

## **AN INVESTIGATION INTO GRAMMATICAL METAPHOR IN IELTS WRITING TESTS**

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### **ABSTRACT**

Grammatical metaphor is a significant concept in linguistics introduced by Halliday (1985). It has been pervasive in many studies, both theoretical for discovering subterms ideational, interpersonal and textual grammatical metaphors and practical for analyzing, understanding and especially for writing academic discourses. This study aims at exploring metafunctions of grammatical metaphor expressions and their application frequency in IELTS writing tests. Based on the Functional Grammar advanced by Halliday (1985) as a framework, the study analyzes grammatical metaphor expressions used in a source of samples collected from about 230 IELTS writing tests including sample tests. These grammatical metaphor expressions are categorized into three metafunctions of ideational, interpersonal and textual to examine their application frequency in the writing tests. The results show a significant difference in the usage frequency of the three metafunctions of grammatical metaphors in the writing test papers. Interpersonal is mainly used in IELTS test writing while the application of ideational and textual grammatical metaphor is low. The findings suggest some possible ways of exploiting grammatical metaphors to improving writing skill for IELTS tests.

**Keywords:** IELTS writing test; grammatical metaphor; metafunctions; application frequency

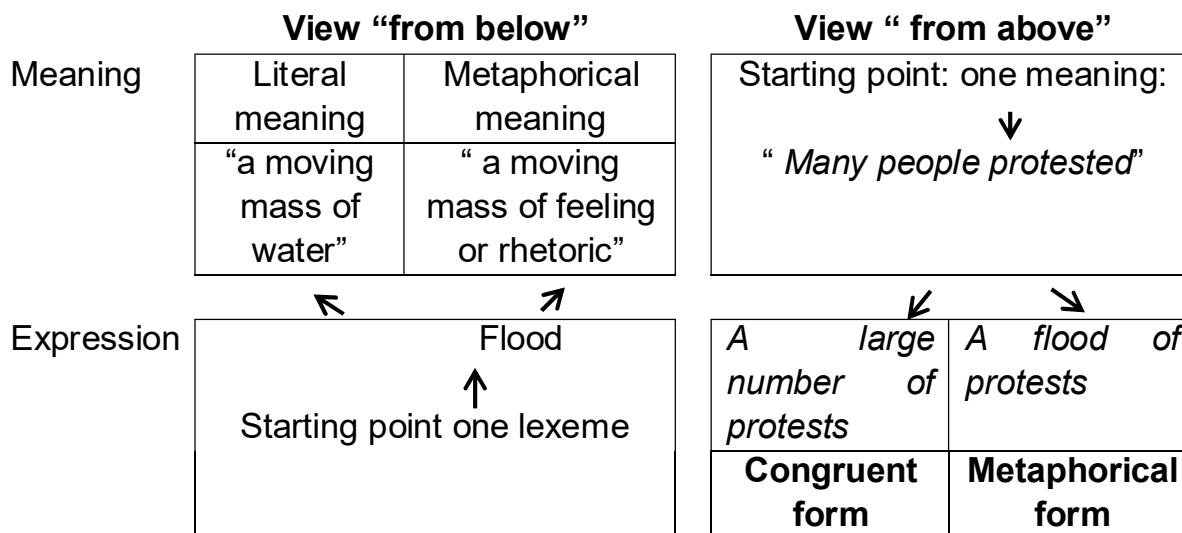
### **1. INTRODUCTION**

When people need to express their opinions or thoughts to others, they use language whether written or spoken as a tool to accomplish most of these things. Halliday (2014) points out that through language, individual

human being becomes a part of a group. It is impossible for people to communicate without language. Additionally, people need to arrange their speech in order to attract others' attention and to transfer their speech clearly and simply. For this reason, they need to use functions of language to express meaning effectively. One of the ways of doing that is using grammatical metaphor (GM). According to Halliday (2014), there are three functions or metafunctions of language in GM: ideational function, interpersonal function and textual function. The main objective of this paper is to analyze grammatical metaphorical expressions used in a source of samples collected from about 230 IELTS writing tests including Sample Tests, in particular. From the analysis, the paper will show these three types of metafunctions of GM in writing test papers and their usage frequency; from the results, the paper also has some practical suggestions for exploiting GM in improving writing skill, especially in IELTS tests.

## 2. THEORETICAL ISSUES

Halliday (1985) introduced a new concept Grammatical Metaphor. It means that instead of using one grammatical structure or grammatical category the language user replaces it for another and instead of using a word he or she can replace it for another. To be more specific, some explanations are made from Halliday's Figure below (1994):



**Figure 1.** Two perspectives on metaphor (Halliday 1994)

According to Halliday (2014), there are two alternative perspectives of metaphor: one from below and another from above. As seen in Figure 1, the starting point (coming from one lexeme flood in the box expression) is

expressed in the way that means *a moving of mass of water*; it is called literal meaning. And depending on the contextual use, lexeme flood is expressed in another way that means *a moving mass of feeling or rhetoric*; it is called metaphorical meaning. In contrast to the perspective from below, the starting point (coming from one meaning many people protested is expressed in a congruent form a large number of protests. And depending on the contextual use, *many people protested* is expressed in a metaphorical form *a flood of protests*. In other words, one meaning as seen the view from above in Figure 1 *many people protested* can be expressed in different ways one of which is congruent and another is metaphorical or incongruent. GM is simply understood as a variation of choice in lexical-grammatical structure. Some following examples and illustrations can clarify the concept grammatical metaphor and the way it works:

(1) *I originally intended / At first I intended* (congruent)

(1') *My original intention / intention from the beginning*  
 (incongruent/metaphorical)

In clause (1), Halliday shows the specific conversion / categorization process in the following table.

**Table1.** Group of metaphorical identifiers representing transformation patterns

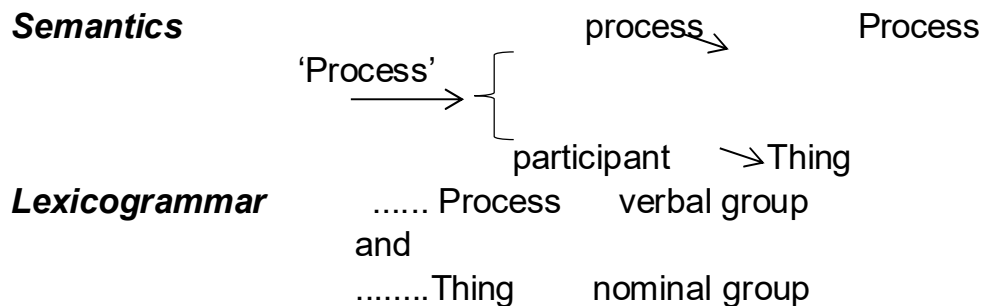
(According to Halliday, 2014: 726)

<b>'I'</b>	<b>'originally'</b>	<b>'intended'</b>
Subject	Adjunct	Finite/Predicator
Sensor		Process
Nominal group	Adverbial group	Verbal group
<b>My</b>	<b>Original</b>	<b>Intention</b>
Deictic	Post- Deictic	Thing
Determiner	Adjective	Noun

The clause *I originally intended* is expressed in a congruent form with three elements: “*I*” functions as Subject, “*originally*” functions as Adjunct and “*intended*” functions as Finite/Predicator; all the three elements are organized in the mental process with “*I*” functions as sensor, “*originally*” functions as circumstance and “*intended*” functions as process (mental). The three elements are transferred as follows: “*I*” becomes “*My*” which works as Deictic (possessive pronoun), “*originally*” becomes “*original*” which works as Post-deictic (Adjective) and “*intended*” becomes “*intention*” which works as Thing (Noun). This process of transferring works as nominalizing which

makes the clause become a noun phrase or rather a nominalization. In other words, this transference is a grammatical metaphor. This is the reason why Halliday names Table 1 *Group of metaphorical identifiers representing transformation patterns*.

It is interesting to note that verbs encoding processes can be considered as natural ways of construing meaning, while nouns denoting more abstract domains refer more to incongruent or metaphorical meaning as Ravelli (1988) offers an initial schematic representation which is reproduced in Figure 2.



**Figure 2.** Levels in a network representation of grammatical metaphor

(from Ravelli 1988: 137; 1999: 101)

The theoretical background will be clarified later to help the part *findings and discussion* systematically, especially in classifying types of GM.

### 3. METHODS AND SAMPLING

Analysis and synthesis are two main methods of the research process. Sample statistics in the text on the one hand makes data analysis, on the other hand, is used as illustrations and proofs to explain the above theoretical issues. Based on the types of GM categorized by Halliday (1985, 2014), 510 samples were collected from the original English text titled “Best Practice Book for IELTS Writing” by Dr.MD Munan Shaik (2017).

### 4. FINDINGS AND DISCUSSION

There are three Metafunctions of language. These functions are used in different senses in the literature of linguistics. Each type of meaning presents a type of GM in discourse: Interpersonal grammatical metaphor, ideational or experiential grammatical metaphor and textual grammatical metaphor.

#### **4.1. Interpersonal Grammatical Metaphor**

According to Halliday (1985), our language is to illustrate the picture of reality in terms of the things, events and circumstances that form the landscape of our human experience (experiential function). When dealing with their experience, people must interact with each other to exchange information. Talking together, people are talking about something. What they are talking about is realized in the lexicogrammar of participants, process and circumstances. However, besides talking about experience, namely expressing ideational or experiential meaning people also use language to interact with each other to express interpersonal meanings. Unlike ideational meanings, interpersonal meanings are not so much concerned with packaging information as Theme or New as with what Halliday has described as modal responsibility (1985a:76-78, 1984b/1988:39-45) - they arrange the Mood functions which are appropriate for particular interacts.

Interpersonal meaning is concerned with the relationship between the speaker and the hearer. It represents the component through which the speaker intrudes himself into the context of the situation, “both expressing his own attitudes and judgments and looking for to influence the attitudes and behavior of others” (Halliday 2014). This function is concerned mainly with clauses as exchanges. Interpersonal GM consists of GM of Mood and GM of Modality.

##### **4.1.1. Metaphor of Mood**

In Metaphor of mood, a mood meaning is not expressed in the clause, but rather as an explicit element outside the clause. Mood can be classified into declarative, interrogative and imperative. Mood performs the basic speech functions: statement, command, offer and question. Metaphor of Mood is understood as exchanging commands and making requests although the construction types on which these metaphors are based are not unique to the expression of an exchange of goods & services. This type is concerned with the alternative way of expressing the speech function. For example, a command that in the congruent expression can be (2) *go away* is transferred in another way that is incongruent/metaphorical like (2') *If I were you, I would go away*.

(3) *Could you please send me the information as soon as possible, and tell me the dates for enrolling in the Tertiary Preparation?*  
(incongruent/metaphorical)

(3') *Send me the information as soon as possible, and tell me the dates for enrolling in the Tertiary Preparation.* (congruent)

In the above clause, the speaker did not use an imperative form. Instead, he added an explicit auxiliary and an explicit subject to an imperative to create the interrogative. The transference from imperative into interrogative creates a metaphorical phenomenon.

#### **4.1.2. Metaphor of Modality**

Modality, in terms of congruence, when realizing a degree of certainty, the modal element only appears in a clause while metaphor of modality is the realization of a degree of certainty via modal elements that do not occur within the clause but are added to the initial clause. Following is an example from Halliday (2014: 686) of metaphoric modality expressions. As observed by Martin, who quotes Halliday (1992:421), one of the primary purposes of interpersonal GM is that 'modal responsibility' as illustrated in the example:

(4) *I think it's going to rain* (incongruent/ metaphorical)

(4') *It's probably going to rain* (congruent)

(5) *I'll shoot the pianist* (incongruent/ metaphorical)

(5') *He threatened to shoot the pianist* (congruent)

In clause (4) projection 'I think' is an interpersonal grammatical metaphor. And clause (5) 'will' is also an interpersonal grammatical metaphor. These cases are called metaphor of modality.

or

(6) *I think the main point is to make sure that young children do not overuse computers.* (incongruent/metaphorical)

(6') *Probably the main point is to make sure that young children do not overuse computers.* (congruent)

In light of functional grammar about GM as explained above, the analysis, synthesis and classification of the samples collected show the result of Interpersonal grammatical metaphor in the following table:

**Table 2.** *Two types of Interpersonal GM, number and probability*

<b>Interpersonal GM</b>	<b>Number</b>	<b>Probability</b>
Metaphor of Mood	47	17,1%
Metaphor of Modality	228	82,9%
<b>Total</b>	275	100%

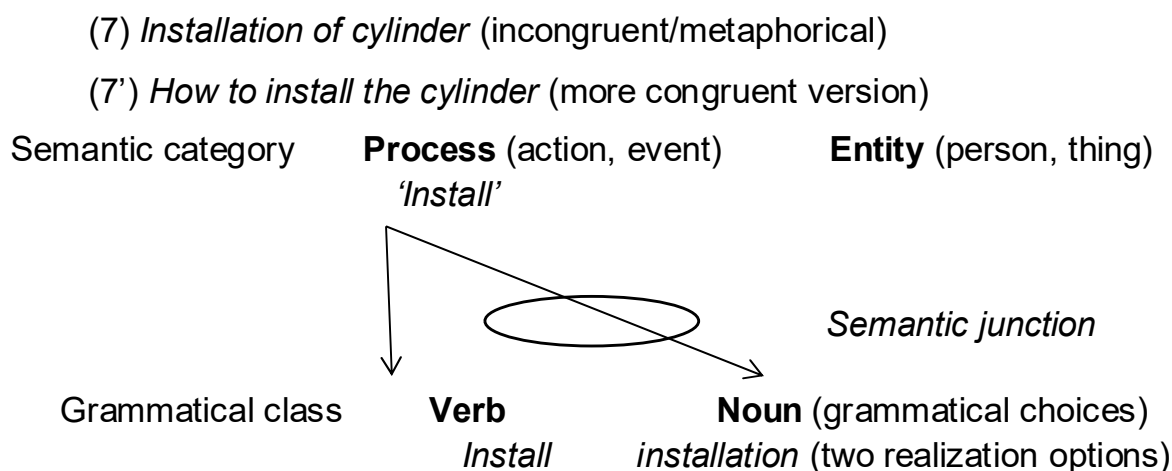
## 4.2. Ideational grammatical metaphor

Halliday (1994:343) claims that the ideational metaphor is metaphor of transitivity. It means that this term is used to refer to the transference from congruent to metaphorical mode in grammar. Ideational GM's function is concerned with the relationship between the external world and the internal world of our experience of the world. It reflects the speaker's experience of both the inner and the outer world through language use. It is the content function of language through which language encodes the cultural experience, and the individual's experience as a member of the culture (Halliday, 1978:112).

The experiential function and the logical function are two sub-functions of the ideational function. The experiential function is concerned with thoughts in general while the logical function is concerned with the relationship between these thoughts.

In ideational GM, a metaphorical shift takes place between two or more of the classes: relator, circumstance, process, quality and thing.

In GM the feature of the process may coincide with the feature of an entity (verb and noun). This is the case in ideational metaphors of transitivity as shown in Figure 3 below:



**Figure 3.** Grammatical metaphor (ideational metaphors of transitivity)

(According Lassen: *Imperative readings of grammatical metaphor in Grammatical Metaphor- Views from systemic functional linguistics* 2003: 281)

In this figure, there is a remapping of a process from the verb to the noun “to install” into a nominal form “installation”, so transitivity occurs.

In terms of ideational process, some grammatical metaphors, in the history of language development, have been metaphorized and thus have lost their metaphorical nature. Let us consider the following example:

(8) *Have a bath, make a mistake ...* are grammatical metaphor expressions with the meaning of process in “the Range rather than the verb” (Taverniers 1998:10)

From the clause as representation in terms of transitivity in congruent mode with six processes: material, mental, relational, verbal, behavioral and existential, GM works as changing clauses into nominals, for example: (9) *The cast acted brilliantly* → (9') *The cast's brilliant acting* (Halliday & Mathiessen 1999:299) or changing this type of process into others, also basically by nominalization.

According to Halliday (2014), nominalization has been known as the single most powerful resource for creating GM. This phenomenon turns different elements of various types into the noun and the Thing of the nominal group. Therefore, in this kind of GM, three main parts of nominalization are discussed as follows.

#### **4.2.1. Nominalization below the clause (Nominalization of the Epithet)**

Below the clause consists of phrases. Nominalization below the clause means that this type of transference only turns a part of the clause into a nominal group. The phenomenon of nominalization occurring below the clause just happens to the nominal group that functions as *a participant* in the clause. In this case, Epithet, usually realized by adjectives, can be picked out as an independent element in the participant. Let's look at the example:

(9) *There is always the danger of radiation leaking from these plants.*  
(incongruent/metaphorical)

(10') *The dangerous radiation* leaking from these plants always exists.  
(congruent)

The noun “*danger*” is nominalized from the adjective “*dangerous*” functioning as the Epithet in the nominal group “*the dangerous radiation*”.

#### **4.2.2. Nominalization in the clause**

Nominalization in the clause means nominalization of three main elements: participant, process, and circumstance of the clause which is usually packed partly or completely in a nominal group.



**a. Nominalization of the process**

The process is realized by a finite verbal group. The Event in the process is transferred into the Thing in a new nominal group with other components of the original clause disappearing or becoming the modifying part in the nominal group.

(11) *From the beginning of this year, I have been in charge of the Children’s Wear Department in Grace Bros, Lily field.* (incongruent/metaphorical)

In the above example, the speaker normalized the verbal process: the verb *begin* is changed into gerund *beginning*. This is called the metaphorical variant with the same meaning of the expression:

(11’) *When this year begins, I have been in charge of the Children’s Wear Department in Grace Bros, Lily field.* (congruent)

This variation or incongruent expression is understood as a” selection of words that is different from that which is in some sense typical or unmarked” (Halliday 1985)

**b. Nominalization of the Circumstance**

Circumstance element occurs freely with all types of process with *wh-question* words such as “*when, where, why and how*”. They are realized either by adverbial group or prepositional group. Nominalization of the circumstance happens by turning manner adverbs in a clause into a noun that becomes the Head/Thing.

(12) *Our quickness saved the girl.* (incongruent/metaphorical)

(12’) *We ran quickly and saved the girl.* (congruent)

**Table 3. Nominalization of the Circumstance**

<i>We</i>	<i>Ran</i>	<i>Quickly</i>	<i>and</i>	<i>saved</i>	<i>the girl.</i>
Actor	Process 1:material	Circumstance: manner		Process 2: material	goal

<i>Our quickness</i>	<i>Saved</i>	<i>the girl.</i>
Actor	Process: material	goal

Table 3 shows the phenomenon of GM as a transfer from congruent transitivity in clause (12’) to incongruent transitivity in clause (12) by

nominalizing a manner circumstance ‘*quickly*’ to become ‘*quickness*’ and then it functions as an Actor in the material process ‘*saved*’.

**c. Nominalization of the attribute**

An attribute is considered as some entity; as a quality; as a circumstance of time, place or as a procession in the relational process. In other words, an attribute can be realized by adjective groups, prepositional groups or nominal groups.

(13) *There is no doubt that the field of computers offers far wider job opportunities than history.* (incongruent/metaphorical)

The above clause can be written as: (13') *It is not double that the field of computers offers far wider job opportunities than history* (congruent). In that clause, the adjective *double* functioning as the Attribute is nominalized into “*doubt*” after nominalization.

Or

(14) *One cannot imagine the advancement of life and sciences without these machines.* (incongruent/metaphorical)

(14') *One cannot imagine how advanced life and sciences are if there are not these machines.* (congruent)

**4.2.3. Nominalization around and above the clause**

The phenomenon of nominalization above the clause means the functional- semantic relations between clauses, clause complexes or some longer stretches of discourse are turned into a noun or a nominal group.

(15) *The purpose of advertising* is to tell the customer about any new product or service or any new promotion on the existing product and service. (incongruent/metaphorical)

(15') *The advertisement is to tell* the customer about any new product or service or any new promotion on the existing product and service. (congruent)

Clearly as Halliday (1985) and then Heyvaert (2003) point out that nominalization as a major resource for the creation of metaphorical rather than typical or congruent lexicogrammatical realizations of semantic categories. The result from the investigation and analysis of the given data prove this consideration to be true in the table below:

**Table 4.** *Three types of Nominalization, number and probability*

Type of Nominalization	Number	Probability
Nominalization below the clause	45	28%
Nominalization in the clause	98	59%
Nominalization around and above the clause	22	13%
<b>Total</b>	<b>165</b>	<b>100%</b>

Table 4 shows the different frequencies of the three types of Nominalization in terms of grammatical structure. Among 165 samples, Nominalization in the clause takes the highest frequency (Number:98, Probability:59; Nominalization below the clause takes nearly a half (Number:45, Probability:28) while Nominalization around and above the clause has the lowest frequency ( Number:22, Probability:13)

### **4.3. Textual grammatical metaphor**

Martin (1992) hold the view that textual metaphor should be a major component of GM because three metafunctions are intertwined as dimensions of meaning and there is no reason to exclude the textual dimension. According to Halliday and Hasan (1976), conjunctions marking experiential relations are called external conjunctions and those marking interpersonal relations are called internal conjunctions. Moreover, Martin (1992: 416) claims that textual metaphor is a useful term ‘when discourse systems are used to construe text as “material” social reality. Textual metaphor is closely related to conjunction. It deals with the text forming and the flow of information in a text through which language relates to the verbal world and the context of the situation. *It is concerned with the clause as a message.* Halliday (1994: 97) describes it as “relevance”. Martin (1992) classifies four types of internal conjunctions: Meta-message relation, text reference, negotiating texture and internal conjunction.

#### **4.3.1. Meta-message relation**

(16) *We are committing murder ourselves. For this reason, the death penalty should end, and instead, murderers should be punished with life in prison.* (Incongruent)

The congruent mode can be written:

(16') *We are committing murder ourselves. Therefore, the death penalty should end, and instead, murderers should be punished with life in prison.* (Congruent)

“for this reason “ in this case is the nominalization of the logico- semantic relation of cause, it functions organizing the text but not referring to any entity in the real world.

#### **a. Text reference**

(17) *Sometimes they can only see their children through the eyes of a protector, for example, they may limit a child's freedom in the name of safety.*(Incongruent).

In this example, the word “for example” has a conjunction relation between sentences. It is internal conjunction and oriented logically. In this case, instead of using an incongruent mode as above, we use a congruent one:

(18') *Sometimes they can only see their children through the eyes of a protector. To illustrate this idea we can see the following sentence in detail: they may limit a child's freedom in the name of safety.* (Congruent)

#### **b. Negotiating texture**

(18) *Let me first introduce myself.* (Incongruent)

The negotiation structure in this example *Let me first introduce* is a Textual Metaphor realized by construing dialogues. Congruence of (18) can be (18') *I want to introduce myself.*

#### **c. Internal conjunction**

(19) *Children should begin their formal education at a very early age and spend most of their time on school studies. This will help them to succeed in the future.* (Incongruent)

In the above example, the word “*this*” identifies a fact (for the previous clause) rather than a participant with the role of the subject in a sentence. It is internal conjunction as a discourse anaphora.

From the above multiple views, especially the way of categorizing textual GM by Martin (1992), the data analysis shows the result illustrated in the table below:

**Table 5.** *Four types of Textual GM, number and probability*

<b>Textual GM</b>	<b>Number</b>	<b>Probability</b>
Meta-message relation	15	21
Text reference	16	23
Negotiating texture	3	5
Internal conjunction	36	51
<b>Total</b>	<b>70</b>	<b>100%</b>

As shown in table 5, the four types of Textual GM has a different frequency in number and probability: Among 70 samples, Internal conjunction has the highest frequency (Number:36; Probability:51), Text reference and Meta-message relation have nearly the same frequency( Number: 16 and 15; Probability:23 and 21 while Negotiating texture only appears the least (Number:3; Probability:5).

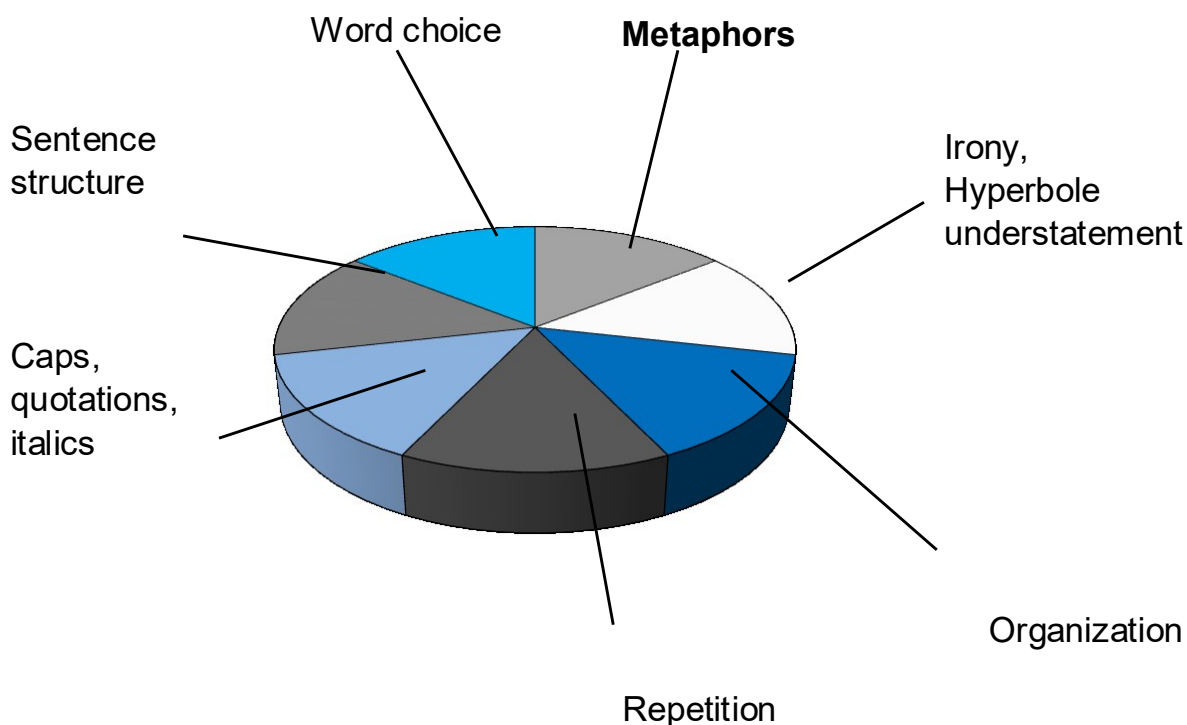
In summary, the results of the study have shown us a general picture of GM in the given discourses, namely 230 IELTS sample tests. Among these sources, Interpersonal GM has the biggest number: 270, the number of Ideational GM is lower: 165 and that of Textual GM is the least: 70. This result has a significance that it draws our intention to not only the way how to help learners practice and apply GM to creating discourse but also the extent and the rate they need to understand and to apply GM to writing.

## **5. APPLICATION**

Halliday (1994) says that a theory is a means of action. Revelli (2003) explains more clearly that the theory must have some purpose, and serve some practical application. Writing an IELTS essay is not an easy job for any English learner. Moreover, the systematicness of an essay needs logical expressions in content as well as in form. GM can help partly to meet these requirements. Moreover, writing is also a way of thinking. Dietsch (2006) says that learning to write well will improve your thinking skills. In this case, GM is considered one of the best choice for learners because GM can help them partly meet these requirements. According to Halliday (2009), GM is the representation of meaning through a shift from one grammatical form to another. Establishing the form and function of Processes, Participants and Circumstances creates the metalanguage to label not only the components of content, but make explicit the grammatical shifts that typically occur in paraphrasing. In such a case, it helps to peek into the process of paraphrasing to see how the components interact with one another in typical

shifts and features functioned in academic discourse. GM can be applied as a key phenomenon in academic writing. To do that effectively, GM should be clearly analyzed for learners theoretically and practically as well. This helps IELTS learners recognize when it happens and /or when it is needed through the duration of the course. Moreover, GM has a relevant feature for writing in that it permits rich information to be contained in concise language. GM is also a way of thinking. A list of typical metaphoric shifts provides IELTS learners with an expanded toolkit to deploy and build upon through their academic English language development. Understanding and applying GM rules will help learners enrich their grammar. Moreover, grasping the GM not only helps to deeply understand the meaning of the text but also helps create a document in a flexible and proactive way.

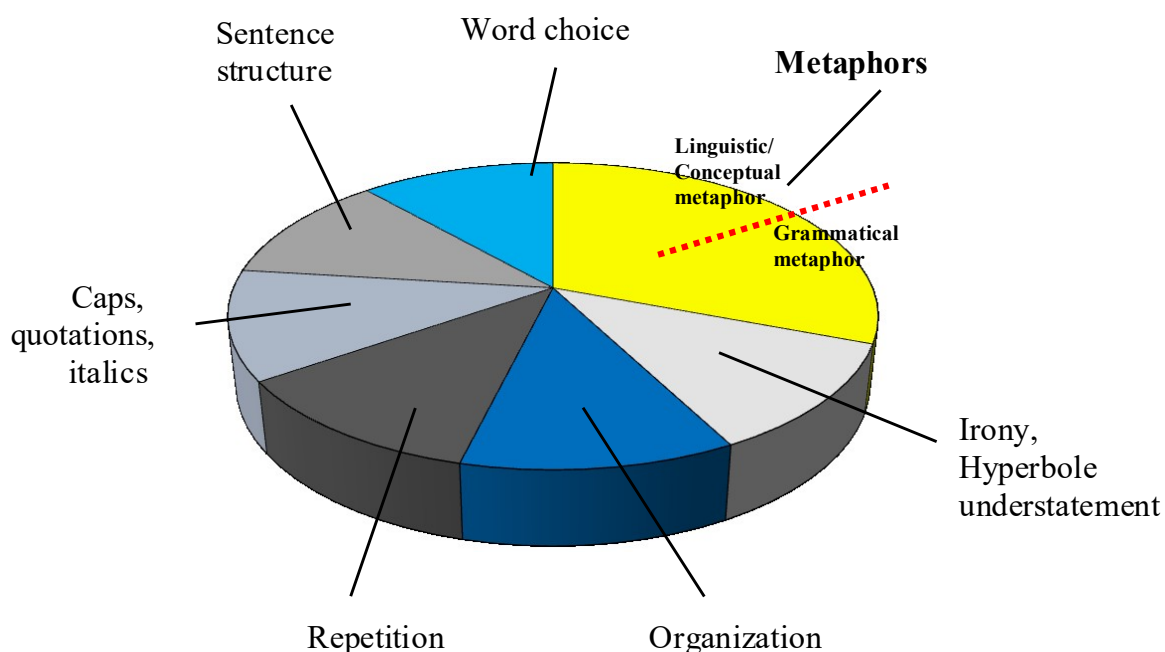
Writing needs a lot of techniques mastered by writers as Seyler (2006) advises English learners to do when planning an essay as the following figure:



**Figure 4.** *Analyzing Style (from Seyler, 2006:48)*

To Seyler, when planning an essay, especially focusing on analyzing style, the writer should organize his or her analysis essay according to elements of style as seen in Figure 4. Metaphors, in general, are one of

these elements. It can be understood that Metaphors include linguistic metaphor, conceptual metaphor and grammatical metaphor as the next adapted Figure. The pie showing metaphors needs adding types of metaphor, especially GM. As it is explained, GM is pervasive in many parts of the essay.



**Figure 5.** GM is an important strategy of writing: Adapted from Seyler (2006:48)

### 5.1. Some suggested steps for practising grammatical metaphor

There are some basic requirements for learners to expand alternative uses to realize the meaning with metaphorical grammatical expressions. Firstly, they should understand some key theoretical issues of GM. Secondly, they need to understand fully the meaning of the given expressions and decode the linguistic functions of the structure. Thirdly, they find out some suitable strategies, techniques and steps to change the structure of sentences containing literal meaning to grammatical one. The following guides are only some basic suggestions:

Change the sentences in congruent modes into incongruent ones:

(20) Original sentence in congruency:

*On Monday they're travelling from Christchurch to Hanmer Spring and they feel so happy about this travel.*

Step 1. From sentences to noun phrases by nominalizing

- On Monday they're travelling from Christchurch to Hanmer Spring → *Their Monday travel from Christchurch to Hanmer Spring.*
- And they feel so happy about this travel → *Feeling a great happiness*

Step 2. Combining the two results of nominalizations in the way how to keep the meaning as same as or at least, nearly the same as the original one:

- *Their Monday travel from Christchurch to Hanmer Spring makes (their feeling) a great happiness, OR:*
- *Their Monday travel from Christchurch to Hanmer Spring leads to their great happiness, OR:*
- *Their Monday travel from Christchurch to Hanmer Spring leads them to great happiness.*
- *Their great happiness comes from their Monday travel from Christchurch to Hanmer Spring*

(21) Original sentence in congruency

*Never tell them about that!*

Step 1. Identify what MOOD is used for this sentence: It is imperative mood

Step 2. Change imperative mood into Other Moods that function as:

- Indicative Mood (Statement with Interpersonal GM): *I think you will never tell them about that.* OR:
- Subjunctive mood: *If I were you I would never tell them about that!* OR:
- Interrogative mood (functions as requirement): *Could you never tell them about that?*

(22) Original sentence in congruency

*The north is in a difficult situation because of the effects of the industrial revolution to an extent that the south hardly begins to understand.*(quoted from Thompson, 1996:164)



Step 1. Read and understand fully the meaning of the sentence and observe the cause – effect relationship between the two clauses.

Step 2. Identify some words and/or phrases (with literal meanings) that can be replaced with metaphorical expressions: here are '*in a difficult situation*' and '*the effects ...*' that can be replaced with '*crippled with the burden*'...

Step 3. Find out the strategy of combining what has been replaced and what have been left from the original sentence as the following:

*The north is crippled with the burden of the industrial revolution to an extent that the south hardly begins to understand.* (quoted from Thompson, 1996:163).

Learners should be aware that not all GM expressions are better than other ones. The effect of expression depends on inside and outside language. The inside of language and the outside of language clearly have a mutual relation. In other words, the variation in language usage, especially GM, needs to be appropriate to message receivers as well as the context of communication.

## **6. SUMMARY**

This paper bases on Halliday's functional grammar framework to explain, analyze the data collected and suggest the ways to apply GM to writing. Working as a common aspect of language, GM makes good contributions to the development of natural language. In communication, especially in writing, GM helps to create better discourse. Discovering such an aspect of language is considered a new significance in linguistics. GM is both a process and a product in language. It means that when GM functions as a process it creates a lot of variation in language usage. It opens multiple choices from language as a resource making meaning. When it is a product, it makes discourse colorful and dense with information including language users' style. As analyzed and discussed above, GM expressions are categorized into three metafunctions: ideational, interpersonal and textual. The results of this study show a significant difference in the usage frequency of the three metafunctions of GM in the writing test papers. GM occupies quite a large number: 510 samples with three major types consisting of many subtypes. Interpersonal GM makes up the largest number in which metaphor of mood is only 47 while metaphor of modality is 228. Textual GM occurs interestingly with 70. In contrast, Ideational GM, the most common type, is

165. Therefore, Interpersonal GM is mainly used in IELTS test writing; however, the application of textual and ideational GM is lower. In terms of application, GM is a new aspect, that, if appropriately applied, has a great effect on communication, especially in academic writing like essays for IELTS tests. In addition, the paper suggests English learners be more aware of the appropriateness of applying GM to create discourses. This paper limits its tasks to introducing GM and suggesting for applying it as the beginning steps. GM needs continuing further research.

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