

Chapter Nineteen

GRAMMATICAL METAPHOR IN SFL: A RHETORICAL RESOURCE FOR ACADEMIC WRITING

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Abstract

The focus of this paper is on grammatical metaphor as a rhetorical systemic resource for achieving lexical economy and information density in academic writing. It explores the various forms of transferences which are made possible by the grammar: from logical to experiential, from sequences to figures, elements, things and so on. These transferences involve “downgrading” of linguistic units from higher semantic domains to lower ones. The paper explored particularly the grammatical strategy of nominalization as the single most powerful resource for effecting ideational metaphor. Using five randomly selected research abstracts written by undergraduates of the Department of English Language and Literature, Nnamdi Azikiwe University, Awka, the paper observed the total lack of knowledge of this systemic resource by the students. By selecting four sequences of figures from each abstract, comprising various number of clause nexuses, the paper demonstrates how the judicious use of nominalization and ideational metaphor can help the writer of abstracts achieve word economy and at the same time information density. Since these attributes mark a well-written abstract, this grammatical strategy was recommended for students and budding academics. The paper concludes that creating awareness of the salutary effects of this systemic resource will put the students and academics on the path of academic excellence.

Key words: grammatical metaphor, nominalization, abstracts, information density, ideational metaphor, academic writing.

Introduction

Research interests in metaphor came into prominence with Lakoff and Johnson’s (1980) *Metaphors We Live By*. Metaphor is seen as ubiquitous in the representation of human experience and in the formation of mental models, schemata and presuppositions of social groups. However, Lakoff and Johnson’s interests were focussed on lexical metaphor in line with cognitive linguists and other schools. The notion of grammatical metaphor was proposed by Halliday in his systemic functional linguistics (SFL) as an extension of this interest in metaphor in the representation of human experience. (See Halliday and Matthiessen 636-658; see also Simon-Vandenberg et al online). Although grammatical metaphor differs in meaning and application to lexical/conceptual metaphor, both have one similar characteristic, both involve making a choice between a more straightforward and a more oblique realization of meaning (Bloor and Bloor 127); both involve transference or transportation of meaning from one domain of reference to the other (Jamshid online). Whereas traditional lexical metaphor transfers a dominant quality/attribute of one thing onto another – that is, from the “source domain” to the “target domain” (as in ARGUMENT IS WAR), grammatical metaphor transfers meaning from one grammatical status/class to

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another, for instance, from verb – (Process) – to noun – (Participant). Whereas lexical metaphor is on one word/idea instead of another, grammatical metaphor involves one grammatical form instead of another.

In this write-up, we shall explore in detail the concept of grammatical metaphor, the explication of grammatical metaphor in SFL, the grammatical strategies for realizing grammatical metaphor with particular emphasis on ideational metaphor, and finally, the application of grammatical metaphor in academic writing with emphasis on the writing of research abstracts. Before delving into these concepts, it is pertinent to give a general overview of Halliday's SFL as a background to the general concept of text creation and meaning making.

SFL: - Meaning-making by Choice

The basic underlying factor of SFL is meaning-making in context. Meaning is said to be an interface between linguistic (lexicogrammatical) and extralinguistic (contextual) features (Halliday *Explorations* 36). Meaning-making in SFL is a product of choice and meaning is said to reside in the systemic patterns of choice of the language users (Eggs 20). Writers choose from the rich inventory or network of options in the linguistic system (systemic) the particular meaning they require to perform various communicative functions in their lives (functional). This is the crux of this framework propounded by Halliday. Halliday categorized choices open to a writer/speaker in two ways; the "potential" and the "actual" choices (Halliday *Social Semiotic* 40).

The "potential" consists of the totality of meaningful choices open to the language user to convey simultaneously three meaning potentials which Halliday referred to as the "macro-functions" or "metafunctions". These metafunctions include – the ideational (representing human experience as content), the interpersonal (enacting human relationships) and the textual metafunctions (how text is created and how text relates to itself – cohesion – and to the context of use – coherence). These metafunctions are said to relate "from below" to the lexicogrammatical features of Transitivity (clause as representation of doings, happenings, being, having, sayings, etc), Mood (clause as exchange of goods and services, propositions and proposals) and Theme (clause as a message including how information is packaged in the clause to convey the message) respectively; and "from above" to the contextual dimensions of "Field", "Tenor" and "Mode" (Halliday and Matthiessen 61, Eggs 110-111; see also Halliday and Hasan's *Cohesion in English*, 1976). Halliday referred to the conceptual schema described above as the "social semiotic". (Halliday *Social Semiotic* 108-126).

Whereas the potential choices are the meaningful choices the writer would have made but did not, the actual choices are the choices the writer did eventually make. The product of the actual choices is a text, which Halliday referred to as the "actualized meaning potential" (Halliday *Social Semiotic* 40). Halliday therefore sees language as a meaning-making and

text-forming resource which enables people to represent and make sense of their experiences in the world, accomplish their purposes in life, and act out their personal and group relationships (Halliday and Matthiessen 29-30). Thus, the choices which a fiction writer makes from the resources of the lexicogrammar to convey his/her meanings in a text would differ from the choices made by a scientist writing a report of laboratory experiments; or by an academic or student writing a research report or an abstract.

It is pertinent to note that choice of appropriate register, proper mastery of the generic structure of the relevant area and evidence of considerable proficiency in the tactic and logico-semantic relations of the grammar of the clause are essential ingredients for making meaningful choices. The choice to use experiential resources of ideational metaphor or to exploit the tactic and logical relations of clause complex lies with the writer. The hallmark of an efficient writer is basically the ability to achieve registral and generic coherence. In the next section, we explore the need for this linguistic proficiency in academic writing especially in the writing of research abstracts.

Academic Writing: The Need for Information Density

Academic writing encompasses all writing tasks that are the product of thorough research, investigation or enquiry used for the advancement of knowledge in academic or professional settings. In the educational institutions, this may be of two kinds: firstly, professional research writings which are the prerequisites for annual appraisals of academics who must “publish or perish”. The second is the student academic writing which involves writing of term papers, research projects, theses and dissertations.

Because academic writing is a depersonalized discourse, it is more consistently ideational in its orientation as it concentrates on the field of discourse, the subject matter or the content of research findings. It follows a conventionalized format with specifications on the number of pages and length of report. It therefore requires a specialized pattern of information packaging and texture in ways which not only makes for economy of words, but also retains the sophistication and erudite touch which mark a particular text as an academic discourse. One of the systemic strategies for achieving information density in academic writing is through grammatical metaphor of the ideational type. Our concern in this paper is to highlight the salutary effects of ideational metaphor especially nominalization in achieving word economy and information density in the writing of research abstracts.

An abstract, according to Bhatia (78), is a description or factual summary of the much longer research report. It is meant to give the reader an exact and concise knowledge of the full report. It contains information on the following aspects of the research that it describes: what the author did (purpose/objectives); how the author did it (methodology); what the author found (findings/results) and what the author concluded (conclusions). This format is regarded by Bhatia as the generic or the cognitive move structure of a well-written abstract. A

standard abstract in most academic journals and conference proceedings is usually specified between 200 – 250 words and in a few instances up to 300 – 350 words. Some applications for fellowships would even limit the applicants to as low as 100 – 150 word abstracts. These specifications demand the greatest economy in textual organization and information packaging. A cursory look at some abstracts especially those written by undergraduates of Nnamdi Azikiwe University display a total lack of knowledge of the systemic resource of grammatical metaphor with the result that most of them are too verbose and the word counts exceed standard specifications.

An attempt is made in this paper to demonstrate the application of nominalization in writing abstracts and how these nominalized versions helped to achieve lexical economy and information density in the selected abstracts. At this juncture, let us first of all explore the concept of grammatical metaphor as explicated by Halliday with particular emphasis on ideational metaphor and nominalization.

Grammatical Metaphor: Congruent versus Metaphorical Realizations

Grammatical metaphor has been described as a rhetorical strategy for creating new modes of meaning (Halliday and Bateman 65). Two types of grammatical metaphor are prominent in functional grammar, namely, ideational metaphor and interpersonal metaphor (Halliday and Matthiessen 613-658) although Jamshid (online) gave some exemplifications of textual metaphor. Interpersonal metaphor creates new layers of meaning by “upgrading” modal assessment which in its “congruent” form is realized as an adjunct of a proposition (for instance, “hopefully,” “regrettably”, etc) to the rank of a whole clause such that the interpersonal assessment becomes a proposition in its own right (for instance, “I hope”, “I regret”). On the other hand, ideational metaphor “downgrades” linguistic sequences, figures and elements to a rank below. As mentioned earlier, our concern here is on ideational metaphor and interpersonal metaphor is outside our scope.

According to Halliday and Matthiessen’s (646) definition of ideational metaphor,

...the general tendency of ideational metaphor is to “downgrade” the domain of grammatical realization of a semantic sequence, figure or element – from clause nexus to clause, from clause to group/phrase, and even from group or phrase to word... Such downgrading affects both the unit whose domain of realization is downgraded, and the units of which it is composed: the downgrading proceeds down the rank scale by a kind of ‘domino effect’. The downgrading may start with (i) a whole sequence of figures (ii) with a single figure, or (iii) with a single element within a figure. (646)

The terms “congruent” and “non-congruent” or “metaphorical” are associated with the “literal” as opposed to the “metaphorical realization of meaning. Congruent forms, also

referred to as the “unmarked clause structure”, reflect the typical ways we construe experience using the resources of the lexicogrammar. Normally, the congruent relationship between semantics and lexicogrammar is as follows (Halliday and Matthiessen 636-640, 646-654);

Nouns construe things/participants
 Verbs construe events/processes
 Adjectives construe properties/attributes/epithets
 A group/phrase construes an element
 A clause construes a figure
 A clause nexus construes a sequence etc

However, in the metaphorical mode of realization, referred to as “the marked clause structure”, the following re-mappings may be evident:

- A process realized by a verb may be coded as a participant – a noun/nominal group.
- An attribute/property realized by an adjective may be coded as a participant.
- An element realized by a group/phrase may be coded as a Thing in the nominal group.
- A figure realized by a clause may be coded as a nominal group/phrase.
- A sequence realized by a clause nexus may be coded as a single clause etc.

Thus, in the metaphorical mode, there is a re-mapping which involves shifting the whole set of mappings “downwards”, a sequence is downgraded to a figure, a figure to an element, an element to a thing and so on. A few examples will suffice.

1. Because she had decided something//she had to suffer the consequences// which were adverse. (2 clause nexuses). —————> Her decision had caused her adverse consequences. (2 clause nexuses reduced to a single clause, 1st hypotactic clause is reduced to a nominal group. The paratactic clause and the 2nd hypotactic clause are downgraded to a nominal group serving as Attribute)
2. The only thing that showed// that he was uncomfortable //was that his fingers were trembling nervously//as they were toying with the buttons of his overcoat (3 clause nexuses). —————> His only sign of discomfort was the nervous trembling of his fingers toying with the buttons of his overcoat (3 clause nexuses reduced to a clause nexus, “showed” (process) = “sign”, “uncomfortable” (attribute) – “discomfort” (entity/Thing)
3. The corn crop failed and so labour became cheap —————> the failure of the corn crop made labour cheap. “Failed” (process-verb) – “failure” (participant-noun)

What we must note in the above examples is that the metaphorical mode of realization represents a shorter yet comprehensive variant of the congruent mode.

Nominalization: A Powerful Grammatical Strategy for Ideational Metaphor

One way of defining ideational metaphor is that it is created through the grammatical process of derivation or “nominalization” by which a verb or an adjective is converted to a noun often by adding an ending – usually a derivational affix – to the verb or adjective. Halliday and Matthiessen (656) confirm this assertion in these words,

Nominalization is the single most powerful resource for creating (ideational) grammatical metaphor. By this device, processes (congruently worded as verbs) and properties (congruently worded as adjectives) are reworded metaphorically as nouns; instead of functioning in the clause as Process or Attribute, they function as Thing in the nominal group. (656)

Thus, ideational metaphor construes additional layers of meaning using the systemic resource of “nominalization”. It is an elevated type of grammar associated with specialized discourses such as education, science and technology, bureaucracy, law, academic writing, etc. Halliday and Matthiessen identified these forms of nominalization,

Verbal nominalization – for example – press =pressure; decided = decision,

Adjectival nominalization – for example – hot = heat,

Clausal/logical relation nominalization –

Congruent

is impaired by alcohol

they allocate the entire revenue

they were able to reach the computer

because people produce palm oil using

their hands they do not keep it clean its lack of hygiene

Metaphorical

alcohol impairment

allocation of the entire revenue

access to the computer

the manual production of palm oil is the reason for

The main function of nominalization is therefore to “objectify” processes and attributes, figures and at times sequences. (Jamshid online). According to Jamshid, a characteristic of nominalization is that of “information density”. The brevity of expression achieved by nominalization is hard to achieve with more congruent use of the verbs. That means that more meanings can be packed into nouns than into verbs thereby opening up for the nominalized process more expressive possibilities as a result of the fact that more operations in terms of modification, subordination, coordination can be made on nouns than on verbs. Another advantage of nominalization according to Eggins is that,

...it allows us to get away from the real world sequencing that goes with speaking where we relate sequences of actions in which we featured as actors. By nominalizing actions and logical relations, we can organize our text not in terms of ourselves but in terms of ideas, reasons, causes (95).

Take the following example given by Bloor and Bloor (129), a sentence from a medical research abstract;

The GDP counts contributed to intraoperative decision making in three patients...by localization of tumour not identified by inspection of palpation. (GDP =Gamma Detecting Probe; palpation = feeling with the hands)

In the above medical extract, the “agency”, (that is, human participants) is distanced from the data. If we try to render this in a more congruent form which involves human agency, we may come up with this variant as given by Bloor and Bloor (129)

“Someone used a GDP and by using the figures which came up, surgeons could decide what to do while they were operating on three patients. They could do this because they could find precisely where a tumour was even though this had not been found out by palpating the patient’s bodies.

The first thing we note in these two versions is that the second is more verbose than the first (51 as against 21!), the first shows evidence of high literacy in the medical field than the second owing to the high prevalence of nominalization, and finally the second is less likely to be used by professionals in the medical field. In our textual data, an attempt is made to provide nominalized versions of the selected abstracts to further buttress our argument in this write-up.

Methodology and Textual Data

Five research abstracts of undergraduate final projects in the Department of English Language and Literature, Nnamdi Azikiwe University, Awka, were randomly selected for the study. In each abstract, four sequences of information flow were selected, representing the four cognitive structures that characterize the format of an abstract, namely; Purpose – Methodology – Findings – Conclusions. The aim of the selection was to discover how information is packaged using the resource of ideational metaphor. An attempt was also made to provide a possible nominalized variant of the abstracts in order to illustrate how the transference from the logical to the experiential metafunction and from verb (process) to noun (participant) helps to achieve brevity and information density in the abstracts. In table 1 below, we present the summary of these transferences.

Table 1: Summary of Process – Participant Re-mappings in the Abstracts

Abs	Process	Participant
1	Created awareness Implement workable policies	=awareness creation = implementation of workable policies
2	Acquired Developed Utilized Observed Aware	= acquisition = development = utilization = observation = awareness
3	Investigate Prevail To flout and to obey	= investigation = prevalent = flouting and obeying
4	...to investigate tends	=an investigation =tendency
5	Manipulate Achieve Organized Planned Accept	= manipulation = achievement = organization = planning = acceptable

Table 2: Summary of Logical – Experiential Re-mappings in the Abstracts

Abstracts	Logical	=Experiential(Nominalized)
1	(a)The researcher embarked on this study //to find out the attitude of the Igbos towards the learning of the English language// (b)The researcher comprehensively studied these attitudes towards the learning of English// by randomly selecting as sample fifty-five students... (c)The study therefore created awareness//that the Igbos have a positive attitude towards the	=This investigation of the attitudes of the Igbos towards the learning of English was embarked upon by a random selection of fifty-five students... =the creation of awareness on the positive attitudes of the Igbos towards the learning of English and the implementation of workable policies for effective teaching and learning are recommended

	<p>learning of English// but this conscious desire is faced with a lot of difficulties//</p> <p>(d)The government should also implement workable policies//which will facilitate effective learning and the teachers of English should be able to impart that knowledge.</p>	<p>as solutions to the numerous problems of learning English</p>
2	<p>(a)This study was conducted //with the aim of finding out how vocabulary is acquired//developed//and utilized among students in tertiary institutions//</p> <p>(b) A questionnaire containing twenty-five items and a class test of five questions were used// to ascertain //how vocabulary can be developed among the first year students of Nnamdi Azikiwe University, Awka //and how they acquire and use their vocabulary</p> <p>(c)A total number of one hundred students in Nnamdi Azikiwe University were asked to fill (in) the questionnaire</p> <p>(d)It was observed from the findings// that first year students of Nnamdi Azikiwe University, Awka, were aware of the importance of enriching their vocabulary</p>	<p>=this study is focused on the acquisition, development and utilization of vocabulary among students of tertiary institutions.</p> <p>=Using a questionnaire and a class test of twenty-five and five items respectively, administered to one hundred first year students of Nnamdi Azikiwe University, Awka, the findings and observations revealed awareness of the subjects on the need to enrich their vocabulary.</p>
3	<p>(a)This study sets out// to investigate// how the cooperative principles work in conversation// ...</p> <p>(b)It was observed //that students implicitly understand themselves// even when they</p>	<p>= an investigation of the working of cooperative principles in conversation</p> <p>= the observations show implicit mutual understanding even in irrelevant contributions.</p>

	make irrelevant contributions (c)While students engage in conversation	= during students' conversation
4	<p>The purpose of this study was// to investigate the bilingual learner, //the effects bilingualism has on the learner// and how it affects motivation. //A survey method was used for the study// //Three hypotheses formulated were tested// and the data collected was (sic) analysed// using frequency counts and percentages//</p> <p>After the tests and the analyses, it was found //that bilingualism has positive psychological effect on the bilingual learner</p> <p>The bilingual learner who tends// to adopt the two languages properly// and deal with their demands effectively</p>	<p>An investigation of the motivational effects of bilingualism on the learner was conducted by survey method and an integration of three hypotheses, frequency counts and percentages...</p> <p>= the tests and analyses revealed positive psychological effects of bilingualism on the learner.</p> <p>= the tendency of the bilingual learner adopting the two languages in dealing effectively with their demands.</p>
5	<p>This study investigates// how the career politicians manipulate language// to achieve their political ends.</p> <p>The data used for the work is based on some selected speeches of some Nigerian military and civilian politicians.</p> <p>It also explores //how the language of the speeches have been organized and planned// towards luring and mobilizing people //to accept the government in power//</p> <p>The study proves //that Nigerian politicians use language to manipulate power.</p>	<p>This study investigates the career politicians' manipulation of language in the achievement of political ends.</p> <p>The data includes selected military and civilian politicians' speeches.</p> <p>The findings revealed the deliberate organization and planning of the speeches for manipulation, luring and mobilizing people into acceptance of the government in power.</p>

Table 3
Summary of the Number of Clause Nexuses, Clauses, Nominal Groups and Word Counts in the Selected Abstracts

Abs	Congruent/ Metaphoric	Sequence/Clause Nexus	Figure/Clause	Nominalized Element/Group	Total Word Count
1	Congruent	7	11	21	114
	Metaphorical	-	3	5	74
2	Congruent	9	13	16	102
	Metaphorical	1	3	7	57
3	Congruent	7	11	13	70
	Metaphorical	1	4	6	53
4	Congruent	7	11	19	84
	Metaphorical	2	4	7	50
5	Congruent	7	11	15	70
	Metaphorical	2	4	7	50

Discussion

Table 1 outlined the various forms of transference from one word class to the other, that is, from Process (realized as a verb) in the congruent forms written by students, to Participant (realized as a noun) in the attempted metaphorical variants. In the metaphorical mode, processes were converted to participants. The logical relations of clause complexing which construe sequence of figures in the congruent mode were re-aligned by nominalization as experiential components of figures and elements realized by single clauses (clause simplexes), nominal groups and group complexes in the metaphorical variants. These re-mappings are made possible in the grammar because of the semantic motifs of expansion and projection which in the congruent mode of realization are realized logically as clause complexes of elaboration, extension and enhancement, and projections of locutions, (quote or report), ideas, facts. (Halliday and Matthiessen 593, 640; see also Halliday and Matthiessen 363-485 for further explanations of the logico-semantic resources of clause complex). In the metaphorical mode, these semantic motifs are realized experientially, for instance, expansion is realized in the semantic system of transitivity as the augmentation of the clause by circumstantial elements of elaboration, extension and enhancement.

It should be noted that in the metaphorical mode, the agency is distanced from the actions specified by the nominalized process, as in for instance, “The researcher found out that ...” – a clause nexus of projection – downgraded to a nominal group “The findings ...” with the

agent “the researcher” omitted. This makes it possible to construe experiences in terms of actions, ideas, facts and subject matter rather than in terms of persons. The configurational patterns of participant roles are lost or obscured when figures are realized as groups or phrases. This seeming disadvantage pointed out by Halliday and Matthiessen (642) is not very crucial in our case because abstracts require depersonalized discourse.

Table 2 illustrates the nature of the downgrading achieved by recourse to nominalization and ideational metaphor. In abstract 1, seven (7) clause nexuses comprising six paratactic and five hypotactic clauses were downgraded to three clauses by nominalizing the clauses and the clause nexuses. This brings the total number of nominal groups in the selected text to twenty-one and the total word count reduced from 114 to 74. There was no clause nexus in the metaphorical variant in abstract 1.

The first sequence of figures in abstract 2, consisting of 4 clause nexuses and 5 clauses; one paratactic and four hypotactic clauses are realized as one clause. The four hypotactic clauses (“with the aim of finding out// how vocabulary is acquired//developed// and utilized...”// were realized as a nominal group, object of the preposition “on” (“on the acquisition, development and utilization of vocabulary...”). The material processes “acquired, developed and utilized” were objectified and assigned participant roles. In the same abstract 2, the sequence of figures in 2b, c and d, consisting of seven clauses were reduced to only three clauses using the clause nexus of expansion (non-finite hypotactic elaboration) as in //“using a questionnaire and a class test of twenty five items, //administered to one hundred students....//the findings and observations revealed awareness of the subjects...” //

In abstract 3, the first sequence of figures (3a) made up of three clause nexus, one paratactic and two hypotactic clauses are rankshifted to the nominal status as Subject of the primary clause in the nominalized variant. The second clause nexus (3b), made up of one paratactic and two hypotactic clauses are realized as a single figure in one clause, the process “to investigate” is realized as a participant, “an investigation” and as Head of the nominal group serving as Subject,“ while the primary and secondary clauses in the nexus serve as Postmodifier of the Head. The hypotactic finite elaboration in the nexus “while students engage in conversation”, is downgraded to a nominal group “during students’ conversation” serving as a circumstantial element expressing Time.

The same pattern of rankshifting and downgrading is evident in abstract 4. Up to eight (8) clauses comprising five clause nexuses (in 4a and b) are realigned by nominalization and realized as one clause using some figures as modifications of the Head of the nominal group so realized. For instance, “An investigation of the motivational effects of bilingualism on the learner...” is a nominal group serving as Subject in the metaphorical variant, but it is an amalgam of four clause and 3 clause nexuses. The Object of the metaphorical variant “by survey method and an integration of three hypotheses, frequency counts and percentages” is

also a nominal group complex comprising two nominal groups adjoining each other by coordination (and).

The rest of the excerpts (4c and d) follow the same pattern. Clause nexuses are realized as single clauses and nominal groups with non-finite modifications and process to participant transferences. Because the nominal group lends itself easily to modifications using prepositional and adverbial phrases or attributive adjectives and many other grammatical operations, it is empowered by the grammar with this unique characteristic of information packing. In Halliday and Matthiessen's words, "the nominal group is the primary resource used by the grammar for packing in lexical items at high density" (655). The veracity of this assertion is ascertained by the fact that in all the abstracts, the word counts were drastically reduced by using nominalization. Owing to increasing need for information density in written English as a result of the recent explosion in human knowledge, science and technology, coupled with the increasing sophistication in literacy index, there is equally a persistent need for a more formal, concise and stylistic textual representation and packaging of meaning in a few words which at the same time captures our communicative purposes.

Table 3 gave a summary of the effect of the downgrading on the selected abstracts. The word counts in the congruent mode are considerably higher than in the metaphorical mode. In addition, the number of clauses is reduced while the nominal groups are higher in the metaphorical mode.

Conclusion

From our data, it is seen that the metaphorical variants helps the writer achieve lexical economy, and at the same time pack as much information as required in the nominal groups which make the abstracts exhibit unique characteristics of prestige discourse. Nominalization therefore shows evidence of high literacy, and also a powerful and authoritative use of the English language. Ideational metaphor, using nominalization is therefore recommended to scholars who would want to make their research reports especially abstracts to be densely packaged, with low word counts and at the same time present an intellectually challenging discourse.

We do not by this recommendation castigate the use of the congruent mode entirely. After all, ideational metaphor is said to deny the grammar access to the significant potential of the tactic patterns of clause complexing (paratactic interdependency and hypotactic dependency), and the configurational patterns of participant roles are lost or obscured when figures are realized as groups and phrases (Halliday and Matthiessen 642). However, when word economy and information density is at stake such as in the writing of abstracts, a writer should exploit the resources of ideational metaphor and nominalization to achieve his /her

communicative purposes. Since grammatical metaphor is literacy-oriented, it is believed that developing the ability to employ this linguistic potential in our undergraduates and budding academics will place them on a path to successful academic career and excellence.

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