes, the fixed-topic journal as a experimental writing task is used in Basic English at AU. And the journal task last a semester with the expectation of improving students' writing, particularly descriptive writing in gradual phases.

1.2.2 The problem of nominal groups in Thai EFL learners' journal writing

According to Halliday's (1998) theory, human beings normally use language in order to communicate. Language has specific aspects according to the purpose of the communication. Depending on what is to be communicated, certain grammatical and lexical features will dominate. Nominal groups as lexico-grammatical units are used by people to present their experiences and to express themselves. Moreover, writing with long or complex nominal groups is more specific and more precise (Derewianka 1992). Accordingly nominal groups act as an important tool to express meaning in the written form.

However, from the researcher's experience as a practicum teacher in the Basic English course at Assumption University, Thai EFL students have some problems in using nominal groups' in their English writing. Although limited lexical range, word complexity and L1 interference are possible reasons, L1 interference is more obvious. Thai EFL students apply Thai patterns to English writing frequently. The phenomenon in Thai students' writing is typically one of using English as a Lingua Franca (ELF) (Kirkpatrick 2007), and also can be seen in other countries, such as China. Foley (2009: 25) considers that the EFL learner applies his L1 patterns to the new language L2 out of habit, and this leads to using wrong patterns in the new language.

Campbell and Shaweevongs (1956: 167) indicate that "*colours are not usually*

mentioned on their own in Thai but are prefixed by the Thai word SEE which is a classifier meaning 'colour' or 'paint' ". For example, NUNGSEU SEE DAANG translated in English is "a red book". In terms of the order of Thai, it is "Book colour red". In fact, "colour" should be omitted when it is translated in English.

However, Thai EFL students always have "redundant" errors of "colour" in their English writing. There are some examples taken from Thai EFL learners' fixed-topic journal writings which were written by Basic English students (section 808) in GSE at AU. For example, "The bag has brown colour (S1c)." "It has blue colour, yellow, green and pink (S2a)." "It wear a pink colour alternate yellow colour hat, a cream colour trouser and black shoes (S5c)." "It is green colour (S6c)." "The front cover of a book has only black colour (S7a)." "My house is light yellow colour (S8b)." "My talking-dictionary or electronic dictionary, it has blue colour (S17c)." In all of these sentences, Thai students use "specific colour" + the word "colour".

Problems arising from L1 (Thai) also can be seen from "order" (Campbell and Shaweevongs 1956). For instance, "a Pepsi 1.25 liter" (S3b) should be "a 1.25 liters Pepsi"; "each place different" (S6a) should be "each different place"; "a big seven number" (S6c) should be "a big number seven"; "a red big round earring" (18c) should be "a big round red earring". The modifiers in these phrases are in the wrong order.

Campbell and Shaweevongs (1956) also indicate that nouns do not have singular form and plural form in Thai. Therefore, errors always occur in the form of nouns in Thai EFL learner's English writing. For instance, "*some cloud*" (S1c), "*many component*" and "*many suitcase*" (S2a), "*many thing*" (S4b), "*many bicycle*" (S6b), "*two colour*" (S7a), "*seven meter*" (S8b), "*each tables*" (S10c).

1.3 Rationale

The study of nominal groups in Thai EFL learners' fixed-topic journal writing is being used in this small-scale research because although journal writing is widely adopted by English teachers because of its value, the fixed-topic journal writing as a novel writing task is not that common in EFL classrooms. Moreover, there are many indications that Thai students have problems, such as the problem of nominal groups in their English writing (discussed in 1.2) and perhaps alternative approaches such as fixed-topic journal writing might help them.

Theoretically, in language production research, task effect has been found to affect speech performance (Crookes 1989; Foster and Skehan 1996; Mehnert 1998) and the use of communication strategies (Poulisse and Schils 1989). Likewise, the fixed-topic journals as a special kind of writing task can affect students' written performance, especially nominal groups' usage. Because the fixed-topic journal with the controlled regulation of describing "what you see" in detail and "2-page length", should condense the information and in one of the roles played by nominal

groups in describing “the thing” they see. For example, shape, size, colour, taste, and function about “the thing”. Read (2000) suggests that vocabulary can be the evidence for assessing writing tasks. Therefore nominal groups hold an important role in assessing EFL learner’s performance of the fixed-topic journal task.

According to Swain’s (1985) output hypothesis, learner’s output during interaction also contributes directly to acquisition. Therefore, the fixed-topic journal writing can serve as a contributor for second language acquisition. That is, the study of nominal groups in the journal writing can provide useful information as an indicator of the development in the students’ writing ability.

Because of the acquisition of writing skills as a development process (Mayher et al. 1983), nominal groups’ development as one perspective of writing skill development should be considered in the whole writing process.

Pedagogically, the study of nominal groups in the fixed-topic journals can be beneficial to EFL teachers as well as writing teachers who need to choose and use the journal writing task for different purposes. Having a small scale study such as this can provide information on particular EFL learner’s nominal groups and its variation. It may also help L2 teachers obtain better ideas about their students’ problems in using language. Therefore, it may be useful for those teachers to make better-informed decisions in their teaching.

1.4 Objectives

The present study examines Thai EFL learners' nominal groups in the fixed-topic journal writing task. To put it specifically, this study attempts to identify whether Thai EFL learners' nominal groups develop in their fixed-topic journal writing task over a short period of time.

1.5 Research Questions

- 1) Do Thai EFL learners' nominal groups develop during fixed-topic journal writing task?
- 2) If so, what are the differences in terms of the use of nominal groups in Thai EFL learners' fixed-topic journals during the first, midterm and final phases of a semester?

1.6 Definition of Terms

1.6.1 Fixed-topic journal

According to Bolton (2001: 157), “a journal is a record of happenings, thoughts and feelings about a particular aspect of life, or with a particular structure”. In the present study, fixed-topic journal has its similarities with traditional journal writings. As the name implies, fixed-topic journal means the topic of journal task is fixed. As one kind of fixed-topic journal writing task, this task in the present study has its fixed topic “What do you see?” The journal is an open-ended weekly writing task and it is a descriptive writing in nature. Students should describe what they see in a

day in detail in 2-page, it means specific information of “the thing they see” should be provided. Moreover, students should write on the same topic during the semester, however, they must change the “what you see” every week.

1.6.2 Nominal group

The simple definition of a nominal group is that “nominal group covers both the single noun (a noun/pronoun) and the noun which has been modified in some way” (Foley 2007: 8). There are two kinds of modifiers involved in nominal group: premodifier and postmodifier. The premodifier refers to one or more of the functional elements: Deictic (D), Numerative (N), Epithet (E) and Classifier (C) (Halliday 1998: 181). As for the postmodifier, it refers to preposition phrases, finite and non-finite relative clauses (Foley 2007: 9).

1.6.3 Nominal groups’ development

In the present study, the development of nominal groups is essentially be viewed as various categories, more complex and longer nominal groups used by students in their journal entries.

1.6.4 The difference of the use of nominal groups

The difference of the use of nominal groups can be considered from three perspectives: categories’ variation, complexity and length. Categories’ variation means different types of nominal groups, such as $(D+H)$, $(D+E+H)$, $(D+E+C+H)$

etc. Complexity stands for complex constituents of nominal groups. For example, “*The woman (D+H) is a president*” and “*The woman speaking now (Non-Finite relative clause) is a president*” (nominal groups are printed in bold italic) the latter is more complex than the former. In terms of length, it also can be seen from the constituents of nominal groups, especially elements in the premodifier. And sometimes the length is parallel to the complexity, for instance, “*a lady (D+H)*” and “*a beautiful young lady (D+E+C+H)*”, the former has one element of the premodifier and the latter involves three elements of the premodifier.

1.7 Thesis Organization

The thesis is composed of five chapters:

Chapter One provides an overview of the study.

Chapter Two, literature Review, covers related issues of journal writing, nominal groups, and corpus studies.

Chapter Three, research methodology, introduces the framework of present study.

Chapter Four examines the results coming from collected data and put forward the findings based on the analysis of students’ nominal groups in their journal entries.

Chapter Five summarizes the findings and the significance of the study, further presents pedagogical implications, states the limitations of the study, and makes recommendations for further research.

Chapter Two

Literature Review

2.1 General Introduction

The review presented here looks back at some of the theoretical and practical issues relevant to journal writing and nominal groups. It consists of two parts, namely, relevant theories about EFL journal writing and relevant theories about nominal groups. The first reviews the definition of journal writing, the purpose of journal writing, its value, and descriptive writing in journal writing. The second part explains the definition of the nominal group, its grammatical function, constitution, and the relationship between nominal groups' development and writing quality. All these theories and studies will cast some light on the present study and provide a solid basis for the research.

2.2 Theoretical and Practical Issues Relevant to EFL Journal Writing

2.2.1 What is journal writing?

Journal writing as a kind of writing task is widely adopted in EFL writing. Bolton (2001: 157) points out that “a journal is a record of happenings, thoughts and feelings about a particular aspect of life, or with a particular structure”. Williams (2007: 51) says that journals are “simply students’ personal writing books (or electronic documents)” in which they are free to write as they wish and, sometimes,

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about what they wish. Journals can be a place for writers to express their ideas freely.

Williams (2007) also suggests that journal entries can be a source of writing ideas for more formal assignments if learners use their journals to explore topics of interest. Because it is a forum for expression that won't be judged, journal writing can be especially helpful with young or inexperienced writers or those who lack confidence in their L2 abilities.

2.2.2 What is the purpose of journal writing?

Journal as a particular kind of writing task is arranged with specific purposes. Moon (1999) identifies some typical purposes of writing journals including:

- To deepen the quality of learning, in the form of critical thinking or developing a questioning attitude. In some journal writings, EFL learners obtain the opportunity to rethink what they have known. Therefore, their learning can be deepened.
- To enable learners to understand their own learning process. Journal writing acts as a record of EFL learners' learning. Students can better understand their learning when they decode their learning using the written words.
- To increase active involvement in learning and personal ownership of learning to

enhance professional practice or the professional self in practice. Sometimes journals are assigned by teacher as a tool for improving professional practice such as academic writing.

- To enhance the personal valuing of the self towards self-empowerment.
- To enhance creativity by making better use of intuitive understanding. Journal writing is a form of free writing where student creativity can be stimulated.
- To provide an alternative 'voice' for those not good at expressing themselves. To some extent, journal writing acts as an indirect communication between writer and reader. Although some student writers are weak in expressing themselves orally, they are encouraged to communicate with greater ease in journal writing.

2.2.3 The value of journal writing

The literature on EFL research contains many references to the value of journals. Krashen's (1982) affective filter hypothesis considers learner's affective factors are crucial for learning. In a low-anxiety environment, learners have a low affective filter, accordingly they can learn more. The theory can also apply to journal writing. That is journal writing can provide a low anxiety environment. Therefore the activity enables the students to write more and to practice more without much pressure as classroom compositions.

Raimes's studies (1985) show that the process of writing can be a contributor to vocabulary acquisition. Therefore the journal writing as a kind of learner output, students can acquire vocabulary in the specific way. Freeman (1998: 136) also points out "when people have an essential and interesting message to communicate through their new language, they find the words they need; when there is a functional and immediate purpose for writing, their range of vocabulary expands". Connecting this point with nominal groups in journal writing, the vocabulary acquisition can be seen as longer and more complex nominal groups used in journal entries.

Swain (1985) has put forward the "*comprehensible output hypothesis*", which states that learner needs opportunities for "*pushed output*" (cited in Ellis 1997: 27). That is, when EFL learners write with others, they have try to make themselves understood. Accordingly, writing especially journal writing gives the learners an opportunity to try out new language and test whether it can be understood.

Harmer (2005: 126) suggests that journal writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit. Harmer further summarizes the benefits of journal writing in terms of four aspects:

- 1) The value of reflection: journals provide an opportunity for students to think both

about how they are learning, and also about what they are learning. The application of nominal groups in journal writing can provide the opportunity for students to organize their opinion. This kind of introspection may well lead them to insights which will greatly enhance their progress.

2) Freedom of expression: journals allow students to express feelings more freely than they might do in public, in class. Moreover, such freedom of expression is far more less in other types of writing. The kind of freedom enables students to write more without pressure. In addition, they can decide what and how much they want to include, who they write for, and they can write at their own speed.

3) Developing writing skills: just as reading a lot helps students to become better readers, so the more students write the better and more fluent they become as writers. Journal writing expands students' range of written expression and writing with greater ease and speed.

4) Student-teacher dialogue: One of the merits of journal writing is the dialogue it encourages between teacher and students. Teacher and students become closer in the way of communication. Moreover, students' journals are an extremely useful resource for teachers. Ur (1996: 323) pointed out clearly that "students are an excellent source of feedback on teaching: arguably the best". Students' information is based on a whole series of lessons rather than on isolated examples, and they

usually have a fairly clear idea of how well they are learning and why. Therefore, teacher can better understand their teaching and students learning with the help of journal writing.

2.2.4 Descriptive writing in journal writing

Journal is a flexible way of producing writing in an EFL context. It is not a genre in itself but rather a medium for a number of different genres. Therefore a journal can be narrative, description, explanation, exposition etc.

McCarthy (1998:5) has indicated that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and sounds of words. Strong and Lester (1996: 136-138) discuss three main points of writing descriptive language. Firstly, writers choose words for their connotations which are the feelings and the values readers usually associated with any given words-associations. The connotation of word goes beyond the simple dictionary definition of the word. Accordingly, word chosen in descriptive language should be discreet. Secondly, precise nouns should be used, because vivid nouns are an important tool for re-creating writers' vision and making writing more lively. Thirdly, writers should select vivid modifiers, that is, adjectives and adverbs. Colorful adjectives and adverbs as modifiers can bring the description to life.

Nominal groups involving noun with various modifier (e.g. adjective and adverb) are combination of the second and third points discussed above. Because of the effectiveness of nouns and modifiers in descriptive writing, nominal groups act as an important tool in descriptive language.

McCarthy further considers descriptive writing as a “maverick” sort of domain that ideally appears in other domains as well. According to Derewianka (1992), descriptive writing is used in various genres. In recounts, descriptive details may be required to provide precise information, for example, a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall. As for instructions, detailed, factual describing of shape, size, colour, and amount of participants is needed. Descriptive language is chosen to enhance and develop the story by creating images in the reader’s mind in narratives. In information reports, factual and precise description should be applied. For instance, to convey what they look like (colour, shape size, etc.); what they have (body parts, components, etc.) and what they do (habits, behaviour, functions, uses, etc.). Descriptive writing is also used in explanations and expositions.

In terms of the broad usefulness of descriptive writing, nominal groups as an effective tool of descriptive writing can be applied in various writing genres. Therefore, nominal groups have an important role in journal writing, the descriptive journal writing in particular.

2.3 Theoretical and Practical Issues Relevant to Nominal Groups

2.3.1 What is a nominal group?

According to *Collins Cobuild English Grammar Dictionary* (1990: xxi), a nominal group also called a noun group or noun phrase. It is a group of words which acts as *“the subject, complement, or object of a clause, or as the object of preposition.”*

Nominal groups tell which people or things are being talked about (*Collins Cobuild English Grammar Dictionary* 1990: 2). In *Longman dictionary of language teaching and applied linguistics* (1992: 251), noun phrase is *“a group of words with noun or pronoun as the main part (the HEAD).”* *“The noun phrase may consist of only one word or it may be long and complex.”* The explanation is given in terms of structuralist linguistics, transformational generative grammar and related grammatical theories.

Moreover, Halliday (1998: 181) applies the term “nominal group” as a functional carrier in systemic functional linguistics. In terms of Halliday’s theory, Foley (2007: 8) explains that *“nominal group covers both the single noun and the noun which has been modified in some way”*.

As adjectives, verbs, adverbs, prepositions and conjunctions, nouns are part of the word classes. According to *Collins Cobuild English Grammar* (1990), there are three kinds of subdivision of nouns: common nouns, proper nouns (*Collins*), and pronouns (*I, you, it etc.*). Foley (2007) further explains that not all nouns can stand

alone as proper nouns or pronouns. Some nouns such as “*computer*” when they occur in the singular form are modified in some way by a determiner or the numeral one. Nouns which indicate something that cannot be counted such as sand, sugar cannot be used with the indefinite article (a or an). Nouns can also occur with more extensive modification.

There are two kinds of modifiers can be involved in nominal group: premodifier and postmodifier. The premodifier refers to one or more of the functional elements: Deictic, Numerative, Epithet and Classifier (Halliday 1998: 181). Moreover, according to Foley (2007: 8), preposition phrases, finite and non-finite relative clauses are involved in the postmodifier. In addition, the key grammatical item in a nominal group is the Head. For example, “boy” is the HEAD of “*This first little baby boy*” (Foley 2007: 8).

2.3.2 What is the function of the nominal group?

Halliday (1998) considers language as a system of resources to make meaning in context. The system of resources consists of what he calls the lexico-grammar and generic structures of texts. These “resources” perform three main metafunctions, namely three kinds of meaning. First, the ideational metafunction focuses on how people represent their experiences of the world around them and inside them and also how people relate those experiences. From this point of view of grammatical tools, people use verb groups and noun groups to do this. Second, the interpersonal

metafunction is concerned with how people express who they are in relation to others, and how people express their attitudes and judgements. In the grammar, modal verbs and adverbials (often preposition + nominal group) are applied to do so. This can be seen in written texts. Third, the textual metafunction sheds light on the overall system itself: how people express and organize their experiences, relationships, attitudes and judgements in order to make these meanings cohesive and coherent in terms of what meanings people want to convey. In the grammar, people use all the features of grammar within the structure of the clause as well as the way the words are arranged to give the text the linkages necessary to make it cohesive and coherent. Among these three metafunctions, the first two are quite close to the nominal groups.

2.3.3 What constitutes the nominal groups?

Foley (2007: 8) explains a nominal group can be the single noun and the noun with modifiers. The constituent of single noun is a noun or pronoun. As for the noun with modifiers, two main constituents are involved. One is the noun as the HEAD word of the nominal group. The other is the modifier. The modifier contains premodifier and postmodifier.

Premodifier refers to words that go before the head word, involving one or more elements of Deictics (D), Numeratives (N), Epithets (E), and Classifiers (C) (Halliday 1998: 181-186; Foley 2007: 8-9). Following is an example given by

Halliday (1998: 180):

those	two	splendid	old	electric	trains
Deictic	Numerative	Epithet1	Epithet2	Classifier	Thing

In the nominal group, “those” refers to Deictic, “two” is Numerative, “splendid” and “old” act as Epithet, “electric” represents Classifier and “trains” indicates the “Thing”: Head.

Foley (2007) further explains the four elements in nominal groups with some examples:

1) Deictics (D) point to the noun functioning as the “Thing”.

Deictics	Articles	e.g. a, an, the
	Demonstratives	e.g. this, that, these, those
	Possessives	e.g. my, her, their, my father’s

2) Numeratives (N) tell how many of the “Things” there are or in what order they occur.

Numeratives	Cardinal numbers	e.g. one, two, three, a thousand
	Ordinal numbers	e.g. first, second, third
	Indications of quantity	e.g. lots of, many of, a few, some, every, all

3) Epithets (E) describe the quality of a “Thing”. Epithets mainly consist of

adjectives. For example, young, clean, blue, happy, interesting.

4) Classifiers (C) establish the “Thing” as a member of a class.

Classifiers	Adjectives	e.g. Chinese, Thai, Vietnamese, public, financial
	Nouns (functioning as Classifiers)	e.g. car park, home party

Nominal groups can also have a postmodifier. The postmodifier is namely words that come after the head word. According to Foley (2007), there are several types of postmodifier. One type of postmodifier is the preposition phrase [pp+ng]. A preposition phrase consists of a preposition followed by another nominal. For instance, *the little dog [in her room]* “in” is preposition, “her room” is a nominal group. Other postmodifier can be finite and non-finite relative clauses. For example, “*The man who is speaking now [finite relative clause] is the president. The man speaking [non-finite relative clause] now is the president.*” (2007: 9)

Moreover, nominal groups are ranked in the order: Deictics, Numeratives, Epithets, Classifiers, and Thing (HEAD). However, with regard to the Deictics, Numeratives, Epithets, and Classifiers (premodifier), not all these constituents should necessarily show up in a nominal group. Such as “*my beautiful English teacher*”, there is no Numerative in the nominal group.

To make it clear, Table 2.1 provides an overview of constituents of nominal groups.

Table 2.1 Constituents of nominal groups

Nominal groups (Ng)				
Single noun	Noun with modifier			
A Noun/Pronoun	Premodifier		Head	Postmodifier
	Deitic	Article		Preposition phrase (pp+ng)
		Demonstrative		Finite relative clause
		Possessive		Non-Finite relative clause (reduced relative clause)
	Numerative	Cardinal number		
		Ordinal number		
		Indication of quantity		
	Epithet	Adjective		
	Classifier	Adjective		
		Nouns (functioning as classifiers)		

Modified from Foley (2007)

2.3.4 Nominal groups’ development and writing quality

Raimes (1985: 248) stresses the need for a wide range of vocabulary if learners are going to generate, develop, and present ideas in their writing. Moreover, comparing native speakers’ with EFL learners’ writing, it can be shown not surprisingly that native speakers use a much wider range of vocabulary (Harley and King 1989; Linnarud 1986). Writing with the aim of communication, therefore the communicative competence is important to writers. Laufer (2005) says that progress in learners’ communicative competence is reflected, among other things, in a gradual increase in the variety and sophistication of the vocabulary they use in their speech and writing. The development of nominal groups can be a sign of learner’s lexical range being extended, as well as writing improvement.

According to Polio (2003), various approaches are applied to L2 writing research. In syntactic analysis, Grabe and Kaplan (1996: 44-45) point out gross developmental changes as features of “more successful” written text: 1) increased use of adjectives, 2) increased nominal complexity, 3) increased use of free modifiers, 4) increased use of sentence adverbials, 5) increased use of relative clauses, increased use of finite adverbial clauses, 6) increased use of stylistic word-order variation, 7) increased use of passives, 8) increased use of complex NP subjects, 9) increased range of tense and modal usage, and 10) decreased use of unmodified NPs. “NP” stands for noun phrase, namely nominal group. From these features of “more successful” written text, nominal groups’ development, especially complex modifier of nominal groups can indicate EFL writing improvement.

Moreover, with the help of complex modifiers, people can keep building up meanings around nouns, turning them into lengthy structures and thereby compressing even more meanings into clauses in written texts (Derewianka 1992: 65). There are some examples of nominal groups (the “head” noun is printed in italic type):

Hubble’s *finding* about the expansion of the galaxies

Our *understanding* of the Universe and its origins

An infinitely dense, infinitely hot *ball* comprising all space and matter

The last example shows most clearly how the nominal groups can call on a variety of resources, and also provides precise information about the thing in question. Therefore, the more complex and longer nominal groups are, the more precise information the written texts provide.

In terms of these studies, nominal groups' development, namely using complex and longer nominal groups is regarded as facilitator which can improve writing quality. Therefore, the complexity and length of EFL learners' nominal groups are linked to L2 writing performance.

Studies in Second Language Acquisition also indicate that the complexity of nominal groups increase over a period of writing practices.

2.5 Conclusion

The literature reviewed shows a consensus among a number of researchers about the importance of journal writing and the use of the nominal group as a descriptive tool.

It is hoped that with this base the present study may add to this research.

Chapter Three

Research Methodology

3.1 Introduction

This chapter describes the framework of the research design. It restates the research questions, describes the research context, the research population, and introduces the method of data collection and data analysis.

3.2 Restatement of the Research Questions

The present study attempts to investigate nominal groups in Thai EFL learners' fixed-topic journal writing task. The research questions are:

- 1) Do Thai EFL learners' nominal groups develop during fixed-topic journal writing task?
- 2) If so, what are the differences in terms of the use of nominal groups in Thai EFL learners' fixed-topic journals, during the first, midterm and final phases of a semester?

3.3 Description of Research Context

Assumption University (ABAC/AU) found in 1969, is an international university located in Bangkok, Thailand. Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge, particularly in

the business education and management science.

Basic English course as a Teaching Practicum (TP) for MA-ELT (Master of English Language Teaching) students was held in GSE (Graduate school of English) at Assumption University. In the first semester of 2008, there were two teachers (MA students) in charge of one section, totally 10 sections (803 to 812). Target students in these sections were AU freshmen. The Basic English course was a 60-hour course that met three times per week throughout a semester, 90 minutes for each time. The duration of Basic English was 15 weeks for one semester. The course was provided with the expected objective of increasing students' confidence and fluency in English in order to make their future studies at Assumption University more beneficial to them. There were two textbooks used in the course: one was *Book of Mumimu* by Namtip Conlon, the other was *Artikarn's Diary* by Assumption University students.

Fixed-topic journal was one of students' assignments, involving writing 2-page for each journal entry and submitted once a week for 15 weeks. That is, each student wrote 15 journals in total. The fixed topic was "What do you see?" According to requirements, students might write about 2 pages of specifically describing what they saw in a day. They could describe a particular person, place or whatever they liked. However they might change the writing content by going to different places and describing different objects in each of their journal entries. Using simple

present tense was the only requirement from the aspect of grammar. However, teacher did not teach students writing in class.

There were two examinations for the Basic English course: a midterm examination and a final examination. Both of the examinations were writing examinations.

3.4 Description of Research Population

The research population of the present study involved one section (808) of Basic English students from Assumption University. This section was held in the first semester of 2008. There were 20 students in the section, seven of them were male and the rest thirteen students were female. All of the 20 students were Thai. Their age varied from 18 to 21 years. Prior to their study in Basic English at AU, the majority of the students had been studying English for eight to ten years at least because the English subject was part of the course requirement in secondary and elementary school in Thailand. English proficiencies of the subjects could be assessed as intermediate. These students could speak, listen and write in English, but not fluently. They made some mistakes and errors in using English, and lacked confidence in speaking and writing.

3.5 Method of Data Collection

In the present study, data collection was in the form of respondents' journals (*Table 3.1*). The fixed-topic journals as a primary source of data were collected from the

researcher (section 808) at the end of the course. Around 60 entries which the researcher connected were selected from 300 journal entries for the study. The journals were selected from three phases of the writing task: 1) the first, 2) midterm, and 3) final phase (one journal for each phase in terms of individual respondent). Each phase involved 20 journals (*Table 3.2*). For confidentiality, the researcher assigned a, b, c to the journal entries of each of the 20 participants based on alphabetical order, with “a” represented the first entry, “b” was instead of the seventh entry, and “c” stood for the fifteenth entry. Moreover, the researcher marked the 20 participants from S1 to S20. Taking the first student as an example, the three journal entries were individually coded as S1a, S1b and S1c. Other students’ journal entries were coded following the same rule. To select the 60 entries as a target group, it was hoped that this could help produce a sizable amount of data for analysis, and enabled the research to assess the use of nominal groups in three phases of the writing task.

The rationale for selecting students’ journals from three different phases was because the acquisition of writing skills was a development process (Mayher et al. 1983), nominal groups’ development was one perspective of writing skill development within the whole writing process.

Moreover, in order to obtain more reliable data, participants were not informed of the objectives of this writing task in advance. They were asked to compose their journals

as a weekly writing assignment.

Table 3.1 Summary of Data Sources

Data Sources	Type of Data	Number of Participants
Journals from AU Basic English (Section 808)	Fixed-topic Journals	20 students (a total of 60 entries)

Table 3.2 Data Selection

a (20 entries)	b (20 entries)	c (20 entries)
the first phase of journal entry: the 1 st entry	midterm phase of journal entry: the 7 th entry	final phase of journal entry: the 15 th entry

3.6 Method of Analysis

This research employed a qualitative method based on quantitative analysis. Constituents of nominal groups which was reviewed in Chapter Two (Table 2.1, p. 22) was applied to the data analysis. The framework of data analysis was as follow (Table 3.3):

Table 3.3 Categorization of nominal groups

Single Noun & Noun with Premodifier			
N1	Single Noun	A Noun / Pronoun	<i>e.g. you, it, he (S1a).</i>
N2	With Premodifier	D+H	<i>e.g. a gift (S20a), my friends (S2a)</i>
N3	With Premodifier	N+H	<i>e.g. some games (S4a)</i>
N4	With Premodifier	E+H	<i>e.g. new e-mail (S5a)</i>
N5	With Premodifier	C+H	<i>e.g. strawberry smoothie (S18b)</i>
N6	With Premodifier	D+N+H	<i>e.g. the first alley (S6b)</i>
N7	With Premodifier	D+E+H	<i>e.g. a big seal (S7b)</i>
N8	With Premodifier	D+C+H	<i>e.g. Clash's music video (S15a)</i>
N9	With Premodifier	N+E+H	<i>e.g. many big leaves (S8c)</i>
N10	With Premodifier	N+C+H	<i>e.g. many water activities (S19c)</i>
N11	With Premodifier	E+C+H	<i>e.g. pink nail polish (S9b)</i>
N12	With Premodifier	D+N+E+H	<i>e.g. these three remote controls (S14c)</i>
N13	With Premodifier	D+N+C+H	<i>e.g. the first pine tree (S2b)</i>
N14	With Premodifier	D+E+C+H	<i>e.g. the big sun glasses (S12c)</i>
N15	With Premodifier	N+E+C+H	<i>e.g. two closed circuit cameras (S6b).</i>
N16	With Premodifier	D+N+E+C+H	<i>e.g. this first little baby boy (Foley 2007: 8)</i>

Noun with postmodifier			
N17	With Postmodifier	preposition phrase [pp+ng]	<i>e.g. the colour [of the word] (S13a)</i>
N18	With Postmodifier	relative clause	<i>e.g. My friend who stands next Max call me (S12c).</i>
N19	With Postmodifier	reduced relative clause	<i>e.g. You just press the Talk button, located at the middle top (S17c).</i>

(D means Deictic, N is Numerative, E stands for Epithet, C represents Classifier and H is instead of the head noun.)

Modified from Foley (2007)

The categories of nominal groups were from N1 to N19. The development of nominal groups was considered as using various categories of nominal groups, using more complex premodifiers or postmodifiers or both, and expanding the length. In terms of premodifiers: N2 to N16, more complex nominal groups, namely,

increasing elements of the premodifiers was a sign of nominal groups' development. In the premodifier group, N2 to N5 contained one element of the premodifier. N6 to N11 belonged to two elements of the premodifier. N12 to N15 were in the class of three elements of the premodifier. N16 involved in four elements of the premodifier. As for the postmodifier, N18 and N19 could be seen as the developmental forms of N17.

In the process of data analysis, for the convenience of data analysis, firstly, the researcher typed students' journal entries into the computer. Secondly, the researcher applied manual analysis to identify categories of nominal groups and common errors of nominal groups in each respondent journal entries in terms of the framework (*Table 3.3*) presented above. There were three entries for each student: the first journal entry, midterm journal entry and final entry. Considering the 2-page length of journal entries, the research only took several paragraphs in each entry as the samples. In order to highlight the nominal groups in the writing samples, four kinds of marker were applied in the data analysis (*Table 3.4*). Thirdly, the researcher compared the difference of nominal groups in three entries according to each participant.

The rationale for identifying common errors of nominal groups was to help researchers further understand the problems of using nominal groups with Thai EFL learners.

Table 3.4 Marker of nominal groups

Writing Sample	Marker (4 kinds)
S1c (final phase of journal entry)	Bold: N1 (Single noun) and Noun with premodifier: N2 (D+H), N3 (N+H), N4 (E+H), N5 (C+H), N6 (D+N+H), N7 (D+E+H), N8 (D+C+H), N9 (N+E+H), N10 (N+C+H), N11 (E+C+H), N12 (D+N+E+H), N13 (D+N+C+H), N14 (D+E+C+H), N15 (N+E+C+H), N16 (D+N+E+C+H).
<i>I bought this wrist watch in Disney land store. <u>First thing which I can see from this watch</u> is green, light green it make the watch bright. The band is full of Mickey Mouse picture. In the top, there is a picture of Mickey Mouse play golf. He wear red suit and yellow glove. He stand in front of the golf bag. In the bag there is a club. The bag has <u>brown colour</u>. <u>The right hand of the Mickey Mouse</u> hold the club and left hand is on his waist. He smile widely (Para. 1).</i>	Shadow: Noun with postmodifier N17 (pp+ng)
	Wavy Underline: Noun with postmodifier N18 (Finite relative clause) and N19 (Non-Finite relative clause)
	Straight Underline: common errors of nominal groups

In addition, an electronic Microsoft program named Excel was also employed to provide statistic analysis in terms of nominal groups in 60 journal entries by histogram for showing the variation of nominal groups for the participants (S1-S20) during the three phases.

3.7 Conclusion

This chapter mainly introduced the basic information and research methodology of the present study. The introduction is aiming at providing a framework for the following analysis. In the next chapter, the researcher will give a specific analysis of collected data.

Chapter Four

Analysis and Discussion

4.1 Introduction

This chapter analyzes the data collected from the participants involved in this study. As stated in Chapter Three, the data are in the form of 60 respondents' fixed-topic entries on the topic of "what do you see". The researcher presents the detailed analysis according to Halliday's (1998) theory about nominal groups. The analysis involves two sections. First, there is an analysis of the categories of nominal groups in three journal entries (the first, midterm and final entries) in terms of individual student. The Second compares the nominal groups in the three entries. In the last part, the findings are summarized and changes are discussed.

4.2 Analysis and Comparison

The researcher will give samples of nominal groups' development of the 20 target participants. It involves two sections. In the first section (I), the researcher analyzes the categorization of nominal groups in each journal entry in terms of the framework (*Table 3.3*, p. 30) which was presented in Chapter Three. N1 stands for the single noun (a noun or pronoun), N2 to N16 represent noun with premodifier, and N17 to N19 belong to noun with postmodifier. The second section (II) compares the differences in terms of the use of nominal groups during the first, midterm and final entries of individual participant.

4.2.1 Participant 1 (S1)

I Analysis

S1a (the first phase of journal entry)

Today I watch BigBang concert, so I talk about the package of BigBang concert. The package looks like book. In the front, it has blue plastic that have the alphabet on it. It writes BigBang Vol.1 FIRST LIVE CONCERT THE REAL. It has headphone picture. On the right has side beside the alphabet. In the back of the package, it has silver colour. In the middle it has a compact disc that has five men in the front. In the left corner it has a sticker and below it writes YG Entertainment (Para. 1).

This package it likes a book so you can open it. When you open it, you can see the blue page, next you can see the black page and then you will see the track list. It show you that in the DVD has twenty-four songs. When you keep open it, you will find that it a photo book. It has picture in dance room when they practice dancing singing and meeting. It has picture of the place that they will play the concert. It has many seats, two big screens (Para.2).

Next is DAE-SUNG. He have small eyes when he smile you can't see his eyes. He has gold hair and he always smile (Line 7, Para 4).

N1	Single noun	you, it, he
With premodifier		
N2	D+H	the/this package, a book
N3	N+H	twenty-four songs, many seats
N4	E+H	blue plastic, small eyes, gold hair
N5	C+H	headphone picture, YG Entertainment
N7	D+E+H	the blue page, the black page
N8	D+C+H	a compact disc, the track list, a photo book
N9	N+E+H	two big screens
With postmodifier		
N17	pp+ng	the package [of BigBang concert], side [beside the alphabet], picture [in dance room], picture [of the place]
Error		“silver colour”, “colour” should be omitted

S1b (midterm phase of journal entry)

On the left hand side of this picture frame, it has a flower. Beneath, it has a land. It colour is brown. On the land, it has a grass and the colour of it is green. It has a liana grown from the land and grow up to the sky. In the bottom of this liana is a flower. The flower have many petal and has a green leaf beside the flower. This flower is orange and in this flower, it has two layer. It crisscross between two layer. It has a water drop on the flower. It is a little water drop the colour is soft blue. This water

drop are all around the flower. Over **the orange flower** is **yellow flower**. The yellow two leaves. The leaves are on the left and the right of the yellow flower. Over the yellow flower is has another flower. This flower is purple and in the middle is yellow. **The purple flower** and yellow flower are connected. Over than the flower, it has a pollen. The stem of the pollen is very long. On the top of the stem of the pollen, it has a orange pollen. Around the pollen it have **some orange pollen**. Around the pollen, it has a orange pollen. Around the pollen it have **many pollen grain**. Another pollen is a yellow. It very high. It high in the same level of the cloud (Para. 4).

N1	Single noun	it
With premodifier		
N2	D+H	a/the/this flower
N4	E+H	soft blue, yellow flower
N7	D+E+H	the orange/purple flower
N8	D+C+H	a/this water drop
N9	N+E+H	some orange pollen
N10	N+C+H	many pollen grain
N14	D+E+C+H	a little water drop
With postmodifier		
N17	pp+ng	the colour [of it], a green leaf [beside the flower], a water drop [on the flower]

S1c (final phase of journal entry)

I bought **this wrist watch** in Disney land store. First thing which I can see from this watch is green, **light green** it make the watch bright. **The band** is full of Mickey Mouse picture. In the top, **there** is a picture of Mickey Mouse play golf. **He** wear red suit and yellow glove. He stand in front of the golf bag. In the bag there is a **club**. **The bag** has brown colour. The right hand of the Mickey Mouse hold **the club** and **left hand** is on his waist. He smile widely (Para. 2).

Under the first picture, there is a letter written with the black colour. It write Dism. It is a **small letter** under the word Dism. But I don not know what it write because it very small. Next is the Mickey Mouse with the orange suit. **The Mickey Mouse** is running. He has **the very big black eye**. He has a sweat on his face. In the background there is a **big letter**. It write Mickey Mouse with white colour (Para. 3).

The Mickey Mouse wear a red shorts. He stand on the surf board. He wear a white glove and **orange shoes**. **The surf board** is blue. In the middle of the board there is a picture of yellow lightning. In the left side, there is water under the surf board. The background have **two colour**. On the top is blue and have **some cloud** in the sky. It change from blue colour to green colour. The crisp of dial is silver colour. In the bottom, there is a letter written Disney (Para. 5).

It is **the first time** that I go to foreign country without my father or my mother. So I little nervous, we went to many places, mostly the tour bring us to shopping place but we did not buy anything (Line 2,

Para. 6).

N1	Single noun	<i>I, he, there</i>
With premodifier		
N2	D+H	<i>a/the club, the band, the bag</i>
N3	N+H	<i>twelve number, two colour, some cloud</i>
N4	E+H	<i>light green, orange shoes</i>
N5	C+H	<i>left hand</i>
N6	D+N+H	<i>the first time</i>
N7	D+E+H	<i>a big/small letter</i>
N8	D+C+H	<i>this wrist watch, the Mickey Mouse, the surf board</i>
N14	D+E+C+H	<i>the very big black eyes (D+E1+E2+C+H)</i>
With postmodifier		
N17	pp+ng	<i>the right hand [of the Mickey Mouse], a small letter [under the word Dism], the Mickey Mouse [with the orange suit], a picture [of yellow lightning], some cloud [in the sky]</i>
N18	Finite relative clause	<i>First thing which I can see from this watch is green (Line 1, Para. 2)</i>
N19	Non-Finite relative clause	<i>There is a letter written with the black colour (Line 1, Para. 3); There is a letter written Disney (Line 5, Para. 5)</i>
Error		<i>“brown/blue/green/silver colour”, “colour” should be omitted; “some cloud” should be “some clouds”.</i>

II Comparison

Table 4.1 Nominal groups' development of S1

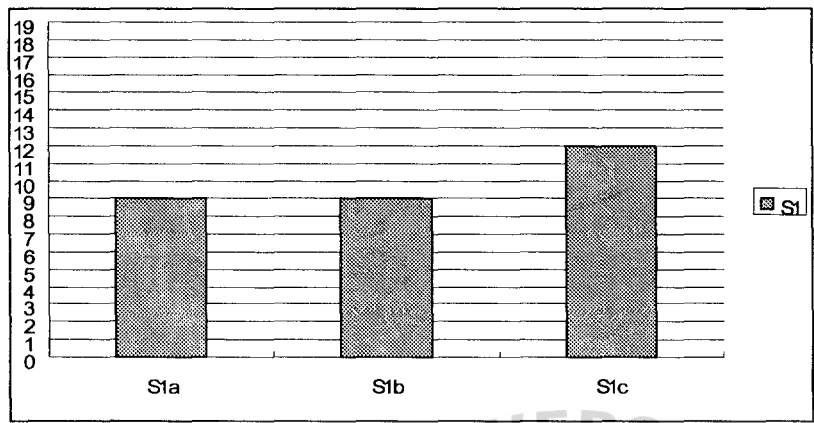
	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S1a	+	+	+	+	+		+	+	+								+		
S1b	+	+		+			+	+	+	+				+			+		
S1c	+	+	+	+	+	+	+	+						+			+	+	+

(“+” means the category of nominal group is used in the entry)

From the analysis of nominal groups in the three entries of the first participant, it can be seen that the nominal groups are being expanded (Table 4.1). Participant S1 uses more complex premodifier (N10 & N14) and postmodifier [pp+ng] in the midterm entry than the initial entry. In the final entry, N6, N18 and N19 appear, N14

becomes longer, postmodifier N17 is used more frequently (Figure 4.1).

Figure 4.1 Categories of nominal groups for S1



4.2.2 Participant 2 (S2)

I Analysis

S2a (the first phase of journal entry)

On Friday I go to **BBA camp**. I will talk about **the bus**. In the bus I see **the chairs, bus driver, friend, goods store**. About chair, it is very colourful. It has blue colour, yellow, green and pink. I think it is very beautiful and classic. I like it. It is comfortable because it has place for put legs. About bus driver, he is **a short man**. He has **short black hair, curly hair, black skin** but he is very kind and friendly. About friends, in one bus have students between 44 to 55 persons. My friends have many difference (Line 1, Para. 1).

About goods store, in the bus has **a goods store on the seat**. It has goods stores since in front of the bus to the back of the bus (Line 19, Para. 1).

About outside the bus. It has colorful and cartoon. Cartoons have **many animals**, for example colour of cat is blue, bird colour is pink, etc. and has background of dog, cat, bird, etc. Dog background is garden, cat background is house but cat is playing a ball and bird background is sky. In the sky have many component for example cloud, **many birds**, sun, etc. And in the bus has a place for keep suitcase. It can put many suitcase of student. It is a quadrilateral when who has thing who can bring thing to keep in this place (Para. 2).

N1	Single noun	<i>I, he, it</i>
With premodifier		
N2	D+H	<i>the bus, the chair, my friends</i>

N3	N+H	<i>many difference, many animals, many birds, many suitcase</i>
N4	E+H	<i>black skin, curly hair</i>
N5	C+H	<i>BBA camp, bus driver, goods store</i>
N7	D+E+H	<i>a short man</i>
N8	D+C+H	<i>a goods store</i>
N11	E+C+H	<i>short black hair</i>
With postmodifier		
N17	pp+ng	<i>background [of dog, cat, bird etc], many suitcase [of student]</i>
Error		<i>“blue colour”, “colour” should be omitted; “many difference”, “many component” and “many suitcase” should be changed into plural noun.</i>

S2b (midterm phase of journal entry)

About the picture, *I* think it very large. The height of this picture is 2.5 m and the width of this picture is 1.5 m. Do you think same me it very large? **This picture has frame. The frame has gold and little convex frame** (Line 1, Para. 3).

My family go to department store and shopping. But it is surprise! Because we see one picture (Line 1, Para. 2).

On Poi-sien has **a large tree**. It height until end of the right corner. I don't know what kind of tree. It has green, brown and a little orange. In the middle of this picture is **many houses**. I think it is where country but I don't know. It has **many roofs and many colours** such as orange, brown, grey and yellow. Beside the houses has **a tree**. It is **a pine tree**. It has **three pine trees** and arrange and it has **different colour**. **The first pine tree** has green. Next is brown and next is orange (Line 14, Para. 3).

N1	Single noun	<i>I, frame, it</i>
With premodifier		
N2	D+H	<i>the frame, this picture, my family, a tree</i>
N3	N+H	<i>1.5 m, 2.5 m, one picture, many houses, many roofs, many colours</i>
N4	E+H	<i>little convex frame (E1+E2+H), different colour</i>
N5	C+H	<i>department store</i>
N7	D+E+H	<i>a large tree</i>
N8	D+C+H	<i>a pine tree</i>
N10	N+C+H	<i>three pine trees</i>
N13	D+N+C+H	<i>the first pine tree</i>
With postmodifier		
N17	pp+ng	<i>the height [of this picture], the width [of this picture]</i>

S2c (final phase of journal entry)

There are clouds in the sky. Have you ever think why you can't touch the cloud. The clouds have many shapes. I thought they looked like a rabbit, tiger, dog, cat and chicken. I doubt why the clouds looked like animals and person. Some people believed these shapes were dead on the day you saw them (Line 1, Para. 3).

The colour of the cloud was changing very slowly. It changed into gray colour and changed to be dark colour. There are small wind and big wind. A wind blew the trees. It made some voice FO...FO...some houses have door bells in front of their houses. When the wind blew, the door bells will ring (Line 6, Para. 3).

The rain is a small circle. It you saw it carefully, it was not actually a small circle, but it looked like a straight line because the rain was falling very quickly and there are lots of them. That is why we can't saw it as a small circle. I saw a lightning while it was raining. After I saw a lightning for 1 to 2 minutes, thunder sound because the light travel much faster than the sound. Sometimes there is not lightning but there was thunder sound. When it rains for a long time, the ground is full of the water. A small water drop forms into a big drop of water. Then a big drop of water flew into the duct. After that, the water flew into the canal. Today is a day that it rains for a long time. Some villages will be the flood, but my village is never happen the flood. I don't know why but I think my village is very nice. I feel warm in my heart when I stay in this village. I don't know why I feel like this but I know I want to stay in this village. I go to open the window and receive the wind. I feel good. The wind makes me feel cool. Everything that is around me cover my feeling (Para. 5).

N1	Single noun	<i>I, there</i>
With premodifier		
N2	D+H	<i>the cloud(s), a rabbit, these shapes</i>
N3	N+H	<i>many shapes, some people</i>
N4	E+H	<i>dark colour, small/big wind</i>
N5	C+H	<i>door bells, thunder sound</i>
N7	D+E+H	<i>a small circle, a straight line</i>
N8	D+C+H	<i>the door bells</i>
N14	D+E+C+H	<i>a small water drop</i>
With postmodifier		
N17	pp+ng	<i>clouds [in the sky], the colour [of the cloud], door bells [in front of their houses], a big drop [of water]</i>
N18	Finite relative clause	<i>Everything that is around me cover my feeling (Line 11, Para. 5)</i>
Error		<i>"gray colour" should be "gray"; "small/big wind" should be "gentle/heavy wind".</i>

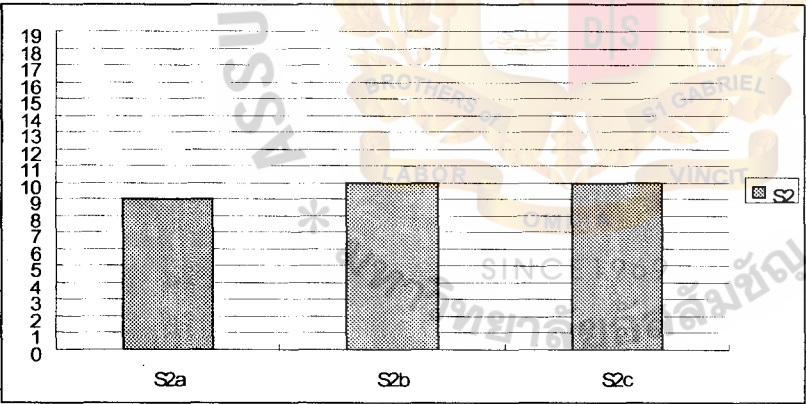
II Comparison

Table 4.2 Nominal groups' development of S2

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S2a	+	+	+	+	+		+	+			+						+		
S2b	+	+	+	+	+		+	+		+			+				+		
S2c	+	+	+	+	+		+	+						+			+	+	

In the first entry, N1, N2, N3, N4, N5, N7, N8 and N17 are used. One element of the premodifier is often used. Only four N17 are used. In the midterm entry, more complex Noun with premodifier are used, for example N4 in S2b is longer than S2a. Two or more elements of the premodifier are used. In the final entry, N18 appear in the last entry and in general various categories of nominal groups are increasing (Figure 4.2).

Figure 4.2 Categories of nominal groups for S2



4.2.3 Participant 3 (S3)

I Analysis

S3a (the first phase of journal entry)

Today in the way to my home. In the metro while I waiting for the train. I see a dog. It has brown hair, black nose and black mouth. I think it be chic. It is very pretty and in the same time it look very strong too. It is led by a man who get a short moustache and short hair, he is quite short and well build. He is probably in his mid thirties and he wear a security uniform. He is waiting for the train

same me. Maybe he is a security of the metro and dog is a police dog...But some people afraid of a dog because it look terrible. But not for me because I have a lot of dog at my home, and I love a dog. So a dog be comfortable, it has more space for a dog. I want to stay here for a long time. But the train reach at my aim. So I leave from the train and go to the home. I am very interest in this dog. When I arrive at home, I try to search for data of this dog. Since I have been searching so long. Finally I found that it is the German Shepherd dog. The German Shepherd dog is a breed of dog originally breed for herding sheep. There are other various names for this dog such as Alsatian and simply German shepherd...If I have a chance I would be find some German Shepherd dogs for my home (Para. 1).

The first dog, its name is Brownny. It is a male and oldest in other. Brownny is the poodle. The second dog, its name is Jighy (Line 2, Para. 2).

N1	Single noun	I, it, he
With premodifier		
N2	D+H	a dog, a man
N3	N+H	some people, a lot of dog
N4	E+H	brown hair, black nose/mouth
N5	C+H	German Shepherd dog (C1+C2+H)
N6	D+N+H	the first dog, the second dog
N7	D+E+H	a short moustache, other various names
N8	D+C+H	a police dog, a security uniform, the German Shepherd dog
N10	N+C+H	some German Shepherd dogs
With postmodifier		
N17	pp+ng	a security [of the metro], a lot of dog [at my home], data [of this dog], other various names [for this dog]

S3b (midterm phase of journal entry)

At the front page. It has a big picture. This picture is a pizza. May be it is a new topping. Its name is Crispy Twist Pizza. It is a circle, crispy bacon. And a lot of topping. Such as shrimp, oyster, sweet pepper, etc. I think it is seafood topping. It has a price only 319 baht. And if you buy it you will got a Pepsi 1.25 liter free. Under the picture has an advertisement text about crispy twist pizza...The new menu name is Hammy sausage. It has three big sausages...In picture has a medium crispy twist pizza, Hammy sausage, spicy BBQ wings and garlic bread (Para. 2).

N1	Single noun	I, it
With premodifier		
N2	D+H	this picture
N3	N+H	a lot of topping, 319 baht
N4	E+H	hammy sausage
N5	C+H	garlic bread

N7	D+E+H	<i>a big picture, a new topping</i>
N8	D+C+H	<i>an advertisement text</i>
N9	N+E+H	<i>three big sausages</i>
N11	E+C+H	<i>spicy BBQ winds</i>
N14	D+E+C+H	<i>the new menu name, a medium crispy twist pizza</i>
With postmodifier		
N17	pp+ng	<i>an advertisement text [about crispy twist pizza]</i>
Error		<i>"a Pepsi 1.25 liter" should be "a 1.25 liters Pepsi"</i>

S3c (final phase of journal entry)

The story that I want to explain about what I see is my secondary school. My secondary school, name is Suankularb Witthayalai School. Around the school, I see source of flower shop, name is Pat Klong Tsfsf, so I see a lot of flower shops and foreigners. I can see Memorial Bridge from my school, it is green and made from iron. Opposite my school I can see source of clothes shops. It is call Pahurat. In front of my school, I can see a very long yellow building called Tuh Yao, so it is the sign of Suankularb Witthayalai School. It is old around 120 years old, I see a lot of doors through the building. The door made from wood. Inside the school, first thing that I see is a very large mirror, on the top of mirror write in Thai language mean gentleman of Suankularb must good dress. Then I see underground garage inside this garage I see a lot of cars, most of its are teacher's. On the first floor of garage building I see the information room and school's product but it is quiet expensive. Next thing that I see is hospital room (Para. 1).

...On the second floor, I see the room of Art's teachers, inside this room I see around seven teachers, two computers and three big pictures...The last floor is gymnasium I see one basketball gym and six badminton gyms... (Para. 2)

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>the story, the sign, the door</i>
N3	N+H	<i>a lot of foreigners, a lot of doors/cars, seven teachers, two computers</i>
N4	E+H	<i>underground garage</i>
N5	C+H	<i>hospital room</i>
N6	D+N+H	<i>the last floor</i>
N7	D+E+H	<i>a very large mirror (D+E1+E2+H))</i>
N8	D+C+H	<i>a lot of flower shops, the information room</i>
N9	N+E+H	<i>three big pictures</i>
N10	N+C+H	<i>one basketball gym, six badminton gyms</i>
With postmodifier		
N17	pp+ng	<i>source [of flower shop], source [of clothes shops], the sign [of Suankularb Witthayalai School], the room [of Art's teachers]</i>

N18	Finite relative clause	<i>The story that I want to explain about what I see is my secondary school (Line 1, Para. 1). First thing that I see is a very large mirror (Line 7, Para 1).</i>
N19	Non-Finite relative clause	<i>I can see a very long yellow building called Tuh Yao (Line 5, Para. 1).</i>

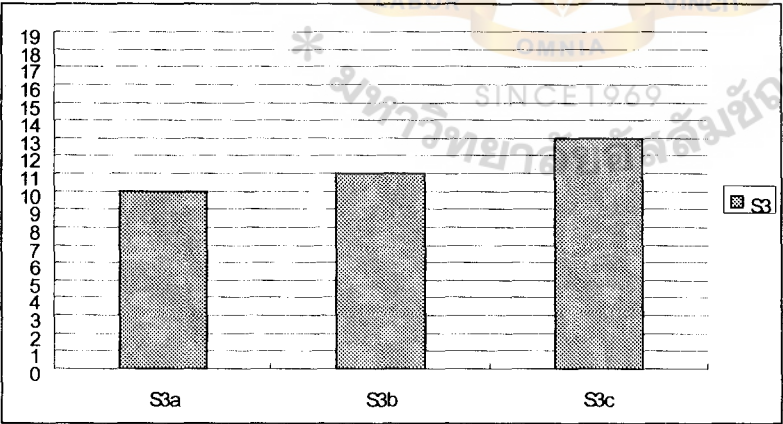
II Comparison

Table 4.3 Nominal groups’ development of S3

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S3a	+	+	+	+	+	+	+	+		+							+		
S3b	+	+	+	+	+		+	+	+		+			+			+		
S3c	+	+	+	+	+	+	+	+	+	+							+	+	+

As can be seen from Table 4.3, the use of noun groups with premodifier becomes more complex. In the midterm entry, the participant begins to use N18 and in the final entry N7 becomes longer; N17, N18 and N19 are applied. This progress can be seen in Figure 4.3.

Figure 4.3 Categories of nominal groups for S3



4.2.4 Participant 4 (S4)

I Analysis

S4a (the first phase of journal entry)

When I come in **English class**. The first I see **beautiful girl teacher**, she look polite and she speak English very well. I feel glad because she often give students try to speak English in class. The first I come in class, I feel scare because I don't know everybody in class and I don't know how I can know them, but **the beautiful teacher** help me. She give **each students** introduce **each partners** when I introduce **my partner**, I don't think. What I can introduce my partner because I don't know **his name** and what school he come from. I ask him before the beautiful teacher give me introduce him. When the class finish to introduce, I begin to know name and make to know them, I feel very glad. The first I think maybe I am **alone student in this room**. At last it isn't in my think because **my beautiful teacher** help me. After that my beautiful teacher give **some games** for the class. She give **one students** describe about **some personality** or **his/her favorite** and ask one student who is him/her... (Para. 1)

On Friday, **my first period** is statistics\when I learn finish, I go to toilet and I meet **friend in English class** and he induce me go to play game online...**This topic journal** what do you see, I see the beautiful teacher and **many good friends** (Para. 2).

N1	Single noun	I, she
With premodifier		
N2	D+H	my partner, his/her favorite
N3	N+H	each students/partners/, some games, one student(s), some personality
N4	E+H	alone student
N5	C+H	English class
N6	D+N+H	my first period
N7	D+E+H	the beautiful teacher, my beautiful teacher
N8	D+C+H	this topic journal
N9	N+E+H	many good friends
N11	E+C+H	beautiful girl teacher
With postmodifier		
N17	pp+ng	alone student [in this room], friend [form English class]

S4b (midterm phase of journal entry)

Today I go to MBK with my parents, I have aim to buy **many thing**, such as **new student uniform, shoes, trousers** and movies. The MBK which have a lot of thing for shopping is a good place, this place have **many band name product** (Para. 1).

When **my parents** and I arrive MBK, I tell them go to **uniform shop** first. They agree with me when we arrive uniform shop **my mother** call **a seller**, and order her to bring **3 student uniform** and **2 trousers**, then I take it for test in little room. When I wear it I feel I am **a smart man**...At last, I can find **the smart Converse shoes** then I tell my mother pay it...I tell her I need to get a belt then my

mother bring me and my father go to one belt shop when we arrive I find **smart belt** and I call my parents help me to find it when my mother meet one smart belt then she call me to see it when I see it, I feel it not smart...The Joo-ranger is **super hero** in cartoon their belt have white and **head of belt** have a **symbol of sun**...(Para. 2)

N1	Single noun	<i>I, she, shoes, trousers</i>
With premodifier		
N2	D+H	<i>this place, my mother/ parents, a seller</i>
N3	N+H	<i>many thing, 2 trousers</i>
N4	E+H	<i>smart belt</i>
N5	C+H	<i>uniform shop</i>
N7	D+E+H	<i>a good place, a smart man</i>
N10	N+E+H	<i>many band name product, 3 student uniform</i>
N11	E+C+H	<i>new student uniform</i>
N14	D+E+C+H	<i>the smart Converse shoes</i>
With postmodifier		
N17	pp+ng	<i>super hero [in cartoon], head [of belt], a symbol [of sun]</i>
N18	Finite relative clause	<i>The MBK which have a lot of thing for shopping is a good place (Line 2, Para. 1).</i>
Error		<i>“many thing” should be “things”, “many band name product” should be “products”</i>

S4c (final phase of journal entry)

...When I have breakfast and take shower, I go to downstair at my home and watch TV, I watch **I program**, it is about **the defective brain** of human. I very carefully to see and listen **this program**. It is very interesting. After that I go to tell **my parents**...**Sree-Thunya hospital** is the place for healing **people who have defective problem in brain or inside their heart**...After I arrive, I see **the person who is long hair same as me, big nose**, his nose look like Jackie Chan, his eyes very big, the colour of eyes are brown, his shape look very perfect because his arms there are **many big muscles**, his chest there is **very big muscle**, his leg also and his face look not handsome and not ugly, he is **a tall man**. (Para. 1).

After that I go to find him. I go **the girl toilet room** and don't see him, go to **doctor room**, go to **the room of sick people** also I can't find it. After that I let to tell **a security guard** for help me to find this person then he help me to find...After I take him to his room then I go to the doctor room and ask some question about this person then the doctor give me the answer this person has effect in his feeling, he loss of heart very much because his girlfriend don't care him, she has **a new boy friend**... (Para. 2)

N1	Single noun	<i>I, it</i>
----	-------------	--------------

With premodifier		
N2	D+H	<i>this program, my parents</i>
N3	N+H	<i>1 program</i>
N4	E+H	<i>defective problem, big nose, very big muscle</i>
N5	C+H	<i>Sree-Thunya hospital, doctor room</i>
N7	D+E+H	<i>the defective brain, a tall man</i>
N8	D+C+H	<i>the girl toilet room, a security guard</i>
N9	N+E+H	<i>many big muscles</i>
N14	D+E+C+H	<i>a new boy friend</i>
With postmodifier		
N17	pp+ng	<i>the defective brain [of human], the place [for healing people], the room [of sick people]</i>
N18	Finite relative clause	<i>Sree-Thunya hospital is the place for healing people who have defective problem in brain or inside their heart (Line 7, Para. 1). I see the person who is longhair same as me (Line 14, Para. 1).</i>

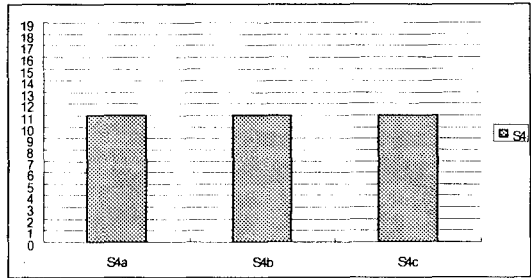
II Comparison

Table 4.4 Nominal groups’ development of S4

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S4a	+	+	+	+	+	+	+	+	+		+						+		
S4b	+	+	+	+	+		+			+	+			+			+	+	
S4c	+	+	+	+	+		+	+	+					+			+	+	

In the first entry, the participant uses simple premodifier, namely only contain one or two elements of the premodifier. In the midterm and final entry, three elements of the premodifier are applied. Moreover, the student begins to use N18 in the midterm. N17 and N18 are used quite a lot in the final entry. However, the categories of nominal groups do not change during the three entries (Figure 4.4).

Figure 4.4 Categories of nominal groups for S4



4.2.5 Participant 5 (S5)

I Analysis

S5a (the first phase of journal entry)

After class, we have lunch together and talk about one man who study Math for Business with us. I feel that he is very handsome. He has **brownish blond hair** and **white skin**. He is masculine and tall. His height is about **177 centimeters**...There are strange about **this man**, his voice and manner...Because the manner of a man should be bold and strong. **These two things** made me think that he is **a gay**...He is talking to **a beautiful girl**. She looks like his girlfriend. I think that is his girlfriend my friend said. I am quiet and look at them talking happily together. After we have finished lunch, we walk to my friend's mother's shop. **Her mother's shop name** is P'da shop, we see that man again... (Para. 1)

We thought the girl who we saw earlier is not his girlfriend, she is just his friend...There are two kinds of gay, **gay man** and **gay woman**...I have **many gay friends**. Most of them are gay woman...Every most gay went to **the gay bar** and chat in gay website, they would put their e-mail in that website and add **new e-mail** they saw... (Para. 2)

N1	Single noun	I, he
With premodifier		
N2	D+H	his voice, this man, his height, a gay
N3	N+H	177 centimeters
N4	E+H	new e-mail
N5	C+H	gay man/woman, white skin
N6	D+N+H	these two things
N7	D+E+H	a beautiful girl
N8	D+C+H	her mother's shop name, the gay bar
N10	N+C+H	many gay friends
N11	E+C+H	brownish blond hair
With postmodifier		
N17	pp+ng	the manner [of a man]
N18	Finite relative clause	We have lunch together and talk about one man who study Math for Business with us (Line 3, Para. 1). We thought the girl who we saw earlier is not his girlfriend (Line 1, Para. 2).

S5b (midterm phase of journal entry)

Today is Sunday. I go to do **Thai project** at Som's house because Som is good at communication Thai and she can helps me to do the project... (Para. 1)

My album is blue album. In the front cover of an album, there is a middle brown dog in right down corner of it. In right up corner of the front corner, there are head of dog, two wings and a crown. A crown is above a head of dog... (Para. 2)

My album has 37 pages. I used it to 21 pages...The second picture is my twins pictures.... I choose these two pictures to put in my album because don't have anyone can separate us even my parents...My friend are very beautiful and lovely. I have one friend who sometime is presented to some company and play M.V. too... (Para. 3)

...The pictures which are in the album will not to be missing and I am sure they are a high property in the future. It is a good memory whenever the time passed... (Para. 4)

N1	Single noun	<i>I, there</i>
With premodifier		
N2	D+H	<i>my album, a crown</i>
N3	N+H	<i>two wings, 37 pages</i>
N4	E+H	<i>blue album</i>
N5	C+H	<i>Thai project</i>
N6	D+N+H	<i>the second picture, these two pictures</i>
N7	D+E+H	<i>a middle brown dog, a high property, a good memory</i>
N8	D+C+H	<i>my twins pictures</i>
With postmodifier		
N17	pp+ng	<i>a middle brown dog [in right down corner of it], head [of dog], a high property [in the future]</i>
N18	Finite relative clause	<i>I have one friend who sometime is presented to some company and play M.V. too (Line 8, Para. 3). The pictures which are in the album will not to be missing (Line 2, Para. 4).</i>

S5c (final phase of journal entry)

Yesterday, I went to Mr. Mong restaurant, located in Lotus Bangkapi and I looked everything around that place, so I want to talk what I see in this place (Para. 1).

The first, I see a mascot which stand in front of restaurant. It is a male and has a big round baby face with small eyes and has long black hair. It wear a pink colour alternate yellow colour hat, a cream colour trouser and black shoes. When I go into waitresses wear a pink shirt, black trousers, a dark apron and black shoes. She has big eyes and long black hair with tan skin. And one waitress wear a grey shirt with black trousers, a dark pink apron and black shoes. Two waiters wear a pink shirt with a dark pink apron and black shoes...I see the cooks walk Dimsum and cook Chinese Dish for customer. The food are fried and steamed by them. And when a waiter gives a menu to me. I see 4 menus, 1 special menu, tissues, chopsticks, scup spoon and condiments: vinegar, sugar, chilli powder and soy sauce. All of things are on dining table and that restaurant has a dining table, a

chair with a wood cushion, 10 chairs with a pink cushion, a freezer. I see to the right side of me...One is a boy who wear eye classes, he is a student of Bordindcha 2 School 1. He wear a dark blue cotton shirt with black short and black shoes... (Para. 2)

N1	Single noun	<i>I, it, she</i>
With premodifier		
N2	D+H	<i>that place, a mascot, a freezer</i>
N3	N+H	<i>one waitress, two waiters, 4 menus</i>
N4	E+H	<i>black shoes/trousers, big eyes</i>
N5	C+H	<i>Mr. Mong restaurant, Chinese dish, chilli powder, soy sauce</i>
N7	D+E+H	<i>a pink/grey shirt, a dark apron, a dark pink apron</i>
N8	D+C+H	<i>a cream colour trouser, a dining table</i>
N9	N+E+H	<i>1 special menu</i>
N11	E+C+H	<i>long black hair</i>
N14	D+E+C+H	<i>a big round baby face, a dark blue cotton shirt</i>
With postmodifier		
N17	pp+ng	<i>a big round baby face [with small eyes], long black hair [with tan skin], a grey shirt [with black trousers], a chair [with a wood cushion], 10 chairs [with a pink cushion], a student [of Bordindcha 2 School 1]</i>
N18	Finite relative clause	<i>I see a mascot which stand in front of restaurant (Line 1, Para. 2). One is a boy who wear eye classes (Line 18, Para. 2).</i>
N19	Non-Finite relative clause	<i>I went to Mr. Mong restaurant, located in Lotus Bangkok (Line 1, Para. 1).</i>
Error		<i>“redundancy”: “a pink colour”, “yellow colour hat”</i>

II Comparison

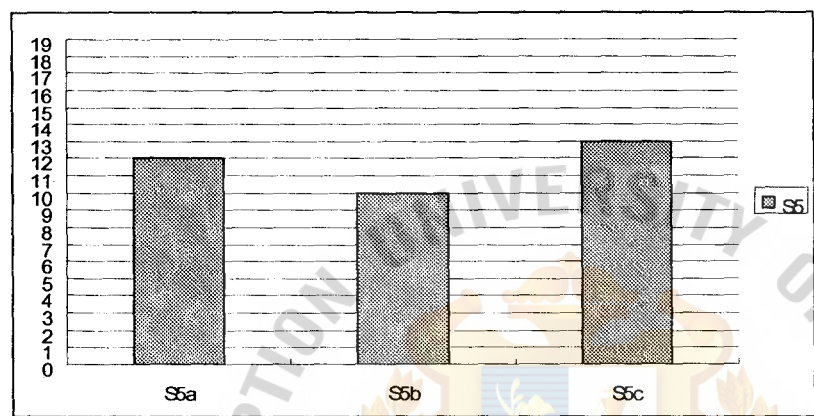
Table 4.5 Nominal groups’ development of S5

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S5a	+	+	+	+	+	+	+	+		+	+						+	+	
S5b	+	+	+	+	+	+	+	+									+	+	
S5c	+	+	+	+	+		+	+	+		+			+			+	+	+

In the first entry, most premodifier are one element of the premodifier. The participant begins to use finite relative clause N18 in the first. In the midterm entry, although the categories of nominal groups are decreasing, the use of two elements

of the premodifier is increasing. In the final entry, the participant uses more complex premodifier, namely N7, N11 and N14. Moreover reduced relative clause N19 is applied in the entry. The progress of nominal groups can be seen in *Figure 4.5*.

Figure 4.5 Categories of nominal groups for S5



4.2.6 Participant 6 (S6)

I Analysis

S6a (the first phase of journal entry)

I see the university which I study. My university is Assumption University. It is a large university, an atmosphere around there is good. In the university have eleven buildings that important and in each building use different name such as St. Gabriel Hall is the central library in this university, Sikarin Building is S building which use for English language education IELE.(Para. 1).

I see the shopping malls. In this district has The Mall, Big C and Major Complex Ramkanheang distributor. They are the places which many persons go these everyday. Inside these place have many restaurants, clothes shops, toy shops...etc. So in the present, every shopping mall almost have theatre (Para. 8).

I see the transport company. This place has many buses. It is the large place. Many persons come to this place everyday. Each bus go to each place different. This place is similar shopping mall... (Para. 9)

N1	Single noun	I, it, theatre
----	-------------	----------------

With premodifier		
N2	D+H	<i>my university, this place</i>
N3	N+H	<i>eleven building, many buses</i>
N4	E+H	<i>different name</i>
N5	C+H	<i>St. Gabriel Hall, Sikarin Building/S building</i>
N6	D+N+H	<i>the one thing</i>
N7	D+E+H	<i>a large university, the central library, the large place</i>
N8	D+C+H	<i>the shopping malls, the transport company</i>
N10	N+C+H	<i>every shopping mall</i>
N11	E+C+H	<i>similar shopping mall</i>
With postmodifier		
N17	pp+ng	<i>an atmosphere [around here], the central library [in this university]</i>
N18	Finite relative clause	<i>I see the university which I study (Line 1, Para. 1). Sikarin Building is S building which use for English language education IELE (Line 4, Para. 1). They are the places which many persons go these everyday (Line 2, Para. 8).</i>
Error		<i>“each place different” should be “each different place”</i>

S6b (midterm phase of journal entry)

When you come to my village, you will see a village's billboard at the entrance. At the entrance of my village has a gas station. It is Effo gas station. It has benzine oil and diesel oil. It has a restaurant and a family mart...(Para. 2)

When you walk along to the entrance of village has many houses of construction worker of village. These houses are easy to guild. It uses many galvanized irons to build. It has a shop and small restaurant... (Para. 3)

Then you walk along have a bridge across a canal. On the bridge has a sentry box. It has two closed circuit cameras. At the sentry box have two security guards. Near the sentry box has many bicycle of villagers who deposit to security guard (Para. 4).

When you walk down to the bridge, you will see the first alley. It has five houses... (Para. 5)

...It has a big spirit shrine that every village worship. The spirit shrine is the place for Brahma Lived. Brahma means a god of Buddhism. It has two elephant statue... (Para. 6)

Near the swimming pool has a big gym for villager exercise. It has many exercises and many size of weight. It has a large bathroom and a large dressing room. It has many officials and many persons who give the advice to the other persons who just begin exercise (Para. 9).

N1	Single noun	<i>it, you</i>
With premodifier		
N2	D+H	<i>a restaurant</i>
N3	N+H	<i>many houses, five houses</i>
N4	E+H	<i>small restaurant</i>
N5	C+H	<i>Effo gas station, benzine oil, diesel oil</i>
N6	D+N+H	<i>the first alley</i>
N7	D+E+H	<i>a big gym, a large bathroom</i>
N8	D+C+H	<i>a gas station, a family mart, a sentry box</i>
N9	N+E+H	<i>many galvanized irons</i>
N10	N+C+H	<i>two security guards, two elephant statue</i>
N14	D+E+C+H	<i>a big spirit shrine, a large dressing room</i>
N15	N+E+C+H	<i>two closed circuit cameras</i>
With postmodifier		
N17	pp+ng	<i>a village's billboard [at the entrance], the entrance [of village], many houses [of construction worker of village], a bridge [across a canal]</i>
N18	Finite relative clause	<i>It has many officials and many persons who give the advice to the other persons who just begin exercise (Line 3, Para. 9).</i>
Error		<i>"many bicycle of villagers" should be "bicycles"</i>

S6c (final phase of journal entry)

I see seven eleven. It is a convenience store. It open twenty four hours and it also has a lot of branch in Thailand. So whether you go anywhere you can see seven eleven certainly because it is on the roadside (Para. 1).

When I hungry, I always go to seven eleven. It is in the front of my village. It is not too big. Before I come in these, I always see a symbol of seven eleven on the top of store. The sign has three different colour lines. They are horizontal lines. Each line is interposed by white stripe. On the top is orange line. Below is green line. Beside these has a big square in the middle with white background. In the middle of this box has a big seven number in it. It is green colour. And below that is a red line. This symbol look clearly. Especially of night, this symbol is very bright and outstanding anyone who see it (Para. 2).

In the front of seven eleven, there is a big mirror facing the store. So I can see a lot of product and cashier... (Para. 3)

The first product part is near the big mirror... (Para. 4)

The second product part is many kinds of breads. They are jam roll, small Italian pizza, a piece of cake and so on... (Para. 5)

The third product part is various snack which has many brands such as Faro, Lay, Jesto, Pocky and Pietz. They are different colour: orange, green blue, yellow, pink and red.... (Para. 6)

N1	Single noun	<i>it, you</i>
With premodifier		
N2	D+H	<i>a/this symbol, the sign</i>
N3	N+H	<i>twenty four hours, a lot of branch</i>
N4	E+H	<i>white stripe, orange/green line</i>
N5	C+H	<i>horizontal lines, jam roll</i>
N7	D+E+H	<i>a red line, the big mirror</i>
N8	D+C+H	<i>a convenience store</i>
N11	E+C+H	<i>small Italian pizza</i>
N13	D+N+C+H	<i>the first/second product part</i>
N14	D+E+C+H	<i>a big seven number</i>
N15	N+E+C+H	<i>three different colour lines</i>
With postmodifier		
N17	pp+ng	<i>a lot of branch [in Thailand], a symbol [of seven eleven], a big square [in the middle with white background]</i>
N18	Finite relative clause	<i>The third product part is various snack which has many brands such as Faro, Lay, Jesto, Pocky and Pietz (Line 1, Para. 6)</i>
N19	Non-Finite relative clause	<i>There is a big mirror facing the store (Line 1, Para. 3)</i>
Error		<i>“green colour” should be “green”, “a big seven number” should be “a big number seven”.</i>

II Comparison

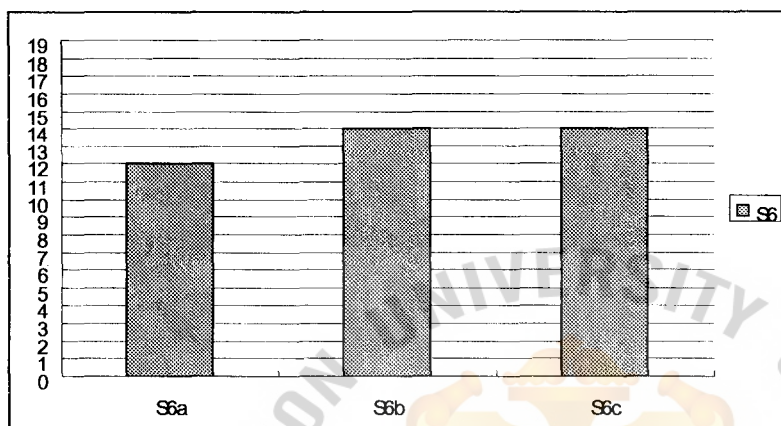
Table 4.6 Nominal groups' development of S6

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S6a	+	+	+	+	+	+	+	+		+	+						+	+	
S6b	+	+	+	+	+	+	+	+	+	+				+	+		+	+	
S6c	+	+	+	+	+		+	+			+		+	+	+		+	+	+

The sixth participant uses one element of the premodifier more frequently in the initial entry. Moreover, the student applies preposition phrase N17 and finite relative clause N18 as the postmodifier. In the midterm entry, the respondent uses two or more elements of the premodifier (N9, N14 and N15) frequently. In the final entry,

two or more elements of the premodifier (N13~N15) are increasing. Non-Finite relative clause N19 as the postmodifier is applied. In addition, the categories of nominal groups are increasing (Figure 4.6).

Figure 4.6 Categories of nominal groups for S6



4.2.7 Participant 7 (S7)

I Analysis

S7a (the first phase of journal entry)

When I look up at the top of my desk. I see my gift. **This gift** is from **girlfriend**. **This gift** is **the picture of big bear**, in the back of this it has **the letter**. I never read this gift again after I separate with her. This letter is **the word of song** that she like very much. **She** write it very nice and colourful. It has **many dust** on it. I see **telephone** under the gift. It put under the gift. It can't call to another phone because it don't has **number button**, it can receive call only. So when my family want to call phone, we must use another phone that has number button. I see my other picture nearly my telephone. This picture is very old but it is **classic picture** because it make from stannic. It can stand by two knots. This picture has **two colour** that is black and stannic colour. This picture is take around eight years ago. This picture is my class in Assumption college primary section, at this time I learn at grade six. All of my friends are short and naughty that I can see in this picture (Para. 3).

I see a lot of books at my shelf on this desk. All of the book I never read it again for long time. So it has many dust on it except **the book class** because it is **the biggest book**. It is heavy book than other book, I can't carry it by one hand, I have it at the first of this year. I read it when I need to know my friends number. This book has many colour and it has all of my friends picture. The front cover of a book has only black colour. The pages of this book it make from **good paper**, so that can keep for a long time (Para. 4).

N1	Single noun	<i>I, she, girlfriend, and telephone</i>
With premodifier		
N2	D+H	<i>this gift, the letter</i>
N3	N+H	<i>many dust, two colour</i>
N4	E+H	<i>good paper</i>
N5	C+H	<i>number button, classic picture</i>
N7	D+E+H	<i>the biggest book</i>
N8	D+C+H	<i>the book class</i>
With postmodifier		
N17	pp+ng	<i>the picture [of big bear], the word [of song], my class [in Assumption college primary section]</i>
N18	Finite relative clause	<i>We must use another phone that has number button (Line 6, Para. 3).</i>
Error		“redundant” error: “black colour”; “two colour” should be “two colours”.

S7b (midterm phase of journal entry)

I walked along Cha-Roen-Kung road. I walked pass post office that is the media of all letter. I saw the Thai flag is attached on pillar. There are three colour on Thai flag they are red, white, and blue colour. I saw many cars at the park. I saw the big building that is office. There is a big seal at the top of building. It showed a people that is the post office. I saw bi word in front of this area that is showed name of this place too (Para. 2).

...I saw the big clock at the wall of Assumption 2000 building. It showed the time that is 4:00 pm. I saw new soccer field that build in the middle of this school. So I saw many students played football on this place. I saw the mold figure that change the place. I saw big garden of my high school. There is many tree on it. This garden has fence around it. There is white colour. This garden has a little pond. There is a few fish living in it (Para. 4).

N1	Single noun	<i>I, there</i>
With premodifier		
N2	D+H	<i>my friend, the media, a people</i>
N3	N+H	<i>three colour, many cars</i>
N4	E+H	<i>big garden</i>
N5	C+H	<i>post office, Thai flag</i>
N7	D+E+H	<i>the big building, a big seal</i>
N8	D+C+H	<i>the mold figure</i>
N11	E+C+H	<i>new soccer field</i>
With postmodifier		
N17	pp+ng	<i>the media [of all letter], three colour [on Thai flag],</i>

		<i>many cars [at the park], a big seal [at the top of building]</i>
N19	Non-Finite relative clause	There is a few fish <i>living in it</i> (Line 8, Para. 4)
Error		<i>“three colour”</i> should be <i>“three colours”</i> , <i>“many tree”</i> should be <i>“trees”</i> .

S7c (final phase of journal entry)

*In the world it has a lot of things that you can see. When I see something, I often think about it and how can I do about this. When I think what I see, the first thing that I think of is my house because I see it all day. I have **two houses**. **The first one is my house** and the other is for rent...After that, I see boats and ferryboats. **The ferryboat** is bigger than other boat. I see many people who travel by ferryboat. Almost people is work person and some students. After I travel by ferryboat, I see many vans. These vans go to **Huamark campus** and other go to **Suvarnabhumi campus**. When I travel by van, I see many students reading books, listening music, sleeping and talking...I have some friends, he come from **same high school** so I see him more than three years. Now I see him change very much. When he wear **white shirt**, trousers and leather shoes, he look smart better high school uniform. When I meet at the university, I see many buildings some high, some short and now I can't remember the name of buildings. I can remember one building because it nearly **van park** and it has toilet that is L Building. I see the classroom at the university. It has more different at the university and **my high school**...I like **Red Fan restaurant** because you can see **many red fans** in this restaurant and I like this colour. I see **many game shops**. In game shop it has many games such as computer games and concentrate in his game...I see my friend who come from India. He rent hotel nearly the university. It is very huge and beautiful. It has many room, my friend rent one room at the corner. This hotel has **many sport clubs** such as fitness, **the swimming pool** and other. I see **a little garden** in this hotel... (Para. 1)*

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>my house, the ferryboat</i>
N3	N+H	<i>two houses, some students</i>
N4	E+H	<i>white shirt</i>
N5	C+H	<i>Huamark/Suvarnabhumi campus, van park</i>
N6	D+N+H	<i>the first thing, the first one</i>
N7	D+E+H	<i>a little garden</i>
N8	D+C+H	<i>my high school, the swimming pool</i>
N9	N+E+H	<i>many red fans</i>
N10	N+C+H	<i>many game shops, many sport clubs</i>
N11	E+C+H	<i>same high school, Red Fan restaurant</i>
With postmodifier		
N17	pp+ng	<i>the name [of buildings], the classroom [at the</i>

		<i>university], many red fans [in this restaurant], a little garden [in this hotel]</i>
N18	Finite relative clause	<i>When I think what I see, the first thing that I think of is my house because I see it all day (Line 2, Para. 1). I see many people who travel by ferryboat (Line 9, Para. 1). I see my friend who come from India (Line 27, Para. 1)</i>
N19	Non-Finite relative clause	<i>I see many students reading books, listening music, sleeping and talking (Line 11, Para. 1).</i>

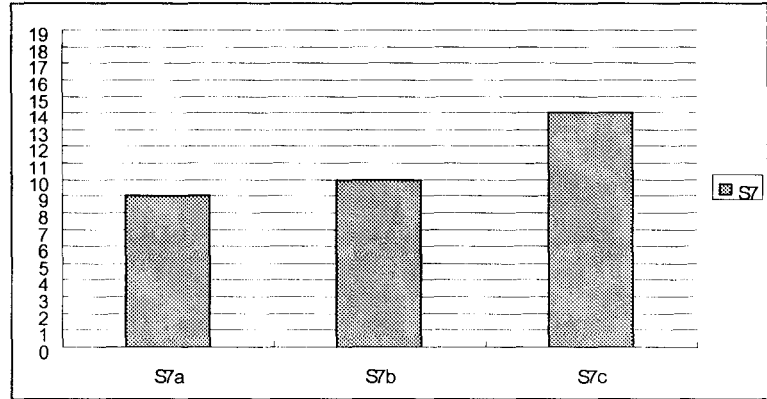
II Comparison

Table 4.7 Nominal groups' development of S7

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S7a	+	+	+	+	+		+	+									+	+	
S7b	+	+	+	+	+		+	+			+						+		+
S7c	+	+	+	+	+	+	+	+	+	+	+						+	+	+

Comparing with the first entry, in the midterm and the final entry, two elements of the premodifier are applied more frequently. In the final entry, the application of two elements of the premodifier becomes more and the use of postmodifier N17~N19 is improved as well. In addition, the categories of nominal groups are increasing (Figure 4.7).

Figure 4.7 Categories of nominal groups for S7



4.2.8 Participant 8 (S8)

I Analysis

S8a (the first phase of journal entry)

*I don't remember that what is **the first thing** that I saw after I was born. Everybody don't remember too. I think that it is **a good remembrance** so I decide to write about it. I think that the first thing that I saw when I was born is **my family**, and the first person is my mother who gives my life. **Her name** is Siriporn Saeheng. I call her Ma. **She is fifty-six years old.** She is fat, **short black hair, small black eyes and tanned skin.** She doesn't give me only my life but gives any things that make me grow up such as attention, looking after and **good wish**. Furthermore, **the best important thing** that she gives me is love. Love of my mother is **the great thing** in my life...Sometimes when she tires or doesn't has time to cook a dinner. My family have dinner at department store. **It has many restaurants**, for example Oishi, Fuji, Ootoya, MK, S&P etc. She does **much housework** such as washes clothes, washes dish, sweeps house, irons clothes and cleans floor. She does it very good. In her free time, she watches TV, talks to neighbor, grows trees, takes a walk and reads magazine. She like to watch **game shows, Thai dramas, entertainment news and royal news**...Lee is oldest sister. She is agile. She is a **working woman**. She graduated a **master degree** from America... (Para. 1)*

N1	Single noun	<i>I, she, it</i>
With premodifier		
N2	D+H	<i>my family, her name</i>
N3	N+H	<i>many restaurant, much housework</i>
N4	E+H	<i>tanned skin, good wish</i>
N5	C+H	<i>game shows, Thai dramas, entertainment news, royal news</i>
N6	D+N+H	<i>the first thing/person</i>
N7	D+E+H	<i>a good remembrance, the best important thing, the great thing</i>
N8	D+C+H	<i>a master degree, a working woman</i>
N10	N+C+H	<i>a master degree</i>
N11	E+C+H	<i>short black hair, small black eyes</i>
With postmodifier		
N17	pp+ng	<i>love [of my mother], the great thing [in my life]</i>
N18	Finite relative clause	<i>I think that the first thing that I saw when I was born is my family (Line 2, Para. 1). The first person is my mother who gives my life (Line 3, Para. 1).</i>

S8b (midterm phase of journal entry)

*The road of village was very wide. **It** was airy. At the opposite my house was **the side of another house** that had around four three. **They** were **perennial plant**. I did not know **their name**. They were*

same kind of tree, they has **many small leaves**. **The leaves** were black green. They did not have flower and fruit. **The trunk** has was black brown, and rough. There were **vertical lines on the trunks**. **Some trees had a few ants**, it was **black ant**. On the ground had grass and tile (Para. 2).

There were many car parks outside the house. I thought because it was Saturday that did not go to work, and **the village road** was wide, so many villagers did not park their vehicle in their house (Para. 3).

The patterns in house were different, and outside had **different decoration**. They were light yellow, grey-white and light pink colour. My house is **light yellow colour**. Light yellow and **light pink living rooms** had **the three sizes** to chose. The sizes were four, five and seven **meter**. My house is **seven meter**. Grey-white had only one size that was **four meter** (Para. 7).

N1	Single noun	<i>it, I, they, there</i>
With premodifier		
N2	D+H	<i>their name, the leaves</i>
N3	N+H	<i>some trees, a few ants</i>
N4	E+H	<i>different decoration</i>
N5	C+H	<i>perennial plant, vertical lines, black ant</i>
N6	D+N+H	<i>the three sizes</i>
N8	D+C+H	<i>the village road</i>
N9	N+E+H	<i>many small leaves</i>
N10	N+C+H	<i>many car parks</i>
N11	E+C+H	<i>light pink living rooms (E1+E2+C+H)</i>
With postmodifier		
N17	pp+ng	<i>the road [of village], the side [of another house], vertical lines [on the trunks], many car parks [outside the house]</i>
Error		<i>“light yellow colour”; “seven/four meter”</i>

S8c (final phase of journal entry)

In front of my house, it has **big window in the left hand**. **The window** is covered by **the iron case**. It is white and adorned by golden colour. The window has **brown curtain** but when I see within house the curtain is **light brown** that has **a decorative design** is **many big leaves**. And it has **a big white door in the right hand**. **The big door** make from wood, and the door has **a circular silver door knob**. When I open the big door. It has a iron door that has colour as same the iron case (Para. 3).

When I open the iron door. In the left hand, it has **a big dining table that can be capacity six people**. **This table** is **black brown colour**. It make from plywood. It has four legs. **There are six chairs that has same colour as the table**. The chairs have beige cushion. The cushion make from leather (Para. 5).

On the dining table, it has **condiments in one side of the edge of the table** such as sugar, salt, soybean sauce, fish sauce, chilli powder, pepper, vinegar and tomato sauce. In the middle of the table, it has **one vase**, and it has **many red roses in the vase** (Para. 6).

In the right hand, it has shoes case that has colour as same as **big dining table**. It has around five shelf, and can be capacity around fifty shoes.

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>the window, this table</i>
N3	N+H	<i>one vase</i>
N4	E+H	<i>brown curtain, light brown</i>
N5	C+H	<i>soybean/tomato/fish sauce</i>
N7	D+E+H	<i>a decorative design, a big white door, the big door</i>
N8	D+C+H	<i>the iron case</i>
N9	N+E+H	<i>many big leaves</i>
N10	N+C+H	<i>many red roses</i>
N11	E+C+H	<i>big dinning table</i>
N14	D+E+C+H	<i>a circular silver door knob (D+E1+E2+C+H), a big dinning table</i>
With postmodifier		
N17	pp+ng	<i>big window [in the left hand], a big white door [in the right hand], condiments [in one side of the edge of the table], many red roses [in the vase]</i>
N18	Finite relative clause	<i>In the left hand, it has a big dinning table that can be capacity six people (Line 1, Para. 5). There are six chairs that has same colour as the table (Line 3, Para. 5).</i>
Error		<i>"black brown colour"</i>

II Comparison

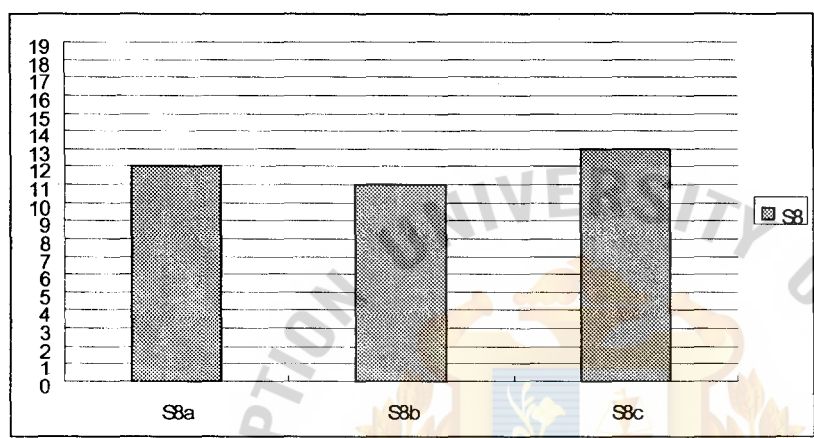
Table 4.8 Nominal groups' development of S8

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S8a	+	+	+	+	+	+	+	+		+	+						+	+	
S8b	+	+	+	+	+	+		+	+	+	+						+		
S8c	+	+	+	+	+		+	+	+	+	+			+			+	+	

In the first entry, one element of the premodifier is used more frequently. N17 and N18 are limited. In the midterm entry, two elements of the premodifier are

increasing, N11 becomes longer, and N9 is applied in the phase. In the final entry, more complex premodifier, especially N14 is used. Preposition phrase N17 and finite relative clause N18 as the postmodifier are applied more frequently than the midterm. Moreover, the categories of nominal groups are increasing (Figure 4.8).

Figure 4.8 Categories of nominal groups for S8



4.2.9 Participant 9 (S9)

I Analysis

S9a (the first phase of journal entry)

Mostly, reading book's student have not interested in a **text book** or newspaper. **They** love to read novel books, fictions and magazines. So **the publishing house** going to print **a lot of readings**. Until internet has them too, **it** has to give **an opportunity** to **new novelists**. **A student** reads it then comment on **web board** more than reads **text book** (Para. 1).

Some student in university share and care time very success. Until activity, reading, learning and working, they could do all for 4 years. They are **the excellent model**. We can doing like them (Para. 8).

N1	Single noun	<i>I, they</i>
With premodifier		
N2	D+H	<i>an opportunity, a student</i>
N3	N+H	<i>a lot of readings</i>
N4	E+H	<i>new novelists</i>
N5	C+H	<i>web board, text book</i>

N7	D+E+H	<i>the excellent model</i>
N8	D+C+H	<i>a text book, the publishing house</i>
With postmodifier		
N17	pp+ng	<i>some students [in university]</i>

S9b (midterm phase of journal entry)

My mother's customer has many friends. I am a helping hand of my mother when she has too much customers. I love to watch closely many customers. Somebody has undesirable habit that I want to hit their head to the wall. On the other hand, somebody look friendly and nice (Para. 1).

May is the last kind. She is a customer of my house, my mother is a hairdresser. She is a regular customer. She often loves to treatment her hair and paint nails. Their hair is long hair. The colour of hair is blond. When she moves her body, her hair looks like silk worm. If you see on a side view, her hair looks like a wave of the sea when that day is a fine day (Para. 2).

Her nails look good health. She often paints pink nail polish... (Para. 3)

She is 174 centimeters height. She looks like a model when she walks and stands in my house... (Para. 4)

N1	Single noun	<i>I, she</i>
With premodifier		
N2	D+H	<i>my mother's customer, my mother, a hairdresser, her hair</i>
N3	N+H	<i>many friends, many customers</i>
N4	E+H	<i>undesirable habit, long hair</i>
N5	C+H	<i>silk worm</i>
N7	D+E+H	<i>a regular customer, a fine day</i>
N8	D+C+H	<i>a helping hand</i>
N10	N+C+H	<i>174 centimeters height</i>
N11	E+C+H	<i>pink nail polish</i>
With postmodifier		
N17	pp+ng	<i>a helping hand [of my mother], a customer [of my house], the colour [of hair], a wave [of the sea]</i>

S9c (final phase of journal entry)

I will register in semester 2/2008 on Friday. That makes me serious because this is the first time for me to do like this... (Para. 1)

A front of book cover shows a place of Assumption University Suvarnabhumi campus. There are

steps that **three students** sit; **two girls** and **a man**. Three students are not from **the same country**. One girl student turn **her face** to **her friends** that makes me can not see her face. I just see her left side. She is **black hair** and she is braid. **She** wears earrings. She wears **uniform of Assumption University**. She wears **a black brown woolen coat**. She wears **black shoes**. I am sure that she is **an Asian people** because her skin is yellow white. The other girl wears uniform of Assumption University too, but she wears **a red and black sweater**. She wears **black sneakers**. **Her red bag** is beside her. Two girls open books (Para. 3).

A man who sits with two of girls wears uniform of Assumption University and a red necktie. He wears black leather shoes. He looks like an Indian people (Para. 4).

...There is **Undergraduate Programs** on the left column and **Postgraduate and Doctoral Programs** on the right column... (Para. 8)

N1	Single noun	<i>I, she, he</i>
With premodifier		
N2	D+H	<i>a man, her face/friends</i>
N3	N+H	<i>three students, two girls</i>
N4	E+H	<i>black hair/shoes, black sneakers</i>
N5	C+H	<i>undergraduate programs, postgraduate and doctoral programs</i>
N6	D+N+H	<i>the first time</i>
N7	D+E+H	<i>the same country, a red and black sweater, her red bag, a red necktie</i>
N8	D+C+H	<i>an Asian people, an Indian people</i>
N10	N+C+H	<i>one girl student</i>
N11	E+C+H	<i>black leather shoes</i>
N14	D+E+C+H	<i>a black brown woolen coat</i>
With postmodifier		
N17	pp+ng	<i>a front [of book cover], a place [of Assumption University Suvarnabhumi campus], uniform [of Assumption University], undergraduate programs [on the left column], postgraduate and doctoral programs [on the right column]</i>
N18	Finite relative clause	<i>A man who sit with two of girls wears uniform of Assumption University and a red necktie (Line 1, Para. 4).</i>

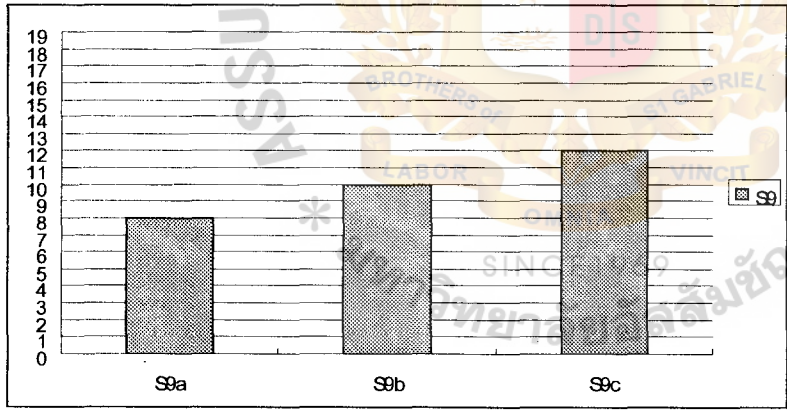
II Comparison

Table 4.9 Nominal groups' development of S9

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S9a	+	+	+	+	+		+	+									+		
S9b	+	+	+	+	+		+	+		+	+						+		
S9c	+	+	+	+	+		+	+		+	+			+			+	+	

The ninth participant uses limited categories of nominal groups in the initial entry. One element of the premodifier is used. N17 is used less. In the midterm entry, two elements of the premodifier are used more frequently. N17 is increasing as well. In the final entry, two or more elements of the premodifier are used, N14 and N18 are appeared in the entry, and N17 is increasing. The variation of nominal groups' categories can be seen in Figure 4.9.

Figure 4.9 Categories of nominal groups for S9



4.2.10 Participant 10 (S10)

I Analysis

S10a (the first phase of journal entry)

Summer is a season that I like, because it is a vacation season. Summer begins in February and ends in May. On April is the hottest moths in Thailand. On April, Songkarn is a popular festival. And my family always go to the province, Samut Prakarn (Para. 1).

At 2 pm the villager dipped up the water which mixed Thai perfume into the drain. The water will flow to a drain... (Para.7)

However, release birds and fishes are activities that indicate to Songkarn Phra Pradaeng festival. Doing this activity in order to get rid of bad luck... I saw that the parade decorated vehicles and all beautiful ladies wear Thai Raman dresses. I thought that was interesting and impressing. Besides there contested Miss and Mr. Songkarn as well as how to play splashing water as Thai-Raman traditional way. I saw a lot of people had cheered loudly. They were feeling happy (Para. 9).

The all stories are the things that I can see in the Songkarn Festival... (Para. 10)

N1	Single noun	<i>I, summer</i>
With premodifier		
N2	D+H	<i>a reason, my family, the province</i>
N3	N+H	<i>a lot of people</i>
N4	E+H	<i>bad luck</i>
N5	C+H	<i>Songkarn Phra Pradaeng festival, Thai Raman dresses</i>
N6	D+N+H	<i>the all stories</i>
N7	D+E+H	<i>the hottest moths, a popular festival</i>
N8	D+C+H	<i>a vacation season</i>
N9	N+E+H	<i>all beautiful ladies</i>
With postmodifier		
N17	pp+ng	<i>the hottest moths [in Thailand]</i>
N18	Finite relative clause	<i>At 2 pm the villager dipped up the water which mixed Thai perfume into the drain (Line 1, Para. 7).</i>

S10b (midterm phase of journal entry)

I just buy something. I proud to present this thing, because it is hard to find and I would like work by this thing. It is a computer program, Thai-Amazing Print I that is created by Thai software group (Para. 1).

The CD-Rom is in a transparent plastic box. It is not too thick but strong. This box attracts me because a lot of colourful animal pictures. They are drawn be cartoon picture. So they look lovely very much (Para. 2).

On the top of this page has a big message written Thai-Amazing Print I. Below there has two small messages written For Children and Amazing Print Work (Para. 4).

Anyway for eleven animals, on the left side is a lion in pink...She has little horn and little ears. Besides she binds a pink scarf on her shoulder and wears blue woolen coat. She smiles. The next is a giraffe. It is taller than everybody. It has a lot of black dots on her yellow body, has little ears and

also smiles (Para. 5).

N1	Single noun	<i>I, it, they, she</i>
With premodifier		
N2	D+H	<i>this box, the CD-Rom</i>
N3	N+H	<i>eleven animals</i>
N4	E+H	<i>little horn/ears</i>
N5	C+H	<i>Thai software group, cartoon picture</i>
N7	D+E+H	<i>a big message</i>
N8	D+C+H	<i>a computer program</i>
N9	N+E+H	<i>two small message, a lot of black dots</i>
N11	E+C+H	<i>blue woolen coat</i>
N14	D+E+C+H	<i>a transparent plastic box</i>
N15	N+E+C+H	<i>a lot of colourful animal pictures</i>
With postmodifier		
N17	pp+ng	<i>a lion [in pink], a pink scarf [on her shoulder], a lot of black dots [on her yellow body]</i>
N19	Non-Finite relative clause	<i>On the top of this page has a big message written Thai-Amazing Print (Line 1, Para. 4). Below there has two small message written For Children and Amazing Print Work (Line 2, Para. 4).</i>

S10c (final phase of journal entry)

The boy wears a white shirt, long trousers, black suit and a red bow at the collar and black shoes. This picture has a thick golden frame. It has many beautiful flowers in front of the banquet room (Para. 3).

It is colourful. And it has a long table that is covered by white cloth and five chairs that are covered by white cloth as same the table with a big golden bow at the back of the seats (Para. 4).

On the table, it has two red boxes for put cards from any guests. The shape of box is heart. In front of each boxes, they are decorated by two artificial pink roses, and in above of each has a long hole to put guests' cards. Two boxes make from mulberry pulp paper... (Para. 5)

Now, you can guess that what is the kind of this banquet? The banquet is a wedding ceremony... (Para. 6)

This room has one entrance door. It is a very big door...Each tables can capacity ten people, so it has ten chairs covered by white cloth with golden bow at the back of the seat same the chair at the front of the room. It's a circle table. It has small circle black glass in the middle of table that can rotate. It has for placing the food. It calls a meal made up of Chinese dishes, and have white aprons on them, chopsticks and scallion in the water glass. From the door, in the right has a big stage that has red stone (Para. 8).

N1	Single noun	<i>it, they</i>
With premodifier		
N2	D+H	<i>this picture, the boy</i>
N3	N+H	<i>five chairs, two boxes</i>
N4	E+H	<i>long trousers, black suit/shoes</i>
N5	C+H	<i>mulberry pulp paper, Chinese dishes</i>
N7	D+E+H	<i>a white shirt, a red bow, a long table</i>
N8	D+C+H	<i>a wedding ceremony</i>
N9	N+E+H	<i>two red boxes</i>
N10	N+C+H	<i>one entrance door</i>
N11	E+C+H	<i>small circle black glass (E+C1+C2+H)</i>
N14	D+E+C+H	<i>a thick golden frame</i>
N15	N+E+C+H	<i>two artificial pink roses</i>
With postmodifier		
N17	pp+ng	<i>a red bow [at the collar], the shape [of box], small circle black glass [in the middle of table], chopsticks and scallion [in the water glass]</i>
N18	Finite relative clause	<i>And it has a long table that is covered by white cloth and five chairs that are covered by white cloth as same the table with a big golden bow at the back of the seats (Para. 4). In the right has a big stage that has red stone (Line 8, Para. 8).</i>
N19	Non-Finite relative clause	<i>So it has ten chairs covered by white cloth with golden bow at the back of the seat same the chair at the front of the room (Line 4, Para. 8). It calls a meal made up of Chinese dishes, and have white aprons on them, chopsticks and scallion in the water glass (Line 6, Para. 8).</i>
Error		<i>"each boxes/tables" should be singular form.</i>

II Comparison

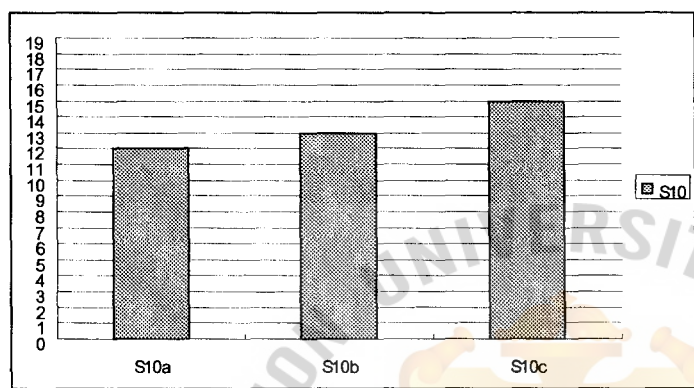
Table 4.10 Nominal groups' development of S10

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S10a	+	+	+	+	+	+	+	+	+		+						+	+	
S10b	+	+	+	+	+		+	+	+		+			+	+		+		+
S10c	+	+	+	+	+		+	+	+	+	+			+	+		+	+	+

In the first entry, one element of the premodifier, N17 and N18 are used. In the midterm entry, two elements of the premodifier and N17 are increasing. Moreover,

N19 is appeared. In the final entry, more complex premodifier are applied, such as three elements of the premodifier: N14 and N15, and N17, N18, N19 are used in the entry. As can be seen in *Figure 4.10*, the categories of nominal groups are increasing.

Figure 4.10 Categories of nominal groups for S10



4.2.11 Participant 11 (S11)

I Analysis

S11a (the first phase of journal entry)

I'm on the way. Suddenly I saw a big notice it was a yellow colour and I saw a lot of figures. I'm sure that was a garage I drove got in. I saw the price of fuel. I saw four kinds of fuel. First diesel 32.95 baht per liter. Second benzine 30.75 baht per liter and third gasohol 91 28.24 baht per liter. Fourth gasohol 95 29.69 baht per liter. That make me bored because it was a high price. I stopped the car. I saw a young boy ran to me. He wore a yellow cap, yellow shirt and black trousers. I know he was a garage boy. He looked very friendly (Para. 3).

N1	Single noun	I, that, he
With premodifier		
N2	D+H	a garage, the car
N3	N+H	a lot of figures, four kinds of fuel, 32.95 baht
N4	E+H	yellow shirt, black trousers
N7	D+E+H	a big notice, a young boy, a yellow cap
N8	D+C+H	a garage boy
With postmodifier		
N17	pp+ng	the price [of fuel]
Error		"a yellow colour"

S11b (midterm phase of journal entry)

I see a white wall, it make me some trouble for my eye. I see a white light when the sunrise reflect my bathroom, in a white wall I see two-three designs on the wall. I see an orange forest in a white tile and I see a yellow flower and red flowers. The third design is like a jigsaw in line. Then I see an upper wall it's an original wall. It's a white wall doesn't have a design...I can lay down a lot of things in this shelf...I see a green shampoo brand "Carol Antidandruff". My mother buy it for me because it is good shampoo brand... (Para. 2)

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>my bathroom, a design/jigsaw</i>
N3	N+H	<i>a lot of things</i>
N4	E+H	<i>red flowers</i>
N6	D+N+H	<i>the third design</i>
N7	D+E+H	<i>a white wall, a white light, a yellow flower</i>
N8	D+C+H	<i>an upper wall, an original wall</i>
N11	E+C+H	<i>good shampoo brand</i>
N14	D+E+C+H	<i>a green shampoo brand</i>
With postmodifier		
N17	pp+ng	<i>some trouble [for my eye], two-three designs [on the wall], a orange forest [in a white tile]</i>

S11c (final phase of journal entry)

...She wears a cap, black shirt and jeans. She looks like a boy but she is a girl...Merchant carry a big knife and prepare to cut the meat and pork... (Para. 1)

...Then I go to the third shop I see a lot of cute used electric equipment (Para. 2).

Now I stay the place that I love it very much. I stay the pet zone. I love this zone because I love dog and fish in a glass of cabinet. Such as gold fish and silver fish etc. Second shop I see a merchant wearing a green dress and black sandals. She will sell a fish to customer. Customer buy five gold fishes and three silver fish. And he buy food for fish. I see he pay three hundred and fifty baht to merchant. I think it is very expensive but I know if you love something you can pay for it. Then I walk to the third shop I see a lot of dogs in the cage. I see a Pomeranian, dog, bay dog, and other dogs... (Para. 4)

N1	Single noun	<i>she, merchant, I, customer, he</i>
With premodifier		
N2	D+H	<i>the place, this zone, a Pomeranian</i>
N3	N+H	<i>second shop, a lot of dogs, three hundred and fifty baht</i>
N4	E+H	<i>black shirt</i>

N5	C+H	<i>gold fish, silver fish, bay dog</i>
N6	D+N+H	<i>the third shop</i>
N7	D+E+H	<i>a big knife</i>
N8	D+C+H	<i>the pet zone</i>
N10	N+C+H	<i>five gold fishes, three silver fish</i>
N15	N+E+C+H	<i>a lot of cute used electric equipment (N+E1+E2+C+H)</i>
With postmodifier		
N17	pp+ng	<i>fish [in a glass of cabinet], a lot of dogs [in the cage]</i>
N19	Non-Finite relative clause	<i>Second shop I see a merchant wearing a green dress and black sandals (Line 3, Para. 3).</i>

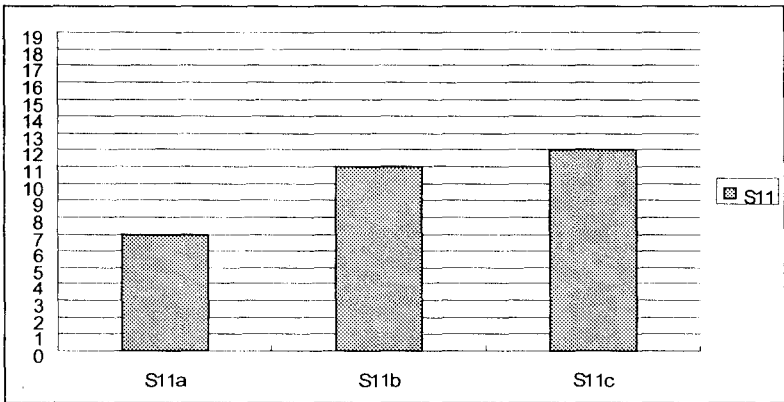
II Comparison

Table 4.11 Nominal groups' development of S11

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S11a	+	+	+	+			+	+									+		
S11b	+	+	+	+	+	+	+	+			+			+			+		
S11c	+	+	+	+	+	+	+	+		+					+		+		+

In the first entry, the participant uses some simple premodifier and N17. In the middle entry, two elements of the premodifier, especially N7 and N8 are used more frequently, and three elements of the premodifier N14 are appeared. In the final entry, N10 and N15 are appeared in the entry. The use of two or more elements of the premodifier is increasing and N19 is applied (Figure 4.11).

Figure 4.11 Categories of nominal groups for S11



4.2.12 Participant 12 (S12)

I Analysis

S12a (the first phase of journal entry)

Bank invites us to go to **his house**. His house stays at Sum-Peny. Sum-Peny is **a Chinese town**. There are **many things** and **their price** are very cheap. Jo and I say yes. We want to buy **something for our friend** on her birthday. We call taxi and go to Bank's house. Bank's house has **eight floors**. It is **house and office** for his family. At the first floor, it is his family's office. There is **one car**. This car is Benz. It is **black colour**. It is very luxury. Bank's house has one lift for go to others floor. Bank, Jo and I go to fifth floor. **This floor** is Bank's room. His room is **a large room**...**He is very dangerous man**. I think so...Jo opens Bank's TV and **video game**. He puts the CD in PS2 and plays the game (Para. 2).

...On his table, there are **four Gundam plasma models**. He goes to play game with Jo. Bank tell me to put **the plastic sword** in his cabinet. He wants to fight with me by **plastic sword**. I smile and feel exciting. I go to put **one long staff**. We go to eighth floor. This floor is training ground. Bank fence his sword to me. I receive it by **my long staff** and turn my body to use staff to hit him... (Para. 3)

N1	Single noun	there, we, he
With premodifier		
N2	D+H	his house, their price, this floor
N3	N+H	many things, eight floors, one car
N4	E+H	very dangerous person (E1+E2+H)
N5	C+H	video game, plastic sword
N7	D+E+H	a large room, my long staff
N8	D+C+H	a Chinese town, the plastic sword
N9	N+E+H	one long staff
N10	N+C+H	four Gundam plasma models (N+C1+C2+H)
With postmodifier		
N17	pp+ng	something [for our friend], office [for his family], the CD [in PS2]
Error		"black colour"

S12b (midterm phase of journal entry)

I open **my eyes** and wake up in the morning. I look outside **the window**. **The first thing** that I see is **blue sky**. I love the sky. It can make me relax when I see it. I go to have breakfast. I go outside my home. I sit on **the bench** in my garden. I see **many flowers** in my garden. They are beautiful... (Para. 1)

I walk on street. I see **child who sit on the footpath**...They don't know **traffic regulations** because they don't obey it. Taxis are same buses. **Some taxi drivers** are same as a thief...**They don't care**

many people who die in the war. The war has **a bad thing** only. It doesn't have **any good thing**...
(Para. 2)

N1	Single noun	<i>I, it, they</i>
With premodifier		
N2	D+H	<i>my eyes, the bench</i>
N3	N+H	<i>many flowers</i>
N4	E+H	<i>blue sky</i>
N5	C+H	<i>traffic regulations</i>
N6	D+N+H	<i>the first thing</i>
N7	D+E+H	<i>a bad thing</i>
N9	N+E+H	<i>any good thing</i>
N10	N+C+H	<i>some taxi drivers</i>
With postmodifier		
N17	pp+ng	<i>the bench [in my garden], many flowers [in my garden]</i>
N18	Finite relative clause	<i>I see child who sit on the footpath (Line 5, Para. 2). They don't care many people who die in the war (Line 23, Para. 2).</i>

S12c (final phase of journal entry)

*I go to **this party** by taxi with my friend Jew. **He is very tall man**. He has black hair and **black eyes**. He wears **the beige T-shirt and red cotton trousers**. **His opinion** looks like adult. He like to say don't think like kid! We wait for **our friends** in gang. After ten minutes, our friends come at my friend's house. My friend Max comes with his girlfriend and his son. **They have a cute son**. Their son is **their first child**. Their son has some hair and he wears **the yellow T-shirt**. His name is Mix. I like to play with him. He is very cute. My friend who stands next Max call me...I think this world doesn't have **any good boy**... (Para. 2)*

*He yells hey, dog comes. My friends in my gang call me dog...I can't remember **some friends** because they change their style a lot. My friend Baboon wears **the big sun glasses** and he sets his hair looks like a porcupine... (Para. 3)*

*...We talk about our life in university. Some friends study at ABAC same as me but **different campus**. Some friends study at **Bangkok University** but one friend study at **public university**... (Para. 4)*

N1	Single noun	<i>I, he, we, they</i>
With premodifier		
N2	D+H	<i>this party, his opinion, our friends</i>
N3	N+H	<i>some friends</i>
N4	E+H	<i>very tall man, black eyes, different campus</i>
N5	C+H	<i>Bangkok University, public university</i>
N6	D+N+H	<i>their first child</i>

N7	D+E+H	<i>the beige/yellow T-shirt, a cute son</i>
N9	N+E+H	<i>any good boy</i>
N11	E+C+H	<i>red cotton trousers</i>
N14	D+E+C+H	<i>the big sun glasses</i>
With postmodifier		
N17	pp+ng	<i>my friend [in my gang], our life [in university]</i>
N18	Finite relative clause	<i>My friend who stands next Max call me (Line 6, Para. 2).</i>

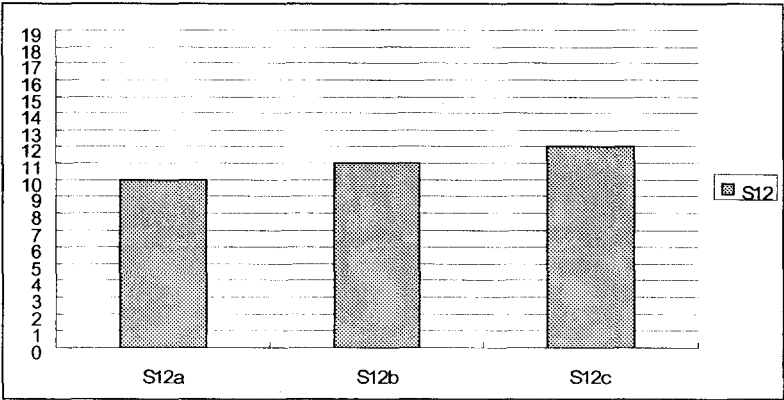
II Comparison

Table 4.12 Nominal groups' development of S12

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S12a	+	+	+	+	+		+	+	+	+							+		
S12b	+	+	+	+	+	+	+		+	+							+	+	
S12c	+	+	+	+	+	+	+		+		+			+			+	+	

In the first two entries, N2 is used frequently. In the midterm entry, two elements of the premodifier are used more frequently and N17 is increasing. In the final entry, the application of premodifier makes progress. More complex premodifier is appeared, especially N14. Moreover, N7 as two elements of the premodifier is increasing. The progress can be seen in *Figure 4.12*.

Figure 4.12 Categories of nominal groups for S12



4.2.13 Participant 13 (S13)

I Analysis

S13a (the first phase of journal entry)

I see my notebook. Background of notebook is yellow. On the top, the left side has a word. It writes that Pascualina. The colour of the word is black. The cover of notebook has a picture about animal city because there are many animals such as rabbit, frog, cat, pig, crocodile, etc. This city has many restaurants on the left side and the right side. Between the restaurants have a sidewalk. On the sidewalk have two girls. The first girl puts on white shirt, short jeans, white and pink canvas shoes and pink bag...Beside them, there is a little boy... (Para. 1)

On the left side have many restaurants too. The first restaurant is Brasserie. In front of the restaurant has music band... (Para. 3)

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>my notebook, a picture, this city</i>
N3	N+H	<i>many animals/restaurants</i>
N4	E+H	<i>white shirt, short jeans</i>
N5	C+H	<i>music band</i>
N6	D+N+H	<i>the first girl/restaurant</i>
N7	D+E+H	<i>a little boy</i>
N8	D+C+H	<i>the left side</i>
N11	E+C+H	<i>white and pink canvas shoes</i>
With postmodifier		
N17	pp+ng	<i>background [of notebook], the colour [of the word], the cover [of notebook], a picture [about animal city], many restaurants [on the left side and the right side]</i>

S13b (midterm phase of journal entry)

In my bedroom, there are bed, cupboard, air-conditioner, two shelves, a big mirror, small table with small chair, television and VCD player. On the bed have a pillow, three dolls, small long pillow, big long pillow and blanket. My blanket is bear design. It's brown colour. I sue for a long time. It can be a pillow. My three dolls on the bed is Sakura doll, Star doll and Horse doll, because I was born in horse year. The small long pillow is medicine design...There are two remote controls, many song CDs, many movie CDs and small radio on the VCD player...Ron is holding a magic hand. And Hermiony is holding a book. All of them put the uniform of Hogwarts school. It's a magic school. It's green uniform with yellow red necktie. Harry puts his glasses. On the top of the poster has a sentence that something evil has returned to Hogwarts! (Para. 1)

N1	Single noun	<i>I, there, it</i>
With premodifier		
N2	D+H	<i>my blanket; a pillow</i>
N3	N+H	<i>two shelves, three dolls</i>
N4	E+H	<i>small table/radio</i>
N5	C+H	<i>bear design, star doll, Horse doll, VCD player</i>
N6	D+N+H	<i>my three dolls</i>
N7	D+E+H	<i>a big mirror</i>
N8	D+C+H	<i>a magic hand, a magic school</i>
N9	N+E+H	<i>two remote controls</i>
N10	N+C+H	<i>many song/movie CDs</i>
N11	E+C+H	<i>small long pillow, big long pillow</i>
N14	D+E+C+H	<i>the small long pillow</i>
With postmodifier		
N17	pp+ng	<i>small table [with small chair], my three dolls [on the bed], the uniform [of Hogwarts school]</i>
Error		<i>"brown colour"</i>

S13c (final phase of journal entry)

Assumption University opened on May 26, 2008. It opened quickly. While many universities open on June. First week of study in the university, I feel excited. The place of education, method of education, friend, time, homework, etc. are changing...So I write about Assumption University because it is the first thing when I study here...Assumption University or ABAC is the first international university of Thailand...Assumption University has two campuses including the original campus located at Huamark and the new campus at Suvarnabhumi. In Huamark campus is very small and old. It has old buildings and it only has basketball stadium but it has a small room for play table tennis...It has fitness, the swimming pool and a lot of stadiums for students to relax. Furthermore, Suvarnabhumi campus has a lot of car parks. Before you study in Assumption University, you must learn intensive English course and intensive mathematics course... (Para. 1)

N1	Single noun	<i>I, it, friend</i>
With premodifier		
N2	D+H	<i>the place</i>
N3	N+H	<i>many universities, two campuses, a lot of stadium</i>
N4	E+H	<i>old buildings</i>
N5	C+H	<i>Assumption University, Huamark/Suvarnabhumi campus, basketball stadium</i>
N6	D+N+H	<i>the first thing</i>
N7	D+E+H	<i>a small room</i>
N8	D+C+H	<i>the swimming pool</i>
N10	N+C+H	<i>a lot of car parks</i>

N11	E+C+H	<i>intensive English/mathematics course</i>
N13	D+N+C+H	<i>the first international university</i>
With postmodifier		
N17	pp+ng	<i>the place [of education], method [of education], the first international university [of Thailand]</i>
N19	Non-Finite relative clause	<i>Assumption University has two campuses including the original campus located at Huamark and the new campus at Suvarnabhumi (Line 15, Para. 1).</i>

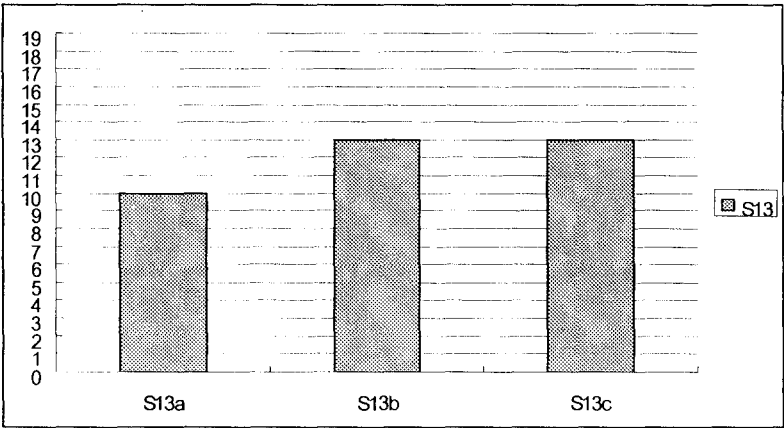
II Comparison

Table 4.13 Nominal groups' development of S13

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S13a	+	+	+	+	+	+	+	+			+						+		
S13b	+	+	+	+	+	+	+	+	+	+	+			+			+		
S13c	+	+	+	+	+	+	+	+		+	+		+				+		+

The participant uses simple premodifier, namely one element and two elements of the premodifier, and postmodifier N17 in the initial entry. In the midterm and final entry, various premodifier is increasing. More complex premodifier is used in the two entries. In the final entry, non-finite relative clause N19 is applied. The progress of nominal groups can be seen in Figure 4.13.

Figure 4.13 Categories of nominal groups for S13



4.2.14 Participant 14 (S14)

Analysis

S14a (the first phase of journal entry)

This time I choose to sit under P Building. My friends told me that they see a lot of things in this place. So I decided to try one (Para. 1).

...I see people who work at ABAC but they are not teacher walking to the office...I see a lot of students wearing jacket...Today, it seem like the weather is nice, have no rain but I bring my umbrella. It is always like this when I bring the umbrella on some day and that day is a sunny day... (Para. 2)

I see my mathematic teacher walk pass my table... (Para. 2)

...A few minutes left, the bell rang now. I have to go to the class which is mathematic class. I see two security guards at the P Building... (Para. 4)

...I see a lot of drinks and yogurts. It is white package... (Para. 5)

N1	Single noun	<i>I, it, water, they</i>
With premodifier		
N2	D+H	<i>my friends, the umbrella, my umbrella</i>
N3	N+H	<i>a lot of things, a lot of students</i>
N4	E+H	<i>white package</i>
N5	C+H	<i>P building</i>
N7	D+E+H	<i>a sunny day</i>
N8	D+C+H	<i>my mathematic teacher</i>
N10	N+C+H	<i>two security guards</i>
With postmodifier		
N17	pp+ng	<i>a lot of things [in this place], two security guards [at the P Building]</i>
N18	Finite relative clause	<i>I see people who work at ABAC but they are not teacher walking to the office (Line 3, Para. 2). I have to go to the class which is mathematic class (Line 4, Para. 4).</i>
N19	Non-Finite relative clause	<i>I see a lot of students wearing jacket (Line 7, Para. 2).</i>

S14b (midterm phase of journal entry)

I sit at a desk and play a computer game. The name of the game that I am playing is Shopmania. At the first page, before I play a game, I see a green blank. This blank shows the name of player. I see a man who wears a blue shirt with belt. He has light blond short hair and white skin. He is smiling and holding a small blue gift box with a red ribbon...It has short tail, short legs, little eyes, black eyebrows...This shop has five floors...(Para. 1)

...And she wears sun glasses. There is a man who is very fat look kind hearted...I play from the first floor to the third floor... (Para. 2)

N1	Single noun	<i>I, it, there</i>
With premodifier		
N2	D+H	<i>a game, this blank/shop</i>
N3	N+H	<i>five floors</i>
N4	E+H	<i>short tail/legs, little eyes, black eyebrows</i>
N5	C+H	<i>sun glasses</i>
N6	D+N+H	<i>the first floor, the third floor</i>
N7	D+E+H	<i>a green blank</i>
N8	D+C+H	<i>a computer game</i>
N11	E+C+H	<i>light blond short hair</i>
N14	D+E+C+H	<i>a small blue gift box</i>
With postmodifier		
N17	pp+ng	<i>the name [of the game], the name [of player], a small gift box [with a red ribbon]</i>
N18	Finite relative clause	<i>I see a man who wears a blue shirt with belt (Line 3, Para. 1). There is a man who is very fat look kind hearted (Line 11, Para. 2).</i>

S14c (final phase of journal entry)

I see my living room when you come to my living room, at first sight you will see a big mirror door with a golden knob. Then open the door on the right hand side of the door way, you will see the big brown sofa and seven pillows...At the font of sofa is a table, it is glass table and it is short table with silver base and wood side. On these tables have three remote controls. These three remote controls are put on the small basket and next to the basket is a bar of chocolate and snack...Next to the lamp, there is one craft doll...Next to my brother picture has a vase which has red and pink flower in it...The third shelf is about myth...Beside my photo, there is a little basket filled with flower... (Para. 1)

N1	Single noun	<i>I, it, you, there</i>
With premodifier		
N2	D+H	<i>the door, a table</i>

N3	N+H	<i>seven pillows</i>
N4	E+H	<i>short table</i>
N5	C+H	<i>glass table</i>
N6	D+N+H	<i>the third shelf</i>
N7	D+E+H	<i>the big brown sofa (D+E1+E2+H)</i>
N8	D+C+H	<i>my living room</i>
N9	N+E+H	<i>three remote controls</i>
N10	N+C+H	<i>one craft doll</i>
N12	D+N+E+H	<i>these three remote controls</i>
N14	D+E+C+H	<i>a big mirror door</i>
With postmodifier		
N17	pp+ng	<i>a big mirror door [with a golden knob], the door [on the right hand side of the door way], short table [with silver base and wood side]</i>
N18	Finite relative clause	<i>Next to my brother picture has a vase which has red and pink flower in it (Line 21, Para. 1).</i>
N19	Non-Finite relative clause	<i>Beside my photo, there is a little basket filled with flower (Line 41, Para 1).</i>

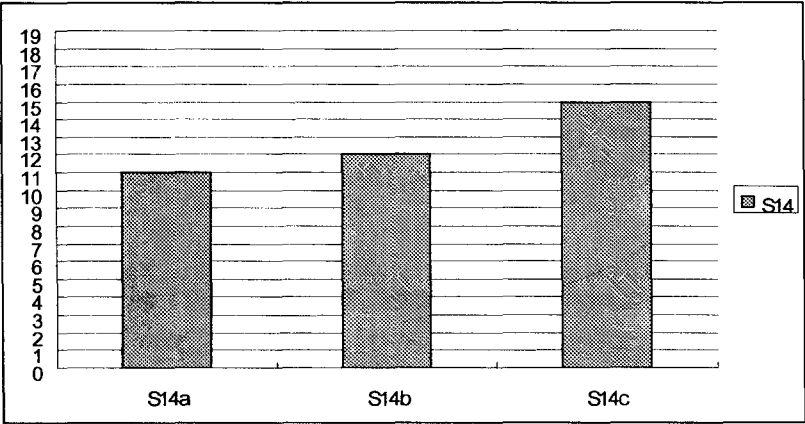
II Comparison

Table 4.14 Nominal groups' development of S14

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S14a	+	+	+	+	+		+	+		+							+	+	+
S14b	+	+	+	+	+	+	+	+			+			+			+	+	
S14c	+	+	+	+	+	+	+	+	+	+	+	+		+			+	+	+

In the first entry, one element and two elements of the premodifier, and N17, N18, N19 are applied. In the midterm entry, two elements of the premodifier are used more frequently, and three elements of the premodifier N14 appear. In the final entry, various premodifier are applied, particularly longer N7, and more complex premodifier N12 and N14. Moreover, N17, N18 and N19 are also applied (Figure 4.14).

Figure 4.14 Categories of nominal groups for S14



4.2.15 Participant 15 (S15)

I Analysis

S15a (the first phase of journal entry)

One morning, I wake up very early, and go to take a shower. So I don't have anything to do. Then I go to down stair and turn on my black computer. I start to open media player and watching my favorite music video. My favorite band in Thai name is Clash (Para. 1).

I watch Clash's music video many times, but I never boring. I like voice of this band, he has very great voice... (Para. 2)

...In the end of party, all members in Clash band give me 2 concert tickets... (Para. 3)

N1	Single noun	I, he
With premodifier		
N2	D+H	a shower
N3	N+H	many times, one morning, all members
N4	E+H	very great voice (E1+E2+H)
N5	C+H	down stair, media player
N7	D+E+H	my black computer, my favorite band
N8	D+C+H	Clash's music video
N10	N+C+H	two concert tickets
N14	D+E+C+H	my favorite music video
With postmodifier		
N17	pp+ng	voice [of this band], all members [in Clash band]

S15b (midterm phase of journal entry)

...I walked to Shabushi to eat **my delicious lunch**... (Para. 1)

...I saw **a cashier counter at the left side**. I go to sit at **my seat**. Shabushi had **a Sushi buffet bar**, I see **many dishes** and **many colours of dish** move pass slowly in front of my face. It had **many kind of Sushi**, such as **sweet egg Sushi, shrimp Sushi, salmon Sushi, seaweed Sushi** etc... (Para. 2)

...It is very delicious and **great taste**. In this place began to have **more people**. I looked around **this place**. This Shabushi is quite dark. It is a **black tone style**... (Para. 3)

N1	Single noun	I, it
With premodifier		
N2	D+H	this place, my seat
N3	N+H	many dishes, more people
N4	E+H	great taste
N5	C+H	shrimp Sushi, salmon Sushi, seaweed Sushi
N7	D+E+H	my delicious lunch
N8	D+C+H	a cashier counter, a Sushi buffet bar
N11	E+C+H	sweet egg Sushi
N14	D+E+C+H	a black stone style
With postmodifier		
N17	pp+ng	a cashier counter [at the left side], many colours [of dish]
Error		"many kind of Sushi" should be "kinds"

S15c (final phase of journal entry)

Second woman is also **doll concept**. She lie down opposite **first woman**. She has got **black hair** and **blue beach hat**. I saw her and think she look like **a dead woman doll**. Because **her make-up** is quite blue and purple. **Her eye shadow** is black and blue. **Her lip** is **violet blue**. She like a lady who freeze in refrigerator. She wear **black and white short jacket** cover **a green shirt**. She wear **a black mini skirt**. She is also like **first woman concept**. That is she look amazing in the clothes even if she is die or sad. I really like to watch **an art picture**. I like to think **the meaning of those pictures**. On the street that **two women in the picture**. It is a **cute street**... (Para. 3)

N1	Single noun	she, it
With premodifier		
N2	D+H	a lady, her make-up/lip
N3	N+H	two women
N4	E+H	black hair, black and white short jacket
N5	C+H	doll concept
N7	D+E+H	a green shirt, a cute street

N8	D+C+H	<i>her eye shadow, an art picture</i>
N10	N+C+H	<i>first woman concept</i>
N11	E+C+H	<i>blue beach hat</i>
N14	D+E+C+H	<i>a dead woman doll, a black mini skirt</i>
With postmodifier		
N17	pp+ng	<i>the meaning [of those pictures], two women [in the picture]</i>
N18	Finite relative clause	<i>She like a lady who freeze in refrigerator (Line 3, Para. 3)</i>

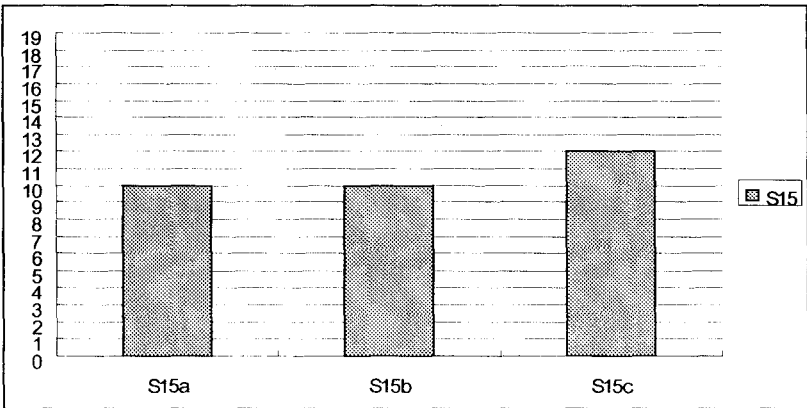
II Comparison

Table 4.15 Nominal groups' development of S15

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S15a	+	+	+	+	+		+	+		+				+			+		
S15b	+	+	+	+	+		+	+			+			+			+		
S15c	+	+	+	+	+		+	+		+	+			+			+	+	

In the first entry, various premodifier and N17 are used. In the midterm entry, two or more elements of the premodifier are increasing. In the final entry, the student begins to use N18. Two or more elements of the premodifier are used more frequently. The progress of nominal groups can be seen in Figure 4.15.

Figure 4.15 Categories of nominal groups for S15



4.2.16 Participant 16 (S16)

I Analysis

S16a (the first phase of journal entry)

There are many pictures around bookstore. I choose one of them. I choose a picture near my table, because I can see it clearly. The picture is on the wall over the board that topic is Honours. If you come from Assumption building, you can see it on the right hand. It is the third. It has a light over the picture because you can see it at night (Para. 2).

A type of this picture is rectangle. The picture frame is gold...It's a big cause that happen flood (Para. 3).

N1	Single noun	there, I, it
With premodifier		
N2	D+H	a picture, the picture
N3	N+H	many pictures
N5	C+H	Assumption building
N7	D+E+H	a big cause
N8	D+C+H	the picture frame
With postmodifier		
N17	pp+ng	many pictures [around bookstore], a light [over the picture], a type [of this picture]

S16b (midterm phase of journal entry)

I like to tell everyone I want to get Mini cooper, so at first of my gift, I could see it clearly because it wasn't wrap by gift wrapping paper. Yes, it was a model of Mini cooper. The model had yellow. I smiled and felt funny. Second it was a wallet. Its brand was Tody Glove. It was put in Body glove's box. Its skin was beautiful. It was black and its decorative design was light green. I liked it very much. Inside that had a photo. I saw it with my laugh. Because it was me and my sister who gave this gift when we were young. Next gift was T-shirt. It was a black shirt. I liked it too because I had many black T-shirts. I think they knew my style. Fourth gift it was wrap. At first when I opened it, I thought it was a jean trousers but it was not. It was a jean bag (Para. 3).

N1	Single noun	I, it
With premodifier		
N2	D+H	the model, a wallet, its skin, a photo
N3	N+H	fourth gift
N4	E+H	light green
N5	C+H	gift wrapping paper (C1+C2+H)

N7	D+E+H	<i>a black shirt</i>
N8	D+C+H	<i>its decorative design, a jean bag/trousers</i>
N9	N+E+H	<i>many black T-shirts</i>
With postmodifier		
N17	pp+ng	<i>a model [of Mini cooper]</i>

S16c (midterm phase of journal entry)

...*The students who study Matthayom 6 would study hard and always read books for their future. At first I thought to do same as the students who concentrated to read books. But I couldn't. I didn't know why. Maybe I was lazy. I thought it was **terrible idea**...* (Para. 1)

When the day that I just did it **one time in my life** was coming. I couldn't do my test. Just a little I could do. I feel bad and sad. Because myself. Because I never concentrate to read books. After that day I applied Assumption University. I studied **intensive English course**. It made me know **new friends**... (Para. 2)

...After **my parents** knew **this bad news**. They told me I couldn't change the past. They advised me let it flow. I thought I would stop the past and start the new. I would concentrate to study and **the university life at ABAC**. Although it was too late but I try to do. Did you see my like was change? My like has changed since **the admission** was beginning and **my life** was change again when I was **a full university student**... (Para. 3)

N1	Single noun	<i>I, they</i>
With premodifier		
N2	D+H	<i>my parents, my life</i>
N3	N+H	<i>one time</i>
N4	E+H	<i>terrible idea, new friends</i>
N5	C+H	<i>Assumption university</i>
N7	D+E+H	<i>this bad news</i>
N8	D+C+H	<i>the university life</i>
N11	E+C+H	<i>intensive English course</i>
N14	D+E+C+H	<i>a full university student</i>
With postmodifier		
N17	pp+ng	<i>one time [in my life], the university life [at ABAC]</i>
N18	Finite relative clause	<i>The students who study Matthayom 6 would study hard and always read books for their future (Line 5, Para. 1). I thought to do same as the students who concentrated to read books (Line 6, Para. 1).</i>

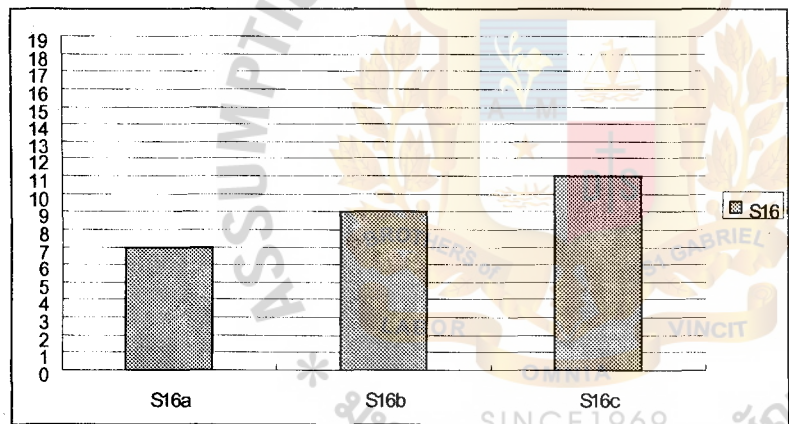
II Comparison

Table 4.16 Nominal groups' development of S16

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S16a	+	+	+		+		+	+									+		
S16b	+	+	+	+	+		+	+	+								+		
S16c	+	+	+	+	+		+	+			+			+			+	+	

In the first entry, the categories of nominal groups are limited. However, noun with premodifier is increasing in the midterm entry. In the final entry, various premodifier is applied. Two elements of the premodifier N11 and three elements of premodifier N14 begin to use. Postmodifier N19 appears in this entry (Figure 4.16).

Figure 4.16 Categories of nominal groups for S16



4.2.17 Participant 17 (S17)

I Analysis

S17a (the first phase of journal entry)

In my life, I saw **many things** came pass came through and I think everything that I saw, **it** has a meaning in itself and of course it has **a reason** too...**This book** is look like **the A4 paper** but smaller than A4 a little bit, and it has **a picture of giraffe** in the front of the book. It is brown, **a little cute giraffe**. Inside this book it is **the white paper** that have **a blank** to write **the subject** on the top left and also at the middle and right at the top are the blank that for write the date and in the main of the paper are **the twenty seven lines** for write everything that you want and **this size of the paper** is 18.5 × 26 centimeter and the amount is **30 pages with the front and the back**. But now it is less than **30**

pages... (Para. 1)

N1	Single noun	<i>I, it</i>
With premodifier		
N2	D+H	<i>a reason/blank, this book, the subject</i>
N3	N+H	<i>many things, 30 pages</i>
N6	D+N+H	<i>the twenty seven lines</i>
N7	D+E+H	<i>a little cute giraffe, the white paper</i>
N8	D+C+H	<i>the A4 paper</i>
With postmodifier		
N17	pp+ng	<i>a picture [of giraffe], the size [of the paper], and 30 pages [with the front and the back]</i>

S17b (midterm phase of journal entry)

...After I waste my time, I'm very serious and angry myself, at the moment I saw **a big light brightness** in my brain, **that is a picture of a car and the people that pass my face**, then I see it... (Para. 3)

The difference that I see, it is many things that we can see it in everyday every time of our life. Like **a different thing that I see**, for example, I see **the different level of people life**. I see **a rich people**, I see **a normal people** until the many beggars. If we are **all equal accomplishment** but I think we are all have power in our society...For example, **the snooker club** charges **the cost of drink**, charge the cigarette **50 baht maybe 70 baht**... (Para. 4)

N1	Single noun	<i>I, it, that</i>
With premodifier		
N2	D+H	<i>the difference/cost</i>
N3	N+H	<i>many things, 50/70 baht</i>
N6	D+N+H	<i>the many beggars</i>
N7	D+E+H	<i>a different thing, a rich people, a normal people</i>
N8	D+C+H	<i>the snooker club</i>
N9	N+E+H	<i>all equal accomplishment</i>
N14	D+E+C+H	<i>a big light brightness</i>
With postmodifier		
N17	pp+ng	<i>a big light brightness [in my brain], a picture [of a car and the people], the different level [of people life], the cost [of drink]</i>

S17c (final phase of journal entry)

My talking-dictionary or electronic dictionary, it has blue colour. It's very small, if you compare it

with **dictionary book**. At front side, in the middle, it has **a logo of this talking-dictionary**. And at the back side, it has **a small hole** for put a battery. **This talking-dictionary** is working by use **2 AAA battery**. And at the right bottom, it has **a small stick**. It's use for touch at the screen. This talking-dictionary is **a touch-screen system**...It has **a lot of functions** in this. **You** can choose **a function** by press Enter at the keyboard or touch at the function that you want to use in screen. **The first function** is dictionary...You just press the Talk button, located at the middle top... (Para. 2)

N1	Single noun	you, it
With premodifier		
N2	D+H	my talking-dictionary, a function
N3	N+H	a lot of functions
N5	C+H	electronic dictionary, dictionary book
N6	D+N+H	the first function
N7	D+E+H	a small hole/stick
N8	D+C+H	a touch-screen system, the Talk button
N10	N+C+H	2 AAA battery
With postmodifier		
N17	pp+ng	a logo [of this talking-dictionary]
N19	Non-Finite relative clause	You just press the Talk button, located at the middle top (Line 17, Para. 2).
Error		"blue colour"

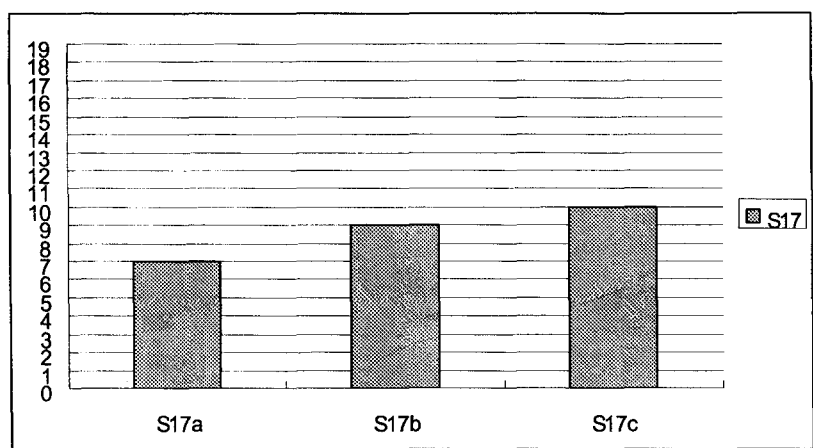
II Comparison

Table 4.17 Nominal groups' development of S17

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S17a	+	+	+			+	+	+									+		
S17b	+	+	+			+	+	+	+					+			+		
S17c	+	+	+		+	+	+	+		+							+		+

In the first entry, the participant uses few one element and two elements of the premodifier and N17. In the midterm entry, two elements of the premodifier are increasing, and three elements of the premodifier N14 appear in the entry. In the final entry, various premodifier are applied and N19 begins to be used. The progress of nominal groups can be seen in *Figure 4.17*.

Figure 4.17 Categories of nominal groups for S17



4.2.18 Participant 18 (S18)

I Analysis

S18a (the first phase of journal entry)

...We are walking to **the bus stop** and waiting the bus. But the bus doesn't come. Then I see **an old woman with one child**... (Para. 1)

...First, I will explain about **her mom**. She wear a **big gray T-shirt** but actually the shirt is **cotton shirt** and have a lot of holes, **big holes** and **small holes**. **Trousers**, it is a short with a big hole and very ragged... (Para. 3)

N1	Single noun	<i>I, she, we, trousers</i>
With premodifier		
N2	D+H	<i>the shirt, her mom</i>
N3	N+H	<i>a lot of holes</i>
N4	E+H	<i>big/small holes</i>
N5	C+H	<i>cotton shirt</i>
N7	D+E+H	<i>an old woman, a big gray T-shirt</i>
N8	D+C+H	<i>the bus stop</i>
With postmodifier		
N17	pp+ng	<i>an old woman [with one child], a short [with a big hole]</i>

S18b (midterm phase of journal entry)

Today is Wednesday, I am sitting in the library at Assumption University. Now I am thinking about

yesterday. *Yesterday* is Tuesday, I went to **the restaurant** near my university. Near my university has **a lot of restaurants** but **this restaurant** is very good looking. In front of it has a small table and chairs for the customer who want to smoke, because inside the restaurant can't smoke. **The door** is make from glass and **the wall around the door** is make from glass too (Para. 1).

...Then I talked with my friends and ordered **an Indian curry** with rice and **strawberry smoothie**... (Para. 3)

N1	Single noun	<i>I, yesterday</i>
With premodifier		
N2	D+H	<i>the restaurant, this restaurant, the door</i>
N3	N+H	<i>a lot of restaurants</i>
N4	E+H	<i>very good looking (E1+E2+H)</i>
N5	C+H	<i>strawberry smoothie</i>
N7	D+E+H	<i>a small table</i>
N8	D+C+H	<i>an Indian curry</i>
With postmodifier		
N17	pp+ng	<i>the wall [around the door], an Indian curry [with rice]</i>
N18	Finite relative clause	<i>In front of it has a small table and chairs for the customer who want to smoke (Line 4, Para. 1).</i>

S18c (final phase of journal entry)

Last week I went to **Siam center** with my older sister...And **the teenagers** in Thailand get this style and wear it. I think this style suitable for a teenager who likes this style...**They wear a long-red sleeved net shirt** inside the black wrapper, with skull printed at the front of the shirt, **a black stacking** inside red mini-skirt, and **black boots** with red shoelaces. Furthermore, they wear **a lot of ornaments**, such as **a sharp necklace**, **a red big round earring**, **a red cap** on their head, **a big silver chain** at their hip, **a suede wristlet** and they make up their face too. They printed **black eye liner** around their eyes, **pink brush** on their cheeks and **pink lip**... (Para. 1)

N1	Single noun	<i>I, they</i>
With premodifier		
N2	D+H	<i>the teenagers, this style</i>
N3	N+H	<i>a lot of ornaments</i>
N4	E+H	<i>black boots, pink brush/lip</i>
N5	C+H	<i>Siam center</i>
N7	D+E+H	<i>a black stacking, a sharp necklace, a red cap</i>
N8	D+C+H	<i>a suede wristlet</i>
N11	E+C+H	<i>black eye liner</i>
N14	D+E+C+H	<i>a long-red sleeved net shirt, a big silver chain</i>

With postmodifier		
N17	pp+ng	<i>the teenagers [in Thailand], a long-red sleeved net shirt [inside the black wrapper], a black stacking [inside red mini-skirt], black boots [with red shoelaces], a red cap [on their head], a big silver chain [at their hip]</i>
N18	Finite relative clause	<i>The sign that printed on the clothes are skull, sailor, pirate etc (Line 9, Para. 1). I think this style suitable for a teenager who likes this style (Line 12, Para. 1).</i>
Error		<i>“a red big round earring” should be “a big round red earring”</i>

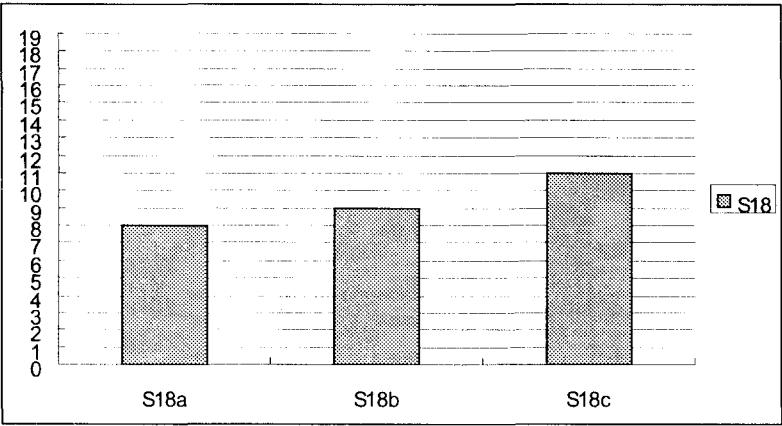
II Comparison

Table 4.18 Nominal groups' development of S18

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S18a	+	+	+	+	+		+	+									+		
S18b	+	+	+	+	+		+	+									+	+	
S18c	+	+	+	+	+		+	+			+			+			+	+	

In the first entry, the participant often uses one element of the premodifier, but N17 is less used. In the midterm entry, N4 becomes longer, N17 is increasing, and N18 is appeared. In the final entry, various premodifier and N17 are increasing. N11 and N14 appear. In addition, the categories of nominal groups are increasing during the three entries (Figure 4.18).

Figure 4.18 Categories of nominal groups for S18



4.2.19 Participant 19 (S19)

I Analysis

S19a (the first phase of journal entry)

When I get in **my house**, **first thing** is **sofa**. In my living room have **a couch** and **two wing chairs**. It can't wash because it can't remove **the voile** out of sofa. Couch and **wing chair** purchased at the same time. So, it has **same design and pattern in the texture**...And remainder there is **a deep red at ground**. **There is a perforated design in all of table linen**. Under my little table there is **a big carpet**...All of shelves there is **natural stone colour**... (Para. 2)

N1	Single noun	<i>sofa, it, there</i>
With premodifier		
N2	D+H	<i>my house, a couch, the voile</i>
N3	N+H	<i>first thing, all of shelves</i>
N4	E+H	<i>same design and pattern</i>
N5	C+H	<i>wing chair</i>
N7	D+E+H	<i>a deep red, a big carpet</i>
N8	D+C+H	<i>a perforated design</i>
N10	N+C+H	<i>two wing chairs</i>
N11	E+C+H	<i>natural stone colour</i>
With postmodifier		
N17	pp+ng	<i>same design and pattern [in the texture], a deep red [at ground], a perforated design [in all of table linen]</i>

S19b (midterm phase of journal entry)

At the present, **the river** where used to be clean turn into the river is dirty, because **society in present time** have **many people** who are careless. **They** like to dump everything that they do not want into the river, so the water is **bad smell**. **Oxygen in the river** is less than before, so **the animals that live in the river** died. **We** can not use water for drink, bathe, and wash anything. **The best thing** that destroys the river is **an industrial work**. It releases waste and **chemical substance** into the river. When **the animals in river** such as fish, shrimp receive the waste. It will accumulate the waste in their body. **Then the people who catch it for eat** will receive chemical substance. It has **a bad effect** for the people who eat it (Para. 3).

N1	Single noun	<i>they, we, it</i>
With premodifier		
N2	D+H	<i>the river, the animals, the people</i>
N3	N+H	<i>many people</i>
N4	E+H	<i>bad smell</i>
N5	C+H	<i>chemical substance</i>

N7	D+E+H	<i>the best thing, a bad effect</i>
N8	D+C+H	<i>an industrial work</i>
With postmodifier		
N17	pp+ng	<i>society [in present time], Oxygen [in the river], the animals [in river]</i>
N18	Finite relative clause	<i>The river where used to be clean turn into the river is dirty, because society in present time have many people who are careless (Line 1, Para. 3). Oxygen in the river is less than before, so the animals that live in the river died (Line 3, Para. 3). Then the people who catch it for eat will receive chemical substance (Line 7, Para. 3).</i>

S19c (final phase of journal entry)

In the wedding, Thailand is **the first country** that **many couples** like to register **the marriage certificate** under the sea. **This wedding** is called **Underwater Wedding Ceremony** and that shown as **the promise of lovers**. **The sea** not only shows the love that the lovers have for each other but also show of **the friendship**. On the day that we graduated from **high school**, I believe that **many students** will go to the sea with their friends because it's like **a symbol** that we will have each other forever. I think the people who work in office all the time, in their vacation just think of the camp bed and the sand that can make they happy enough. In every summer I believe that **many children and adults** want to go to the sea for diving to watch the coral or even just sit and watch the sunrise or sunset that make they feel more relax. At the sea there has **many water activities** such as diving, fishing, jet-ski, scooter, **Banana Boat**, parasailing and windsurf (Para. 2).

...It was such **a great time** and **lots of good memories**...That's why I like **beautiful sea** (Para. 3).

N1	Single noun	<i>I</i>
With premodifier		
N2	D+H	<i>this wedding, the sea/friendship, a symbol</i>
N3	N+H	<i>many students, many children and adults</i>
N4	E+H	<i>beautiful sea</i>
N5	C+H	<i>high school, Banana Boat, Underwater Wedding Ceremony</i>
N6	D+N+H	<i>the first country</i>
N7	D+E+H	<i>a great time</i>
N8	D+C+H	<i>the marriage certificate</i>
N9	N+E+H	<i>lots of good memories</i>
N10	N+C+H	<i>many water activities</i>
With postmodifier		
N17	pp+ng	<i>the promise [of lovers]</i>

N18	Finite relative clause	<i>I think the people who work in office all the time, in their vacation just think of the camp bed and the sand that can make they happy enough (Line 6, Para. 2).</i>
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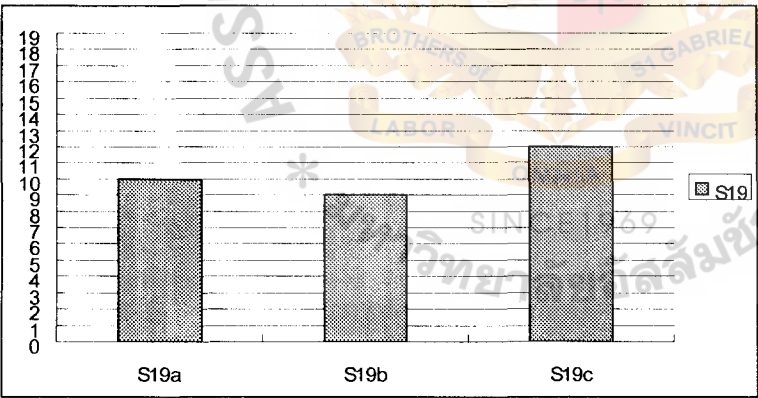
II Comparison

Table 4.19 Nominal groups’ development of S19

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S19a	+	+	+	+	+		+	+		+	+						+		
S19b	+	+	+	+	+		+	+									+	+	
S19c	+	+	+	+	+	+	+	+	+	+							+	+	

In the first entry, one element of the premodifier and N17 are used a lot. In the midterm entry, N18 as the postmodifier begins to be used. In the final entry, various premodifier and N17, N18 are used. The categories of nominal groups are increasing in the final entry (*Figure 4.19*).

Figure 4.19 Categories of nominal groups for S19



4.2.20 Participant 20 (S20)

I Analysis

S20a (the first phase of journal entry)

...I go there to buy a gift for my sister. Actually, I recognize her birthday when I arrived at The Mall because I saw my mobile phone and chance to glance at the date. I think it was so fast to back home and I have remained abundant time. To determine, a gift arising from I have many time and my

surplus dividend from my sister. I walk to *third floor* in a part of the mall's gift shop, where I shopping when I was learn at high school. Not only I and my friend were shopping but also others, they come to shopping at here too. *There is many discount commodities* (Para. 1).

...If you see it all around the body, it looks like *a little messenger of death*...The word has *direct meaning* and I never told to her (Para. 2).

...I think it was *suitable object* for give to my sister. Actually, to give a Devil in the birthday, it's not *good idea*... (Para. 3)

N1	Single noun	<i>I, it, there</i>
With premodifier		
N2	D+H	<i>a gift, her birthday, the date/word</i>
N3	N+H	<i>third floor</i>
N4	E+H	<i>suitable object, good idea</i>
N5	C+H	<i>direct meaning</i>
N7	D+E+H	<i>a little messenger</i>
N8	D+C+H	<i>my mobile phone</i>
N10	N+C+H	<i>many discount commodities</i>
With postmodifier		
N17	pp+ng	<i>a gift [for my sister], third floor [in a part of the mall's gift shop], a little messenger [of death]</i>

S20b (midterm phase of journal entry)

The journal about one thing that I can see, it is *my mobile phone*. *This is my new phone* (Para. 1).

Brand of my mobile is NOKIA. *The series* of my mobile is 7200. I bought it from Mabunkhlang Mall (MBK) in 3rd floor. *My old mobile phone* was felt by me then it has problem about *loudspeaker and screen*, so I must buy *the new one* during *the old mobile phone* is being repairing (Para. 2).

...It can manage *calling cost* but must to set *the cost limit* for calls. It has *32 ring tones*... (Para. 3)

...*Easy message deletion* is equating messages at a time. *Message distribution lists* is created and manage *the personal list*. For the contact, it can divide contact up to *5 groups* but I can see only 2 groups that open it... (Para. 6)

N1	Single noun	<i>I, it, this</i>
With premodifier		
N2	D+H	<i>the journal/series</i>
N3	N+H	<i>5 groups</i>
N5	C+H	<i>calling cost, message distribution lists</i>
N7	D+E+H	<i>my new phone, the new one</i>

N8	D+C+H	<i>my mobile phone, the personal list</i>
N10	N+C+H	<i>32 ring tones</i>
N11	E+C+H	<i>easy message deletion</i>
N14	D+E+C+H	<i>my old mobile phone, the old mobile phone</i>
With postmodifier		
N17	pp+ng	<i>brand [of my mobile], the series [of my mobile], and problem [about loudspeaker and screen]</i>

S20c (final phase of journal entry)

*The first day I got in **ABAC University** at Bangna campus. I stayed in a car with my mother at car park. I came here for survey **a university**, and then I stop **my vision** to stare at a person who stands just a little away from my car. I saw him, it's not love but I saw him because **his different hair** that makes me frightened and think in one's mind. He crazy? Maybe **he** is foreign man but when I perceived others I felt I should to do like them and I thought surely that everyone will do it probably when looked at this. Although another people have **various style** and **hair colour**, in my thinking he also have **weird hair style** for me. If I compare with him it was very different. I have **easy style** and with his light skin to make him as **prominent hair**. I don't know another think same me or not. Maybe I never see it. Because in my observe, **many people** were interest scarcely in a man and his friend who was standing around him, each of them also had appearing **different hair** and it was **nature case**. **My family** was a reason to make me think **much hair style**... (Para. 1)*

*The last I want to tell everyone that everything maybe not in your see by one's own eyes because something has **a private reason**... (Para. 3)*

N1	Single noun	<i>I, he</i>
With premodifier		
N2	D+H	<i>a university, my vision, my family</i>
N3	N+H	<i>many people</i>
N4	E+H	<i>various style, easy style, prominent hair, different hair</i>
N5	C+H	<i>ABAC University, hair colour, nature case</i>
N6	D+N+H	<i>the first day</i>
N7	D+E+H	<i>his different hair</i>
N8	D+C+H	<i>a private reason</i>
N10	N+C+H	<i>much hair style</i>
N11	E+C+H	<i>weird hair style</i>
With postmodifier		
N17	pp+ng	<i>ABAC University [at Bangna campus]</i>
N18	Finite relative clause	<i>I stop my vision to stare at a person who stands just a little away from my car (Line 3, Para. 1). Many people were interest scarcely in a man and his friend who was standing around him (Line 9, Para. 1).</i>

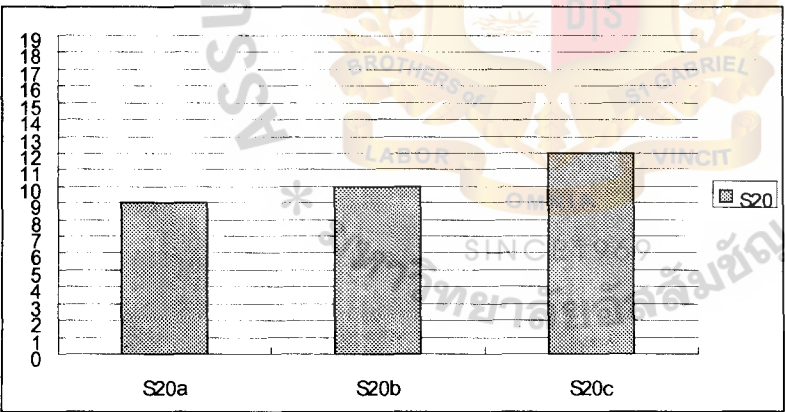
II Comparison

Table 4.20 Nominal groups' development of S20

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
S20a	+	+	+	+	+		+	+		+							+		
S20b	+	+	+		+		+	+		+	+			+			+		
S20c	+	+	+	+	+	+	+	+		+	+						+	+	

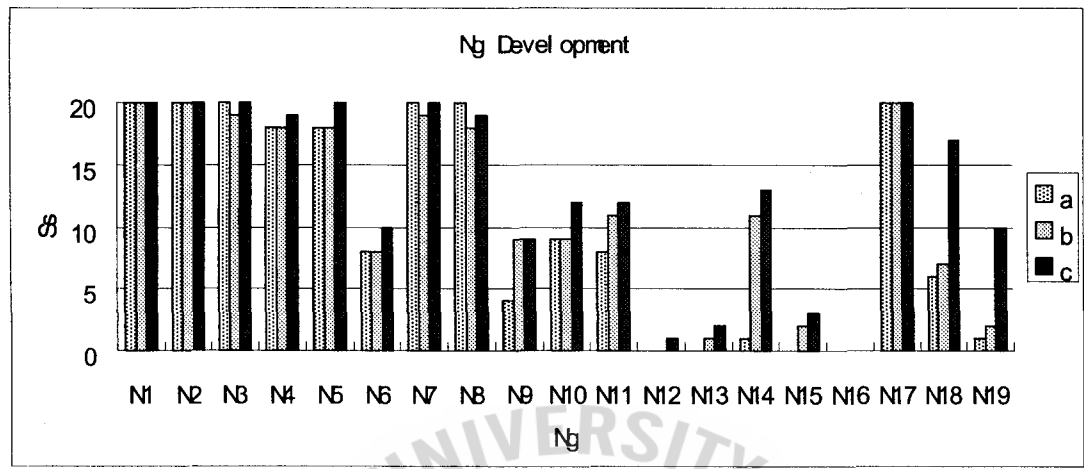
The application of premodifier inclines to one element of the premodifier and N17 is often used in the initial entry. In the midterm entry, two or more elements of the premodifier are increasing. Three elements of premodifier N14 appear. In the final entry, various premodifier are applied and N6 appears. As for the postmodifier, N17 and N18 are used. The categories of nominal groups are increasing from the first to the final entry (Figure 4.20).

Figure 4.20 Categories of nominal groups for S20



4.3 Summary of the Findings

Figure 4.21 Summary of nominal groups' development



20 Thai EFL learners did seem to make progress in using nominal groups in their fixed-topic journal task. Such improvement can be seen in 60 journal entries from the three phases of a semester (Figure 4.21). There are 18 categories of nominal groups are used in the writing task. N1 (single noun) and N2 (D+H) are used in all the entries. However, N16 (D+N+E+C+H) as the full form of noun with premodifier is never used by the target students.

In the first entries (a), there are 15 categories of nominal groups. Students use simple premodifier: N2 (D+H), N3 (N+H), N7 (D+E+H), N8 (D+C+H) and postmodifier N17 (pp+ng). Moreover, 18 students used N4 (E+H) and N5 (C+H). However, there are eight students apply N6 (D+N+H), four students use N9 (N+E+H), and six students use N18 (Finite relative clause). N14 (D+E+C+H) and N19 (Non-Finite relative clause) are applied by one student. In addition, N12

(D+N+E+H), N13 (D+N+C+H), and N15 (N+E+C+H) are never used in the first phase.

In the midterm entries (b), 17 categories of nominal groups are involved. More students use complex premodifier: N9 (N+E+H), N11 (E+C+H), N14 (D+E+C+H) and postmodifier N18 (Finite relative clause) and N19 (Non-Finite relative clause). Moreover, students begin to use N13 (D+N+C+H) and N15 (N+E+C+H) in the phase. Among these nominal groups, the application of N9 (N+E+H) and N11 (E+C+H) are increasing. There are nine students apply N9 (N+E+H), 11 students use N11 (E+C+H), one student starts to apply N13 (D+N+C+H), 14 students apply N14 (D+E+C+H), two students begin to use N15 (N+E+C+H), 18 students apply N17 (pp+ng) and two students use N19 (Non-Finite relative clause).

In the final entries (c), 18 categories of nominal groups are applied. Increasing students use various premodifier N4 (E+H), N5 (C+H), N6 (D+N+H), N10 (N+C+H), N11 (E+C+H), N13 (D+N+C+H), N14 (D+E+C+H) and N15 (N+E+C+H). Postmodifier N18 (Finite relative clause) and N19 (Non-Finite relative clause) are increasing in students' writing work. Moreover, the application of N12 (D+N+E+H) appears in this phase. There are 19 students use N4 (E+H), 20 students apply N5 (C+H), ten students use N6 (D+N+H), 20 students make use of N7 (D+E+H), 19 students apply N8 (D+C+H), 12 students use N10 (N+C+H) and N11 (E+C+H), one students begin to use N12 (D+N+E+H), two students use N13

(D+N+C+H), 13 students apply N14 (D+E+C+H), three students use N15 (N+E+C+H), 17 students apply N18 (Finite relative clause), and ten students use N19 (Non-Finite relative clause). Among these nominal groups, noun with postmodifier N18 and N19 are also increasing.

Additionally, although many errors of nominal groups can be found, “redundant” errors of colour are in common. For example, “*silver colour (S1a)*” should be “*silver*”; “*blue colour (S2a)*” should be “*blue*”, “*a pink colour (S5c)*” should be “*pink*”, “*green colour (S6c)*”, “*black colour (S7a)*”, “*black brown colour (S8c)*”, “*a yellow colour (S11a)*”, “*black colour (S12a)*”, “*brown colour (S13b)*”, “*blue colour (S17c)*” etc. According to Campbell and Shaweevongs (1956: 167), “*colours are not usually mentioned on their own in Thai but are prefixed by the Thai word SEE which is a classifier meaning ‘colour’ or ‘paint’*”. Thai being the students’ first language normally interferes with their English writing. This is a common phenomenon in many Asian countries, because English is used as a Lingua Franca. Other types of error involve “order” errors, for instance, “*a Pepsi 1.25 liter*” (S3b) should be “*a 1.25 liters Pepsi*”; “*each place different*” (S6a) should be “*each different place*”; “*a big seven number*” (S6c) should be “*a big number seven*”; “*a red big round earring*” (I8c) should be “*a big round red earring*”. Nouns in Thai do not involve singular form and plural form, however “form” errors can be found in English writing. For example, “*some cloud*” (S1c), “*many component*” and “*many suitcase*” (S2a), “*many thing*” (S4b), “*many bicycle*” (S6b), “*two colour*”,

“seven meter” (S8b), “each tables” (S10c).

4.4 Discussion

As can be seen from the analysis, writing the fixed-topic journals during a semester, all of the 20 students have made progress in using the nominal groups. However, not all the students expand their nominal groups in same way. Some students have obvious change. S7 make the biggest progress in increasing categories of the nominal groups among the 20 students. The categories of nominal groups for S7 are from 9 categories in the initial entry to 14 categories in the final entry. S10 and S14 use the most categories of the nominal groups in the final entries, namely, 15 types of nominal groups. It means these students have more specific description in their entries. But there is only small change in some students, such as S2 and S4, because they have less description of their writing object.

The possible reasons for the changes in students' entries involve familiarity with the writing object, teacher feedback, affective factor and the writing task. Take S14 as an example, the student wrote about “P building in AU” in the first entry, “a computer game” in the midterm entry and “living room” in the final one. Having familiar writing objects, the student had more specific description and made progress in the use of nominal groups. Teacher feedback can be one of the reasons. According to the experience of the researcher, teacher usually gives feedback in terms of what student wrote in their journal. It is very helpful for the students to get

the clue to improve their writing. Affective factor is a possible reason for students to make progress in their journal writing. Students are motivated to write more when they feel comfortable with the writing task or the teacher they write for. Moreover, the fixed-topic journal task is also a possible reason. Students write the description and practise the use of nominal groups for a semester. The more practice they have, the better they write.



Chapter Five

Conclusion

The purpose of this chapter is to summarize the results of data analysis in Chapter Four aiming to present a general view about the development of nominal groups in 60 fixed-topic journal entries. Moreover, the researcher puts forward pedagogical implications, discusses limitations of the study and looks at future research.

Review of research questions:

- 1) Do Thai EFL learners' nominal groups develop during fixed-topic journal writing task?
- 2) If so, what are the differences in terms of the use of nominal groups in Thai EFL learners' fixed-topic journals, during the first, midterm and final phases of a semester?

5.1 The Development of Nominal Groups in Fixed-topic Journal Writing

Through the data analysis in Chapter Four, it can be concluded that Thai EFL learners' nominal groups are in the process of developing during the fixed-topic journal writing task. Students use more categories in terms of nominal groups and more complex modifiers. That is, there are more elements of the premodifier, especially two or more elements of premodifier are used in the final stages of their

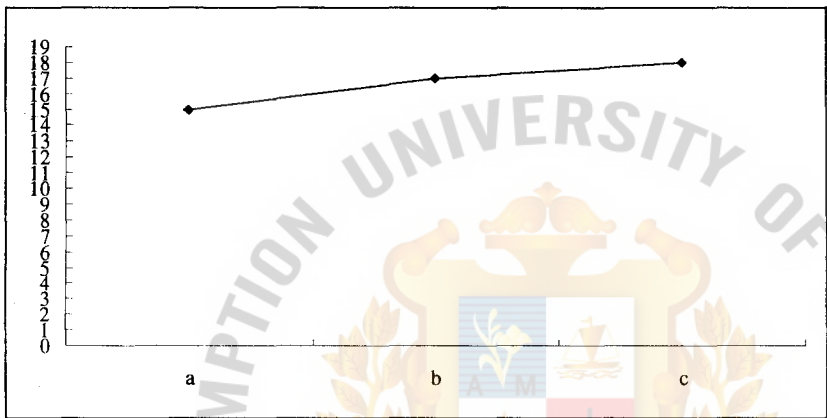
journal writing. In addition, noun with postmodifier becomes more complex. Students not only use simple form N17 (pp+ng), but also apply more complex form: N18 (finite relative clause) and N19 (Non-Finite relative clause) in their final entries. In addition, the development of nominal groups in fixed-topic journal means there are more precise description of “what students see”. With the development of nominal groups, the journal entries become more interesting.

5.2 The Difference of Nominal Groups’ Usage in Fixed-topic Journal

The difference of the use of nominal groups can be considered from three perspectives: categories’ variation, complexity and length. The variation of nominal groups’ categories involves 15 categories in the first phase, 17 categories in the midterm phase and 18 categories in the final phase (*Figure 5.1*). In terms of the complexity of nominal groups, in the first phase (a): N2 (D+H), N3 (N+H), N7 (D+E+H), N8 (D+C+H) and simple postmodifier N17 (pp+ng) are used frequently. In the midterm stage (b): N9 (N+E+H), N11 (E+C+H), N14 (D+E+C+H) are increasing. Complex postmodifier N18 (Finite relative clause) and N19 (Non-Finite relative clause) are used more frequently. Moreover, students begin to use N13 (D+N+C+H) and N15 (N+E+C+H). In the final entries (c): N4 (E+H), N5 (C+H), N6 (D+N+H), N10 (N+C+H), N11 (E+C+H), N13 (D+N+C+H), N14 (D+E+C+H), N15 (N+E+C+H) and postmodifier N18 (Finite relative clause), N19 (Non-Finite relative clause) are increasing in students’ writing work. The application of N12

(D+N+E+H) appears in the phase. As for the length of nominal groups, in the first phase, one element and two elements of the premodifier are used frequently. Two elements of the premodifier are increasing in the midterm stage. In the final phase, three elements of the premodifier are increasing.

Figure 5.1 Variation of nominal groups' categories



5.3 Significance of the Study

The study of nominal groups' development in fixed-topic journal writing shed light on the special kind of journal writing task. The fixed-topic journal writing task acts as a relative new writing activity, and can be used for improving EFL learners' writing performance. From the study, EFL educators can further understand the special fixed-topic journal writing and its effect. Moreover, the study provided some basic reference to EFL teachers who would like to apply the writing task to their teaching.

5.4 Pedagogical Implications

5.4.1 Providing focused instruction for EFL writing

The present study discussed the difference of using nominal groups in Thai EFL learners' fixed-topic journal writing in terms of three writing phases in Chapter Four. According to the specific use of nominal groups in different phases, teachers should provide focused instruction for students' written utterance in order to help students improve their writing effectively and gradually.

5.4.2 Analyzing nominal groups for students

With the analysis of nominal groups which are used in students' journal, teachers should instruct students to further understand the function of the nominal groups and their component, because it is helpful for students to acquire some lexico-grammatical knowledge and then improve their writing performance.

5.4.3 Giving feedback on errors of nominal groups

Some errors, especially “redundant” errors of nominal groups (e.g. “blue colour”) appeared frequently in students' journal entries, teacher should give feedback to students in terms of these errors in time. It is necessary for improving the application of nominal groups and students' writing performance.

5.4.4 Assigning controlled regulation for journal writing

The fixed-topic journal writing task should be carried out frequently. Moreover “2-page” requirements: “no big space and big font”, “describe in detail” and

“describe one theme in a day” are necessary for the effectiveness of the writing task.

In addition, the open-ended topic should be chose from which students are familiar with. Having all these, in order to help students build a bridge between what they have learned in class and the real world.

5.5 Limitations of the Study

5.5.1 This study only focused on specific “fixed-topic” journal writing rather than non fixed-topic journal writing, namely traditional journal writing. To investigate the development of nominal groups, it is also worthwhile to examine the non fixed-topic journal writing, since the traditional journal writing tasks can also affect the development of nominal groups and generate significant pedagogical implications for teachers and students.

5.5.2 The fixed-topic journal writing task investigated in the present study was not a long term task. It was only 15 weeks. To investigate the development of nominal groups in the 15-week writing task is not sufficient.

5.5.3 The present study was based on a small corpus. The data collected was only in the form of 60 journal entries. However, the more data collected, the more generalisable the result obtained. With only 60 pieces of writing, the result of this study may not be particularly representative of Thai EFL learners in general.

5.6 Suggestions for Future Research

5.6.1 Comparing the development of nominal groups between traditional journal and fixed-topic journal

With regard to future studies about the development of nominal groups, as the present study only examined the fixed-topic journal writing with Thai EFL learners, it did not identify the development of nominal groups from the difference between traditional journal and the fixed-topic journal writing. Therefore, future study could further explore the difference in Thai EFL learners' journal writing. However, the length requirement of the two writing task should be the same. Accordingly, researchers and teachers can obtain more detailed information of students' nominal groups' development with the fixed-topic journal writing.

5.6.2 Comparing the application of nominal groups between EFL learners and native speakers

As the current study was only carried out on a small scale in the context of Assumption University in Thailand, future research might explore the difference of nominal groups usage between learners from native speaking countries and learners from Thailand, or the difference of nominal groups between learners from Thailand and other nonnative speaking countries, such as China. Moreover, there are available corpora for research, such as British National Corpus (BNC), TIME Magazine Corpus, International Corpus of Learner English (ICLE), Thai English learner Corpus (TELC), Chinese Learners' English Corpus (CLEC), Spoken and

Written English Corpus of Chinese Learners (SWECCCL) etc.

5.6.3 Connecting nominal groups with other language skills

The current study only dealt with nominal groups in students' journal writing. Future research could be extended to explore the relationship between nominal groups and other language skills such as reading and speaking, so that English researchers or teachers could have a holistic idea about Thai EFL learners in nominal groups' development.

5.6.4 Researching fixed-topic journal on other aspects

Although the study focused on nominal groups' development in students' journal entries, in real condition, the fixed-topic journal writing task is not only affect the nominal groups, it also refers to other aspects, for instance, text organization, vocabulary, tense and punctuation correction. Therefore, the further study can move on these directions. Accordingly, researchers can obtain further understanding of the fixed-topic journal writing task.

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Appendix A

Assumption University

Course Outline BG0024 Basic English Sections 803-812 Semester 1\08

Course Objective: The purpose of this course is to increase your confidence and fluency in English in order to make your future studies at Assumption University more beneficial to you.

Course Description: Basic English is a 60-hour course that meets three times per week throughout the semester.

General Information: This course is effort based. That means that you must try hard to meet the requirements of the course if you want to pass. Effort is defined as attending and participating in all classes, doing all reading and writing assignments on time, only speaking English in the classroom, and taking the exams for the course. If you do all of these things, you will pass. If you do not do all these things, you will not pass.

Textbooks: *Book of Mumimu* by Namtip Conlon
From Arikarn's Diary by AU Students

Assignments: You will be given a reading assignment every week. You must complete the reading assignment before class on Monday. When you come to class on Monday, you must be prepared to ask at least two questions about either the text that you have read, or about something inspired by your reading.

You will write a two-page journal every week according to the instructions that your teacher gives you. It is important that you try to follow your teacher's instructions. Otherwise, you will not receive credit for your work. Your journal will be due every Wednesday. Late journals will not be accepted. Your journal will be returned to you each week during the Friday class.

Every Friday, you will have a chance to practice your conversation skills in English. It is important that you participate with your group. Speaking slowly or making mistakes is okay. Staying silent is not okay.

Your teacher will also give you other assignments from time to time. You should try to complete them as well as you can. Remember, the way to pass this class is effort!

Examinations: There will be a midterm examination, and a final examination for this course.

Appendix B

Fixed-topic Journal Entries (in CD)



THE ASSUMPTION UNIVERSITY LIBRARY

