

**MINISTRY OF EDUCATION AND TRAINING
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PHẠM THỊ MAI PHƯƠNG

**AN INVESTIGATION INTO GRAMMATICAL
METAPHOR IN *COMPLETE GHOST STORIES*
BY CHARLES DICKENS**

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**M.A. THESIS IN SOCIAL SCIENCES AND HUMANITIES
(A SUMMARY)**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

To satisfy my interest in ghost, I read “Complete ghost stories”, a collection of twenty stories written by Charles Dickens. I think, the key reason of creating the attraction of these stories is Dickens’ talent of using words and stylistics devices. Among them, metaphor is one of the most effective devices used in his works. Today, the notion *metaphor* has changed because of the appearance of the term *grammatical metaphor*. Grammatical metaphor is conceived as an incongruent realization of a given semantic configuration in the lexicogrammar (Halliday, 1985). Halliday said grammatical metaphor includes two types: Interpersonal Metaphor and Ideational Metaphor. He proved that grammatical metaphor plays a key role in creating images. Thanks to this phenomenon, the writing becomes more expressive, various and colourful.

(1) *My advice to all men is, that if ever they become... (p55)*

Table 1.1. Ideational Metaphor (1)

Congruent mode				
<i>I</i>	<i>advise</i>	<i>all men</i>	<i>that it ever they</i>	
Sayer	Process: Verbal	Recipient	Verbiage	
Pronoun	Verbal group	Nominal group		
Metaphorical mode				
<i>My</i>	<i>advice</i>	<i>to all men</i>	<i>is</i>	<i>that if</i>
Value				Process: Relational
Deictic	Thing	Qualifier	Finite	Thing
Adjective	Noun	Prepositional phrase	Verb	Clause

The verb *advise* in the congruent sentence is changed into the noun *advice* in the metaphorical move. The process of changing a verb into a noun is called nominalization. This shift also changed the process of the sentence: the verbal process → the relational process.

(3) *I think you saw me. (p211)*

This example is an explicitly subjective form of modality. The clause *I think* is added to the simple clause *you saw me* to play the role as the adjunct: *probably*. Therefore, (3) is considered as **the metaphor of modality** because the modality is expressed outside the clause.

(4) *Can you spare a light? (p154)*

In the place of using the imperative mood *Spare a light!* - the typical form of a commanding, the speaker used the interrogative mood. There is a shift from this mood to another; therefore, **the metaphor of mood** happens in this example.

In order to create favorable conditions for readers of Charles Dickens's ghost stories, I decided to choose *An investigation into grammatical metaphor in Complete Ghost Stories by Charles Dickens* for the thesis topic.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

- Carry out a detailed exploration of phrases, clauses or paragraphs with grammatical metaphor in the Functional Grammar Perspective.

- Help readers understand Complete Ghost Stories by analyzing interpersonal and ideational grammatical metaphor.

- Give some applications of grammatical metaphor in teaching English; especially writing and speaking.

1.2.2. Objectives

- Find out cases of ideational grammatical metaphor and interpersonal grammatical metaphor used in *Complete Ghost Stories*.
- Point out ideational metaphor in different levels of clauses: below the clause, in the clause and above the clause.
- Point out and classify types of interpersonal metaphor: metaphor of mood and metaphor of modality.
- To give some applications of grammatical metaphor to teach writing and speaking English.

1.3. RESEARCH QUESTIONS

1. What linguistic features of interpersonal metaphors are used in *Complete Ghost Stories*?
2. What linguistic features of ideational metaphors are used in *Complete Ghost Stories*?
3. What are suggestions for teaching English by using grammatical metaphors?

1.4. SCOPE OF THE STUDY

This research attempts to look at how grammatical metaphor is used in the collection of *Complete Ghost Stories* by Charles Dickens only. The analysis will follow Halliday's work: "An Introduction to Functional Grammar".

1.5. THE SIGNIFICANCE OF THE STUDY

This thesis explores linguistics features of grammatical metaphor in *Complete Ghost Stories* and creates favorable conditions for readers of this collection. Additionally, it will give suggestions to apply grammatical metaphor in teaching English.

1.6. ORGANIZATION OF THE STUDY

The study is organized into five chapters. Chapter 1: introduction. Chapter 2: literature review and theoretical background. Chapter 3: research design and methodology. Chapter 4: findings and discussion. Chapter 5: conclusions and implications

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. A REVIEW OF PREVIOUS STUDIES RELATED TO THE TOPIC

When the notion of metaphor is mentioned, we usually think of the traditional view which is called lexical metaphor. In fact, there is another aspect of metaphor - *grammatical metaphor*. Michael Halliday, the founder of Systemic Functional Linguistics first mentioned the concept of grammatical metaphor in a short paper claiming that this phenomenon is grammatical rather than lexical. Besides, we have “Grammatical metaphor: views from systemic functional linguistics” by Anne-Marie; Simon-Vadenbergen; Taverniers; Ravelli (1984) and Phan Van Hoa (2008) in “An du so sanh, an du dung hoc va an du ngu phap”.

Additionally, some prior researches relating to grammatical metaphor have been done such as “*Nominalization in English in Pedagogical Perspective*” (2005) by Doan Thuy Khanh Tram, Da Nang University, “*An investigation into nominalization in English and Vietnamese newspapers as grammatical metaphor device in the*

functional grammar perspective" (2011) by Nguyen Van Vui, Da Nang University.

2.2 THEORETICAL BACKGROUND

2.2.1. Functional Grammar

There have been some ways of describing functional grammar. According to Givón, T. (1993), functional grammar is "a set of strategies that one employs in order to produce coherent communication".

Halliday (1994) points out that "A functional grammar is essentially a natural grammar, in the sense that every thing in it can be explained, ultimately, by reference to how language is used". "*An Introduction to Functional Grammar*" mentioned this grammar model.

a. The clause

b. Clause as Message

c. Clause as Representation

d. Clause as Exchange

2.2.2. Metaphor, lexical metaphor and grammatical metaphor

a. Metaphor

Metaphor is a device for seeing something in terms of something else. According to Halliday, metaphor includes two notions: lexical metaphor and grammatical metaphor.

b. Lexical metaphor

Lexical metaphor is viewed as variation in the use of words. It can be defined as "a feature which belongs to the lexicon of a language: it refers to the possibility of lexemes to express new, metaphorical meanings" (Taverniers, 2004).

c. Grammatical metaphor

Grammatical metaphor is conceived as an incongruent realization of a given semantic configuration in the lexicogrammar (Halliday, 1985). The literal form of expressions is called the congruent mode. Congruent forms reflect the typical ways that we construe experience.

Table 2.12. Grammatical Metaphor

Congruent mode			
<i>The cast</i>	<i>acted</i>	<i>brilliantly</i>	<i>so the audience applauded for a long time</i>
Noun	Verb	Adverb	Hypotactic clause
Metaphorical mode			
<i>The cast's brilliant acting</i>	<i>drew</i>	<i>lengthy applause</i>	<i>from audience</i>
Noun	Verb	Noun	Prepositional phrase

In the metaphorical mode, the verbs *acted* and *applauded* are turned into nouns *acting* and *applause*. *The cast* has become a possessive, while *the audience* has become part of a prepositional phrase. The circumstances *brilliantly* and *for a long time* have become adjectives inside nominal groups. All these changes illustrate what is meant by grammatical metaphor.

2.2.3. Grammatical Metaphor: Ideational Metaphor and Interpersonal Metaphor

In his “Introduction to Functional Grammar”, Halliday pointed out that grammatical includes two types: Interpersonal Grammatical Metaphor and Ideational Grammatical Metaphor.

a. Ideational Grammatical Metaphor

Ideational metaphor is an incongruent representation of the

experiential meaning. It is mainly represented by the transitivity system, thus it is also called **metaphor of transitivity**. For instance, metaphor of transitivity is italicized in the following example.

- She spoke about five points.
- *Her speech covered five points.*

► Nominalization

Nominalization has been known as the single most powerful resource for creating grammatical metaphor (Halliday&Matthiessen, 2004). Nominalization is a process whereby a verb or an adjective is transformed into a nominal group.

► Types of ideational grammatical metaphor

b. Interpersonal Grammatical Metaphor

Interpersonal metaphor involves non-congruent ways of expressing opinions which concerns with establishing and maintaining relations with other people. According to Halliday, interpersonal metaphor includes metaphor of modality and metaphor of mood.

Metaphor of modality is defined as expressing modal meanings outside the clause. Similarly, in metaphor of mood, a mood meaning is expressed by an explicit element outside the clause. For example: Congruent mode → *Send your proposal by email, please.*

Metaphorical mode → *Would you mind sending your proposal by email?*

2.2.4. Congruence and incongruence form

a. Congruence

Congruent expressions are typical, unmarked ways of realizing a feature.

b. Incongruence

“Incongruent” means *not expressed* through the most typical and highly coded forms of representation.

2.3. SUMMARY

Generally, grammatical metaphor includes ideational metaphor and interpersonal metaphor.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH DESIGN

This thesis focuses on how ideational metaphor and interpersonal metaphor work in The Functional Grammar Perspective. Besides, I will mention some suggestions for applying grammatical metaphor in teaching English. The main methods in my study are descriptive, qualitative and quantitative.

3.2. SAMPLING

311 phrases, clauses, sentences or paragraphs with grammatical metaphor in the collection *Complete Ghost Stories*

3.3. DATA COLLECTION

Data are collected from the collection *Complete Ghost Stories* by Charles Dicken.

3.4. DATA ANALYSIS

The phrases, clauses, sentences and paragraphs in the stories with the appearance of ideational metaphor and interpersonal metaphors will be chosen. They are then analyzed and classified to find out how grammatical metaphor work.

3.5. PROCEDURES

- Collecting phrases, clauses and paragraphs with the appearance of grammatical metaphor from the collection.
- Describing how ideational metaphor and interpersonal grammatical metaphors used in those samples according to The Functional Grammar Perspective.
- Analyzing to find out the functions of ideational metaphor and interpersonal metaphors in the stories.
- Giving some suggestions for applying grammatical metaphor in writing and speaking English.

3.6. RELIABILITY AND VALIDITY

In terms of reliability, the source selected to be investigated is derived from the book “Complete Ghost Stories”, therefore, the data source is highly reliable.

In terms of validity, this study meets all required criteria.

3.7. SUMMARY

CHAPTER 4

FINDINGS AND DISCUSSIONS

4.1. INTERPERSONAL GRAMMATICAL METAPHOR IN *COMPLETE GHOST STORIES*

Interpersonal metaphor includes the various ways which the speaker enters a speech situation and performs a speech act. In this research, we will examine and clarify interpersonal metaphor in Mood and Modality under the theory of Halliday.

4.1.1. Metaphor of Modality in *Complete Ghost Stories*

Halliday claims that modal meanings are most **congruently** expressed by **modal elements in the clause**: modal operators and adjuncts such as *certainly*, *probably*. **Metaphor of modality** expresses modal meaning **outside the clause**.

a. Probability

Metaphor of probability occurs naturally in daily communication. It can be created by two ways: firstly, a projecting clause can be added to the simple one; and secondly, the word expressing modality is nominalized.

(2) *I think he loses a very good dinner. (p98)*

Halliday pointed out that the clause *I think* is functioning as an expression of modality. The congruent expression of (1) is *Probably he loses a very good dinner*. The reason for regarding this as a metaphorical variant is that the proposition is not *I think*. This is shown clearly by the tag; if we tag the clause *I think he loses a very good dinner*, we have:

I think he loses a very good dinner, doesn't he?

Not I think he loses a very good dinner, don't I?

b. Obligation

The **imperative** is known as the **non-metaphorical** mode of obligation. Let's have a look at these following examples to see the point more easily.

(15) *I want you to marry the window. (p10)*

(15) is considered the metaphorical variant of *Marry the window!* The speaker added the outside element *I want you* to make the imperative mood into the declarative one.

4.1.2. Metaphor of Mood in *Complete Ghost Stories*

The transference from one speech function to another could generate metaphor of mood.

a. Commanding

Halliday defines the imperative as a non-metaphorical or “basic” type of realization of commands. For example, to ask somebody to close the door, we have various ways of expressing.

The congruent mode: *Close the door, please!*

The metaphorical mode: *I want you to close the door. / Can you close the door? / Would you mind closing the door?*

(18) *Can you tell me that?* (p10)

The congruent mode of commanding is imperative, but the speaker added an explicit auxiliary and an explicit subject *Can you* to an imperative *tell me that* to create the interrogative. The transference from imperative into interrogative creates metaphor.

b. Offering

There is no single type of expression in English which can be regarded as a congruent realization of an offer. This is because, according to Halliday, the non-metaphorical encoding of an offer is even more radically dependent on the medium of physical-material negotiation: the most basic realization of the offer is the accomplishment of the offer itself in the physical-material world, for example, the action itself of opening the door for someone.

(24) *Shall I send them in, sir?* (p10)

As I mentioned above, these offerings are called to be metaphorically because they are expressed in declarative mood, not imperative. In this case, there is the shift from this mood into another; therefore, they are considered as the metaphor of mood.

c. Advising

In Halliday's view, modulated command is considered as the metaphorical form of advice and the congruent mode is expressed with the modal verb *should*.

(28) *You had better read your paper than do nothing at all.*

The speaker used the metaphorical mode, not the congruent form: *you should read the paper* to advise someone to read the paper instead of doing nothing,

d. Asking information

The most congruent form of asking information is the direct question.

(33) *I want to know why this is. (p157)*

In this case, the speaker used the declarative form to ask information. He added the clause *I want to know* to the simple question: *why is this?* The speaker generated the metaphor of mood because he shifted from the interrogative mood to the declarative one.

e. Affirming

(35) *I dare say you did, sir. (p7)*

The speaker affirms what he is saying is true by adding the clause *I dare say* to the simple sentence *you did*. If we tag the clause *I dare say you did* we get: *I dare say you did, didn't you. Not I dare say you did, don't I.* For such reason, *I dare say you did* is considered as the metaphorical expression.

f. Promising

(38) *I promise you by heaven and earth I will do it with this gun if I see it again. (p236)*

The speaker expressed his promise by adding the clause *I promise you by heaven and earth* to the if-construction *I will do it*

with this gun if I see it again. Therefore, the speaker created the metaphor of mood because the meaning of the sentence is expressed outside the clause.

4.1.3. Summary

In brief, interpersonal metaphor related to non-congruent ways of informal spoken language which concerns with establishing and maintaining relations with other people. It includes the various ways by which the speaker enters a speech situation and performs a speech act. Interpersonal metaphor can be classified into metaphor of mood and metaphor of modality.

4.2. IDEATIONAL METAPHOR IN *COMPLETE GHOST STORIES*

Ideational metaphor is used to refer to the **transference** from **congruent** to **metaphorical** mode in **grammar**. That process of transference is called **nominalization**. According to Halliday, nominalization has been known as the single most powerful resource for creating grammatical metaphor. Therefore, in this part, we will discuss three main parts: nominalization below the clause, nominalization in the clause and nominalization above the clause.

4.2.1. Nominalization below the clause

Nominalization below the clause means nominalization of the **Epithet** in the nominal group, which is usually realized by adjectives.

(39) *I saw a smile of triumph play upon the faces of her needy relatives. (p15)*

After nominalization process, the Epithet is transferred into the thing “triumph”; the noun “a smile” becomes the new qualifier for the nominalized Epithet “triumph”.

Table 4.5. Nominalization of The Epithet (2)

The metaphorical mode			
<i>I</i>	<i>saw</i>	<i>a smile of triumph</i>	<i>upon the faces of</i>
Senser	Process: mental	Phenomenon	Circumstance
The congruent mode			
<i>I</i>	<i>saw</i>	<i>a triumphant smile</i>	<i>upon the faces of</i>
Senser	Process: mental	Phenomenon	Circumstance

4.2.2. Nominalization in the clause

Nominalization in the clause means nominalization of three main elements: participant, process, and circumstance of the clause.

a. Nominalization of the process

Nominalization of the process may change the process type or cause a considerable change in function and word class of all elements in the original form. Thus, nominalization turns a clause with the congruent mode into the metaphorical form.

(46) *You are a powerful speaker (p59).*

That nominalization makes the type of process shift from the relational into the verbal and also transfers the grammatical classes of the lexical items: the adverb *powerfully*→ the adjective *powerful*; and the verb *speak*→ the noun *speaker*.

Table 4.7. Nominalization of The Process (2)

Congruent mode			
	<i>You</i>	<i>Speak</i>	<i>powerfully.</i>
Function	Sayer	Process: Verbal	Circumstance
Class	Pronoun	Verb	Adverb
Metaphorical mode			
	<i>You</i>	<i>are</i>	<i>a powerful speaker.</i>
Function	Identified	Process: Relational	Identifier
Class	Pronoun	Verbal group	Nominal group

The next cases show the nominalization of the process which is rather common in casual such as: *make a decision* alternating with the verb *decide* or *have a look/take a look* instead of the verb *look*.

(51) *The lady made no answer* (p45)

The process *answered* is reconstrued as a participant of the Range type and is combined with a new process. Therefore, that is the metaphorical variant of the expression *The lady didn't answer*.

Briefly, nominalization of the process may transfer the clause from this process into another one.

b. Nominalization of the circumstance

Nominalization of the circumstance happens by turning manner adverbs in a clause into a noun that becomes the Head/Thing.

(59) *He hasn't the satisfaction of thinking.* (p98)

(59) can be rewritten congruently as: *He doesn't think satisfactorily.* The adverb *satisfactorily* is nominalized and become the Head of the noun phrase *the satisfaction of thinking*.

In conclusion, nominalization in the circumstance occurs only when the verbs are modified by adverbs. The adverbs are nominalized and become the Head in the clause.

c. Nominalization of the attribute

An attribute can be realized by adjectival groups, prepositional groups or nominal groups. For example:

- (60) *The brightness of the roaring fires in kitchens, parlours and all sorts of rooms was wonderful. (p95)*

The clause (60) can be rewritten as: *the fact that the roaring fires in kitchens, parlours and all sorts of rooms were bright was wonderful.* The writer nominalized the adjective **bright** into the noun brightness. *Bright* functions as an attribute in the clause and after nominalization, it becomes the Head of a noun phrase.

4.2.3. Nominalization around and above the clause

It is necessary to note that nominalization also happens with above the clause. Thanks to this phenomenon, the whole clause can be turned into a noun group or some clauses in a clause complex into a single clause. With nominalization above the clause, conjunctions can be nominalized by using another noun or nominal group, to express the same meaning of the original form. For example, *so* can be turned into *cause/proof, as/because* into *reason...*

- (67) *I know your purpose is to do me good. (p104)*

The sentence (67) can be rewritten as: *I know you do that because you want to do me good.* The nominalization *purpose* was used to combine two clauses into one. Thanks to this nominalization, the sentence becomes more vivid.

Nominalization above the clause also works as a cohesive device in discourse.

- (68) *The cutting was extremely deep, and unusually precipitate. It was made through a clammy stone that became*

oozier and wetter as I went down. For these reasons, I found the... (p261)

It is obvious that the meaning of the nominalization **these reasons** packs that of the previous clauses: *The cutting was...* and *It was made...*

4.2.4. Summary

Obviously, nominalization is the transference in which not only an adjective, a verb, a clause are turned into a Thing, which allows us to change a sentence into another with the same meaning by using other structures.

4.3. APPLICATIONS OF GRAMMATICAL METAPHOR TO TEACH ENGLISH

Grammatical metaphor not only helps learners explore and understand how wonderful the language is, but also tell them why certain grammatical concepts are used.

4.3.1. Applications of ideational grammatical metaphor to teach writing English

After doing some careful research and collecting some samples in the collection of Complete Ghost Stories by Charles Dickens, we suggest some common transformation structures to apply in writing.

↗ Pattern 1

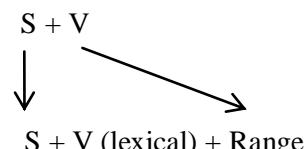
Original Form:

Nominalization Form:

He uttered to the wish.



He gave utterance to the wish. (p81)



↗ **Pattern 2**

Original Form:

S + V + Adv



Nominalization Form:

S + Be + Adj + Nominalization

You speak powerfully.

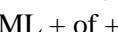


You are a powerful speaker. (p59)

↗ **Pattern 3**

Original form:

S + V + Adv



Nominalization form:

S + V + NML + of + V-ING

He doesn't think satisfactorily.



He hasn't the satisfaction of thinking. (p98)

4.3.2. Applications of interpersonal grammatical metaphor to teach speaking English

We suggest some metaphorical structures to express the modality and the mood metaphorically.

↗ **Probability**

- I think/ I suppose/ I know/ I hope/ I guess/ I believe.....
- It is likely that/ It is supposed that/ It is certain that.....

↗ **Command**

- Can you/ Do you mind/ Why don't you/ Why not...

↗ **Offer**

- Would you like me to/ Do you want me to/ Shall I...?

↗ **Advice**

- You had better/ If I were you, I would....

4.3.3. Summary

In brief, grammatical metaphor provides various ways to

express the same meaning. It enables writers or speakers to include more information in the same sentence, guarantee a better flow of discourse and add more beauty to the texts. If the students master this phenomenon, it will be helpful for them to understand the comprehension tasks, make the written texts more beautiful and understand the intention of the speakers.

4.4. SUMMARY

Table 4.15. Occurrence of Grammatical Metaphor

	Occurrence	Rate
Ideational Metaphor	196	63%
Interpersonal Metaphor	115	37%
Grammatical Metaphor (Total)	311	100%

The figure in table 4.15 shows that ideational metaphor prevails over interpersonal metaphor. That is because nominalization occurs more frequently in written texts than metaphor of mood and metaphor of modality. From the above fact, we can see that nominalization plays a very important role in written texts. Thanks to it, the text is more vivid, clear and cohesive.

In terms of ideational metaphor, nominalization of the process comprises three quarters with 147 times; especially, nominalization of the process: *Lexical Verb + Range*. And nominalization above the clause has the least occurrence. When nominalization process happens in paragraphs, it plays the role of cohesive devices such as conjunctions or relators.

Table 4.16. Occurrence of Ideational Metaphor

	Occurence	Rate
Nominalization below the clause	42	21%
Nominalization in the clause	147	75%
Nominalization above the clause	7	4 %
Ideational Metaphor (Total)	196	100%

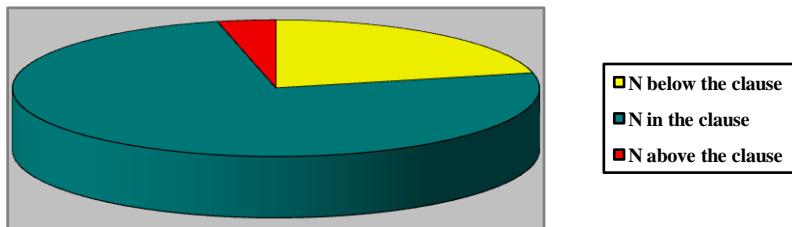


Figure 4.4. Occurrence of Ideational Metaphor

In terms of interpersonal metaphor, metaphor of modality happens more densely than metaphor of mood; especially, metaphor of probability with 84 cases. Most of those cases are subjective rather than objective. People have a tendency to use phrases *I think/ I know/ I hope/ I believe* when they want to give opinions. In metaphor of mood, commanding is in the majority with 17 examples. That is because when we want to ask somebody to do something; we need to be very polite.

Table 4.17. Occurrence of Interpersonal Metaphor

	Occurrence	Rate
Metaphor of mood	30	26%
Metaphor of modality	85	74%
Interpersonal Metaphor (Total)	115	100 %

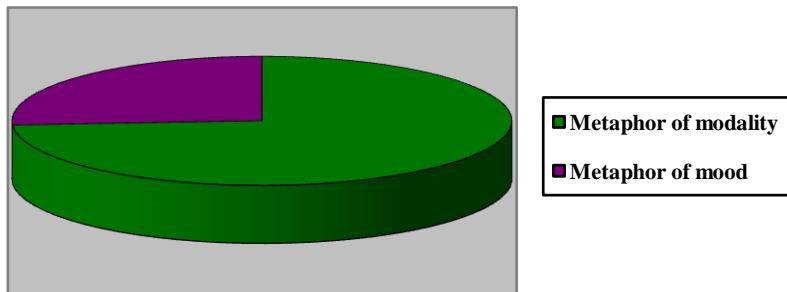


Figure 4.5. Occurrence of Interpersonal Metaphor

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

Thanks to grammatical metaphor, languages have different ways with various structures to express the same meaning.

In this research, I study how two main types of grammatical metaphor: interpersonal and ideational metaphor work in the stories of the collection *Complete Ghost Stories*. With the case of interpersonal metaphor, I study two aspects: metaphor of mood and metaphor of modality. Metaphor of mood happens when there is the transference from this mood into another in a clause. Besides, I study the linguistics features of ideational grammatical metaphor in which

nominalization is the most powerful tool. Moreover, I suggest some applications of grammatical metaphor to teach writing and speaking English.

5.2. FURTHER IMPLICATIONS FOR TEACHING AND LEARNING GRAMMATICAL METAPHOR

5.2.1. Implications for Teachers

Firstly, it should be emphasized that grammatical metaphor plays a very important role in English. Young children handle this kind of metaphor before they start school. Different from interpersonal metaphor, ideational metaphor is learned later by children and is not part of the grammar of ordinary, spontaneous conversation that children meet in the home and neighbourhood. It is associated with the discourses of education and science, bureaucracy and the law. Obviously, children may encounter the phenomenon of interpersonal grammatical metaphor from first years of their lives. They are likely to meet the ideational type of metaphor when they reach the upper levels of primary. Therefore, teachers have to notice that students will encounter this phenomenon at all levels of school. The higher class they are in, the more frequently they encounter grammatical metaphor because grammatical metaphor appears mostly in adults' language, especially, in formal writing.

Secondly, teachers should help students deal with grammatical metaphor by giving them the structure of nominalization and various ways of expressing speech acts. Besides, providing the way how to denominalize it in a congruent mode and translate it into Vietnamese.

Thirdly, teachers should encourage students to write academically by using nominalization and practice speaking metaphorically. Additionally, teachers have to help them know some different ways of expressing the same meaning. Moreover, teachers can provide some common patterns and give them exercises to practice.

5.2.2. Implications for Learners

Obviously, ideational grammatical metaphor is very important and appears densely in formal writing. Interpersonal grammatical metaphor happens in daily communication. Therefore, to improve your writing and understand English texts, especially, some formal documents, learners should pay attention to this phenomenon. Nominalization is preferred in English so learners should know how to transform it in an easier way to understand it. For example, how can you translate this sentence into Vietnamese?

Their friends are having a bad influence on them.

At first, some students can translate like this:

Bạn bè họ có một ảnh hưởng không tốt đến họ.

This sentence seems awkward in Vietnamese. Learners should pay attention that in English the verb *have* in this situation is just a lexical verb that has no meaning but only has grammatical function in the sentence. The meaning mainly lies in the nominalization *influence*. Thus, learners should translate like this: *Bạn bè họ ảnh hưởng không tốt đến họ.*

5.3. LIMITATIONS OF THE THESIS AND FURTHER STUDY

5.3.1. Limitations of the Thesis

Firstly, this thesis is concerned with the broad field in which I have to study 2 main kinds of grammatical metaphor: ideational

metaphor and interpersonal metaphor. Therefore, in terms of ideational metaphor, my research mainly pays attention to nominalization – the main source of ideational metaphor. With interpersonal metaphor, we just mention a limited number of metaphorical expressions concerning the metaphor of mood and the metaphor of modality.

Secondly, this study does not do the contrastive analysis of grammatical metaphor between English and Vietnamese to distinguish the similarity and difference of this phenomenon between two languages English and Vietnamese.

5.3.2. Suggestions for Further Researches

Further researches should develop this topic by examining how textual metaphor used in this collection. Besides, further studies can make a contrastive analysis to distinguish the similarities and differences of grammatical metaphor between Vietnamese and English.