TRANSFORMING THE PROCESSES OF IDEATIONAL MEANING THROUGH GRAMMATICAL METAPHOR

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ABSTRACT

Grammatical Metaphor has become an interesting linguistic issue nowadays especially Ideational Grammatical Metaphor because of its usefulness and effectiveness in the packaging information. Ideational Grammatical Metaphor realized by transitivity covers the use of process and nominalization. Nominalization, as its most important device for making Ideational Grammatical Metaphor, usually condenses information by turning processes of clauses into nominal entities. This paper aims at exploring how that transferring occurs between the processes. To achieve this, we shall first offer a sketch of Ideational Grammatical Metaphor. Then we will explain how the transference of each process in the congruent expression to metaphorical expression. The analysis of characteristics of Ideational Grammatical Metaphor is conducted on over 100 samples collected from discourses and based on the light of Systemic Functional Grammar advanced by Halliday (1985) as a framework. The results show that Ideational Grammatical Metaphor is a transitivity system in which material process is mostly applied than mental, behavioral, existential, relational, and verbal processes. Nominalization is selected as the most used property of this language phenomenon. Such transference leads to clause reduction; namely long clausal construction becomes more concise. The findings conclude with discussions and pedagogical implications for teaching and learning English in writing.

Keywords: *Process; transforming; ideational grammatical metaphor; nominalization*

1. INTRODUCTION

The study of metafunctions is related to Systemic Functional Linguistics (SFL), which has been influenced by Malinowski, Firth, Pike, and Hymes specifically in terms of the concept of context of situation and context of culture (Halliday 1976,1985c, Bloor and Bloor,1995; Matthiessen & Nesbitt, 1996). In the theory of SFL, a language is a social activity in any situational or cultural context and is considered a resource for making meaning with different names parallel with each function shown above rather than a system of rules (Halliday 1994a; Halliday and Martin, 1993). Language enables human beings to build a mental picture of reality, to make sense of their experience of what goes

on around them and inside them (Halliday 1985b). It possesses three metafunctions:(1) Ideational metafunction pertains to content-related aspects of language; it serves to construe our experience of reality (both internal and external experience) shown via transitivity of processes. (2) Interpersonal metafunction refers to speaker-related aspects of language; it is concerned with the enactment of roles taken up by speaker and hearer in linguistic interaction. And (3) textual metafunction pertains to the creation of texture. The following figure 1 will clarify these ideas.

(1) But luckily he has had very little trouble meanwhile

Three metafunction

Ideational		Actor	Process: material	Range	Circumstance: time

Interpersonal	Mood			Residue		
	Mood Adjunct	Subject	Finite	Predicator	Complement	Circ. Adjunct

Textual	Theme			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	

Grammatical classes	Conjunction	Adverbial group	Nominal group	Verbal group	Nominal group	Adverbial group

Figure 1. Three parallel tiers of functional structure in the description of the syntagm in SFL (adapted of SFL by Halliday, 2004)

In this example, although the ideational field is analyzed in the term of transitivity system, the interpersonal tenor is analyzed according to mood system and textual mode is analyzed according to theme system, this sentence is only a simple one and these analyses focus on the functional structure without packaged information. However, at a higher level, to make expressions more diversified and increase the level of abstraction of discourses, grammatical variations, congruent and incongruent, appear. Congruence is a typical way of expressing something while incongruence refers to non-typical ways of expressing something- that is a metaphoric expression. The incongruent ways are realized or represented by grammatical metaphors in the form of lexicogrammatical configuration (Thompson,1996). The grammatical metaphor was firstly introduced by Halliday (1985). Most importantly, grammatical metaphor creates variations of expressions. To be more specific, it is the transference of lexicogrammatical functions like word classes, clause ranks, etc….

Below is an example of the corresponding congruent and incongruent forms expressed in ideational grammatical metaphor (IGM). Congruent expression in (2a) and incongruent expresion in (2b)

(2) (a) *John*   *had prepared*   *the tickets*   ***before***   *he*   *departed*   *for the airport.*

actor noun	process verb	goal noun	relator	actor noun	process verb	circumstance noun

(b) *John's preparation for the ticket*   ***preceded***   *his departure*   *to the airport.*

actor nominalization	process verbs	goal nominalization	circumstance noun
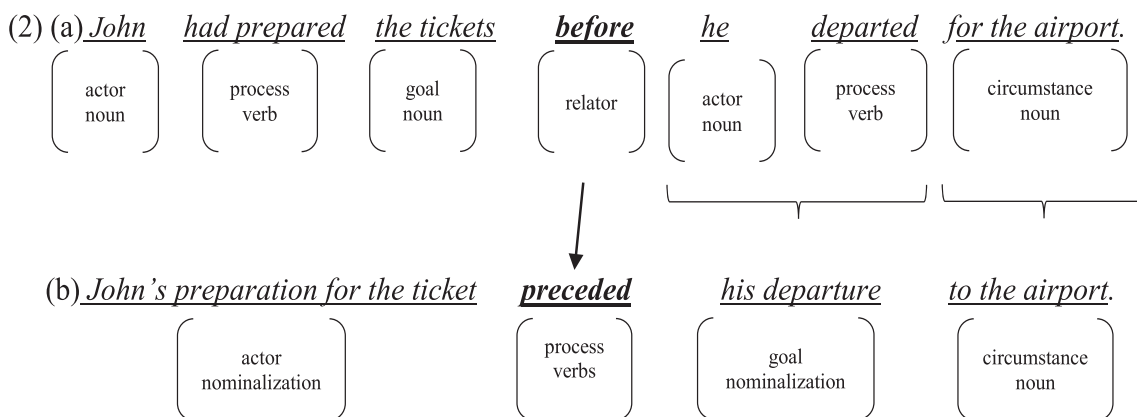
In congruent expression, there is a grammatical movement of the words: '*prepared*' and '*departed*' (verbs showing processes) in the clause complex. In this way, *'preparation'* and *'departure'* (nouns showing things) become parts of incongruent expression packed in only one clause. Through nominalizing the processes, the clause complex (congruence) becomes one clause (incongruence). In terms of the transitivity system, Halliday (1994) claims that there are three components of *the transitivity process*, namely: The process itself, participants in the process, and circumstances associated with the process. Transitivity has been an interesting issue in which GM takes the role of transforming the processes. The purpose of the paper, therefore, is to clarify these transformations. We will outline the theory of IGM and then provide a review of the issue of transforming. The data are selected due to the grammatical complexity of the discourses. In addition, the implication of the study is beneficial for teaching and learning in identifying and applying IGM to understanding and creating discourses.

2. LITERATURE REVIEW

In this part, the two questions "*By what grammatical steps does such the transitivity of progress in Ideational grammatical metaphor take place? And under what conditions?*" will be answered: To begin with, we need to understand how the ideational element of the clause is represented or constructed in the English language. Bloor & Bloor (1995) convince that '*clause*' rather than *'word'* or *'sentence'* is the unit of analysis in Systemic Functional Language (SFL). The function of a clause is analyzed in terms of: theme and theme; given and new; process and participant or transitivity system. *Theme-rheme* and *given-new* indices deal with the way a text is packaged and the way information in a text is structured in a clause. However, a *process* and *participant* analysis of the text reveals the way language users manipulate language to represent their perceptions of reality. The clause realizes ideational structure by the selection of process type as a transitivity configuration,

which in turn translates into a group sequence (Halliday, 1985a). Metaphors of transitivity are shown clearly in ideational grammatical metaphors (Halliday1985). In the general view that in IGM, a metaphorical shift takes place between two or more of the following classes: relator, circumstance, process, quality, and thing. The major type of ideational metaphor is the nominalization of verbal groups, which causes corresponding shifts of other constituents. Halliday and Matthiessen (1994) claim that the general drift of ideational metaphor is from the abstract towards the concrete, e.g. from process towards things, and the simultaneous shift that takes place at the level of rank between clause complex, clause, and group/ phrase forming syndromes of GM further support this impression. Halliday and Matthiessen (2004, 2014) inform readers well of the transforming principle by saying that:

The general tendency for 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 work.

However, the clause is the most significant grammatical unit, in this case, because it is the clause that functions as the representation of processes (Halliday, 1985b) as Halliday shows in example 3 below:

Table 1. The process of creating the nominal group

concrete	Linked clause	The investor	may **prefer** (mental process)	the asset paid in yen	**if**	the risk of dollars	**increases**.
	Clause	*The preferences of foreigner exchange investor*			**depend on** (behavioral process)	*the level of risk of currencies.*	
abstract	Nominal group	*The correlation of foreigner exchange investor preference and currency risk assessment*					

Transitivity, according to Halliday (1985), specifies the different types of processes that are recognized in the language, and the structures by which they are expressed. It is the name given to a network of systems whose point of origin is the 'major' clause, the clause containing a predication; it is thus simultaneous at the point of origin with other networks. The transitivity systems are concerned with the type of process expressed in the clause, with the participants in this process, animate and inanimate, and with various attributes and circumstances of the process and the participants. None of these is necessarily restricted to expression by transitivity in the clause; process and attribution. In the transitivity system, there are six types of process, namely: material, mental, relational, verbal, existential, and behavioral.

Table 2. Six types of processes in the transitivity system (adapted of SFL by Halliday Halliday, 1985)

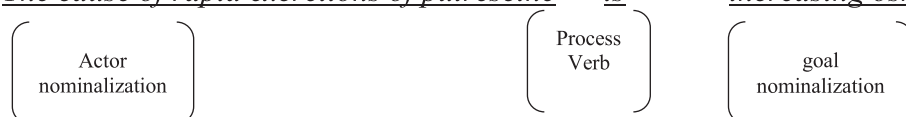| Process types	Category meaning	Participants	Examples
Material: action event	'doing' 'doing' 'happening'	Actor, Goal	*During the European scramble for Africa, Nigeria <u>fell</u> to the British.*
Behavioral	'behaving'	Behaver	*People <u>are laughing.</u>*
Mental: perception affection cognition	'sensing' 'seeing' 'feeling' 'thinking'	Senser, Phenomenon	*The Ibos <u>did not approve of</u> the kings*
Verbal	'saying'	Sayer, Target	*So we <u>say</u> that every fourth African is a Nigerian.*
Relational: attribution identification	'being' 'attributing' 'identifying'	Token, Value Carrier, Attribute Identified, Identifier	*That every fourth African <u>is</u> a Nigerian.*
Existential	'existing'	Existent	*So today <u>there's</u> Christianity in the south*

There are some compulsory conditions so that a clause as a central part represents an ideational function in SFL: (1) selection of process type: material, mental, relational with their various intermediate and secondary types; (2) configuration of transitivity functions: actor, goal, senser, manner, etc. representing the process, its participants, and circumstantial elements; (3) sequence of the nominal group in which nominalization takes an important role in transitivity among processes. In a clause with ideational meaning, a choice between the three steps must be made. If there is a natural choice of the sequence of steps, it leads to a typical way of realization or congruence. Otherwise, it is incongruence or metaphorical. According to the syndrome theory of grammatical metaphor proposed by Halliday (2004a), there may be more than one transfer from the congruent expression to the metaphorical expression (Halliday 1994, 1985b). These points are the compulsory condition of G.M and are also the recognized signals of transitivity. The transfer direction of ideational metaphor exemplified by Halliday (2004a) shows us in detail:

(4) (a) *Osmolarity increases. Consequently, putrescine is rapidly excreted.*

(b) <u>*Increasing osmolarity*</u>　　　<u>*causes*</u>　　　<u>*rapid excreting of putrescine*</u>.

　　　　Actor nominalization　　　Process Verb　　　goal nominalization
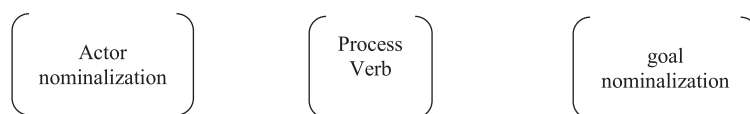
(c) <u>*The cause of rapid excretions of putrescine*</u>　　　<u>*is*</u>　　　<u>*increasing osmolarity*</u>.

　　　　Actor nominalization　　　Process Verb　　　goal nominalization

In example (4a), the two independent clauses: *Osmolarity increases* and *consequently, putrescine is rapidly excreted* are combined cohesively, but not structurally. It is understood as a congruent form. The clause complex realizing sequence in example (4b) is transferred into a clause, with both finite clauses shifting into non-finite clauses. The two non-finite clauses: *Increasing osmolarity* and *rapid excreting of putrescine* are both rank-shifted into nominal groups with non-finite verbs as Head. The verbal group realizing the logico-semantic relation is nominalized into Thing, functioning as a participant in the relational clause in example (4c). Therefore, from example (4a) to example (4c), the two cohesively linked independent clauses are rank-shifted step by step into a nominal group. Transitivity between elements of the clause is carried out differently to make a realization, for example, may both be expressed in the nominal group. In (4b) the process of the verb is a material process but in (4c) it is a relational process. The phenomenon of transference between processes in Ideational Grammatical Metaphor exists in language.

3. METHODOLOGY

The study combines quantitative and qualitative methods, describing, demonstrating, and analyzing the transitivity processes to discover how ideational grammatical metaphors work. The study needs over 100 samples to analyze the phenomenon of transforming in expressions from congruent expressions to grammatical metaphors according to the theoretical framework of Systemic Functional Grammar of Halliday 1985. Based on the collected sample data, the theory is used to prove and draw conclusions about the operation of grammatical metaphor. This is the reason why the quantitative and qualitative methods have been used to combine with the others involved. The samples including clause complex, clauses, and phrases are collected from ESP Your Sixth Sense by Brad Steiger (1966) and Ho Chi Minh on Revolution - Selected Writings by editor Bernards Fall (1968). The process of data collection was initiated from lexicogrammar to organize nominalization into two forms: congruent and metaphorical, not based on phonological or phonetic expressions. At the level of semantics, a process of nominalizing can create from one to at least three contents (1congruence and at least 2 incongruences). Nominalization is the main resource to create IGM through transitivity and takes an integral part in packaging information (Halliday1994).
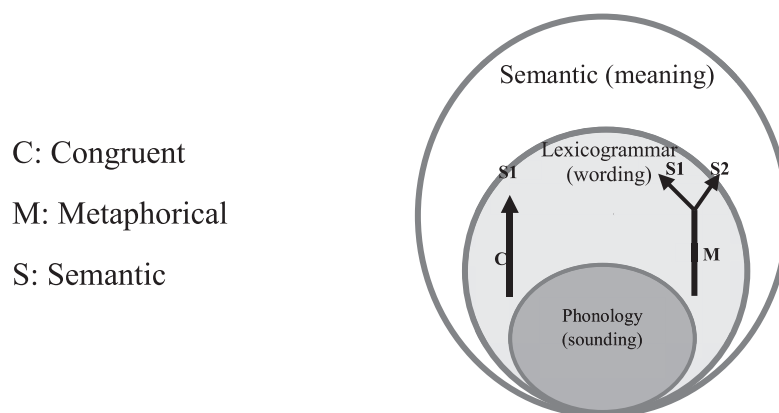
C: Congruent

M: Metaphorical

S: Semantic

Figure 2. How to collect the data (adapted of Grammatical metaphor interpreted as a semantic compound by Ravelli, 1985)

4. FINDINGS AND DISCUSSION

Halliday & Matthiessen (1999) argued that language evolved, in the human species, in two complementary functions: construing experience and enacting social processes. The ideational metaphor is a way of knowing the world and construing experiences. The knowing of the world always follows the from-simple-to-complex principle, and the construing of experience the from-concrete-to-abstract principle through processes. As argued above, a transitivity system can open the potential for transferring from one process to another by nominalization. In other words, the transitivity among the six processes, in terms of transforming different expressions, can be subdivided into two different types: transferring in its process and transferring from one process to others.

4.1. Material Process

Material processes are processes of 'doing'. They express the notion that some entity 'does' something - which may be done 'to' some other entity. In addition, in a material process, there are generally two participants that can take the roles as actor and goal and one process of doing. For example:

(5) *We threw off colonialism.* (HCM on Revolution)

(6) *These might have brought us closer together sooner.* (ESP Your Sixth Sense)

The above processes of doing can be used in congruent expressions together.

(7a) *We were professional when we shared ideas and we threw off colonialism. These __might have brought__ us closer together sooner.* (HCM on Revolution)

In example (7a), '*might have brought*' is material process. This congruent expression can be transformed into incongruent expressions as follow:

Incongruent expressions	The transforming of processes		
(7b)	*The profession of these shared ideas and our common story of throwing off colonialism*	*might have brought* (Process: Material)	*us closer together sooner*
(7c)	*Sharing ideas professionally and throwing off colonialism*	*created* (Process: Material)	*a chance for us to be closer together sooner.*
(7d)	*Sharing ideas professionally and throwing off colonialism*	*led* (Process: Material)	*us to be closer together sooner*
(7e)	*Sharing ideas professionally and throwing off colonialism*	*were* (Process: Relational)	*the main reasons for us to be closer together sooner*

As we can see, the congruent expression in the material process can be expressed by the different incongruent forms: Three in material process and one in relational process.

4.2. Mental Process

Mental processes are processes of sense. These types are divided into 4 types: Perception (see,..), affection (like…), cognition (think,…), and consideration (consider,..).

In the mental processes, there are two participants, namely: sensor (the conscious being that feels, thinks, or sees) and phenomenon (which is 'sensed'- felt, thought, or seen).

Congruent expression:

(8a) *People **observed** him when he drew his body on his forelegs and cocked his ears.* (ESP Your Sixth Sense)

The verb '*observed*' is mental process. The congruent expression above can be transformed into at least 2 incongruent expressions:

Incongruent expressions	The transforming of processes		
(8b)	The observer	saw (Process: *Mental*)	him draw his body on his forelegs and cock his ears.
(8c)	*His drawing body on* forelegs *and cocking ears*	*made* *(Process: Material)*	*people notice.*

4.3. Relational process

The main characteristic of the relational process is that they relate a participant to its identity and description. In essence, they state that something 'is/was/will be', and hence relational processes are often described as a process of being. There are three types of relational process: Intensive 'x is a' (establishes a relationship of sameness between two entities); Circumstantial 'x is at a' (defines the entity in terms of location, time, manner); Possessive 'x has a' (indicates that one entity owns another)

Congruent expression:

(9a) *He **was** interested in debating general political theories.* (ESP Your Sixth Sense)

'was' in example (9a) is relational process. The congruent expression in relation process can be transformed into two different incongruent forms: one in relational process and one in material process.

Incongruent expressions	The transforming of processes		
(9b)	*His interest*	*was* (Process: *Relational*)	*in debating general political theories*
(9c)	*Debating general political theories*	*made* (Process: *Material)*	*him interested*

4.4. Behavioral process

A behavioral process verb is indicating an activity in which both the physical and mental aspects are inseparable and indispensable to it. It usually has only one participant.

Congruent expression:

(10a) *The answer **lies** in the subconscious power of the transcendent self.* (lies: behavioral process) (HCM on Revolution)

Incongruent expressions	The transforming of processes		
(10b)	*The subconscious power of the transcendent self*	*is* *(Process: Relational)*	*the answer.*
(10c)	*The subconscious power of the transcendent self*	*answers* *(Process: Verbal)*	*us.*

As we can see, the behavioral congruent expression can be transformed into incongruent expression: one in relational process and another in verbal process.

4.5. Verbal process

These are processes of saying. The participants of the processes are sayer (a participant who speaks), receiver (the one to whom the verbalization is addressed), and verbiage (a name for the verbalization itself). There is however one other type of verbal process, in which the sayer is in sense acting verbally on another direct participant, with verbs such as insult, praise, slander, abuse, and flatter. This other participant will be referred to as the target.

Congruent expression:

(11a) **_Tell_** us about *the political and cultural make-up of Nigeria, please.* (HCM on Revolution) (Tell: Verbal process in imperative mood)

Incongruent expressions	The transforming of processes		
(11b)	*Can you*	*tell* *(Process: Verbal)*	*us about the political and cultural make-up of Nigeria?*
(11c)	*I*	*wonder* *(Process: Mental)*	*how the political and cultural make-up of Nigeria is?*

Congruent expression (verbal process) can be transformed into incongruent expression in metaphors of mood: verbal process and mental process. In this case, interpersonal grammatical metaphors are realized in question form and statement form.

4.6. Existential process

Existential processes represent that something exists or happens. These clauses typically have the verb *be*, or some other verb expressing *existence*, such as *exist, arise*, followed by a nominal group functioning as existent (a thing which exists in the process). The existence may be a phenomenon of any kind, and is often, in fact, an event.

Congruent expression:

(12a) **There was** *a large dose of natural contrariness in his decision.* (HCM on

Revolution) In the congruent expression, the existential process in example 12a is '*There was*' *and there is transforming among processes in metaphorical expression.*

Incongruent expressions	The transforming of processes		
(12b)	*From his decision*	*appeared* *(Process: Existential)*	*a large dose of natural contrariness*
(12c)	*A large dose of natural contrariness*	*was made* (Process: *Material*)	*according to his decision*

The congruent expression (existential process) can be transformed into two incongruent expressions, concluding existential process and material process. The above evidence in the transformation from congruent to incongruent expression confirms that language is the resource of creating meaning in Halliday's theory, especially in GM. In addition, such wordings at the lexicogrammatical level as the paper has explained, transitivity among processes happens in two types: transferring in its process and transferring from one process to others. The choices of congruent or incongruent expressions among processes depend much on speakers' or writers' purposes in context. The figure below shows the six processes in transitivity are potential models for the variations in congruent and metaphorical expressions.
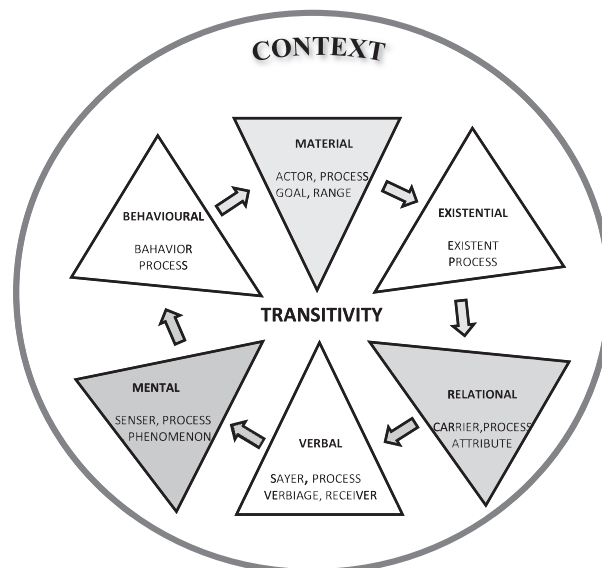

Figure 4. Transforming among the processes in IGM

Another result of the paper is that analyzing over 100 samples collected, shows the frequency and percentage of process types:
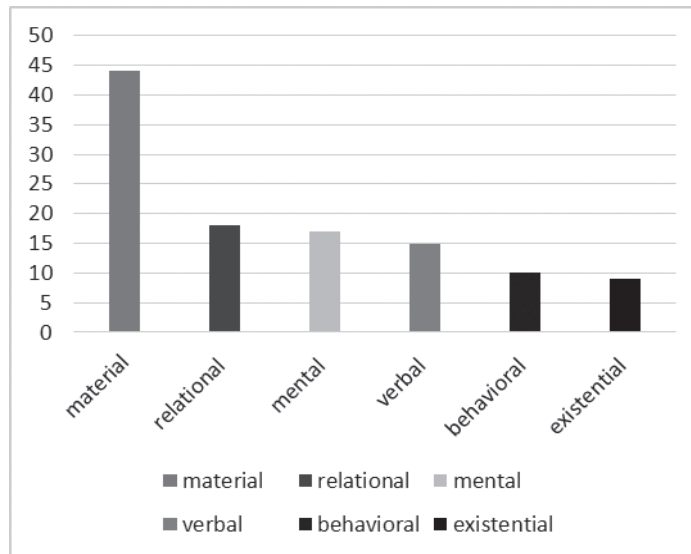
Figure 5. Frequency of transitivity among processes in text

As formerly stated, after analyzing metaphoric words and rendering them in the congruent domain to distinguish the process types, it was observed that transitivity has dominated discourses. The analysis of the data depicted the prevailing utilization of six processes: The material process is the biggest one in transferring. The second position is the relational process. The other processes (mental, verbal, and behavioral) are utilized with smaller numbers, and existential is the smallest one.

5. CONCLUSION

The findings discussed in this paper allow us to draw some conclusions:

5.1. Some theoretical issues

In the process of enacting social relations through language, people tend to perform their experiences, wishes, attitudes, and judgments objectively, and to hide their subjective determinations in their objective expressions politely and mildly to avoid a direct conflict between the communicators. The more language develops, the more choices in language people have to show their suitable ideas in each separate context. Transitivity is also considered as a way or a resource of creating meaning. In varying ways of expression, from congruent ways to metaphorical ways, nominalization takes the key tool. Nominalization helps to decrease longer phrasal compounds and structures, especially in scientific registers, making them more packed, and more concise. By nominalizing, processes can include a large amount of information in a comparatively small place by encapsulating a large number of lexical items into one clause. This is the reason why Thompson (2004), Eggins (1994), and other linguists agree that by nominalizing metaphorical expression, packing is of paramount importance in the scientific genre. In this study, Halliday's framework was used to carry out analyses of over 100 samples in discourses to pinpoint nominalization,

process types, and transitivity. Nominalization is presented as a major resource for the creation of "metaphorical" rather than "typical" or "congruent" lexicogrammatical realizations of semantic categories. In this process, the readers can be able to choose various ways to express their attitudes and worldview. The choices among the six processes in Halliday's transitivity system can generate IGM. The shifting function involved in IGM brings about a textual reorganization. IGM constitutes a powerful resource in the construction of a message and its influence can be perceived in its textual organization. It is one of the 'more sophisticated operations involved in a writer's exploitation of the meaning potential of a language (Halliday&Matthiessen, 1999). As mentioned above, one advantage of transforming the process into an entity is that nominal groups may contain modifiers, thus enhancing the semantic meaning. When we know exactly all the processes in a language, and how human beings state their experience in the world, we will explain some excellence of analyzing clauses by the transitivity system.

1.2. Practical suggestions

According to Halliday (1985a), and Halliday & Martin (1993), GM is one of the fundamental characteristics of the academic register, and its mastery can lead to success in educational contexts. In grammatical metaphor expressions, users have more chances to discover the hidden meanings, resolve ambiguities and gain a full understanding. The main pedagogical implication is to inspire language users in various ways of expressing their ideas in making texts through two important phases: (1) gaining an understanding of the research context. If both congruent and metaphorical forms have existed in the data set, it is concluded that the words under investigation are not technicalized as both congruent and metaphorical forms are observed. In the opposite case, if only the metaphorical form exists in the context without a congruent counterpart, it is concluded that those words are technicalized. (2) teaching GM to students through frontloading students with background knowledge and through tutor training. The training and frontloading will provide the participants with examples of GM use, which is based on writing and reading because reading as a language skill has also huge effects on one's writing development. (Halliday, 2008)

To sum up, transforming from congruent expressions to metaphorical ones is both a way of sentence-building and a tool for improving English skills in expressing the ideas in variation and grammatical metaphor tends to be considered prestigious, abstract, objective, academic, and formal because grammatical metaphor reduces the number of clauses and compacts more information into each nominal group. Therefore, developing an approach to teaching GM is crucial not only in English language teaching but also in the context of Vietnam.

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