

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.