GRAMMATICAL METAPHOR IN ACADEMIC WRITING OF UNDERGRADUATE STUDENTS OF ENGLISH: A CORPUS-ASSISTED CASE STUDY

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Grammatical Metaphor in Academic Writing of Undergraduate Students of English: A Corpus-Assisted Case Study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Grammatical Metaphor in Academic Writing of Undergraduate Students of English: A Corpus-Assisted Case Study

In Systemic Functional Linguistics (SFL), grammatical metaphor (GM) is considered as a primary resource for the creation of condensed and compact meaning in academic discourse. Students of English at university level require awareness of this fundamental linguistic tool. Adopting the theoretical framework of SFL, the present study is an attempt to quantify the deployment of Ideational Grammatical Metaphor and different nominalization forms in the academic writing of undergraduate students of English. Another aim is the description of the problems in the use of GM traceable in their academic writing. Working in the theoretical framework of SFL, I have employed the approach of a mixed-method study in which both numerical and descriptive data analysis tools are used. After the collection of handwritten essays in response to the given prompt from 81 students in BS final semester, a corpus was constructed. Starting with manual reading that is followed by computational analysis of the corpus, I have found that the sample population shows slight growth in their repertoire of paradigmatic choices offered in the form of ideational grammatical metaphor, especially nominalization. Furthermore, the students' metaphorical control is still at intermediate stage which constraints the development of their argumentation. Therefore, suitable pedagogical interventions are suggested.

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LIST OF ABBREVIATIONS

AL	Applied Linguistics
BNC	British National Corpus
CL	Corpus Linguistics
CLLC	Chinese Longitudinal Learner Corpus
COCA	Corpus of Contemporary American English
ESL	English as Second Language
EAP	English for Academic Purposes
GM	Grammatical Metaphor
IGM	Ideational Grammatical Metaphor
ICLE	International Corpus of Learner English
KWIC	key-word- in- context
LOCNESS	Louvain Corpus of National English Essays
PAPA	Privacy Accuracy Property Accessibility
PEELs	Pakistani English Language Learners
MICASE	Michigan Corpus of Academic Spoken English
MICUPSP	Michigan Corpus of Upper-Level Student Papers
SFL	Systemic Functional Linguistics

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CHAPTER 1

INTRODUCTION

Research reveals that the development of L2 writing skill encompasses "a process foundationally and substantively distinct from learning to write in a first language" (Hinkel, 2012, p. 2002). English as Second Language (ESL) learners are required to not only master the essential elements of effective grammatical constructions valued globally but also develop sufficient proficiency in English that enables them to coherently convey their ideas in smooth and fluent academic prose (Hinkel, 2020). Although majority of ESL learners at advanced level endeavour to acquire sufficient proficiency in written English, yet the problems in the development of this proficiency necessary to produce effective academic discourse are not overcome to a satisfactory extent (Nys, 2019; Hinkel, 2012). Like other L2 writers, Pakistani ESL learners also face problems in the acquisition of advanced grammatical skill and academic vocabulary (Yasmin, Saeed, & Ahmad, 2018). They can demonstrate neither sophistication nor cohesion in their academic writing due to their limited knowledge of lexico-grammatical resources of the target language (Haider, Mahmood, & Asghar, 2021). Consequently, their academic prose is usually characterized by ideational chaos, lexical irregularities, grammatical discrepancies, and disparities in texture. Overusing communicative conjunctions, they usually construct longer and complex sentences because they are unable to communicate their meanings explicitly and concisely through lexically dense nominals when they produce academic written language (Haider, Mahmood, & Asghar, 2021; Wu, Mauranen, & Lei, 2020).

Academic writing tends to employ considerably a larger number of different types of Grammatical Metaphors (GMs) which makes it rather more highly coded (Halliday, 1989), for nominalization offers greater freedom to the writer for expansion and cross-coding. Contrary to speech which presents reality as dynamic, the written language presents it as synoptic. This attempt at simplifying relations requires a necessary shift in structuring reality, and these simplified relations are realized through GM. Educated learners attain not only an access to but also a power over the collective social culture represented in the grammar of language. This gives them a greater control

of their life as they are better equipped for understanding and proper evaluation of the discourse which they are working with (Halliday, 2016). Since IGM can also empower Pakistani ESL learners at undergraduate levels to access highly coded academic discourse, my perspective on the role of IGM remains significantly relevant. Moreover, with this meaning making resource, their ability to exploit grammatical resources can be greatly diversified.

GM is one of linguistic resources that distinguish learners in their progression to advanced writing proficiency characterized by condensation, abstraction and sophistication in academic writing. With this grammatical form, learners' freedom to exploit semiotic resources of language is diversified, and they can construct a synoptic portrait of reality. This is necessary for learners at their advanced education careers where they are required to reconstrue meanings and reorganize knowledge in technical taxonomies (Byrnes, 2018, 2012; Ortega, 2015; Ryshina-Pankova, 2015). Attainment of advanced proficiency in academic writing poses a serious challenge even to majority of native English speakers (Habibie & Hyland, 2019). However, its challenging nature becomes particularly evident when non-native learners' linguistic and cultural backgrounds hamper their progress to handle nuances of academic discourse (Bowen & Thomas, 2020; Charan, 2016; Fadda, 2012). Recent rapid increase in contacts as well as interaction among scholars at international forums has led to adult learners' enhanced interest in improving their academic writing ability. There has been observed a clear rise in the urge among non-native speakers for learning English to improve their communication in formal written discourse at international level (Hyland & Jiang, 2019).

The key role of GM in the opening up of meaning potential through the uncommon construction of the world cannot be ignored because it is indispensable for "building academic knowledge in all disciplines. From science it has migrated to other domains of academic knowledge where it fulfills the same function of compacting meanings to build knowledge upon knowledge" (Hood, 2016, p. 196). Its capacity to increase the credibility of writers' claim for objectivity proves helpful to enhance the persuasive power of an argument (Banks & Di Martino, 2019). Consequently, the realization of importance of academic writing has gained momentum among researchers, educators, and linguists across the academia (Hyland & Jiang, 2019).

In Systemic Functional Linguistics (SFL), language is considered as 'social semiotic' (Halliday, 1978), and its grammar differentiates it from other semiotic systems (Halliday, 1993). Moreover, it is admitted that "all knowledge is constituted in semiotic systems" (Halliday & Matthiessen, 1999, p. 3), in which language is the most central tool, so the best way to access and understand the knowledge enshrined in a certain discipline involves careful examination of those particular ways of meaning that have evolved in logogenic time frame. In this regard, understanding of not only scientific taxonomies but also of "aspects of the grammar" (Halliday & Matthiessen, 1999, p. 3) leads to learners' empowerment with linguistic resources. That is why, in every discussion of language as the resource of meaning, grammatical metaphor occupies a pivotal position (Halliday & Matthiessen, 1999).

Zooming interest in how GM helps learners in social construction of meaning in different genres and registers cannot be overlooked. Ravelli's (1985) findings that GM has central role in the efficacy of written language, especially in reasoning discourses of advanced learners remain true. Halliday (1994) is right in his claim that GM helps learners not only in the creation of reasoned argument, and thus in the enhancement of its cohesiveness, but also towards their smooth introduction of hierarchical taxonomies of technical constructs that are built on ideational abstraction of concrete reality. Leaners' knowledge construction in an organized form at advanced level certainly requires them to be proficient in the handling and manipulation of ideational grammatical metaphors (IGMs) with special focus on nominalization, for recently there has been speedy introduction of technicality in disciplinary knowledge (He & Yang, 2018). Furthermore, the validity of Halliday's view that every linguistic choice is stylistic in its nature is hard to challenge. With learners' movement across school, college and university, the sophisticated, opaque, objective, and technical variant, which Halliday calls the "Attic" style, replaces the naïve, straightforward, subjective and ordinary language variant called the "Doric" style. Consistent expansion in learners' gradual paradigmatic repertoire greatly contributes to their successful movement between the two styles because grammatical variation accompanied by high lexical density is preferred to the lexical variation coupled with low lexical density. Thus, GM is an essential element in the academic discourse at undergraduate levels and beyond (Zhang, 2018; Hu, 2015). Despite that academic writing of L2 writers cannot be claimed as monolithic as there are wide range of varieties, both the taxonomic

organization of phenomena and smooth flow of reasoned argument require that Pakistani ESL learners attain sufficient proficiency in IGM.

Recent studies on academic literacy development in SFL have focused on the appropriacy and inappropriacy in the use of grammatical metaphor in academic registers. In this regard, Huang & Yu (2021), He (2019) and Halliday (2016) offer cogent examples. Following the principles in first systematic description of grammatical metaphor by Halliday that came in 1985, the scholars encourage the learners of academic English to expand their repertoire of paradigmatic choices which most frequently involve the expert deployment of grammatical metaphor. The most familiar type of grammatical metaphor known as nominalization is also most frequently used in written academic discourse, but Halliday has identified many other types which are found in the language of specific registers (Williams, 2017). McGrath & Liardét (2022) maintain that studies conducted recently that support the use of IGM contain more rigor. Therefore, the opposing voices to the dominance of attic style in the academic writing have not yet gained significant audience in the academia.

1.1   Background of the Study

Recognizing the significance of the lexico-grammatical skill for production of an effective academic discourse, particularly in the global language. Batool, Nadeem, & Asif (2018), Yasmin, Saeed, & Ahmad (2018), Charan (2016) and Mahmood & Asim (2014) highlight Pakistani university learners' incapacity to achieve the desired target in their academic writing. To these scholars, existing English language courses have not satisfactorily helped ESL leaners in Pakistan to develop their academic writing ability adequately. As a result, the writing ability of many postgraduate scholars tends to be limited (Batool, Nadeem, & Asif, 2018; Yasmin, Saeed, & Ahmad, 2018; Charan, 2016; Sajid & Siddiqui, 2015; Mahmood & Asim, 2014). Asghar (2015) conducted an evaluative study on ESL leaners' academic writing ability focusing on meta-discoursal and other rhetorical features in the academic discourse produced by Pakistani university students and reported that they generally lack capabilities to compete with the educational challenges due to inadequate academic training in various study skills (Asghar, 2015). It was also found that Pakistani apprentice and professional scholars' written academic discourse shows considerable variability in the degree and function of abstraction which forms an essential feature of academic prose. This functional

abstraction is highly dependent on GM (Halliday & Matthiessen, 1999). By means of abstract construals, academic writers reconfigure direct experiences of the world into abstract, general, and technical concepts used by specialists and present a more objective interpersonal stance. To academic writers of English, the regulation of these functions of abstraction often entails several challenges (Arancibia & Sadlier, 2018). The reasons for ESL learners' failure to regulate abstraction in their academic prose may include first their unfamiliarity with expectations in scholarly cultures, and/or second possible gaps in the internalized lexico-grammatical and semantic systems of English that underlie the subjects' capacity to reconfigure concrete events and dynamic forms of reasoning as abstract entities (Byrnes, 2014; Schleppegrell, 2004). The previous discussion shows that the quantitative exploration of IGM combined with the qualitative description of problems in Pakistani undergraduate students of English can provide insightful clues to the academic community.

The primary strategy helpful to learners for transformation of their experience of the world from concrete to abstract is the use of ideational metaphor with which experiences are re-construed metaphorically, and thus progress in academic advancement becomes possible (Arancibia & Sadlier, 2018; Liardét, 2018). This powerful resource equips the learners to not only manage text creation but also organize ongoing negotiation of meaning remapping the interface of ideational and interpersonal proposals/propositions.

1.2 Role of GM in SFL

Byrnes (2015) attempts to anchor academic writing development in the specific theory of language adopted in SFL. There can be observed convergence between Martin (1992) and Byrnes (2015) on the construct that language is always functional. Consequently, learners who have limited lexico-grammatical knowledge cannot fully exploit the functional advantages of different linguistic choices when they produce academic discourse. Moreover, when learners during their university studies fail to gradually expand their lexical and grammatical repertoire necessary to understand academic prose, they tend to face increased difficulty to fulfil demands of diverse variety of texts commonly found in specific registers and genres because they have high lexical density and more abstractions. In other words, the growth of linguistic resources

itself necessarily expands learners' composition abilities necessary for the production of functionally appropriate texts, for texts are always driven by social contexts.

This leads us to the conclusion that learners' success in academic community is greatly determined by their ability to fulfill exigencies of register variation. Adopting the view of SFL, register variation can be understood either as a view from above in which different contextual situations demand conformity with linguistic variation, or a view from below which creates the required interlink between different registers and diversity of lexico-grammatical features that are realized in different language choices. From another view, which Byrnes herself has devised and is called a view from roundabout interlinks different registers through the adoption of different semantic strategies for the expression of appropriate meaning. Like other advocates of SFL, Byrnes posits that social context commonly called context of situation is linked to a particular language form represented in specific 'wordings'; for example, '*They failed because they were lazy*' is functionally different from '*Their laziness led to their failure*' because the latter is more concise and has higher lexical density. In formal academic discourse the latter is valued more than the former which is preferable in informal conversations. These wordings signal towards the suggestion that individual and group language use are clearly functional. Nonetheless, the proponents of this theory do not stop here; rather, they claim that language in its fundamental organization of grammatical resources is completely functional. Furthermore, Byrnes (2015) endorses Matthiessen (2009) and asserts that language in its totality acts as an essential dynamic system that works through adaptation to changing historical situations and ideological contexts. All humans highly depend on this valuable system because it occupies central position as the most efficient meaning-making resource. The theoretical discussion clearly demonstrates that linguistic choices made by language users are driven by functional requirements of different social contexts in which studying at university for a graduate degree demands mastery of grammatical metaphor. Hence, it is pertinent to explore Pakistani ESL undergraduate learners' ability to handle this key meaning-making resource.

Byrnes (2015) further declares that three broad meta-functions which specifically characterize the functional view of language and named by Halliday as ideational — how is reality perceived, interpersonal — how humans interact with reality, and textual — how relations among text parts are maintained — have close

association with three contextual variables of global nature which are known as FIELD
— how with language use, humans construe their experience in the world semantically;
TENOR — how human interactants use language for enactment of their particular
social roles and establishment as well as maintenance of various types of social relations
with one another and MODE — how in spoken and written language, diversity in
information flow is controlled through adopting diverse textual features so that meaning
construal and enactment are in accordance with the norms appropriate to the text
category.

This exploration into the necessary link between variables of social situations
and variables of language choice brings us to the central construct of different registers
which views language choices to be functionally controlled within contours set by three
meta-functions discussed above. It is important to observe that, even though 'registers'
and actual texts produced by language users are not quite same, yet the indispensable
impact of the first on the second is not easy to ignore (Byrnes, 2015). The discussion
outlined in the previous lines becomes relevant to this study on the presumption of SFL
that university undergraduates' knowledge of GM determines how successfully they
can maintain necessary link between meta-functions of language and variables of social
contexts.

1.3   IGM and Downgrading Principle

In contrast to interpersonal metaphor which adds explicit variants for expansion
of interpersonal systems, IGM generally works on the downgrading principle. For
example, a sequence contained in the complex sentence '*They could not enter college
because they arrived late*' becomes a figure when it is recast as '*Their college entry
was hampered by their late arrival*'. The example clearly shows that IGM as a meaning
resource re-maps sequences, figures and elements in such a way that sequences become
figures, figures turn into elements, and elements change their categories to realize a
richer meaning potential. Clause nexuses are changed into clauses, clauses into groups
or phrases, and even groups/phrases to words; thus, IGM involves downranking at
every stage. The foundation of ideational metaphor is provided by already existing
congruent patterns of semantic realization. However, it is not a mere replication of such
patterns, rather, it expands them as is evident from the analysis of scientific,
administrative, and legal discourse where its systematic appearance gives these

discourses their peculiar shape and texture. The close association of the metaphorical mode with prestige, power and authority in discourse (Halliday, 2016) makes it incumbent upon academic community to learn knowledge construction through it and understand its centrality as a meaning resource (Halliday, 2007). Nevertheless, insistence on the centrality of GM is not slavishness to institutional discourse; rather, it acts as an important resource that is employed by advanced language users for construing their experience of the world that lies around them and/or inside them. While congruent forms cannot go beyond traditional categories, the metaphorical mode allows new and fresh combinations of those categories and leads to further enrichment in meaning. For example, a sequence expressed congruently as a temporal cause on its reconstrual as a figure becomes a process. On becoming a process, it attains tense marking and modality. Similarly, reconstruing of figures construed as participants demands the introduction of nominal groups, and the classification and characterization of participants in the nominal groups are easily available. For instance, when somebody remembering something' is reconstrued as 'memory' it can be classified and characterized just like other entities (Halliday & Matthiessen, 2014).

	semantic		**lexico-grammatical**
ranks:	sequence (of figures)	**realized by**	clause complex
[i.e. hierarchy	figure	"	clause
of units]	element (of figure)	"	group or phrase
types of element	process	"	verbal group
	participating entity	"	nominal group
	circumstance	"	adverbial group or prepositional phrase
	relator	"	conjunction

Table 1.1 The congruent construal of experience in English (after Halliday, 1998)

Following Painter (2003), my interpretation of IGM pivots on "the use of language to create transferred and dual strands of meaning in relation to the representation of experience" (Painter, 2003, p. 157). Following her, I support Halliday's argument that distinctions in nouns and verbs are indications of distinctions in the construal of experience. In this regard, the central unit of meaning called clause represents "a meaningful figure of experience" (Painter, 2003, p. 158) and involves "the participation of entities in some process" (Painter, 2003, p. 158). She cites Halliday (1998) and maintains that for the construal of experience into meaning, English grammar offers the congruent forms as shown in table 1.1.

1.4   Examples for Explanation of IGM

For explanation of how IGM works, three variations in mapping the same meaning are given below and the figures are drawn for illustration.

Fig. 1.1   Variation A (congruent): People did not trust their leader because he had repeatedly betrayed them.
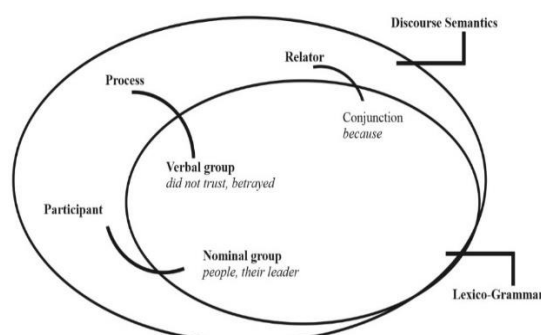
Figure 1. Congruent realization (Variation A).

When the same meaning is expressed incongruently with the help of grammatical metaphor, the second hypotactic clause acting as Circumstance is changed into preposition phrase, and the Relator '*because*' becomes a compound preposition '*because of*'. When in metaphorical transformation Relator becomes Circumstance, the new reconfiguration demands further changes in roles of Participants and Events. Thus, the Process *betray* is changed into BETRAYAL, an entity, and acts as Participant; the *Quality of Process* also changes to *Quality of Thing* which leads to the change of '*repeatedly*' into 'REPEATED*'.

Fig. 1.2 **Variation B (Incongruent):** People did not trust their leader because of his repeated betrayal.

Figure 2. Incongruent realization (Variation B).

For further compression of meaning into still more condensed form, the meaning of main clause is also expressed incongruently with the help of grammatical metaphor. This involves more changes in roles of Participants and Events. The Process word *trust* is nominalized, the possessor apostrophe 's' is added to Actor *people,* and the new nominal group *people's trust* is changed into Goal. On the same lines, the two Participants, leader and nominalized entity BETRAYAL are joined by an 's thus creating another nominal group. These two nominal groups carry on an event which is realized by a new Process SHATTER, a variant of Relator *because*. Thus, these lexico-grammatical changes result into a more condensed realization of a clause complex into a clause. In SFG, this is referred to the change of Sequence into Figure.

Fig. 1.3 **Variation C (Incongruent):** The leader's repeated betrayal shattered people's trust.

Figure 3. Incongruent realization (Variation C).

These three variations clearly demonstrate that linguistic choices made in each instance lead to the creation of three different language forms which also differ functionally in their sophistication, condensation, formality, and abstraction. Variation

B is more sophisticated than Variation A, and Variation C further enhances compactness and conciseness. Since for the achievement of this sophistication in the academic discourse, L2 learners require sufficient training, gaps in their writing proficiency like their limited grammatical knowledge to handle the changes necessary for the creation of GM and/or their insufficient repertoire of advanced lexical items can create problems in their production of effective academic discourse.

The discussion in the previous sections can be summed up thus: GM, especially IGM, is one of the most useful devices that can prove greatly beneficial to English undergraduate learners when they attempt to generate formal, coherent and compact academic discourse. It is also helpful to them for an access to technical meaning in academic discourse. Therefore, it is pertinent to examine if the Pakistani BS English learners have developed this most important meaning resource of GM in their academic writing. Two types of academic writing easily accessible for examination are the published academic papers and the written assignments or essay tests of learners. Distinct in form, content and organization, both are the major subject of research in academic text (Hinkel, 2002).

1.5   Rationale & Significance

GM is a key indicator of students' language development during their academic journey from the early years to adolescence and beyond. In the adults' written discourse, there is a complex regression of clauses to nominal groups. Moreover, there is an intimate relationship between an appropriate handling of GM and the construction of technicality in knowledge representation. It plays an active role in the learners' development of argumentation, "providing resources for the accumulation, compacting, foregrounding and backgrounding of information and evidence so that the argument can move forward" (Derewianka & Christie, 2008, p. 25). It is not a stylistic ornamentation for sophistication in meaning; rather, it is the necessary tool which equips learners at their advanced careers to construe and reason about "experience in abstract, logically developed terms" (Derewianka & Christie, 2008, p. 25), and provides them with potential power to succeed in handling nuances of cohesion, conciseness and formality.

Since formal learning is fundamentally "a linguistic process" (Webster, 2016, p. 90), other educational disciplines can greatly benefit from the findings and principles

of this study. Moreover, the analysis of GM control can lead linguistic scholars to exploit not only the broader notion of 'field' but also the notions of 'tenor' and 'mode' as well. The revelation of dominant trends in some categories of GM and lack of maturity in handling others fulfils a pedagogical necessity of suggesting some models in adult language development. This study can be a springboard for many further studies at other levels and offers a starting point.

1.6   Problem Statement

Research has established that grammatical metaphor (GM) plays critical role in academic discourse (McGrath & Liardét, 2022; Manerko, 2019), for it helps in implicit taxonomic organization of entities and swift movement of reasoned argument. Learners at advanced level of their educational careers are required to demonstrate that they are sufficiently proficient in this meaning-making resource to produce lexically dense academic prose. Their learning of writing skill remains limited unless they successfully master the use of both major categories of GM: IGM and Interpersonal Metaphor. The first consisting of two sub-categories called Experiential metaphor and Logical metaphor is a fundamental resource of meaning in academic writing because its mastery enables learners to pack rich meanings in lexically dense nominals. Learners' judicious use of IGM brings conciseness and cohesion in their writing through the adoption of nominalized writing style in which they generate single-clause sentences when they are required to show that something causes something. Students whose knowledge of this meaning-making tool lacks profundity are usually seen to realize causal relations between events by generating clause nexus in which multiple clauses are joined by relators to produce complex sentences because they are unable to realize these relations within the clause. Consequently, limitations in learners' appropriate deployment of GM create a great hindrance in their access to condensed, abstract and technical meaning highly valued in the academia. Notably, ESL university learners' writing ability to generate effective academic discourse remains underdeveloped if they are unable to use GM for the realization of three key meta-functions of language described by Halliday (1998) as ideational, interpersonal and textual. Since little research has been made to explore Pakistani English undergraduate learners' deployment of GM, I attempted to fill the gap with this study.

1.7   Research Objectives

1. To quantify the deployment of Ideational Grammatical Metaphor found in the academic writing of undergraduate students of English.
2. To quantify the employment of different forms of nominalizations found in the academic writing of undergraduate students of English.
3. To describe the problems in the use of GM which can be traced in the academic writing of undergraduate students of English.

1.8   Research Questions

1. What is the frequency of each type of Ideational Grammatical Metaphor which the undergraduate students of English used in their academic writing?
2. What is the frequency of different forms of nominalizations found in the academic writing of undergraduate students of English?
3. What kind of problems in the employment of GM can be traced in the academic writing of undergraduate students of English?

1.9   Delimitation of the Study

The study was delimited to the students of BS English studying at a public university situated in Islamabad. Since the study would expand beyond the available space and time, omitting interpersonal metaphor, I confined myself to study only ideational grammatical metaphor so that I could work within the financial and time constraints set on me.

1.10   Research Methodology

This corpus-assisted case study followed the approach of a mixed- method in which qualitative and quantitative methods were combined to carry out the research. Since the data tool of a written document was selected, I collected the written essay from the population by visiting the four sections of BS English final semester one by one and asked the students to write an essay on the given sheet. After thirty minutes, the answer sheets were collected. For answering the first and the second research questions, I have performed quantitative analysis of the entire corpus by creation of concordance list for each instance of IGM and nominalization endings. However, for an extensive and detailed qualitative analysis of all concordance lists, every list was

manually read so that a valid answer for the third research question could be found. Situated in the interdisciplinary field of applied linguistics (AL), this study aimed to uncover undergraduate learners' advanced proficiency in the handling of GM during the composition of academic discourse and investigated the major types of problems which demand necessary pedagogic intervention. From a wide range of aims of AL, I focused on addressing problems which Pakistani undergraduate learners of English often faced while handling GM in their academic writing. Predictably, this exploration could lead to learners empowerment because their mastery of this essential meaning-making tool would improve their world-wide academic communication ability.

1.11   Data Analysis Procedure

The first stage of data analysis covered manual reading of twenty essays from the entire corpus. This was done to prepare a central list in which every instance of IGM was recorded so that on entry of each instance found in the list into the corpus-software, a complete concordance for each item could be obtained. Concordances produced by the corpus software were again manually read. Deletion of instances in which the target lexical item was not being used as GM was a central step of this second stage. The resultant concordances of these lexical items which appeared as IGM provided the necessary foundation for detailed quantitative analysis. In the third stage, frequency of every selected category was calculated, and later these recorded frequencies were compared on different criteria. These comparisons were used for interpretation of data.

While concordances for different nominalization forms were prepared, no deletion was involved. The concordance produced by the corpus software were used for the calculation of frequency of each form.

The concordances of IGM were read manually. This enabled me to conduct qualitative analysis of the students' problems which they often faced while achieving appropriate metaphorical control.

1.12   Organization of the Study

In the first chapter, the central role of GM in academic discourse of undergraduate roles has been established through the discussion and elaboration of key ideas of linguists like Halliday, Martin and Matthiessen who argue in favour of maintaining high lexical density at advanced level academic writing, especially in

persuasive discourse. A brief explanation of the term GM is given. Moreover, examples are used to illustrate how it is used to enhance compactness and condensation of academic discourse. In the second chapter, relevant literature on GM, its major kinds commonly known as ideational grammatical metaphor and interpersonal grammatical metaphor, was thoroughly explored. Moreover, nominalization, its different types and a diversity of its different forms depending on suffixes are also investigated. In addition, through thematic and content analysis of a few recent studies on the use of GM in the academic writing of learners, I have supplemented my knowledge about necessary tools, preferred methodologies, and more appropriate procedures for undertaking the current study. In the third chapter, the detailed descriptions of approach, method, population, data analysis tools and procedure are given. All the key terms used in data collection and analysis are elaborated with the help of examples and tables. In the fourth chapter, first findings of relevant kinds of IGM and their subtypes chosen for this study are statistically described. The same information given first in tabular form and then in the graphical form follows these descriptions. Every statistical description requires relevant discussion. So, in these discussions, attempt has been made to interpret the descriptions already shown to reach logical conclusions about the findings of the study. The final chapter provides the summary of key findings in relation to the research questions. It also presents suggestions for addressing the identified issues in students' writing and offers recommendations for future research trajectories.

CHAPTER 2

LITERATURE REVIEW

Major dimensions of the study covered in this chapter include elaborations of different definitions of GM; introduction of the term in SFL and different scholars' reflections on its major kinds in which one is IGM; discussion on nominalization, its major types and different forms, and their functions in language; implications of its social dimensions as meaning making resource; recognition of GM as essential prerequisite of academic advancedness; exploration of its evolution in academic registers and different academic genres; explanation of its status in knowledge hierarchy; arguments in favour of its status in the academic language of undergraduate ESL learners; discussion on its role in distinguishing success in university education; the impact of advanced proficiency in this meaning resource on ESL learners' literacy development and its place in ESL learners' academic writing. Section 2.1 offers definitions by key systemists and reflections of different scholars on the term introduced by Halliday. The definitions are organized according to different linguists' key ideas about the concept.

2.1   Definitions of Grammatical Metaphor

In the literature on SFL, different scholars and linguists have given their definition of GM. Taverniers (2017) defines GM "as a doubling of semiosis" (Taverniers, 2017, p. 366) because this structure entails the doubling of characteristically recognized default semiosis so that the ideational and interpersonal meta-functions can be realized differently. The structural change demanded by GM makes it necessary that the typical patterning is doubly used. An ideational metaphor comprises two levels of configuration of figures and for this, at least, one of the figures is nominalized to act as a participant in another figure. Similarly, an interpersonal metaphor consists of two layers of grounding; while one is realized by an additional projecting clause, the other is realized by the default devices used in grounding (Taverniers, 2017). Taverniers follows Halliday & Martin (1993) who define the term GM as "a substitution of one grammatical class, or one grammatical structure, by another" (Halliday & Martin, 1993, p. 79).

In Thompson (2014), the author, after detailed discussion on GM, gives his provisional definition of the term. According to him, during the evolution of language, a lexico-grammatical form was developed for the expression of a meaning in such a semantic configuration that the same meaning was metaphorized while a different kind of formulation was used. The new lexico-grammatical form is called incongruent, and this form gives birth to new expression of the original meaning which was being expressed in a form called congruent. But this difference in meaning is not literal. Rather, the new expressions with the employment of a wide range of transitivity, mood and modality patterns convey a meaning that is metaphorically different from the original. Since meaning is such a function of language as operates through the fusion of different functions of a variety of structures, in-depth exploration of this potential of language and its various facets is fundamentally an attempt to study recombination between wordings— which include content and functional words — and meanings, and between lexico-grammar and semantics. The disjunction between lexico-grammatical and semantics is intrinsic to language; that is, it is a system having potentiality of multiplying meaning with the grammatical choices. Following Halliday's argument, the scholar believes that every human language shares this feature of its basic design that allows multi-layered recombination and decoupling. Consequently, meaning potential of language is multiplied. This possibility of recombining and decoupling of wordings and meanings that results in wide expansion of semantic resources has got the name of grammatical metaphor in SFL (Thompson, 2014).

In every language, the expression of target meaning can be encoded in two ways which are termed congruent and non-congruent ways of encoding meaning. The first one is declared to be natural and the second one is termed as incongruent/metaphorical. Grammatical metaphor involves a substitution of either a grammatical class or a grammatical structure with another class or structure. Halliday introduced the term grammatical metaphor which refers to such transference of meaning as necessitates transference of congruent structures to metaphorical forms which exist as choices in grammar. Congruent structures reflect people's typical ways of construing experience and in them, nouns and verbs represent participants and actions or processes, respectively. Furthermore, they use prepositional phrases or adverbs for representing circumstances and with the use of conjunctions, relations among processes are expressed. However, language development in the adolescent age effectuates a shift in

people's manipulation of these original relations, and they often not only change verbs or adjectives into nouns to represent participants but also turn clauses into nominals. These changed forms are called grammatical metaphors (Xue-feng, 2010).

Following the views expressed in Halliday (1985b) — where he introduced GM, Martin (1993) further fleshes out the notion. To him, GM is a process of multiply-coding meanings at the grammatical level. The argument relevant to understanding of the term is that majority of clauses, especially in writing, realize both a literal meaning and one or more than one other meanings, and for a full interpretation, several readings of the clause are needed in which starting from the literal reading, other meaning(s) in relation to the literal one is/are discovered. On further reading, the literal interpretation of a clause which has GM in it can be unpacked, and a 'transferred' meaning of figurative nature can be derived. GM not only changes the experiential structure but also alters textual organization. Defending Halliday's analogy of traditional notion of lexical metaphor on which he based his definition of GM, the linguist maintains that as the understanding of lexical metaphor entails more than one reading, clauses having GM in them must also be interpreted on another level different from what it actually says. What a metaphor—whether it is lexical or grammatical—critically requires is "the literal plus (or perhaps better times) the transferred reading" (Martin, 1993, p. 237). The requirement of multiple readings raises the issue of what can be considered a base line and its reading can be taken as literal. While focusing on lexical metaphors found in the given field, this creates no problem because the literal meaning corresponds to the word's 'basic' meaning accepted in that field. So, for the derivation of its transferred readings, the word's collocational and/or colligational context are always helpful. Practically, with the use of dictionaries, the basic meaning of the word being used metaphorically can be determined. However, to mark a base line for GM remains unclear. Martin agrees with Halliday that the children's spoken language during their pre-pubescent age can be taken as a base line and transferred readings on it give metaphorical meanings. Describing the general characteristics of this language, Martin (1993) asserts that it is the language used by speakers when they spontaneously express their emotions; when they feel they are not being understood. Moreover, this language has derivationally simpler morphology, a higher grammatical intricacy, and a lower lexical density.

With this base line, it is easy to distinguish two types of meaning realizations both of which differ from each other in their lexico-grammar. One is called congruent and the other incongruent. In a congruent meaning realization, the relation of grammar and semantic categories is natural: nominals realize people, places and things, verbal groups realize actions, conjunctions realize logical relations of temporal and causal nature, and so on. The important point raised by the scholar at this stage is that such a language requires no differentiation between semantics and grammar because in that language there is no stratification, and relationship between semantics and grammar is always straight and simple. However, in a stratified language of adults, especially the language in written discourse, unnatural relationships between grammar and semantics do appear as in it nouns can realize actions, and even verbs ca be used to realize logical relations. In this discourse, almost all meanings can be realized in more than one way (Martin, 1993). After the elaboration of the term, I move to explicate how the idea of GM is aligned to, or different from the construct of lexical metaphor.

2.2   GM vs Lexical Metaphor

While expounding his views on GM, Halliday (1994) builds on his theory of GM on reexamination of the notion of lexical metaphor. Recognizing that the studies on rhetoric have highlighted the role of lexical metaphor in a wide variety of verbal transference, he views it as part of a set of figures of speech which consists of two other elements called metonymy and synecdoche. Asserting that the three terms have distinct denotations, he defines each and gives their examples to highlight their difference. To him, all three terms are "forms of lexical variation" (Halliday, 1994, p. 400), and their origin can be traced "in the three general logical relations of elaborating, extending and enhancing" (Halliday, 1994, p. 400). His definition of metaphor stresses that the figure of speech 's function is to make the resemblance between the phenomena being compared more prominent. With three examples — *flood . . . poured in, oozes, stem the tide in* — he critically reviews the traditional notion of metaphor. Traditionally, metaphor is considered as a transference of meaning realized through a variation in the choice of words. He posits that his focus is not on the use of word; rather, his interest is understanding how meaning is expressed. Now, for the realization of meaning, one may choose such word that seems untypical or unmarked. Looking from this angle, one can understand that metaphor is not a variation in the use of a word. Rather, it is "variation in the expression of meanings" (Halliday, 1994, p. 401). This perspective,

however, presents another picture in which it can be seen, though opposite to commonly- held view, that the word choice preferred for metaphor was determined by lexico-grammatical considerations; thus, the origin of variation in meaning called metaphorical lies in lexico-grammar rather than in lexis. Halliday further argues that majority of expression commonly categorized as lexical metaphors often entail grammatical variation. Moreover, it must also be observed that these expressions, when they are put in literal form just by substituting one or more lexical items with some other, cannot represent the original metaphorical meaning. This clearly signals to the conclusion that rhetorical transference with metaphor foregrounds its origin in grammar (Halliday, 1994).

Recognizing lexical metaphor also to be grammatical in its nature, Halliday moves to explain GM and, further asserts that every metaphorical meaning is bound by its necessary reference to something else which is not metaphorical. There seems to be a one-way relationship between them. To Halliday, this is the traditional view, and he calls it a view "from below" because the focus is only on "variation in the meaning of a given expression". He prefers the opposite view which he names a view "from above". In this view, the focus is on "variation in the expression of a given meaning" (Halliday, 1994, p. 442). In other words, in the lexico-grammar, there are a variety of semantic configurations that can realize a meaning, but these realizations of meanings are different expression of a single meaning. One of these realizations may be called congruent and the others become "'transferred', or MEATAPHORICAL". Rejecting any claim that the metaphorical is better or more frequent than the congruent, he argues that each linguistic choice has certain semantic features which are not shared by others. However, their systematic relationship in expressing meaning cannot be denied. So, they are "synonymous in certain respects" (Halliday, 1994, p. 442).

Literal or lexical and grammatical metaphors both are similar in their meaning, but their functions are quite different. The function of lexical metaphor is to portray a variety of concrete experiences — most common among them are our observations — and to narrate them as material facts. However, the function of grammatical metaphor is to present concrete experiences in the form of general abstraction. For example, the conversion of a subordinate clause such as '*before the doctor arrived*' into the nominalized form as '*before the doctor's arrival'* turns a concrete experience into a general abstraction (Azabdaftari, 2015). Citing Larsen, 1993, the researcher asserts that

no language can avoid cases in which semantic concepts and their expressions in lexico-grammatical terms have been skewed. Such discrepancies between meaning and form found in the skewed forms can only be adequately described with the notion of grammatical metaphor. Following Halliday argument on this, one can maintain that semantic resources can be realized in two ways. In their congruent realization, typical forms from lexico-grammatical means are chosen in which processes, participants and circumstances find their expression in their typical categories of grammar. However, in their incongruent realization of meanings, atypical devices from lexico-grammatical means are chosen and processes turn into participants or circumstances are changed into logical processes. Thus, the expression of a meaning with the selection of words that employs different lexico-grammatical devices is called grammatical metaphor. For explanation, Halliday presents these examples.

1) *The cast acted brilliantly so the audience applauded for a long time*.

2) *The cast's brilliant acting drew lengthy applause from the audience*.

Both the sentences are similar in their meanings but differ in employing the lexico-grammatical devices for their semantic configuration. The first sentence catches a 'sequence' in which both the figures of the sequence have been congruently realized by a 'clause complex' and a coordinate conjunction is used. But in the second sentence the sequence has been changed into a figure incongruently realized by a 'clause'. The two verbs (*acted* and *applauded*) used in the first sentence, functioning as Events, and with their representation as Processes in two separate verbal groups found in different clauses, are changed into nominalized forms (*acting* and *applause* respectively), and function as Participants with their representation as Things in two nominal groups found in the same clause, one is used as Actor and the other as Goal. Even the coordinate conjunction '*so*' acting as logical-semantic relator between the two clauses, has been realized by the verb *drew*; thus, the relator functions as Event in the single verbal group of the clause and represents Process in which the two Participants *acting* and *applause* function as Actor and Goal, respectively. In the first sentence, the adverb *brilliantly* functions as Quality in the adverbial group and represents Manner in the main clause. But, in the second sentence, the adverb is substituted by the adjective *brilliant* which functions as Epithet in the first nominal group. Finally, the preposition phrase *for a long time* functioning as Duration in the second clause of the first sentence has become

the adjective *lengthy* in the second sentence and represents Epithet in the nominal group. Instead of calling it incongruent, Halliday prefers to name it 'metaphorical' and argues that for semantic configuration, every expression has (at least) one congruent realization in the lexico-grammar. In place of this congruent realization, when other realization is used, grammatical choices in it can be called transferred, or metaphorical (Bavali & Sadighi, 2012). The comparison between GM and lexical metaphor is followed by reflections on its centrality in SFL as a lexico-grammatical entity.

2.3   GM and Lexico-Grammar

Recognizing the emphasis of SFL on meaning, Webster (2003) explores the foregrounded implications of the distinctive way of positioning grammar known as lexicogrammar. SFL postulates that language as a semiotic system constructs meaning in two phases; the first phase entails distinct wordings that serve as the base for meaning construction. In other words, the content plane of this system contains not only a 'grammar' but also a 'semantics', and the unique potential of a system like this is only due to the presence of a grammar. To Halliday, it is grammar that can be called 'a privileged part of language, and it is here that language employs an important principle, which, Halliday in Webster (2003) contends, people usually ignore in their normal everyday life due to their focus on motifs; he calls it meta-redundancy principle — meaning realization through the resources present in the lexico-grammar. Thus, it can be said that with the power of language comes its grammatical energy (Webster, 2003).

SFL postulates that there exist two semiotic forms; meaning and its grammatical form, and they can be related to each other in two ways which are generally referred to as congruent or dynamic and non-congruent or synoptic semiosis. From the standpoint of language development, the users begin with congruent meaning realizations, and on them build a vast array of incongruent realizations of meaning with GM as a resource of a wide variety of meaning and gradually master metaphorical semiosis. For this, they often trans- categorize lexico-grammatical categories. It is also important to remember that grammatical metaphoricity presents a tension between the semantics and grammar. This tension is the site where semogenic power hidden in the grammatical system is tried and multiplied. Born out of this tension, GM with nominalization as a major tool objectifies the world and creates new objects in conceptual space. Since the ability to deploy GM extends over a wide variety of processes which manifest distinctly all meta-

functional environments, and without mastery in its deployment, it remains difficult to create textual wholes, and since its realization is different in different genres, "it is, perhaps, the developmental construct par excellence" (Byrnes, 2019, p. 520).

However, the issue to be settled is whether language is extrinsically functional, or the functionality is its intrinsic characteristic. In the former position, the resources of language existing in lexico-grammar merely reflect meaning but have no power to create meaning with lexico-grammatical choices. On the one hand, in the latter position, the linguists must uncover the ways to describe context of language with the necessary and inseparable meta-functions found in a language's grammatical system. In this respect, the three meta-functions pervading different texts entail first, the participants' social relations with each other at the time of discourse, second, the social action itself, and third, the management of how the participant's interaction as a social event take place. The organization of these three meta-functions commonly known as interpersonal, ideational, and textual must be traceable in the lexico-grammar, only then language can be considered a social semiotic system (Ryshina-Pankova, 2018).

Considering language as a complex semiotic system, Jiang (2014) agrees to the proposition of Halliday that this system comprises a variety of strata or levels, in which the highest stratum is of semantics, the middle stratum is of lexicogrammar, and the lowest stratum is of phonology. According to Halliday, in lexicogrammar stratum, vocabulary and grammar do not occur as two distinct strata. Rather, they can be considered as two opposite poles on a single continuum. Examination from the lexical pole often called a view "from below" starts from words and moves to meaning. In this vein, traditional or lexical metaphor express meaning variation with the particular choice of words, and two meanings—literal meaning and metaphorical meaning— are created. Halliday suggests that a complementary perspective, a view "from the above", can help us understand another important layer of meaning. He posits that starting with meaning, the linguists can observe a wide range of expressions or realization of meaning, and this has given rise to the notion of grammatical metaphor. Quoting Halliday (1985), the scholar asserts that majority of instances of rhetorical transference entail a strong grammatical element; and once this is recognized, it is not difficult to understand and agree to the notion of grammatical metaphor, because here the variation in expressions of meaning is essentially dependent on the grammatical forms, though

they often also entail some lexical variation (Jiang, 2014). Since discussion on the conceptual dimensions is almost complete, I move to the description of its major kinds.

2.4   Major Kinds of GM

Halliday (1989) contains relevant discussion on types of GM. This discussion entails an in-depth study of language functions. In his explanation of what he means by function of language, he critically examines the views of Morris (1967), Britton (1970) and Buhler (1934) and concludes that their perspective on language can be called a view from outside because they all interpret function of language as equivalent to people's use of language. However, Halliday claims that his view was a step further from this because he has interpreted functional variation observed in people' use of language to be an essential foundation of the entire organization of language itself. Thus, expanding the meaning of function, he asserts that it is the basic property of every language. So, for its proper explanation, a functional theory was required. In this theory, language has mainly three functions called ideational, interpersonal, and logical. The first refers to the property of representing "some composite phenomenon in the real world" and reflects on what reality is, the second refers to the representation of an iteration between speaker and listener, and the third represents how logical relations can be established. To perform these three functions, language has devised three modes of expression. For the realization of ideational function, it has experiential mode of meanings in which events, processes, actions, states, and phenomena are expressed. So, any sentence in which these experiential meanings are realized incongruently, or metaphorically, is an instance of IGM. Focused on social interaction, interpersonal function is realized through commands, requests or offers and when these functional are realized incongruently, this becomes an interpersonal metaphor. Since the third function of language is to establish logical connections between events or processes, in its congruent form this link is provided through conjunctions or relators. However, if this relation is realized incongruently through any other word class except conjunction, this also becomes IGM (Halliday, 1989). Since the inclusion of all three types demanded long time, I have limited this study to only one type: IGM. As declared in my delimitation, IGM forms my major research element, it seems advisable to describe its major types in the next section.

2.5   Major Types of IGM

Typical realization of ideational meanings occurs in the clause where a process is configured with participants and circumstances. In case there are two or more clauses, they are congruently joined with the help of conjunctions or some other connective device. However, when nominalizations work as participants and/or circumstance or when a relational process is used for the realization of a configuration link, these phenomena are regarded as ideational grammatical metaphors. While giving a cursory view of major discussions on this, Taverniers (2017) claims that it started with its dominance in highly nominalized style of scientific and bureaucratic discourse. The summary of the scholar's views is as follows.

The focus of grammatical metaphor has been on variation in form. For instance, first type of ideational metaphor expresses the meaning which could be traditionally encoded as a process configuration known by the name of clause. With IGM, the information is packaged in a nominal group, a form that condenses meaning. Since congruent and metaphorical are two poles of continuum, in majority of cases, a range of variants are possible. As IGM is a condensed form of meaning, its stepwise deconstruction though unpackaging can give the congruent form.

Example 1 (a) Increasing failure to grow enough food on the part of farmers leads to a decline in productivity through a lack of energy and malnutrition.

The scholar identifies four IGMs in this example. Starting her unpackaging from the relation process realized by the verb lead, she moves to stepwise rewording of each instance of nominalized form in which *failure, decline, productivity, lack* and *malnutrition* are expressed in their congruent forms. In this way, she shows how IGM is the best means of meaning condensation.

Nominalization instead of occurring on its own forms a necessary part of a larger set of simultaneously occurring shift. For instance, the nominalization in the form of '*a decline*' of the quality realized by the adjective '*less*', triggers another nominalization of the adjective '*productive*' to '*productivity*'. On the same pattern, the hypotactic clause starting with '*because*' on rewording into prepositional phrase starting with '*through*' demands a further shift of the adjective used in the phrase '*less energy*' to a nominal expression '*lack of energy*', and the clausal process configuration

is substituted by a nominal group. That is why IGM is often considered to occur in syndromes. Linguists and scholars' fine-grained analysis of IGM as syndromes and their proposed steps for unpacking highly condensed metaphors has given rise "to a typology of ideational metaphor and has revealed an ordering in the types of metaphoric shifts that can occur – namely, 'relator → circumstance → process → quality → entity'. This is an implicational hierarchy: all shifts to the right can occur, but no shift to the left". The stepwise illustration of the implicational hierarchy mentioned above can be found in example (2). The congruent encoding of the two figures linked by a relator to create a sequence is found in example (2a), and the incongruent encoding that packages the most condensed meaning is found in example (2e) in which the function of the realtor is realized by an entity cause'.

(2a) *Heating costs are minimal because the weather is mild.* relator ↓

(2b) *Heating costs are minimal because of the weather.* circumstance ↓

(2c) *The mild weather results in minimal heating costs.* process ↓

(2d) *The minimal heating costs are ascribable to the weather.* quality ↓

(2e) *The cause of the minimal heating costs is the weather.* Entity (Taverniers, 2017)

2.5.1 Nominalization, its Types, and Common Forms

According to Comrie & Thompson (1985), nominalization denotes the process of noun-formation. In this process, certain derivational devices are used to turn a verb or an adjective into a noun. These nominalized verbs or adjectives are classified into two types; they either name an activity or a state or denote an argument. While comparing the noun-formation in different languages, the scholars assert that in English, a vast array of suffixes are used to create nouns. Mackenzie (1996) has recognized that nominalization in English displays "nouniness squish" (Mackenzie, 1996, p. 2) when a verbal expression is fully realized by a nominal expression. The three intermediary kinds represented by gerund (V-ing) show "a partially verbal, partially nominal character" (Mackenzie, 1996, p. 2). The name of these three kinds are gerund, genitive-gerund, and productive nominalization. The full nominal expression is called non-productive nominalization. All these nominalizations name abstractions. Following Lyons (1977), the scholar calls them "higher-order entities" (Mackenzie,

1996, p. 4) because concrete objects are called first-order entities. To the scholar, expressive advantages offered by nominalization can be observed in pragmatics, semantics, and syntax. They bring cohesion, compactness, condensation and through backgrounding recede information gradually (Mackenzie, 1996).

English is truly impressive . . . in the way it lets you construct nouns from verbs, adjectives, and other nouns; blogger and blogosphere are examples. All you have to do is add one of an assortment of suffixes: -acy (democracy), -age (patronage), -al (refusal), -ama (panorama), -ana (Americana), -ance (variance), -ant (deodorant), -dom (freedom), -edge (knowledge), -ee (lessee), -eer (engineer), -er (painter), -ery (slavery), - ese (Lebanese), -ess (laundress), -ette (launderette), -fest (lovefest), -ful (basketful), -hood (motherhood), -iac (maniac), -ian (Italian), -ie or -y (foodie, smoothy), - ion (tension, operation), -ism (progressivism), -ist (idealist), -ite (Israelite), -itude (decripitude), -ity (stupidity), -ium (tedium), -let (leaflet), -ling (earthling), -man or-woman (Frenchman), -mania (Beatlemania), -ment (government), -ness (happiness),-o (weirdo), -or (vendor), -ship (stewardship), -th (length),and -tude (gratitude) (Nordquist, 2019).

In general terms, nominalization is defined as derivation of nouns from both verbs and adjectives. However, in broader sense, nominalization entails any realization of such meaning with nouns as are typically expressed by verbs, adjectives, or conjunctions. With this device, condensation of information in nominal group results in compression of clauses into phrases through the expression of processes as nouns. Many other changes also occur simultaneously, and often logical relations are expressed through nouns which requires further recoupling and the participants of the original clause become "modifiers of the nominalized processes". This can be seen from the example given below.

The Earth has been getting warmer mainly because we humans keep doing things that produce 'greenhouse' gases. (Congruent)

The main cause of global warming is the production of 'greenhouse' gases through human activity. (Metaphorical) (Lock & Jones, 2011).

Wei (2019) has recognized three main types of nominalization. In the first, processes are represented as things; in the second, the qualities or characteristics are realized as things, and in the third, evaluations are expressed as things (Wei, 2019).

Since discussion on what the term means, how it works, what its major kinds and their subcategories is almost complete, I outline important functions of GM in the coming sections.

2.6   Functions of GM

Important functions of GM include its flexibility as a meaning-making resource in the history of language, its social dimensions in the academic community, its significant position in academic registers and different genres popular in the academy and its contribution in the construction of knowledge hierarchies.

2.6.1   GM as a Resource of Meaning Making

In the 1990s, the dominant view in SFL about language was that it is a dynamic and open system. So, this view foregrounded language to be considered as metastable. In this view, language has persisted because it has been constantly adapting to new environments. The belief in this perspective hints at the internal stratification that forms the main content plane of language. It is only during evolutionary stage of a system that different content strata use this power to adapt. This step made the system more flexible by providing choices for decoupling and recoupling of content strata during its interaction with ever-changing environments. Language also adapts by accepting change, and GM provides an essential tool to make grammatical innovations and to introduce new structures that express the meaning more effectively which the previous structures could not. As traditional metaphor act as a basis of innovations at lexical level of words, GM can act as basis of innovation at grammatical level. Like a lexical metaphor, GM is also a means that not only expands the collective meaning potential of a language but also opens a vista of new powerful meanings. Since GM creates new meaning building on the existing grammatical forms — meaning couplings—, systemic linguists claim it to be an instance of a higher-order semiotic resource. To the scholar, it is hard to disagree with Halliday (1992) when he hypothesizes that, in all the three timescales of semogenesis that he has distinguished by different names, the metaphorical mode follows the congruent mode; this is true in all: phylogenesis, ontogenesis and logo-genesis (Taverniers, 2017).

Devrim (2015) conducted a significant study on GM for its contribution to create an integrated model for the teaching of GM. The scholar's interest in the

exploration of grammatical metaphor was mainly in its theoretical perspective. Within this perspective, the study first presented two models of theorization of GM, namely the stratal model (Halliday, 1985a, 1988, 1998; Martin, 1992a,1993b; Halliday & Martin, 1993) and the semantic model (Halliday & Matthiessen,1999). Providing substantial examples, the scholar theorized on various GM types and showed how those types differed depending upon the model used for their theorization. Following this, he had an extensive discussion on the research studies in which investigations on the development of GM in language development and language education were made, and with these studies, he attempted to explore how two models of theorization have been applied in literature on GM. Expanding on the research study of Devrim (2013), he proposed to develop a new approach to the teaching of GM with his integrated model (Devrim, 2015).

2.6.2   Social Dimension of GM (Context of Culture)

Ryshina-Pankova (2018) in her discussion on SFL has emphasized that in a wide variety of contexts, the learners' ability to participate in a social activity is a defining characteristic of their advancedness. SFL has been very helpful in defining advanced proficiency more explicitly through clarification of particular types of contexts, and genres facilitate and foster this proficiency. Citing Eggins, 2004, the scholar claims that systemic linguists differentiate among contexts by positing a continuum from those in which ideational and interpersonal distance is present to those in which they are absent. The presence of this factor contributes to conceptual complexity and results in linguistic complexity. Ideational distance refers to the distance between language and the social activity people are involved in. One end of the trajectory presents a context in which language and social activity work simultaneously and language itself represents a kind of action. Cooking or playing any game of cards are examples of such a context. However, the other end presents a completely opposite context in which the only social activity one is engaged in is the use of language. Writing an article is the example of this social process of reflection. While in the first case, language use is determined and regulated largely by context of situation, in the second case, language itself creates context with its text. The interpersonal distance refers distance in tenor and mainly constitutes the spatial distance between the participants, and the conspicuous distance in their relationships. At one end is the interaction occurring among several participants who know each other well, and

there is a possibility of immediate feedback. At the other end is monologic communication addressed to potential non-intimates who are lacking closeness and chances of frequent contact, and there is no possibility of providing immediate feedback. To the scholar, situations of still lesser distance like communication with family and friends about mundane tasks are construed by primary discourses. However, when language users engage in written or any such secondary discourse, they construe and experience greater distance. This change in language use which foregrounds the users' movement from primary to institutional settings necessitates their advanced language development. This discussion makes it clear that advanced L2 proficiency is not confined only to socio-culturally appropriate language use in the relevant context. Rather, its functional description is dependent on the concept of literacy or literacies in various secondary discourse contexts. That is why in literature, L2 advanced proficiency in its definition converges the successful functioning in institutional settings with L1 learners' literacy requirements that constitute their professional and academic language use. Thus, advanced proficiency entails writing development occurring in literacy contexts.

Through the notion of GM as a linguistic resource and as an incongruent form, SFL has most clearly conceptualized a shift in secondary discourse towards greater ideational and interpersonal distance manifest during interactional contexts. Communication in primary discourse comprises congruent construal in which the typical correspondence between language form and language function is completely maintained. In such communication clauses realize propositions— the number of propositions agree with the number of clauses; verbs are used to realize dynamic actions; nouns and pronouns are used to represent static participants; commands are realized by imperatives; modal verbs and mood adjuncts realize modality. But communication in secondary discourses reflects the greater ideational and interpersonal distance though incongruent construal which results in disruption of typical correspondence between grammatical form and grammatical function, and thus represents reality metaphorically. Here, the construal of dynamic processes does not rely on verbs; rather, gerunds and other nominalized forms incongruently realize processes. Furthermore, qualities also change their typical construal pattern with adjectives, and for their incongruent construal, they use nominalizations; conjunctions used for inter-clausal connection give way to verbs that connect propositions.

Interpersonally, an interrogative form realizes the typical command function of imperatives; for the expression of certainty, the congruent forms of modality like modal verbs and mood adjuncts are substituted by an additional projecting clause— that either explicitly objectively or explicitly subjectively expresses the main proposition. Such metaphorical realization of meaning results in objectification of experience to encourage reflection. Moreover, explicitly subjective, or explicitly objective authorial stance that expressed through a projection clause and enhances interpersonal effects remain crucial features of advanced language use (Ryshina-Pankova, 2018).

2.6.3   GM in Different Academic Registers

That grammatical metaphor is so common in certain types of registers has raised questions from linguists. While some support the presence of GM in specific registers considering it to be a good thing; there are others who dislike it and consider it to be a bad thing. However, those who support plain language movement insist on simplification of language only in legal and medical discourse, especially where the interests of common person are involved. Halliday and Martin consider the use of grammatical metaphor to be a positive achievement and encourage the learners to adapt to them because they believe that GM helps in not only construing knowledge but also organizing the complex scientific reasoning. Their approach to grammatical metaphor is in complete contrast to the premises of critical discourse analysis, where the dominant belief is that nominalization is nothing more than a primary mechanism devised for mystifying agency. Thus, a vast body of research on the employment of grammatical metaphor in specific text genres "starts from the premise that ideational metaphor equals power". Their view oscillates between two ideology-led perspectives: While one group believes that grammatical metaphor is a necessary mechanism that is essential for the advancement of modern science, the other focusing on the nominalized discourse of science argues that it is nothing more than a means of power and technocratic control, and GM is a tool devised for creating a distance between the expert and the layman/learner (Taverniers, 2017).

Kazemian & Hashemi (2014) was another exploratory study focusing on the use of GM in the scientific textbooks. With high concentration of technical terms, scientific texts are generally problematic for understanding concepts. This is believed to be the outcome of linguistic complexity in forms and meanings. Maintaining that grammatical

metaphor has two main categories known in the literature by the name of ideational and interpersonal, the scholars focus on only ideational metaphor including not only process types but also nominalization. The study was conducted within the theoretical framework of Systemic Functional Grammar popularized by Halliday, and it pinpoints on this fundamental resource of meaning. The analysis on nominalization starts from identification and quantification but the discussion moves further to its role in creating the desired impact. A corpus of 10 authentic scientific texts was constructed drawing all the texts from very influential magazines. The analysis conducted on different forms of nominalizations, their respective frequency and process types revealed ideational metaphor was clearly dominant in all scientific texts "and the prevailing process types were either material or relational types" (Kazemian & Hashemi, 2014, p. 1). This added to abstraction, technicality, rationality, and formality of texts. The researchers hoped that language learners, translators, and instructors "involved in writing and reading pedagogy" (Kazemian & Hashemi, 2014, p. 1) may learn from this study. Giving a detailed description of GM in a tabular form along with providing relevant example of each type and after a discussion of main functions of nominalization in the text production, the scholars start their investigation on two hypotheses: first that scientific texts have a large number of ideational metaphors and the other that the number is small. With the descriptive analytic design, the researchers found that the former hypothesis was true (Kazemian & Hashemi, 2014).

Expanding the study discussed in the last paragraph which reports higher use of IGM in the scientific texts, Jalilifar, White, & Malekizadeh (2017) also explored nominalizations in the textbooks of pure science and that of social science. Their population was eight academic textbooks from two disciplines named Physics and Applied Linguistics, and the analysis aimed at not only identification of the nominal patterns but also their differences in the two disciplines. They found that from the common patterns of nominalization as suggested by Halliday & Matthiessen (1999) in their classification of nominalizations, the first three were most prevalent patterns and bore close similarity in both the sample textbooks. However, their distribution in the sample marks clear disciplinary distinctions. In Physics textbooks, academic writers' tendency was towards the use of a more complex, lexically dense style of writing and the creation of compound nominal phrases for packaging more information into them. There was an increased use of postmodifiers realized by strings of prepositional

phrases. On the other hand, the textbooks in Applied Linguistic relied more frequently on nominal groups preceded by classifiers. Another difference was that Linguistic writers preferred to convey message generality by using a pattern where nominals are realized with few pre/post modifiers. The scholar has worked on data that comes from two distinct disciplines of hard and soft sciences. With clause complex as the unit of analysis, the procedure comprised three phases. The first phase involved "identification, quantification, and classification of nominalization instances" (Jalilifar, White, & Malekizadeh, 2017, p. 5). In the second phase, the same three steps were taken to study "the patterns of the nominal groups". Finally, with an extensive manual analysis, they explored not only the nature but also "functionality of the dominant patterns of nominal groups" (Jalilifar, White, & Malekizadeh, 2017, p. 5).

2.6.4   GM in Different Academic Genres

The attempt for understanding how and why re-construal with grammatical metaphor has become a norm in different academic genres, the scholar postulates that two distinct meta-functional environments led to the use of grammatical metaphor: the first is textual requirement for the creation of a reasoned argument through the control of the information flow within the discourse; the other is ideational requirement which demand the creation of a set of taxonomies of abstract technical constructs. Using different, though overlapping, (lexical) metaphors, we can call the first function packaging and compacting, and the second (following Martin) condensing and distilling for the latter. Recognition of these two distinct contexts for grammatical metaphor is helpful in the understanding of its popularity in technical discourse because in every text instance where it is employed, the presence of either factor without the other remains possible. These distinct meta-functions also provide a clue to understand how and why technical terms are created. Since the creation of the textually motivated wordings is prompted by immediate consideration of the discourse flow, these wordings are not and do not become technical terms. As they are instantial constructs created to serve a particular purpose (used mainly as Theme, but sometimes as focus of New information), their unpacking or rewording in a more congruent form creates no issue. Similarly, the terms enjoying a technical status are usually not found in discursive environment; they are mostly found in titles, headings, subheading, abstracts, definitions and so on. One can call them systemic constructs, and their creation was bound by the long-term requirements of the theory; and their unpacking or agnate

rewording in a more congruent form brings awkwardness in expression. So, the birth of grammatical metaphor seems to be dependent on these two independent factors: one textual and instantial, the other ideational and systemic. Though they seem separate, it is not easy to keep them separate. An in-depth view of the discourse of science reveals that it is the instantial that becomes the systemic with the passage of time. The creation of technical terms cannot, as a rule, be outrightly isolated from the discourse; their emergence occurs in discursive environment during the unfolding of the 'macro-text' of the discipline. Since system and instance show no disjunction with each other, the creation of technical terms manifests the general phenomenon of the entry of the instantial into the systemic. Thus, the language as system can be called simply the potential that evolved over time and is still evolving. In other words, any wording introduced in a discursive environment as a resource for reasoning, with the passage of time, starts to be distilled; and successive instances of its presence during this distillation course turn it into a new 'thing', a virtual entity that a theory has generated. At this stage, occurring as a useful part of our reconstrued experience, its entry into figures as a participant is recognized; and its unpacking is no longer done. We call these wordings as 'dead' metaphors—because they have started a new, non-metaphoric life and have become congruent expressions. Writers of scientific textbooks are well- aware of this phenomenon while they introduce technical terms to the learners.

All the processes discussed in the previous paragraph take place in real time, though they manifest in different dimensions of time. In SFL, they are distinguished phylogenetically, ontogenetically and logogenetically. The first among them, which we call logogenetic time, refers to the history of the instance, the time of unfolding of the text. In other words, it is the time that encompasses the entry and occurrence of technical terms or incongruent forms. Phylogenetic time refers to history of the system, how the language during its evolution of different registers necessitated the creation of incongruent expressions in the form of technical terms. For metaphoric process to occur smoothly in the grammar, these two histories intersect; and it is this intersection that helps us in speaking about the regular relationship found between the congruent and metaphorical. In any two expressions in which one is congruent, and the other is metaphorical, it is difficult to categorize them convincingly if they are considered without a glance at these historical phenomena. However, as soon as they are viewed historically, there appears a different picture: in the instantial and the systemic both, the

nominal mode follows the clausal one. It is this historical consideration that is helpful in explaining to us intuitively that the clausal mode is congruent. In other words, the consrtual of experience occurs first in clausal form and later in nominalized form. The third dimension of history we call ontogenetic time refers the maturation time of the language users which is a result of their growth. We can call it the history of every human child. This phenomenon also shows the same picture: during their early years, children rely on clausal forms to construe experience employing the resources of the grammar of daily life. For the understanding of nominalized discourse of science, their grammatical resources require a massive act of reconstruction, surely a major barrier for them to have access to the discipline-based technical knowledge found in secondary education text (Martin, 1998).

For a detailed discussion on discourses of science and humanities considering them as semiotic technology, Martin (1993) hypothesis that this deconstruction is helpful in facilitating intervention in pedagogic practices. Comparing the grammatical patterns found in history textbooks and the science textbooks, the two registers in which GM, especially nominalization is employed to create the proper texture, the linguist claims that the scientific reports rely on definitions, classification and exemplification for the construction of new technical taxonomies. During this translation of commonsense knowledge into specialized knowledge, the fundamental semiotic resource which the writers employ most is elaboration. Almost all definitions are written in this resource and meaning construction at clause rank involves a relational identifying clause. Even at group and word rank, elaboration is common in scientific discourse. With the structure known as paratactic expansion in SFL but traditionally called apposition, the technical terms are glossed. Elaboration at group and word rank hint that the terms require no separate discussion as the readers are familiar with them. On the other hand, in history reports we find classification and descriptions and the trend is towards generalization across classes of participant, and sometimes, there is new arrangement of these generic classes. Despite that history books use very few technical terms; they are difficult for learners to understand. Their difficulty comes from abstractness of the discourse. In this course, for realization of reasoning, a single clause is preferred to more clauses; rather than verbal realization of two events, a nominal realization as participant is used; and for the realization of cause-effect with a conjunction, a verb as process is used. Thus, the buried reasoning substituting overt

reasoning increase abstractness of the discourse. This implies that in the scientific reports, the writers construct new knowledge while in the history reports, there is no attempt at the creation of new knowledge.; rather, the writers can merely generalize and rearrange the already existing old knowledge. In other words, science invents knowledge whereas history only interprets the existing knowledge. In summary, the scholar maintains that though the discourses of history and science history differ in their focus on abstraction and technicality, yet both the discourses depend on the same meaning resource known as GM for abstraction and technicality.

In grammatical terms, in science identifying relational processes are employed to define technical terms. Contrary to science, in history attributive relational processes are more common with which participants are assigned their familiar classes. In semantic configurations, in science, logical connections are realized between clauses and sentences whereas history prefers to realize them within the clause. This difference in relational processes and their realizations entails different role to grammatical metaphor in the discourse of two genres. In science, GM accumulates meanings in technical terms which are then defined, thus distilling knowledge. However, in history textbooks, GM is used for realizing events as participants which helps logical connections to be realized within the clause. Moreover, here GM is deployed for the constructions of   layered hyper- and macro-thematic and structures information flow in a text, thus its function is to scaffold. Considering the role of GM in these registers, the scholar points out linguistic patterns representing experience differently highlight the fact that the chief concern of science is the construction of taxonomies along with implication sequences; on the other hand, in history, it is the construction of text. In the terms of SFL, it is field towards which foregrounds the texture of scientific discourse, while in history, the texture is focused on mode. This makes 'knowledge' construction in science to be more transcendent than knowledge development in history. Therefore, taxonomies and implication sequences in science formed through GM make a necessary part of semiotic potential of the scientific field because they tend to function as system there. Contrary to this, generalizations and explanations found in history tend to function in the genre as text, and their participation in their fields is merely as documents, which historians can read to discover the meaning encoded in them.

If scientific discourse and the discourse of history are studied as genre, it can be observed that discourse built in science textbooks is organized as one large report in

which two genres, one explanation and the other experiment, are embedded. On the other hand, in history textbooks, the discourse is organized as long generalized recount, in which two genres, one reports and the other, though used occasionally, expositions, are embedded. In general term, it can be said that scientific discourse represents what the world is like, whereas the subject of discourse of history is what happened. Semiotically, at every level, both the disciplines claim to construct truth, or hypothesize what is and what happened. In every construction of both disciplines, GM is constitutive of their discourses. In summary, the differences can be expressed in the metaphors of synthesis and analysis. History employs the former and science the latter. GM and its semogenic power have key role in understanding both the discourses (Martin, 1993).

2.6.5   GM and Verticality of Knowledge

Halliday & Martin (1993) while discussing a very relevant function of GM, especially of nominalizations, assert that the grammar with this resource can package the already given information by nominalizing the Process (event or attribute). With this change, the Medium of that Process becomes a 'possessive' modifier, and this new nominal group can function now as the Theme in the succeeding clause. This simple and most basic form can be expanded into a more complex package to accommodate not only what immediately precedes but also a great deal from what has gone before. Even sometimes, more complex nominals are needed to anticipate much about what follows. The only syntactic category that accepts thematic 'packages' of this nature is noun and such packaging process metaphorizes all internal events and attributes of participants or of events into textual objects. The second function of nominalization is to preserve and propagate the structure of scientific knowledge. While the argument built in the text has to be dynamic in its nature due to its flow, the edifice constructed by it remains static one. In other words, GM provides a synoptic resource for a dynamic representation of reality. In Newtonian science, the world has to be held still, to be anaesthetize while it is dissected. For this purpose, scientists had to create a universe constitutive of only things. This gave birth to the concept of a taxonomy. First, it was a taxonomy of objects which later entailed the classification of other kinds of phenomena using the pattern of these taxonomies. At second stage, the grammar must provide resources to turn them into nouns. So, the grammar with resources of GM, the nominal groups, noun compounding, and nominalization generates a scientific discourse that can codify, extend, and transmit scientific knowledge. Such a discourse is very helpful

in making the argument move clearly and explicitly while keeping content highly implicit. Now a grammar that catches meaning implicitly bring heavy responsibility to develop their skill both as writers and readers. The writers must ensure that the text produced by them provides the required semantic information that enables the readers to not only construct the taxonomies but also decode the metaphors so that they can follow the argument. As readers, they are to be sufficiently alert to receive and interact with the information. As a linguist and teacher, Halliday favours any attempt that can help in understanding both how the grammar of science works and why it works that way and not any other way. His examination of the scientific discourse starts with grammatical analysis of different meta-functions, especially the ideational and the textual, and moves the study of its evolution. He admits that the past cannot be changed but he hopes his proposed study of the evolution of scientific discourse can assist the student of science in its learning (Halliday & Martin, 1993).

For proper interpretation of the nature of learning and resolution of synoptic vs dynamic tension, grammatical metaphor remains a central notion as it provides a foundation to the building of a semiotic theory that can explain human experience at a level, which is though mutually exclusive yet provides deep insight into knowledge construction. This theory finds substantial support in the basic structure of a clause which consists of two fundamental categories: actions or events and the participants of the processes. In the congruent form, the first is realized by a verb and the second by a noun. So, the children's model of construing experience comprises a process in which one or two participants are involved. Their prototypical association of the processes with a verb, the participants with nouns, the properties with adjectives, and logical-semantic relations with conjunctions reflects a natural and congruent way of meaning-making. However, this grammatical mode which is fundamentally clausal and presents a fairly dynamic picture of reality undergoes a clear change in later years of schooling, for the reorganization- of experience, the learners start reconstructing a wide range of non-congruent forms in which nominal groups take over clauses. Nevertheless, during this task of reorganizing experience, their grammar requires a necessary shift from semantically neutral word classes like nouns to semantically charged nominalized forms. This creates a semantic tension between mutually contradictory perspectives. For the analysis of words like *evaporation*, seepage, and *rainfall*, they face the issue of complementarity of perspective. In these nominalizations, they see knowledge

constructed in bivalent forms and realize a profound difference between their earlier and present picture of the world. This realization effects a change in their dynamic vision of the world, and it becomes synoptic view of reality. Such a view of reality cannot be rendered successfully in congruent forms of language, and grammatical metaphor acts as a powerful grammatical resource for reinterpretation of human experience because it successfully combines two mutually exclusive, and even contradictory perspectives. The positive function of the clash between congruent, and metaphorical modes of meaning has generated ultimate human wisdom. This movement towards abstractness through metaphor maintains the tension between two representations of reality known as clausal and nominal. From linguistic vantage-point, this highly complex endeavour involved an interplay of wide range of different simple meaning-making processes (Halliday, 1994). In their defense of calling the nominal variant metaphorical, the scholars consider the history of grammatical metaphor and see a clear temporal priority of the form called congruent. The expression of meaning in clauses precedes its nominal variants in all three dimensions of history: its evolution in the English language occurred much earlier; its appearance happens much earlier in life when children's mother tongue develops; and historically, during formal education, students tend to use it much earlier in their unfolding venture of a particular text. These dynamic considerations clearly hint that it is the nominal variant that can be called metaphorical (Halliday & Martin, 1993). The recognition of its considerably high status in knowledge construction anticipates exploration of different scholars' views on its position in the academic writing of ESL undergraduates.

2.7   GM in Academic Writing of ESL Undergraduate Students

Zhang (2018) has discussed the characteristics of academic written text in detail. The scholar has argued that the presence of nominalization in formal texts is a necessary requirement for the revelation of their concerned phenomena, the clarification of the truth that they claim to present, and for the presentation of their world experiences as abstract concepts. While they condense information through nominalization of not only actions and events but also circumstances, their greater use of nominal groups instead of clauses produces higher lexical density. Since the function of academic text is not to give actual descriptions of the external phenomena, they compress information contained in clause, and in this, the resultant action involves abstraction and objectivity. Thus, the readers are provided with a generalized picture of the phenomena. Following

Halliday, the scholar Halliday confirms that the congruent expressions have a high grammatical intricacy but lower lexical density, whereas the opposite is true for the academic texts where the favourite mode is metaphorical.

The second salient characteristic of the academic texts is their reliance on nominalization which acts as a cohesive device. For this, verbal groups are changed into nominal groups through nominalization, and they can function either as Theme, which gives a reference to what is stated in previous texts, or as Rheme in which new information is presented.

The third feature of academic text is their objectivity for the achievement of nominalization as an ideational metaphor proves as one of the best means. The focus in academic text is on the exploration of regular happening occurring in objective world, so the descriptions and analysis found in them lay emphasis on "the objectivity of the statements".

Finally, the writers' employment of ideational grammatical form increases the conciseness and accuracy of the academic register. Even a brief glance on the use of nominalization in the academic texts makes it obvious that it is an effective tool of meaning condensation (Zhang, 2018).

The study of Ezeifeka (2015) also investigated undergraduate learners' awareness of GM as a resource of meaning. Working within the popular SFL theory, she studied five randomly selected research abstracts and found that their lack of awareness of GM caused shortage of nominalized metaphorical variants which are handy tools for the achievement of lexical economy. The presence of large number of nominal groups is a typical characteristic of prestige discourse of research abstract, and the necessary training in the appropriate use of ideational metaphor, especially nominalization can be of great help to budding scholars so that they can produce densely packaged abstracts. For this, a high responsibility lies on the shoulders of teachers to successfully teach their students the use of this valuable resource (Ezeifeka, 2015).

Liardét (2013, 2014, 2015, 2016a, 2016b, 2018) has systematically explored Chinese university ESL students' academic writing development by studying their deployment of grammatical metaphor. All her studies use SFL as a theoretical framework and in agreement with Halliday, she considers GM to be an important resource of meaning for it increases not only technicality, abstraction and lexical

density but also compactness and logical cohesion. Expanding the work on GM in the L1 learners, she focuses on L2 learners, and instead of examining full and appropriate language reconstruals, she includes in her study incomplete or non-word realizations to provide a more delicate understanding of language users' development. In her first study, the frame of reference included five areas: anaphoric reconstrual, elaborated nominal group, cause and effect networks and meaning accumulation. Starting with identification of GM in the written texts of university learners studying in different semesters, she moved to in-depth analysis by studying where these GMs occur, what function they serve in the text and how they perform it. In her first study, she worked on students' assignment and compared their individual ability for deployment of GM. In her later work, she used her own built corpus named Chinese Longitudinal Learner Corpus (CLLC), a specialized learner corpus of Chinese EFL learners' argumentative essays. Based on this corpus, with further refinement, she not only included incomplete reconstrual but also successfully designed a greatly useful model for further research on L2 learners' deployment of GM. She has studied all types of GM in detail and has demonstrated that Chinese learners can improve on their deployment of GM if appropriate pedagogic interventions are made at class level. With this frame, she has attempted to link GM with register and genre studies. She has been consistently working on her project of creating a link between SFL theory and practice in the Chinese academia (Liardét, 2013, 2014, 2015, 2016a, 2016b, 2018). In the latest studies, McGrath & Liardét (2022) and Liardet & Black (2020), she has even proposed a pedagogical model for teaching GM to the struggling learners hoping that the model can be of immense assistance to educators and researchers.

Nys (2019) was an important study in which the scholar analyzed six research papers written in English by non-native learners enrolled in English Linguistics and Literature program at Ghent University, Belgium. Dividing the papers into two categories, high marked and low marked, the researcher investigated differences in the use of GM in both these sets. It was found that "the higher-marked papers seem to have a preference for a more frequent and more varied use of grammatical metaphors alongside a profound share of grammatical metaphors serving as cohesive devices" (Nys, 2019, p. iii)

Agreement to the stance of systemic linguists on the centrality of grammar embraces the kind of long-term view of literacy development that entails gradual

movement from grammatical features undergirding spoken interaction to those that are characteristically found in written academic discourse. This typical progression is certainly the focus of higher education and formal language learning. With the help of an interpretation of grammar centered on meaning—and not structure—Halliday describes the differences between speech and writing thus:

> Speech and writing will appear, then, as different ways of meaning: speech as spun out, flowing, choreographic, oriented towards events (doing, happening, sensing, saying, being), process like, intricate, with meanings related serially; writing as dense, structured, crystalline, oriented towards things (entities, objectified processes), product like, tight, with meanings related as components (Halliday, 2002 cited in Byrnes, 2019).

In addition to these differences, Halliday asserts that 'spoken and written language both are complementary to each other in serving as essential resources for acquiring and organizing knowledge. Educational knowledge benefits from both, because they often relate to the same phenomenon, though highlighting its different aspects. The two-phased grammar representing a hierarchical stratification highlights further complexity that is constitutive of the continuum along which the learners' development in major text types can be shown. To the scholar, the most fecund construct— the notion of GM— is perhaps the best means to conceptualize, analyze, trace, and foster L2 development over extensive periods (Byrnes, 2019). Yuliana's (2011) thesis is an investigation on Indonesian postgraduate students' deployment of grammatical metaphor in their research articles, and how with this tool, the characteristics of written language are changed in technicality, abstraction, density, cohesion and clarity in textual structure. Motivated by the phenomena of distinction between written language and its spoken version, the scholar has studied the use of GM in academic writing. Though considered an important resource of meaning construction in the academy, the research in Indonesia on this has been almost non-existent. Working with a data of nine research articles of three postgraduate students and drawing on Halliday's (1998) conceptual framework of ideational grammatical metaphor and interpersonal metaphor by Halliday & Matthiessen (2004), and textual metaphor by Martin (1992), the scholar found that the participants deployed ideational and interpersonal metaphor considerably successfully, but they were not much successful in their deployment of textual metaphor. They heavily depended on nominalization, and

their research articles showed wide variation in its forms. Their academic writing was highly characterized by lexical density, abstraction, technicality, implicit logical connection and impersonal construction. The design of a case study was selected; qualitative research was used to study documents in the form of research articles, and the procedure of text analysis was followed within the theoretic underpinning of SFL (Yuliana, 2011). Since this discussion has clarified that GM is an essential element of ESL learners' academic writing, it seems pertinent to explore to what extent Pakistani ESL undergraduate learners can handle GM during the production of nuanced written academic discourse.

2.8 Research Gap

In Pakistan, I could access only two research articles in which ESL learners' use of GM was investigated. Both articles are written by the same scholars, and both were published in March 2021 when my work was at the completion stage. In one article, applying the model of Devrim (2015) for the identification and classification of IGM, Haider, Mahmood, & Asghar (2021) investigated "the cohesion and coherence strategies employed by Pakistani English Language Learners (PELLs) in expository argumentative essays" (Haider, Mahmood, & Asghar, 2021, p. 505). They found that Pakistan ESL learners' use of IGM was seriuosly limited. Since they used only 50 essays, and only nominalisations were traced through a tagging tool in CL, their findings remain rather narrow in their scope. Moreover, gaps in their analytical methodology can also be filled with the implementation of an integrated framework in which manual and computational analysis is effectively interwined with each other. In the second study, Haider, Mehmood, Asghar, & Shakir (2021) also, they investigated Pakistani ESL learners' ability to use IGM to create coherence and cohesion in their persuasive academic discourse. This study contained nothing new except the incorporation of Liardét's (2016) IGM framework. The population, anaylitical procedure and objectives of the study were mere replication of their previous study.

From the review of literature on the use of GM in the academic writing, it is evident that research in the field of GM in Pakistan is scanty, and the present study can be a notable addition to the body of knowledge.

2.9   Conceptual Framework

SFL examines text as a meaning-making resource which language users learn as academic language. Consequently, contrary to structural approach that values language rules more than text demonstrating performance, "SFL relates language system to text and values both" (Mohan, 2011, p. 760). In other words, a structural approach views language learning as a skill which language users develop through the acquisition of correct forms, but SFL views language learning as an essential tool that leads to learners' extension of meaning- making resources that contribute to their success in different social contexts. Thus, SFL provided me a productive framework for the analysis of academic discourse produced by the sample population by enabling me to explore wording–meaning relations. This framework was helpful in my data analysis because it provided me with the relevant concepts and key categories necessary for the analysis of academic language (Mohan, 2011). Since GM is a key concept in SFL with IGM as its major category, I provide my reflections about its basic structure, function and importance in the next paragraph.

In SFL, IGM as a meaning resource re-maps sequences, figures and elements in such a way that sequences become figures, figures turn into elements and elements change their categories to realize a richer meaning potential. Clause nexuses are changed into clauses, clauses into groups or phrases, and even groups/phrases to words, thus involving downranking at every stage. The basis of ideational metaphor is provided by already existing congruent patterns of semantic realization. However, it is not a mere replication of such patterns; rather, it expands them as is evident from the analysis of scientific, administrative, and legal discourse where its systematic appearance gives these discourses their peculiar shape and texture. The close association of the metaphorical mode with prestige, power and authority in discourse makes it incumbent upon academia to learn knowledge construction through it and maintain its centrality as a meaning resource. But it is not slavishness to institutional discourse as it acts as "a resource for construing our experience of the world that lies around us and inside us" (Halliday & Matthiessen, 2014, p. 713). While congruent forms cannot go beyond traditional categories, the metaphorical mode allows new and fresh combinations of those categories and leads to further enrichment in meaning. For example, a sequence

expressed congruently as a temporal cause on its reconstrual as a figure becomes a process. On becoming a process, it attains tense marking tense and modality. Similarly, construing of figures construed as participants demands the introduction of nominal groups, and the classification and characterization of participants in the nominal groups are easily available. For instance, when somebody remembering something "is reconstrued as memory, it can be classified and characterized just like other entities" (Halliday & Matthiessen, 2014, p. 314).

2.10   Conclusion

In this chapter, I have attempted to provide a comprehensive review of literature on GM. Starting from elaboration of concept through providing a variety of definitions highlighting various important aspects of the idea, I moved to discuss its role in the construction of knowledge hierarchies. It was reported that advanced knowledge in all disciplines that include pure sciences and social sciences, GM dominates academic texts. Moreover, it was also revealed in the literature that it is a distinguishing feature of acclaimed academic texts produced by novice and expert writers. In Section 2.1, 2.2, and 2.3, I have given explanation of the term. Following this discussion, I moved to describe its major kinds and their subcategories in Section 2.4 and 2.5. After this, I have provided my reflections on its important functions in Section 2.6. After my reflections on its importance in different academic registers and genres, I probed into its position in the academic writing of English undergraduate learners. This was done in Section 2.7. In Section 2.8, after reviewing relevant work on GM in Pakistan, I have attempted to justify the conduction of this study. The last section outlines the theoretical framework applied in the study. In the next chapter, the reader can find a detailed discussion on the research methodology of my study.

CHAPTER 3

RESEARCH METHODOLGY

This chapter starts with discussion on what paradigm is, what its integral elements are, what major paradigms are found in literature, which paradigm was chosen for this study, and how this choice was appropriate. The discussion concluded on the suitability of Pragmatic paradigm is followed by reflections on the proposed approach of the study. In these reflections, the aim of selection of mixed-method Corpus Linguistics (CL) approach is explained. After this, population and research setting are described in detail. Sampling strategy and its justification come after the description of population and research setting. In the coming section, there comes the description of methods of data collection and analysis. This discussion is intertwined with the justification of these methods. Further to this, there are two sections: one on validity, generalizability and reliability, and the other on ethical considerations. In the end, conclusion reviews main points of discussion on major topics included in the chapter.

3.1 Research Paradigm

Review of literature on what research paradigm means reveals that the word paradigm appeared first in the book titled as *The Structure of Scientific Revolutions* and written in 1962 by an American philosopher Thomas Kuhn. He used the word to mean a philosophical way of thinking. In its Greek origin the word means pattern. When this term entered educational research, it was assigned a specific connotation, and it referred to the researcher's 'worldview' which was synonymous with perspective, or school of thought, or a set of beliefs shared by research scholars and leaders in the field. The paradigm used by a researcher provides a pattern to interpret the research data. In other words, "a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in" (Kivunja & Kuyini, 2017, p. 26). Since abstract beliefs and principles shared by research community provide a fundamental pattern to interpret the world, researchers declare their presumptions which have shaped their view. In short, a researcher' abstract beliefs and principles are called his/her research paradigm. Figuratively, a research paradigm acts as a useful lens for a researcher to look at the world. It provides him/her a conceptual framework that is necessary for not only the examination of the methodological aspects of his/her study but also the

determination of appropriate research method/s that can be used for the collection and analysis of data. Thus, a paradigm as a set of principles and beliefs is vital to guide a researcher in his/her investigation. Since a researcher is required to locate his/her study in a certain paradigm, s/he is unable to accomplish this task if their understanding of essential elements of paradigm.

The fundamental elements of a paradigm are four: epistemology, ontology, methodology and axiology. The first element refers to knowledge of reality or truth; basic nature and form of knowledge, its means of acquisition and modes of communication constitute epistemology of a paradigm. The second element refers to fundamental nature of reality or existence. A researcher's underlying belief system about the nature of being and existence helps him/her conceptualize what is the basic form or fundamental nature of reality and determine how s/he collects and analyzes data. Without these assumptions, neither can they orientate their thinking about the research problem, nor can understand its significance. Even their proposed solutions are also underpinned by their assumptions about the nature of reality. The third element encompasses a researcher's method/s, research design, approach, research instruments, and procedures of data collection and analysis for an investigation. The fourth element refers to ethical considerations during a study. It involves measures that can be helpful to a researcher for defining and understanding what right and wrong behaviour is so that s/he can evaluate his/her conduct during the research. Implementation of ethical behaviour requires that researchers follow four principles contained in "the acronym PAPA namely: Privacy, Accuracy, Property, and Accessibility" (Kivunja & Kuyini, 2017, p. 28). Neither were the learners asked to reveal their identities nor they were required to give information about the teachers or their university. For more privacy, I put tags on the answer sheets of my subjects. Moreover, I have kept the name of the university hidden. For accuracy, I typed the entire handwritten data on the computer, checked it by reading manually and by using the tool of 'Find' in the word document. Since I collected the entire data myself, it was my own property and I was free to use it for research purposes. My response to the issue of accessibility is that my supervisor, evaluators and the defense committee can access to not only the original hand-written data but also the data stored in the form of the corpus on my computer and in my google drive. There are found a variety of paradigms from which a research chooses his/her preferred paradigm.

Four dominant research paradigms found in educational research have been classified as Positivist, Interpretivist/Constructivist, Critical/Transformative and Pragmatic. The first paradigm is popular in empirical studies; for example, experimental and quasi-experimental research designs usually prefer this paradigm. The second paradigm focuses on the understanding of what subjects' minds think, and why they think in this way and not the other way. Notably, the studies in which researchers are participant observers implement this second paradigm. The third paradigm "situates its research in social justice issues and seeks to address the political, social and economic issues, which lead to social oppression, conflict, struggle, and power structures at whatever levels these might occur" (Kivunja & Kuyini, 2017, p. 34).

The paradigm in which this study situates is named as Pragmatic. The choice was driven by greater practicality, easier combination of methods and plurality of approaches. Since the research problem focused on English undergraduates' ability to use GM in their academic writing, this paradigm was greatly relevant because it provided the most appropriate research methodology that could accommodate the combination of different methods to explore and describe the learners' advanced academic language proficiency. Since the study aimed to explore the actual behaviour of the population as shown in their performance in their written essays, the choice of this paradigm seems appropriate. Moreover, Corpus Linguistics approach also demanded a paradigm that was more practical. Additionally, mixed methods approach also required implementation of this paradigm.

3.2   Research Approach

In this corpus-assisted case study the approach of a mixed- method research was employed. Quantitative analysis of the data was made to answer the first and the second research questions, but for answering the third research question, the qualitative analysis was conducted. Situated in the field of applied linguistics (AL), this study aimed to uncover undergraduate learners' advanced proficiency in the handling of GM during the composition of academic discourse and investigated the major types of problems which demand necessary pedagogic intervention. From a wide range of aims of AL, my focus was on learners' empowerment through addressing problems in world-wide academic communication.

3.3   Dimensions of the Study

Since I have collected empirical data through the dataset of a hand-written essay to provide valid answers to the set of research questions, the study can be categorized as primary research. Instead of being basic in its nature, the study is applied in its fundamental dimension as no attempt was made to understand language learning process or gain theoretical knowledge. In another dimension, contrary to design of longitudinal research, the study is cross-sectional as it snapshots data from the population only once. Based on the type of collected data, which is in the form of written text, the study can be categorized as qualitative. However, investigation of advanced proficiency in the use of GM relies on large sample size and proficiency is determined by objective measurement of major types of GM considered as discrete variables. Furthermore, the application of statistical tools for the data analysis to determine frequency of each type of GM and each form of nominalization makes this study quantitative. Focus on only frequency and percentage makes the statistical analysis categorically descriptive. Using the methodology of case study and believing in pragmatism of SFL, I attempted at gathering an in-depth knowledge about the subjects' skill of handling the GM during the construction of academic discourse. Document analysis with manual and computational tools is an important type of case study and its objective is fact-finding about the under- research educational group.

3.4   Data Collection Method

The current study has employed the techniques of corpus linguistics and the theoretical framework of SFL. A corpus linguistic method enables a researcher to observe language features difficult to observe with other methods because either the features repeat after too long gap, or they are found too frequently or infrequently. Academic discourse of undergraduate students is easily distinguishable from that of postgraduate learners. Their tasks are different in length and complexity. Argumentative genres not only offer opportunities to undergraduate learners to develop their academic knowledge but also act as necessary socialization practice. Such writing tasks particularly introduce students to the rhetorical tools which they can employ to establish their skill of evidence formation. Among key undergraduate genres, the essay remains the most common genre in different academic disciplines for building a coherent argument in written form for an explicitly stated position (Shahzad, Janjua, &

Asghar, 2019; Hyland, 2009). An argumentative essay written within a time limit of 30 minutes in response to the prompt — *The rich are morally superior to the poor*— by every BS English learner in the final semester at a public university in Islamabad was collected for the construction of a single corpus. The corpus was analyzed to examine the instances of IGM — which has two main categories of Experiential and Logical metaphors — deployed by students in their academic writing. These texts exemplify specialized academic writing. Though they may not be representative of academic writing collectively, they provide a focused design, helpful for a better insight into the deployment of preferred linguistic patterns by Pakistani learners in their academic written texts. There were a few reasons for the use of a fresh argumentative essay. First was the unavailability of an already existing essay in BS final semester. They were taught academic writing in the third semester, but the population of this study were BS students in the final semester. Secondly, it was more appropriate to calculate the frequency of each category of two major kinds of IGM and of different forms of nominalizations in the essays written on a single topic. Moreover, this essay could contain more relevant instances of learners' problems in the handling of GM as most of learners used similar lexical items. Thirdly, in the research design of the study, this essay fitted well because the drawing of manual list of major types of IGM used by the learners for the preparation of concordances was much easier when the essay was written on the single topic.

3.5   Research Instruments

I used the following two research tools.

i.   Manual Text Analysis

ii.   Computational Corpus Analysis

Twenty texts were manually read after they were chosen by purposive sampling: five texts from each section were selected. As shown in the two sample tables of this manual reading, every instance of GM used in the twenty texts was entered in the list in its categorized column. Later, that list was used for performing computational analysis of the complete corpus for the determination of frequency of each type of GM separately along with the calculation of frequency of each form of nominalization found in the corpus.

3.6   Corpus Linguistics

The word corpus simply refers to a collection of authentic language samples, written or spoken, and most often language corpora contain millions of words. Nonetheless, being representative of the language producers' direct and immediate experience of language that occurs in some special occasion, they provide a stronger foundation for conducting meaningful description of a particular genre. Despite that they do not require any new theoretical construct of language, they prove to be useful alternative to intuition because on one hand, they act as a solid resource for testing the validity and reliability of intuitions, and, on the other, they trigger the generation of many more fresh intuitions. Put simply, a corpus offers a common site to intuition and data where they stay together. This meeting encourages work on the familiar and access fresh insights on those features of language use which have previously remained unnoticed.

Since researchers interested in corpus linguistics generally examine large collections of texts stored electronically, their analyses based on it can describe common language use better. Moreover, they can focus on words or phrases or on patterns of their co-occurrence with each other. As explained in Biber (2010), corpus linguistics approach usually employs two major research approaches: corpus-based and corpus-driven. My study is much closer to the former approach because my primary objectives shared the fundamental goals generally pursued in functional linguistics. Therefore, I used a corpus assisted research approach so that I could exploit its useful techniques to study authentic language use for suggesting more cogent explanations of language patterns traceable in Pakistani English undergraduates' commonly used language in their academic writing, thus judging more successfully whether language users fulfil the demands of the genres which they have aimed to produce.

3.6.1   Types of Corpora

The design of corpora depends on objectives of the researcher's study which monitor the quantity of the target text to be collected, and it demands careful attitude. The studies seeking comparison between British and American English need large corpora such as the British National Corpus (BNC) and Corpus of Contemporary American English (COCA) as they are generally accepted reference texts. The BNC is a large corpus that contains 100 million words which are found

in both spoken and written authentic samples of language coming from a wide variety of sources, and the words represents British English in both spoken and written form. Like the BNC, the COCA with 400 million words coming from authentic spoken and written language sample acts representative of American English. However, there are available other corpora and researcher aiming at explanation of specific domains of language use or description of specific genres of language production are required to access more specialized corpora. Such specialized corpora are collections of particular type of texts and offer specific foci to the researchers. The Michigan Corpus of Academic Spoken English (MICASE) Michigan Corpus of Upper-Level Student Papers (MICUSP) are examples of such specialized corpora. While the first consists of about 1.8 million words which are actually transcription of speech collected from diverse academic settings like teacher lectures, student presentations and dissertation defenses, the second stores approximately 2.6 million words which come from the A-grade Papers of university students studying in different disciplines like Social Sciences, Humanities and Arts, Physical Sciences, Biological Sciences, Health Sciences composed of "A-grade papers" have written. This second corpus carries double significance, firstly it stores texts from a specific domain, secondly it is a specimen of learners' texts corpus as the texts contained by it are compositions produced by university students.

From this discussion, it is clear that learner corpora store texts that learners of specific language produce in specific domain. The International Corpus of Learner English (ICLE) is one most well-known learner corpora. It consists of nearly 3.7 million words which come from the authentic written texts produced by different learners of English who differed in their L2 backgrounds. First, a separate sub-corpus of argumentative essay written by students from each particular "language background such as Chinese, Dutch, French, Italian, Spanish and Turkish" was created, and later, sixteen such sub-corpora were combined to create the ICLE. Such learner corpora are often used by researchers who seek a comparison of textual or discursive features between texts produced by native speakers of English for which they rely on the Louvain Corpus of National English Essays (LOCNESS) which contains nearly 300,000 words, and these texts are authentic essays composed by either British native English learners or native students from America. Such studies compare discrete variables of structure and/or lexical variation between the native and non-native speakers of English.

Another significant distinction in learner corpora can be made on basis of synchronicity or diachronicity. Put simply, a researcher working on a synchronic corpus aims to examine how learners use language "at a discrete point in time". On the other hand, a study on diachronic corpora is conducted to analyze how the learners develop their language use evolving from one stage to another. Agreeing with Granger (2002), Liardét (2013) observes that usually synchronic learner corpora are preferred because they do not many difficulties involved in designing diachronic learner corpora. Following her recommendation, I also used synchronic corpus.

3.6.2   Important Notations in Corpus Linguistics

Corpus linguistics provides researchers with powerful computational resources for attaining their target insights into authentic language use. As discussed earlier, corpus methods are used to study actual language, and their data are more typical than potential. With their empirical tools for measuring frequency, corpus analysis can easily identify prevalence, presence, absence, or variance of a linguistic or feature. Corpus software with their multidimensional tools, especially concordance can not only generate but also store word lists which are greatly useful in calculating word or phrase frequencies found in the entire corpus. These words commonly known as tokens can be compared with the total number of natural words contained in the corpus generally named as types. With relevant corpus tools, two important research processes can be conducted with ease and efficiency: one of them is the common calculation of word frequencies, and the other is more technical classification based on lemmas, or even conglomerations of a variety of word forms sharing some common features. For example, a researcher's selection of the lemma ACTION shows all related word forms like *actions*, *actions'* and even *inaction* so, with the lemmatization process, analysis of different forms of the word *action* can be conducted under a single lemma of ACTION. I have benefited from this technique.

One of the most useful tools of corpus analysis known as concordance was employed for tracing the GM in the language actually used by the sample population. There comes a special function in a corpus software which in response to the search command for a particular word creates a concordance for that word. There are found two display formats. One of them called sentence view shows the node in a complete context of the sentence in which it occurs. The other view commonly known as key-

word- in- context (KWIC) shows the node entry in the central column and preceding context is displayed on its left side, and the succeeding context appears on its right side. As shown in the concordance copied in discussion to show its manual editing, the present study employed KWIC display in which the node appears in the central column.

3.7 Population, Research Setting and Sampling

Eighty-one students of BS English studying in their final semesters in spring 2021, morning, and evening program both, at a public university situated in Islamabad were the sample population of the study. At the time of data collection, they were in the first month of their final semester. There were four sections in total, two in each program. The essays collected from the section A of the morning program were listed as MA and each essay was given a numerical value starting from 1. Thus, the naming ran as MA1, MA2, and so on. On this pattern, the students from section B of morning got numbering of MB1, MB2, and so on. Likewise, from the evening program, there were two similar number patterns of EA1, EA2 and EB1, EB2, and so on.

For manual reading that was meant to prepare a central list of instances of GM found in the students' written text, I used purposive sampling technique so that I could identify maximum number of instances of discrete forms of IGM and nominalizations before the concordance analysis that produced a concordance for every instance.

3.8 Data Analysis Procedure

Liardét' s (2016b) adapted methodology was used for this study. A single corpus of both the programs was constructed. Data analysis on it was conducted in two stages working in a cycle. Contrary to most corpus investigations into grammatical metaphor that have employed corpus-tagging software, the present study in its first stage has conducted a manual text analysis of twenty texts from the corpus. This was more practical and more appropriate to collect frequencies of different subcategories of two major kinds of IGM and of different forms of nominalizations. Moreover, it was easier to trace learners' problems in their metaphorical control. This analysis done manually was an attempt to record every instance of GM in the sample for the compilation of a list of forms central for the further analysis. During the analysis of this stage, there appeared instances of inappropriate deployment of GM. However, applying the derivation and agnation tests as recommended by Ravelli (1988), I have included all

instances of incongruent language forms for a deeper and clearer understanding of learners' language development (Ravelli, 1988). The second and final stage involved a concordance analysis based on instances of GM recorded earlier. With the entry of each instance of GM in the corpus software named WordSmith, 8, and with the use of the wildcard functionality, the inclusion of all its variants was ensured. The tool serving as a wider net in the search of forms bearing some similarity was of great help in including plurals, incomplete metaphors and the congruent forms of linguistic items used as GM otherwise. During this stage also, further manual analysis was also made. This was done to delete the congruent forms and ensure the presence of only metaphorical instances.

Table 3.1   Ideational Grammatical Metaphors Selected for the Study

Types of Reconstrual	Congruent→ Incongruent examples
Experiential	
Process → Thing	Punish → Punishment. Remove → Removal
Quality → Thing	Different → Difference Stable → Stability
Process → Quality of Thing	Oppress → Oppressive. Prosper → Prosperous
Quality of Process → Quality of Thing	Fail repeatedly → Repeated failure. Behave honestly → Honest behaviour
Logical	
Relator → Circumstance	Because → Because of So → Consequently
Relator → Process	Because → Causes So → Leads to
Relator → Thing	If → Condition Thus → Result
Relator → Quality of Thing	So → Resultant/Resultantly After → Subsequent/Subsequently

Table 3.1 adapted from (Halliday & Matthiessen, 2014) and (Martin & Rose, 2007)

3.9   Elaboration of Procedural Frames

After the examination of all instances, I calculated the frequency of each of its type along with the frequency of different of nominalization. Further, these frequencies were shown in tabular forms. I have also represented the frequencies in graphs and pie charts.

3.9.1   Quantitative Variation and Frequency

The earliest investigation was on total number of different types of IGM deployed by learners in both programs thus quantifying their repertoire of GM. Since IGM consists of two main categories called Experiential and Logical, four popular types from each were selected. The table 3.1 shows my selections. Salient types of Experiential metaphors included *Process as Thing*, *Quality as Thing*, *Process as Quality of Thing*, and *Quality of Process as Quality of Thing*. In the same manner, the list of selected Logical metaphors also contained four elements which were: *Relator as Process*, *Relator as Thing*, *Relator as Quality of Thing*, *Relator as Circumstance*. I aimed to observer Pakistani learners' repertoire of paradigmatic choices for metaphorical construal of experience. For variation, the focus was on the exploration of different forms of nominalization (e.g., DEVELOPMENT, REALIZATION, COMPETENCE etc.).

3.9.2   Metaphorical Control

In SFL, metaphorical meaning is constructed in two stages. First the meaning construed in the congruent or marked form is re-construed and re-configured for bringing technicality and sophistication in the simple meaning. The second stage encompasses the selection of morphologically and grammatically accurate lexical items. In other words, the proper re-construal of an already- expressed phenomena and its realization with an appropriate and grammatically accurate morphological item are collectively called metaphorical control. Thus, this term refers to the degree of control which the learners show in the re-construal of reality and in the realization of expanded meaning with grammatically accurate morphological item. The learners who face difficulty in any of these two phases and make mistakes in any of them are said to demonstrate intermediate metaphorical control whereas learners whose writing shows no trace of these mistakes are declared to have complete metaphorical control. At first,

the study described the learners' proficiency through the qualitative measurement of the GM deployed by the learners in their final semester. Through a detailed examination made manually, the study attempted to reveal two macro distinctions of intermediate metaphorical control: reconstrual and appropriacy. The first of them comprises four stages and refers to "intermediacy in the reconstrual itself (i.e., gerund nouns, gerundive nominalizations, incomplete reconstruals and non-word reconstruals)" (Liardét, 2016b, p. 21). On the other hand, appropriacy includes the accurate choice of mass or count nouns and the correct determination of co-text.

Table 3.2   Six Patterns of Intermediate Metaphorical Control

Characterization	Description	Intermediate examples	"Full" realizations
Gerund noun	Maintain morphological gerund verbal form (–ing) yet function metaphorically as the Head of a nominal group	original THINKING people's EXCHANGING	original THOUGHT people's EXCHANGE
Gerundive nominalization	a gerund noun as the Head of a nominal group, employing a 'the + gerund + of' pattern	the spreading of the widening of	the SPREAD of the EXPANSION of
Incomplete reconstrual	processes or Qualities that function metaphorically as Things, yet fail to take on the appropriate	the UNDERSTAND between countries the DIFFERENT of the culture	the UNDERSTANDING between countries the DIFFERENCE of the culture

	morphological affix		
Non-word reconstrual	processes or Qualities that function metaphorically as Things, yet adopt an inappropriate affix, resulting in a non-existent word	BANKRUPTION UNSTABILIZATION	BANKRUPTCY DESTABILIZATION
Infelicitous pluralization	fully deployed metaphor inappropriately marked as countable or mass noun	a KNOWLEDGE many EVIDENCES	The KNOWLEDGE substantial EVIDENCE
Co-text intermediacy	fully deployed metaphor with inappropriately reconstrued co-text	dramastic DEVELOPMENT science ACHIEVEMENT	dramatic DEVELOPMENT scientific ACHIEVEMENT

The table 3.2 outlines these six patterns of intermediate metaphorical control. It shows Intermediate metaphorical control characterizations of nominalization (Liardét, 2016b).

3.9.2.1   Gerund Noun

The first pattern showing intermediacy in metaphorical control is the learners' deployment of gerund nouns. First identified in Fawcett's (1980) network of congruency (p. 93) as cited in Liardét (2016b), such nouns realized by gerund forms

though functioning metaphorically maintain the morphological form of a gerundive verbal form.

3.9.2.2   *Gerundive Nominalization*

The second characteristic of academic writing that represents intermediacy of metaphorical control is "gerundive nominalizations". Though they show close similarity with gerund nouns, gerundive nominalizations are not as static as gerunds and for becoming static they require a pre-modifying 'the –' and a post-modifying '–of'.

3.9.2.3   *Incomplete Reconstrual*

The intermediate metaphorical control in the nominalization can be seen in incomplete reconstrual. Sometimes learners use nominalization metaphorically, but their failure in realizing fully the morphological characteristic of the intended metaphor demonstrates their weakness in derivational skill.

3.9.2.4   *Non-word Reconstrual*

The fourth characteristic of academic writing that represents intermediacy of metaphorical control is the non-word reconstrual. The learners face the same derivational difficulty as is seen in their deployment of incomplete nominalizations. The misapplication of affixes generates non-word reconstruals. Although the meaning is reconstrued metaphorically, the morphological structure chosen for reconsrual does not exist in the target language.

3.9.2.5   *Infelicitous Pluralization*

Sometimes, even with the appropriate nominalization, the learners face two additional problems in the deployment of GM, so their academic writing still represents an intermediate stage of metaphorical control. The first of them is infelicitous pluralization. During the reconstruction of *Process or Quality as a Thing*, learners may fail in identifying the nominalization as a mass or a countable noun. Either they may add '–s' as grammatical inflection or misuse determiner such as 'a' or 'many' (e.g., a KNOWLEDGE, many EVIDENCES), or they may omit the necessary '–s' inflection in countable nouns (e.g., all the ACHIEVEMENT).

3.9.2.6   *Co-text Intermediacy*

Lastly, the learners' inappropriate or incomplete reconstrual of the nominalizations caused by co-text. Sometimes, during the reconstrual of nominalization, the learners fail in the concurrent transformation of the co-occurring meanings. For instance, in the nominal group 'fast SPEED of the economy DEVELOPMENT', the learner demonstrates three shifts in the congruent form 'the economy develops quickly': first, the process 'to develop' is changed into the Thing 'development'; second, the Thing 'economy' is reconstrued as Classifier; and finally, the process Quality of 'quickly' is changed into the Thing 'speed'.

3.10 Validity, Reliability and Generalizability

Validity refers to conformity between a researcher's objectives and the suitability of research instruments to achieve these objectives. Another word used for validity is credibility. In other words, it refers to the accuracy of research findings, or verifiability of research data. It has two major types: internal validity and external validity (Nunan, 1992). While the former is associated with the interpretability of research, the latter is concerned with the degree of generalizability of results from the sample to the population. In this study, the issue of internal validity did not rise because both quantitative and qualitative analysis were conducted on the concordances obtained by a computer software recognized for such tasks. However, there appeared the issue of external validity when only twenty essays were manually read to prepare a central list that was considered to represent the remaining essays. For mitigation of its impact, I used purposive sampling and chose those essays which seemed to contain maximum number of instances of GM. Though commonly considered as synonymous with validity, reliability refers to the consistency of results obtained from the research project (Nunan, 1992). The issue of reliability also remains irrelevant for this study because there is found optimum consistency of results in CL analysis. Since this study attempted to explore language variation in the academic writing of ESL learners for which a corpus of essays produced by the sample population was used, and the analysis was mainly computational, its validity and reliability was enhanced by the tools of CL (Biber, 2010). However, I cannot claim that this study has highest generalizability because the population was not sufficiently large, though it provided me strong focus to notice the features of academic writing of Pakistani ESL learners.

3.11   Ethical Considerations

Admittedly, every research activity demands that a researcher follows general ethical criteria underpinned by three core principles that provide the required moral standard: respect for humans, beneficence and justice (Brown & Coombe, 2016). The expounding of the first principle binds researchers to safeguard the well-being of their subjects and avoid any step that can cause them actual harm and/or potential threat. I followed this principle by showing respect to their anonymity, coded their essays, used the codes assigned to their essays in the corpus and reported the problems in their metaphorical control without disclosing their individual identity anywhere. The second principle states that the research brings the population certain benefits. In this study, I attempted to explore my research subjects' level of metaphorical control and the problems impeding their language proficiency to generate effective academic discourse. Since this research project can yield academic benefits to a large majority of ESL learners in Pakistan, this study fulfils ethical consideration of being beneficial to the population. Third principle requires that the benefits from the research activity are equally distributed among the population, I have also followed this principle in my research project because the potential benefits from the findings of the study and the proposed suggestions are fairly distributed to all Pakistani ESL learners who aim to improve the quality of their academic writing with judicious use of GM.

3.12   Conclusion

In this chapter, I have discussed key elements of research methodology. First, paradigm was defined, and its major categories were explained. This was followed by my informed decision to choose Pragmatic paradigm for this study and justification for the decision was also offered. After discussion on paradigm came my reflections on research approach in which it was clarified that the study followed a mixed-method CL approach. The method of data collection entailed the production of an argumentative essay on a given topic. This body of essays was used to construct a corpus. The analysis involved integration of tools of CL and agnation tool of SFL recommended by Ravelli (1988). Detail on population, research setting and sampling is given after this. At this stage, data analysis procedure is explained in detail. In the next section is give the elaboration of procedural frames. This elaboration is followed by discussion on validity, reliability and generalizability. On ethical consideration, the

chapter comes to end. After this, I move to the next chapter where I apply this methodology to access findings of this study.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION ON FINDINGS

4.1   Data Analysis Procedure

The first stage of data analysis covered manual reading of twenty (20) essays from the entire dataset. This was done to prepare a central list in which every instance of IGM was recorded so that on entry of each instance found in the list into the corpus-software, a complete concordance for each item could be obtained. Concordances produced by the corpus software were again manually read. Deletion of instances in which the target lexical item was not being used as GM was a central step of this second stage. The resultant concordances of the lexical items which appeared as IGM in students' text provided the necessary foundation for detailed quantitative analysis and in-depth qualitative analysis. In the third stage, I calculated frequency of every selected category, and later compared these recorded frequencies on different criteria. These comparisons were used for interpretation of data.

Since prior to the calculation of exact frequency of every category in the corpus, manual reading of the concordance of the instance was necessary in order that the congruent forms of that instance were removed from the list. This helped me generate a concordance list which contained only the incongruent forms of the original entry in the corpus tool. For the readers' convenience, I have given two lists of a single entry 'RESPECT': the first shows the original concordance that also includes the congruent forms whereas the second consists of only those elements in which the incongruent form is used.

4.1.1   Concordance of *RESPECT* before Deletion of Congruent Forms

1   y, he/she may perceive morality as something live respecting other and accepting other existence

2   However, morally superior is social taboo, people respect influential and wealthy people instead

3   h ruling people. As a matter of fact, poor people respect them due to fear. Secondly, some God?

4   a society as compared to poor. poor people has no respect, only respect is high rank and wealthy

5   ompared to poor. poor people has no respect, only respect is high rank and wealthy people. EA3:

6   rich are the one with more opportunities in every respect of life than the poor. The poor not

7   do not not deal the poor people of a society in a respectful mean. Being Human its our

8   ul mean. Being Human its our responsibility to be respectful and deal every one equally as well

9   but they also know being morally good, humble and respectful in also important . Moreover ,

10   poor people are more ethical, morally good, well respected but not all of them because there

11   s, resources and are highly privileged and have a respectable status in the society. In contrast.

12   ard. Illness itself is against should be nice and respect others regardless of their financial status.

13   g and being better at it than others. Being nice, respecting others and not being mean to others

14   quite different. rich are good with the rich they respect each other because they are of the same

15   style as theirs has no worth and does not deserve respect. One more reason they are inferior is

16   and can do whatever they want and the poor should respect them. EA16: As a matter of fact we

17   e children (either rich or poor) moral values and respect .But it depends upon the families from

18   y are raised and brought up. More money can?t buy respect for others and lack of money earn.

19   f the poor as creatures that do not deserve to be respected talked with in a good manner. For

20   en if they apt to doing deeds that are considered respectable by the poor may signify as what

21   pt to morals for the sake of doing it like acting respectful in front of elders where as back

22   t society we are living in poor one?s know how to respect elders, parents. They do know about

23   values of the poor are high. They are often more respectful to their attendants. Most of the poor

24   rk under affluent people. It is their habit to be respectful and courteous towards others because

25   o money. He lives for others. The rich people are respected because of their money as soon as

26   ause of their money as soon as money is lost, the respect is lost. The poor think that making

27   ent by the staff as well. The rich are given more respect. The rich don?t face any financial issues.

28   ness, honestly, faithfulness, courtesy and giving respect to others are moral values. These moral

29   y are proudy and look dawn upon poor. They do not respect others. They insult others. This

30   or everything they did. They don?t know that this respect which they are enjoying is temporary

31   because of their wealth. Once wealth is lost this respect will vanish. Hence we can say that rich is

32   h. Who we call the best human being, A person who respects others has a passion to help, is

33   intellect and money.? The substance of their self respect turns into selfishness. The poor were

34   l values is characterized by who helps other, who respect other. Who considered the motto

35   e was given what he asked and his people began to respect him more than before. Since he

36   values but because of his wealth. Rich people are respected by everyone. Rich people are having

37   not they are enjoying them. They are compelled to respect only to respect the rich member of

38   oying them. They are compelled to respect only to respect the rich member of society. Rich

39   ave forgotten the teachings of Islam, we are just respecting the wealth not the moral values. We

It can be seen that the list contains several congruent instances of RESPECT. Moreover, there have appeared irrelevant forms due to the use of wild card functionality. So, it was necessary to delete congruent instances and irrelevant forms. For this purpose, each line was manually read. When it was revealed that sixteen (16) instances appearing in lines 2, 3, 5, 12, 14, 16, 19, 22, 25, 29, 32, 34, 35, 36, 37, 38 and 39 consist of finite or infinite verbs, these were deleted from the list. In nine (9) instances, its other forms were identified in lines 7, 8, 9, 10, 11, 20, 21, 23 and 24. These forms were mainly two adjectival forms, one respectful and the other respectable. In one instance, in line 6, it has been used in another sense, so it also requires exclusion from the list of incongruent use of the main entry. In this way, there remain only thirteen (13) instances in which the word is incongruently used. In a few lines, its gerundive form is used but in majority of instances, RESPECT, the nominalized form with zero suffix, is derived from the Process word *respect*.

4.1.2   Concordance of RESPECT after Deletion of Congruent Forms

1   y, he/she may perceive morality as something live respecting other and accepting other existence

2   a society as compared to poor. poor people has no respect, only respect is high rank and wealthy

3   ompared to poor. poor people has no respect, only respect is high rank and wealthy people. EA3:

4   g and being better at it than others. Being nice, respecting others and not being mean to others

5   style as theirs has no worth and does not deserve respect. One more reason they are inferior is

6   e children (either rich or poor) moral values and respect .But it depends upon the families from

7   y are raised and brought up. More money can?t buy respect for others and lack of money earn.

8   ause of their money as soon as money is lost, the respect is lost. The poor think that making

9   ent by the staff as well. The rich are given more respect. The rich don?t face any financial issues.

10   ness, honestly, faithfulness, courtesy and giving respect to others are moral values. These moral

11   or everything they did. They don?t know that this respect which they are enjoying is temporary

12   because of their wealth. Once wealth is lost this respect will vanish. Hence we can say that rich is

13   intellect and money.? The substance of their self respect turns into selfishness. The poor were

The concordance list prepared at second stage was used for quantitative analysis to find frequency of each type of IGM as well as the frequency of different forms of nominalizations. Qualitative analysis has focused on investigation of the learners' problems through which they demonstrate their "metaphorical control" (Liardét, 2015, p. 6), a term which refers to "the degree of completeness and control of the reconstrual of a congruent realization into a grammatical metaphor" (Liardét. 2014a, p. 7).

While concordances for different nominalization forms were prepared, no deletion was involved. The concordance produced by the corpus software was used for the calculation of frequency of each form.

The concordances of IGM were manually read in the qualitative analysis so that students' problems in attainment of necessary metaphorical control could be uncovered.

Sine I selected IGM for this study, I focused on the following two main kinds.

i.   Experiential metaphor

ii.   Logical metaphor

Several categories of these two kinds are found in literature of SFL. However, for convenience of analysis only four subtypes of each of these main kinds were selected, four of experiential and four of logical. The types taken from experiential metaphors included:

i.   Process as Thing

ii.   Process as Quality

iii.   Quality as Thing

iv.   Quality of Process as Quality of Thing.

The types selected from logical metaphor included:

i.   Relator as Thing

ii.   Relator as Process

iii.   Relator as Quality

iv.   Relator as Circumstance.

Four sections of BS English, final semester, were given the following prompt for writing an argumentative essay. The outline was also given. Printed sheet was used for this purpose.

The rich are morally superior to the poor.

Eighty-one essays of different lengths were collected, and the text of 29,155 words was written in the form of a corpus named NBSFs2021. Twenty essays of this corpus were manually read, and after completion of textual analysis of each clause, instances of four types of experiential metaphors were identified and arranged in a list that contained the names of four categories chosen earlier. Later, each item of this central list was entered in the corpus software, and a concordance of each instance was created by the use of the software in which an important tool of saving the concordance as Rich Text document allowed me to save all concordances in word document form. For the creation of concordance of all items, WordSmith software, Version 8 was used. Moreover, the functionality of Wildcard in the software was used to ensure that maximum forms of the entry appear in the concordance. After the creation of concordance of each item of the list, all the concordance lists were manually read; every congruent use of the chosen item was deleted, and the subsequent list thus obtained contained only the items used metaphorically. Reading these concordance lists, I recorded the frequency of each instance against its entry in the first list. On completion of the first list with the frequency of each item, the highest frequency in each category was first shown in the table and later expressed in bar graph. In addition to this, the mean frequency of each category of GM was calculated by the following mathematical formulae.

Mean Frequency = Sum of Five Highest Frequencies ÷ 5

Since not only did the frequency of different instances differ, but also the gap among total number of recorded instances in the manually read essays was significantly wide, the mean frequency of each category was obtained by using the mathematical formula given above. In the formula, the total number of instances chosen for experiential metaphor as well as logical metaphor was five. Another criterion set for calculating mean frequency was that the five instances selected for the purpose contained highest frequencies. Thus, an effort was made to access the approximately accurate reading of mean frequency for every category.

The mean frequencies of the four types of experiential metaphors along with their percentages were shown first in tabular form and later in two types of graphs, bar graph and pie chart.

4.2   Sample Manual Analysis for Making Central List

4.2.1   EA1

Table 4.1   Analysis of EA1

Text in Clause Form	Experiential Metaphors	Logical Metaphor	Congruent Form
The rich are affluent,	-	-	
and have ACCESS to all the amenities of life	Access		and they are able to enjoy all amenities of life
whereas the poor are not ACCESS to many facilities,	Access		whereas the poor are unable to enjoy many facilities
they lack money, POSSESSION	Possession		they lack money; they do not have valuable items
and, obviously, cannot get ACCESSED to amenities of life.	Accessed		and, obviously, they are unable to enjoy amenities of life
As far as morality is concerned,			
RICHNESS or POVERTY have nothing do with MORALITY.	richness, poverty, morality		whether one is rich or poor has nothing to do with whether one is morally good or bad
It is not the rich			

who are morally superior,			
and it is not poor			
who are morally inferior,			
it is the kind of environment			
in which one get EDUCATED,	Educated		in which one is educated
spent his/her life			
and has INTERACTION with the people around him/her ,	Interaction		and interacts with the people around him or her
which makes a person morally superior or inferior.		make	due to which a person is morally superior or inferior
Moreover, DIFFERENT people see MORALITY differently .	different, morality		people who differ from each other see differently what is morally good or bad
For instance, if one is living in a conservative society ,			
for him MORALITY is something	Morality		for him morally good is something
that is related to religion or their culture,			
or if someone is living in a developed society,			

he/she may perceive MORALITY as something like RESPECTING other and ACCEPTING other EXISTENCE without having DIFFERENCES.	respecting, accepting, existence, differences		he/she may perceive what is morally good, he/she may respect others, and accept that others also exist, though they live differently.
Moral values, in my PERCEPTION, are very clear to the poor, not to the rich.	Perception		I think moral values are clear to the poor, not to the rich.
The poor people are consisted of the working class in every society,			
so they interact more with people as compared to the rich people.			
As they the RESULT of this INTERACTION, they are not APATHY of EMOTION SYMPATHY, etc.	result, interaction, apathy, emotion, sympathy,	result	So, they interact with one another, they do not behave emotionally apathetically and sympathetically
As far the rich are concerned,			
they interact with people			

and as the RESULT they are not exposed to the situation		result	and so, they are not exposed to the situation
a poor man is going through.			
So, they are APATHY any EMOTION, SYMPATHY and EMPHATY.	apathy, sympathy, emotion, sympathy, emphaty		So, they are less apathetic, sympathetic, and empathetic emotionally.
So, in my OPINION, firstly morality cannot be ASSOCIATED with poverty or richness,	opinion, morality, poverty, richness	associated	So, I think, firstly one is morally good or bad cannot be because one is poor or rich
it is the type of EDUCATION	Education		it is how one is educated
which either MAKE morally superior or inferior.		make	on the basis of which one becomes morally superior or inferior

4.2.1.1 *Categorized Division of IGM in TEXT EA1*

Table 4.2   Categorized Division of IGM in TEXT EA1

Process as Thing	Quality as Thing	Relator as Process	Relator as Thing
access	Morality	associated	Result
possessions	Richness	make	
Result	Poverty		
interaction	Apathy		
respecting	Emotion		
accepting	Empathy		

existence	Sympathy		
opinion			
perception			

4.2.2   MA1

Table 4.3   Analysis of MA1

Text in Clause Form	Experiential Metaphors	Logical Metaphor	Congruent Form
Moral SUPERIORITY is the BELIEF that one's position or status is justified by having higher moral values than the others.	superiority, belief		Some people believe that those who are morally superior show that they are socially better.
In every society there is the combination of rich and poor,	Combination		The rich and the poor combine to make society.
those who have possession and wealth or possessing material wealth named as rich	-		
while those who do not have or having little possession or having little money termed as poor.	-		
However, morally superior is social TABOO,	Taboo		However, morally superior shows how people usually think

people respect INFLUENTIAL and wealthy people instead of think about their immoral ACTIVITIES, and given more PREFERENCE to wealth.	influential, activities preference		People respect those who have influence and wealth instead of thinking what they do is morally wrong and they prefer to think of their wealth
This ILLUSTRATE that IMPACT of wealth on people CREATES DIVERSION	- impact, diversion	illustrate, creates	This shows clearly that people divert because they have wealth
and one group is considered as superior to the other one on the basis of morality.			
In ordinary society , one group of society wants to be DOMINANT over others.	Dominant		In ordinary society, some people of society want to dominate other people.
As Karl Marx, called it class STRUGGLE.	Struggle		According to Karl Marks, people who are economically better always struggle to dominate those who are economically lower to them.

The powerful strata of society is due to their possession and wealth.			
Take example of politicians,	-		
who has power and authority to legislate laws according to own interest,	-		
they have no interest about the poor.			
They also involved in corruption as well as other evil things,			
the superior judiciary declared them as corrupt			
but they are morally superior	-		
and the masses of the society accept them.	-		
Masses considered they are more superior to us.	-		
Moreover, rich are morally superior to poor because of certain reasons.	-		
Firstly, they have power and authority	-		
and they have links with ruling people.			

As a matter of fact, poor people respect them due to FEAR.	Fear		As a matter of fact, poor people respect them because they fear them.
Secondly, some God – fearing rich people helps poor people BY GIVING them money.	Giving	By	Secondly, some rich people who fear God help poor people and give them money.
Finally, poor people who have no opportunity to take part in large gathering and public meetings,	-		
they feel inferior and try to alienate from those events.			they feel inferior they try to show that they are aliens to those events.
Hence, another morally strong group have chance to decide whatever they want.			
To sum up, it is evident			
that people who have more wealth are no doubt superior to poor morally.			
They have more IMPORTANCE in a society as compared to poor.	Importance		They are more important in society than the poor

poor people has no RESPECT,	Respect		poor people are not respected.
only RESPECT is high RANK and wealthy people.	respect, rank		Only those who rank high and are wealthy are respected.

4.2.2.1   Categorized division of IGM in TEXT MA1

Table 4.4   Categorized division of IGM in TEXT MA1

Process as Thing	Quality as Thing	Process as Quality	Relator as Process	Relator as Circumstance
belief, combination, taboo, activities, preference, impact, diversion, struggle, fear, giving, respect, rank	superiority, importance,	influential, dominant	illustrate, create	By

4.3   Types of IGM used by undergraduate students of English in their academic writing: Analysis and Discussion

As mentioned earlier, the first research question states: What is the frequency of each type of Ideational Grammatical Metaphor which the undergraduate students of English used in their academic writing? Since IGM has two subcategories named as Experiential Metaphor and Logical Metaphor, the analysis on each is presented in two separate sections: 4.4 and 4.5. Moreover, according to the plan of the study, only four types of each subcategory were included in the analysis. Detailed description of their use was done through comparison among their frequencies made at various criteria, and it was followed by discussion on these results. Data were also displayed in the tables, and the results were shown in bar graphs and pie charts. The detail is in coming sections.

4.3.1 Use of Experiential Metaphor

In the subsections the frequencies of four subcategories of Experiential Metaphor were compared on different criteria mentioned in the subheadings.

4.3.1.1 Comparison among Total No. of Instances

The number of instances for each category which were found in the twenty essays read manually were different. The maximum number of instances came from *Process as Thing* category, and they were ninety-two (92). The category of *Quality of Process as Quality of Thing* had fewest instances, which were only thirteen (13). The second highest category was *Quality as Thing*, and its tally was fifty-seven (57). The category of *Process as Quality* stood third, and its total instances were twenty-eight (28). Their ratios in descending orders were 48 %, 30 %, 15 % and 7 %. This is shown in table 4.5 and Figure 4.1.

Table 4.5   Comparison among Total No. of Instances

Process as Thing		Quality of Thing as Thing		Process as Quality		Quality of Process as Quality of Thing	
Instances	%	Instances	%`	Instances	%	Instances	%
92	48%	57	30%	28	15%	13	7%

Fig. 4.1   Comparison among Total No. of Instances
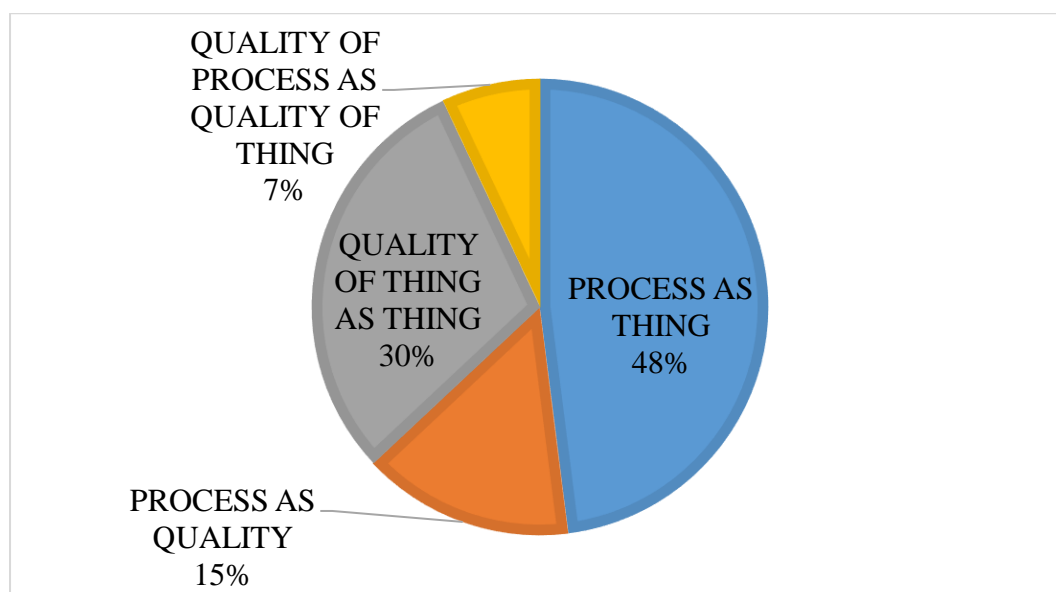
4.3.1.2 Comparison among Total Frequencies of Each Category

Following the same pattern of maximum number of instances in the text and second highest number of instances, the positions of highest and second highest mean frequency were occupied by the category of *Process as Thing* and *Quality as Thing*, respectively. The number of instances in the first category was 92, and the sum of frequencies was 545; the number of instances of second category was 57, and sum of frequencies was 297. The gap in instances was 65, and the sum of frequencies differed by 248. *Process as Quality* which was on the third position when the number of instances were compared as it had 28 number of instances. When its frequencies were counted, it was found that its sum of total frequencies was 75. The gap of 29 between the instances of second highest was found, and the gap between their frequencies was much wider as their frequencies were 297 and 75, respectively. The fourth category which had least number of instances also had the lowest sum of frequencies which was 49. The ratio in their respective number of instances and their total frequencies according to their positions were: 48 % and 56.4 %, 57 % and 30.8 %, 15 % and 7.8 %, 7 % and 5 %. Table 4.6 and Figure 4.2 both shows this comparison.

Table 4.6 Comparison among Total Frequencies of each Category

| Process as Thing		Quality of Thing as Thing		Process as Quality		Quality of Process as Quality of Thing	
Frequency	%	Frequency	%	Frequency	%	Frequency	%
545	56.4%	297	30.8%	75	7.8%	49	5%

Fig. 4.2 Comparison among Total Frequencies of each Category
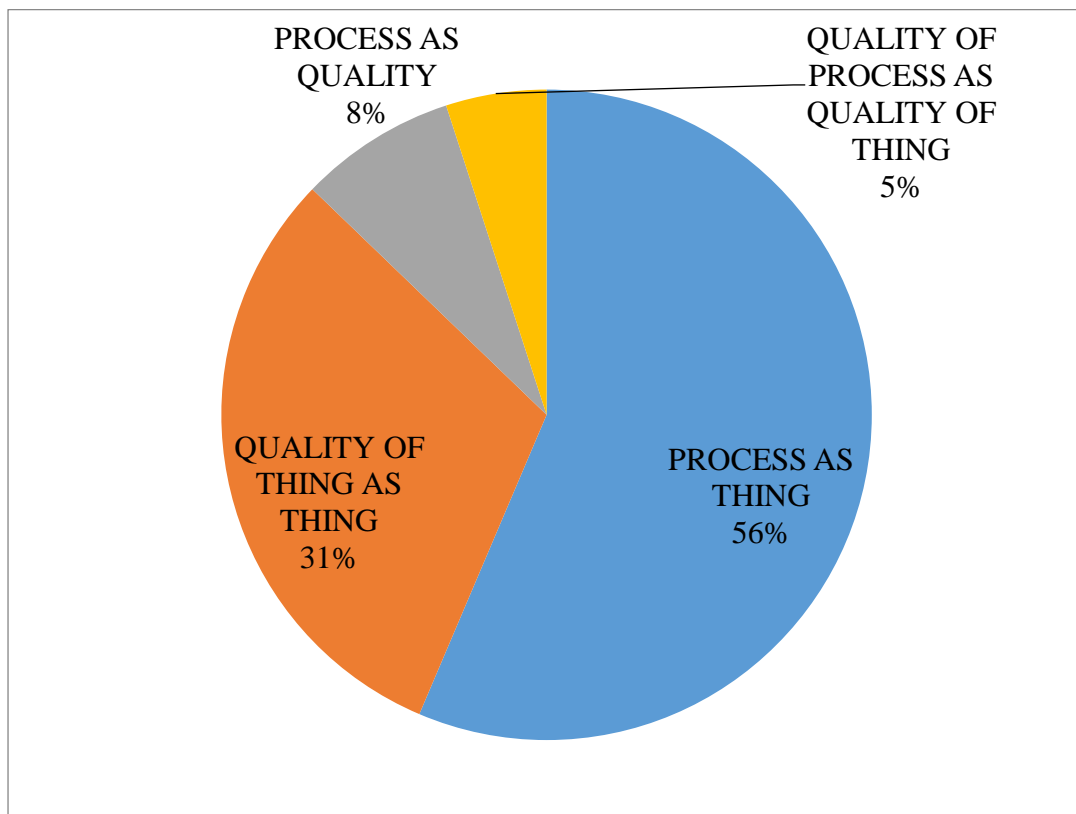
4.3.1.3 Comparison among Highest and Second Highest Frequency

When the highest and the second highest frequency were traced in every category, it was found that in *Process as Thing*, the highest frequency was fifty (50) and the second highest was 40, thus there was a gap of 10 between them. In *Process as Quality*, the highest frequency was merely twelve (12), and the second highest was only half of it. Thus, its highest frequency was only two points above the lowest which was found in *Quality of Process as Quality of Thing*. In *Quality of Thing as Thing*, while the highest frequency was twenty-seven (27), twenty-three points lower than the highest of all the categories, the second highest in this was twenty-three (23). Thus, the pattern shown in total number of instances and the pattern shown in the highest as well as in the second highest frequencies was characterized by consistency and regularity. In every category, the number of total instances and the highest frequency showed no deviation; both were found in the same category. Moreover, the position of every category according to its number of instances also showed no deviation even in the second highest frequency as this was found in the respective category. Even the gap between the highest frequency of two overlapping categories displayed the same pattern

as was shown in their number of instances. For example, in the highest and the second highest instances, there was a gap of 65, and the highest frequencies of these two categories differed by 23, thus showing a consistent pattern. This can be interpreted as a sign that not only were the maximum number of learners using this category, but also this category was being used most frequently. Thus, it can be inferred that *Process as Thing* is the most prevalent category of experiential metaphor used by learners. As shown in table 4.7 and figure 4.3, this result bears close similarity to the findings of several studies conducted on L2 learners' use of experiential metaphor. For instance, Nys (2019) and Yuliana (2011) highlight that the subjects tended to show preference to *Process as Thing*.

Table 4.7   Comparison among Highest and Second Highest Frequencies

Process as Thing			Quality of Thing as Thing			Process as Quality			Quality of Process as Quality of Thing		
Highest	2nd Highest	Gap	Highest	2nd Highest	Gap	Highest	2nd Highest	Gap	Highest	2nd Highest	Gap
50	40	10	27	23	4	12	6	6	10	9	1

Fig. 4.3   Comparison among Highest and Second Highest Frequencies

	PROCESS AS THING	QUALITY OF THING AS THING	PROCESS AS QUALITY	QUALITY OF PROCESS AS QUALITY OF THING
■ HIGHEST FREQUENCY	50	27	12	10
■ SECOND HIGHEST FREQUENCY	40	23	6	9
■ Column1				
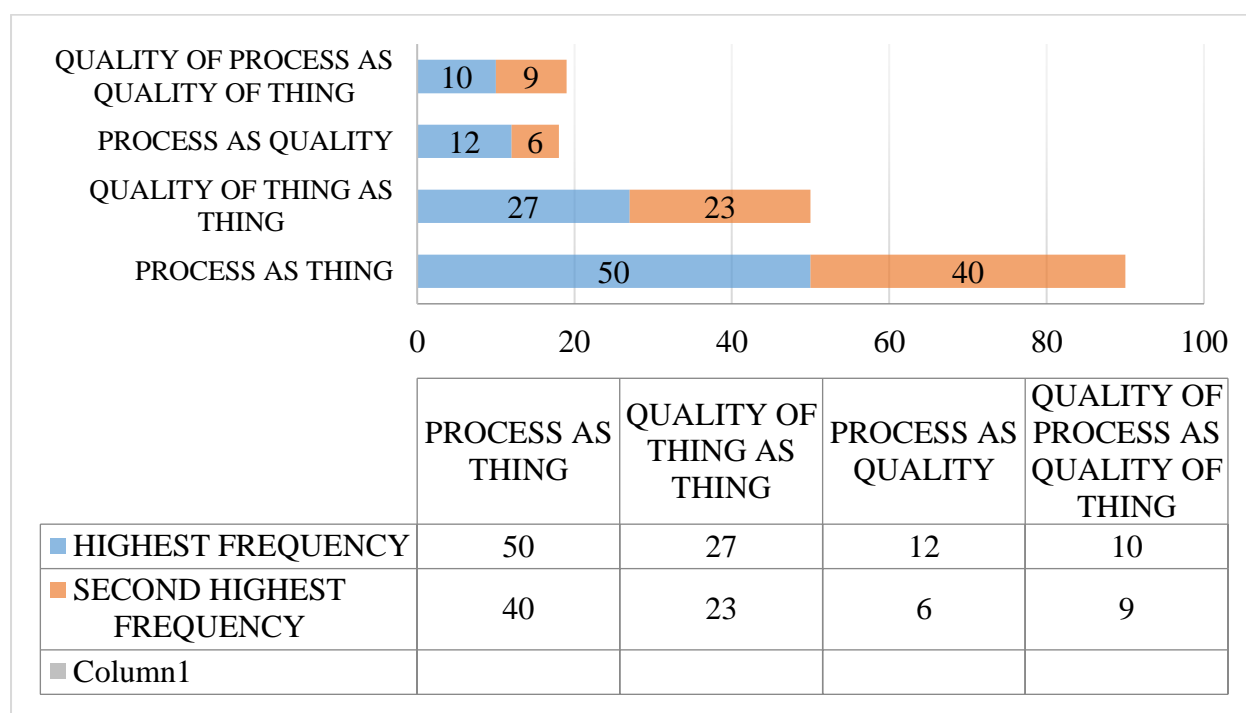
4.3.1.4 Comparison among Five Highest Frequencies of Each Category and their Means

The sum of five highest frequencies was calculated to reach approximately closest measure of the mean frequency for every category. With the sum of 161, mean of 32.2 and percentage of 47, the category of *Process as Thing* was highest. Second position was occupied by and *Quality as Thing*. Its sum of five highest frequencies was 107, the mean was 21.4 and percentage was 31. The same consistency was observed here, too; the gap between the percentage of total frequencies and that of mean frequency of five highest frequencies was same, they differed by 16 %. With the sum of 37, mean of 7.4 and percentage of 11, the category of *Quality of Process as Quality of Thing* was in third position. Lowest position was occupied by and *Process as Quality*. Its sum of five highest frequencies was 36, the mean was 7.2 and its percentage was also 11. Thus, there was seen a contraction. While their difference in their sum of total frequencies was of 3 %, in the mean of five highest frequencies they stood at the same percentage. No significant change in the gap between the second and third position category was observed; the gap between the percentage of total frequencies and that of mean frequency of five highest frequencies was not significantly wide as in first they differed by 23 %, in the second the difference was at almost 20 %. As shown in table 4.9 and figure 4.4, and figure 4.5, there was no clear change in the second and the third position occupied by the category.

Table 4.8   Highest Frequencies

Process as Thing	Quality of Thing as Thing	Quality of Process as Quality of Thing	Process as Quality
H. F.	H. F.	H. F.	H. F.
50	27	10	12
40	23	9	6
28	23	8	6
24	18	6	6
19	16	4	6
Total=161	**Total=107**	**Total=37**	**Total=36**

Table 4.9   **Comparison among Means of Five Highest Frequencies**

Process as Thing			Quality of Thing as Thing			Quality of Process as Quality of Thing			Process as Quality		
Sum	M.F.	%	Sum	M.F.	%	Sum	M.F.	%	Sum	M.F.	%
161	32.2	47	107	21.4	31	37	7.4	11	36	7.2	11

**Fig. 4.4**   **Comparison among Means of Five Highest Frequencies**
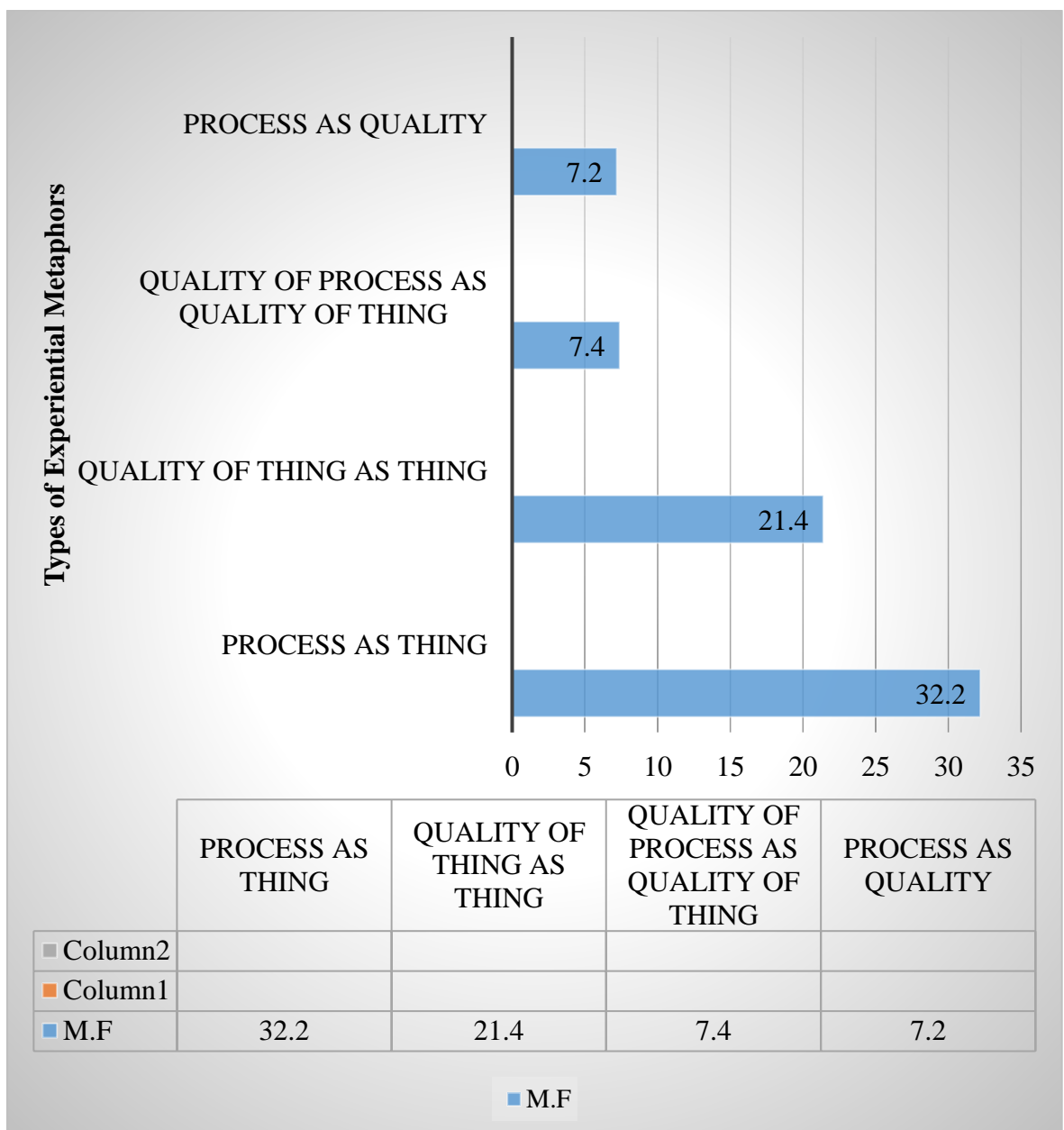
Fig. 4.5 Comparison among Means of Five Highest Frequencies
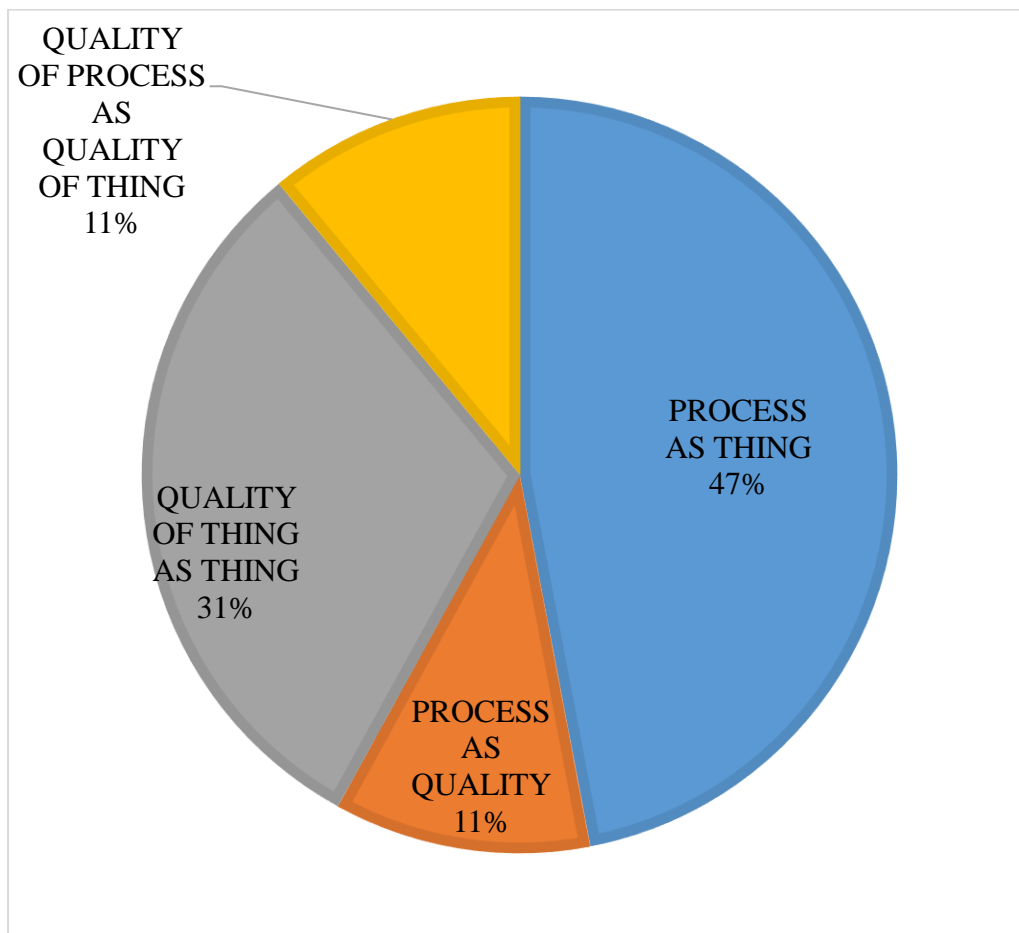
4.3.1.5 Discussion on the Use of Experiential Metaphors

The description of mean frequency associated with number of instances of each type of experiential metaphor demonstrates learners' highest preference for *Process as Thing*. However, the critical observer can easily notice that not only in the occurrence of highest number of instances but also in the presence of greatest mean frequency of this category, the gerund nouns and the gerundive nominalization have a significant contribution. It is visible that the learners' dependence on this type cannot be interpreted as an important sign of their vast repertoire of this category of experiential metaphor. Another important point that offers contradictory evidentiary support to the learner's highest knowledge of this category is a wide gap between total number of words of the entire corpus and the total tally of the category. In a corpus of about thirty thousand words (actual 29,155), only 600 examples were found (exact number is 545); this nominalization also includes gerunds. Therefore, it is not hard to infer that the learners' paradigmatic repertoire of experiential metaphor has not reached the apparently

satisfactory level. The other category of nominalization, *Quality to Thing*, instead of being closer to the first type, falls far behind because the total instances traced in the twenty manually read essays are only about three hundred, a sheer half of the first. This data unambiguously signals towards the learners' insufficient knowledge of this important tool of academic writing. The absence of considerably high number of this important element of advanced proficiency has made the learners' academic writing even at this stage conversational in tone and colloquial in lexical vocabulary. Nevertheless, the presence of all four types of this category shows that there are learners, though not in high number, who can employ this important resource to bring condensation and build a compressed argument in their expository writing. The other two types, first *Quality of Process as Quality of Thing* and second *Process as Quality,* when compared with nominalizations indicate an unexpected pattern. Though the number of instances of the latter are more than the former, the mean frequency shows a reverse pattern and the type with fewer number of instances touches a clearly higher frequency. This suggests that the learners who employed *Quality of Process as Quality of Thing* are greater in number than those who used *Process as Quality.* However, the fewer number of lexical items used by majority of learners come from *Process as Quality,* rather than from *Quality of Process as Quality of Thing.* This hints that a great majority of learners either have limited knowledge of this helpful device or not have yet expanded their repertoire of paradigmatic choices which the advanced proficiency often entails. Thus, the pattern shown in total number of instances and the pattern shown in highest frequencies were characterized by stark differences. It was only in *Process as Thing* that total number of instances, and the highest frequency were found in the same category. This can be interpreted as a sign that not only were the maximum number of learners using this category, but also this category was being used most frequently. Thus, it can be inferred that *Process as Thing* is the most prevalent category of experiential metaphor used by learners. However, the second highest total number of instances were part of *Process as Quality*, but the second highest frequency was found in *Quality of Thing as Thing*. This shows that *Process as Quality* and *Quality of Thing as Thing* were used by significantly high number of students. The popularity of *Process as Thing* is also supported by the findings of studies conducted on Chinese learners by Liardét (2013) and Huang & Yu (2021). Moreover, these results are convergent with those of Nys (2019) and Yuliana (2011) who reported that L2 English

learners' use of IGM was rather limited. Nevertheless, the frequency of other three categories used by the subjects of this study shows clear divergence from them.

4.3.2 Use of Logical Metaphor

In the following subsections the frequencies of four subcategories of Logical Metaphor were compared on different criteria mentioned in the subheadings. As discussed in the chapter on methodology, only four types of logical metaphors were selected for this study. While the number of instances for each category of experiential metaphor were traced manually in the twenty essays and identification was accompanied by enumeration, this step was only in one category of logical metaphor, that is *Relator as Process*, though its list was also extended with the entry of a few more instances selected from the literature. Instances of all other three categories were selected from Halliday & Matthiessen (2014) and Martin & Rose (2007). Thus, here the number of instances were of little concern. The thing that mattered was the mean frequency of each category. Following the same pattern as was used in experiential metaphors, when the sum of total frequencies was calculated, it was found that the highest sum of frequencies was of *Relator as Circumstance* which was 141 forming 44% of the four categories chosen for the study. The category of *Relator as Process* had second highest sum which was 116 and formed 37 % of the total categories of the logical metaphors. The least sum among these categories was *Relator as Quality* with a total of 21, and its percentage in the complete set of four categories was merely 7. The third highest sum was of *Relator as Thing* with a total of 39, and its percentage in the complete set of four categories was merely 12. The gap between the highest and second highest stood at 7 %, and the second and third highest differed by 25 %, a huge gap. These results were closely convergent with the findings of Nys (2019), Liardét (2013), Yuliana (2011) and Haider, Mehmood, Asghar, & Shakir (2021) who also highlighted rather limited control of L2 learners on the use of GM for the creation of effective academic prose.

4.3.2.1 Comparison among Total No. of Instances

Contrary to the total dependence on identification in the manually read essays, the number of instances for each category were also selected from the literature. Thus, the total number of instances for *Relator as Process* category was highest, and they were seventeen (92). The number for the category of *Relator as Circumstance* was next

to it with a tally of thirteen (13). The number for third highest category *Relator as Thing* was ten (10). The category of *Relator as Quality* stood lowest, and its total instances were seven (7). Their ratios in descending orders were 36 %, 28 %, 21 % and 15 %. Table 4.10 and figure 4.6 represent this.

Table 4.10   Comparison among Total No. of Instances

Relator as Process		Relator as Circumstance		Relator as Thing		Relator as Quality	
Instances	%	Instances	%	Instances	%	Instances	%
17	36	13	28	10	21	7	15

**Fig. 4.6   Comparison Among Total No. Of Instances**
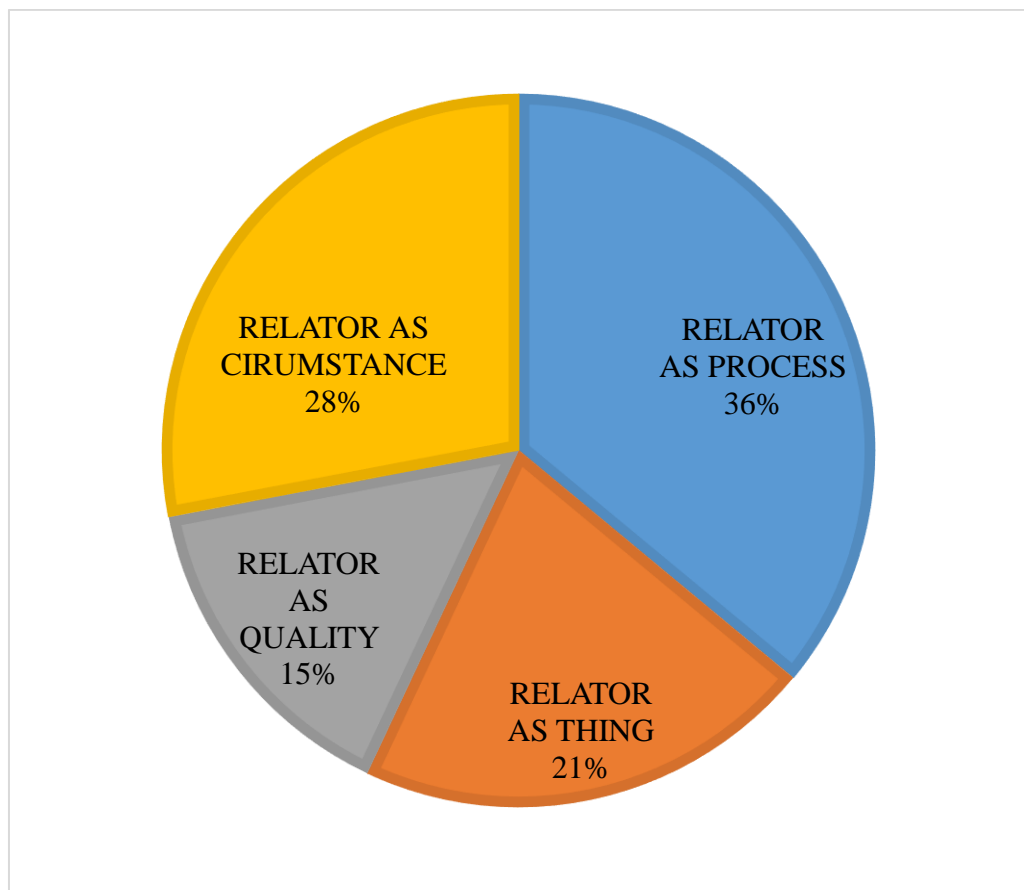
4.3.2.2 Comparison among Total Frequencies of Each Category

Following the same pattern of maximum number of instances in the text and second highest number of instances, the positions of highest and second highest mean frequency were occupied by the category of *Relator as Process* and *Relator as Circumstance*, respectively. The number of instances in the first category was 141 forming 44 % in the whole, and the sum of frequencies for the second was 116 which formed 37 %. The gap in the sum was significantly high as they differed by 25 frequencies. *Relator as Quality* had lowest sum which was 21 and formed only 7 %; the third position with 39 as a sum of frequencies forming 12 % was occupied by *Relator as Thing*. Table 4.11 and figure 4.7 represent this.

Table 4.11 Comparison among Total Frequencies of each Category

Relator as Circumstance		Relator as Process		Relator as Thing		Relator as Quality	
Sum	%	Sum	%	Sum	%	Sum	%
141	44	116	37	39	12	21	7

Fig. 4.7   Comparison Among Total Frequencies Of Each Category
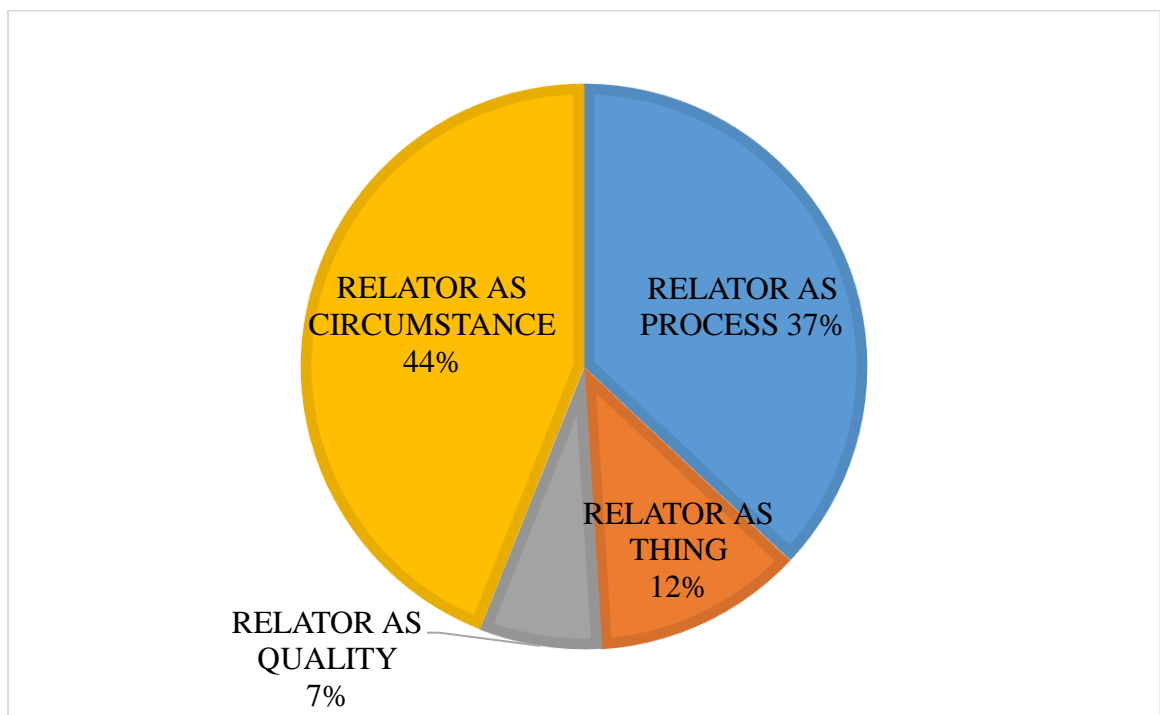
4.3.2.3 Comparison between Highest and Second Highest Frequency

When the highest and the second highest frequency was traced in every category, it was found that in *Relator as Process*, the highest frequency was 47 and the second highest was only 16, thus there was a gap of 29 between them. In *Relator as Circumstance* was found the second highest frequency of all categories which was 34, and its second highest tall was 27, significantly above the second highest in *Relator as Process*. However, the highest values in these categories had a significant gap of 13. In *Relator as Thing* Quality the highest frequency was 20, seven points below the second highest in *Relator as Circumstance*. The second highest in this was far low and it was only 8. Relator as Quality had the lowest number in the highest frequencies, and the number was 13. The second highest in this was 7, close to the second highest in its nearest neighbour above it. Thus, the pattern shown in highest is 47, 34, 20 and 13, almost consistent and regular with *Relator as Process* at the top and *Relator as Quality* at the Bottom. When the pattern in the second highest frequency in these categories was observed — 27, 16, 8 and 7. Here the lead was taken by *Relator as Circumstance*, but *Relator as Quality* was still at the bottom. When the sum of these two quantities for these categories was calculated, the pattern shown was like this: 63, 61, 28, 20; again, *Relator as Process* stood first closely followed by *Relator as Circumstance*. However, the other categories lagged far behind the leading ones, though they were also close to each other. It is shown in table 4.12 and figure 4.8.

Table 4.12   Comparison among Highest and Second Highest Frequencies

Relator as Process			Relator as Circumstance			Relator as Thing			Relator as Quality		
Highest	2nd Highest	Gap	Highest	2nd Highest	Gap	Highest	2nd Highest	Gap	Highest	2nd Highest	Gap
47	16	31	34	27	7	20	8	12	13	7	6

Fig. 4.8 **Comparison among Highest and Second Highest Frequencies**

	RELATOR AS PROCESS	RELATOR AS THING	RELATOR AS QUALITY	RELATOR AS CIRCUMSTANCE
HIGHEST FREQUENCY	47	20	13	34
SECOND HIGHEST FREQUECNY	16	8	7	27
Column1				
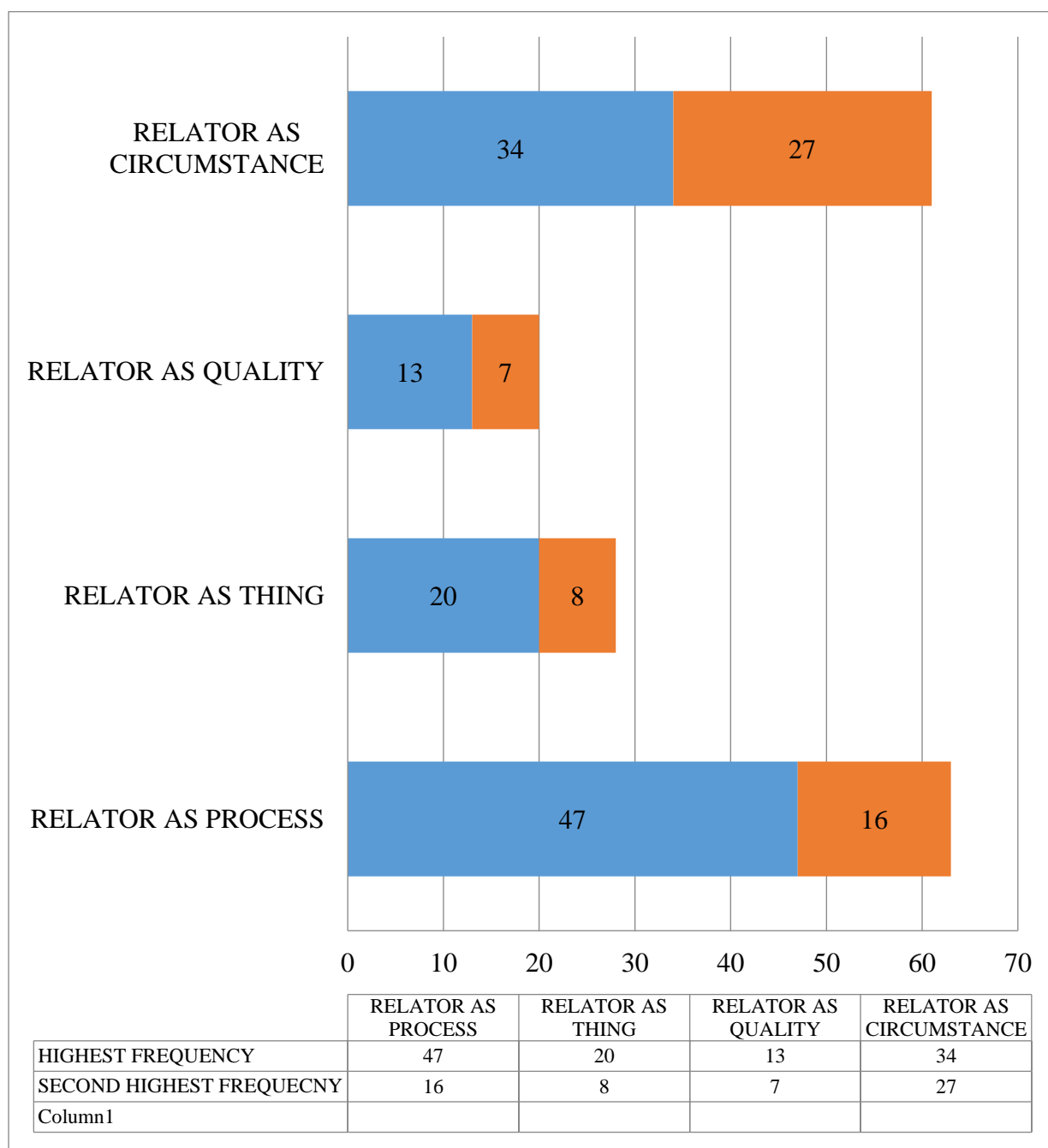
4.3.2.4 Comparison among Five Highest Frequencies of Each Category and their Means

When the mean of five highest frequencies was calculated, the pattern for two leading categories changed. *Relator as Circumstance* grabbed the highest position with a mean of 25.4 and percentage of 47; *Relator as Process* followed *Relator as Circumstance,* and its mean was 17, eight points below its top neighbour, which was 31 % of the all the categories used by the learners. Table 4.14, and figure 4.9 and 4.10

both vividly show that the third highest and the lowest categories saw no change in their means, one had a mean of 7.8 and other 4.4, and their respective percentages were 14 and 8. So, we can clearly see that neither in gap between top neighbours nor in bottom neighbour was significantly wide. However, as shown in the table 4.14, and figure 4.9 and 4.10, the top two and the two at the bottom had a considerably high gap between them — 47 %, 31 %, 14 % and 8 %.

Table 4.13   Highest Frequencies

Relator as Process	Relator as Thing	Relator as Quality	Relator as Circumstance
H. F.	H. F.	H. F.	H. F.
47	20	13	34
16	8	7	27
9	6	1	23
7	2	0	22
6	2	0	21
Total=85	**Total=38**	**Total=21**	**Total=127**

Table 4.14   Comparison among Means of Five Highest Frequencies:

Relator as Circumstance			Relator as Process			Relator as Thing			Relator as Quality		
Sum	M.F.	%	Sum	M.F.	%	Sum	M.F.	%	Sum	M.F.	%
127	25.4	47 %	85	17	31	38	7.6	14	21	4.2	8

93

Fig. 4.9 **Comparison among Means of Five Highest Frequencies**

	RELATOR AS CIRCUMSTANCE	RELATOR AS PROCESS	RELATOR AS THING	RELATOR AS QUALITY
M.F	25.4	17	7.6	4.2
Column1				
Column2				

RELATOR AS QUALITY 4.2
RELATOR AS THING 7.6
RELATOR AS PROCESS 17
RELATOR AS CIRCUMSTANCE 25.4

Fig. 4.10 **Comparison among Means of Five Highest Frequencies**

RELATOR AS PROCESS 31%
RELATOR AS CIRCUMSTANCE 47%
RELATOR AS THING 14%
RELATOR AS QUALITY 8%
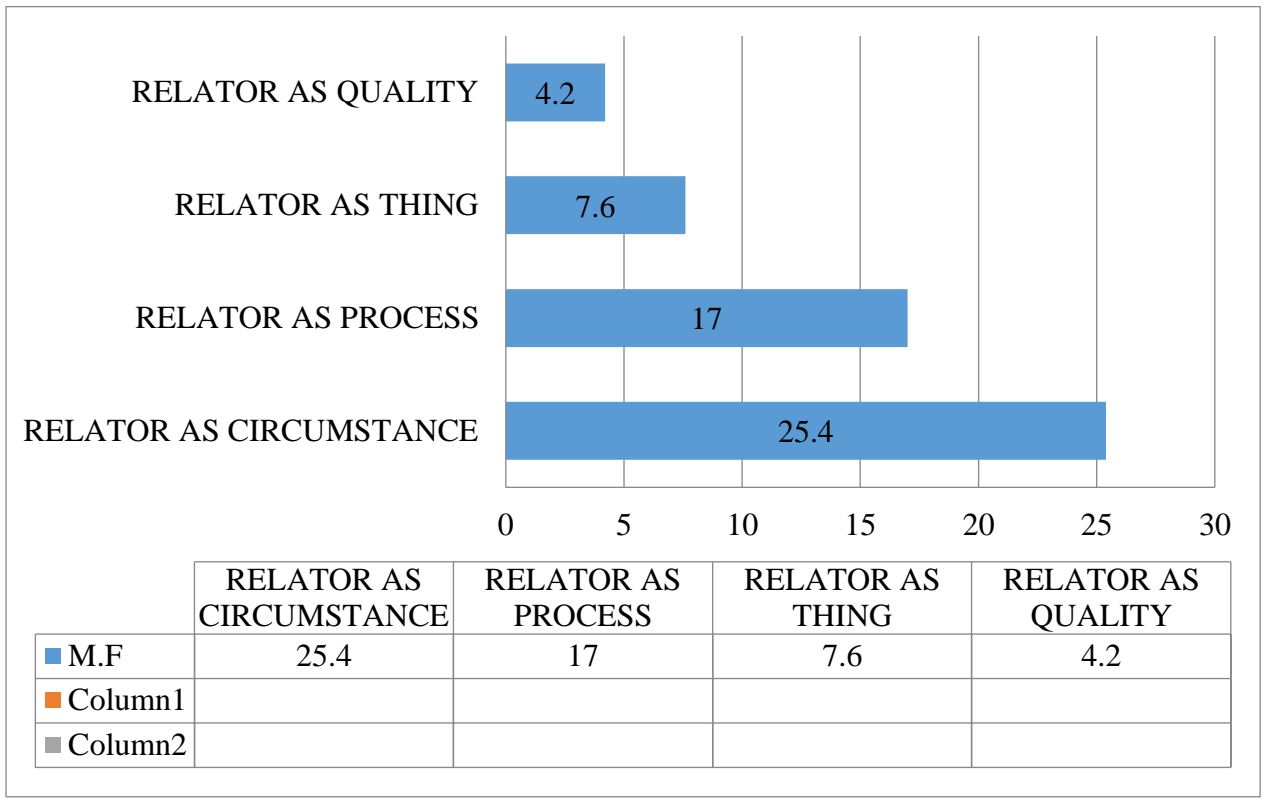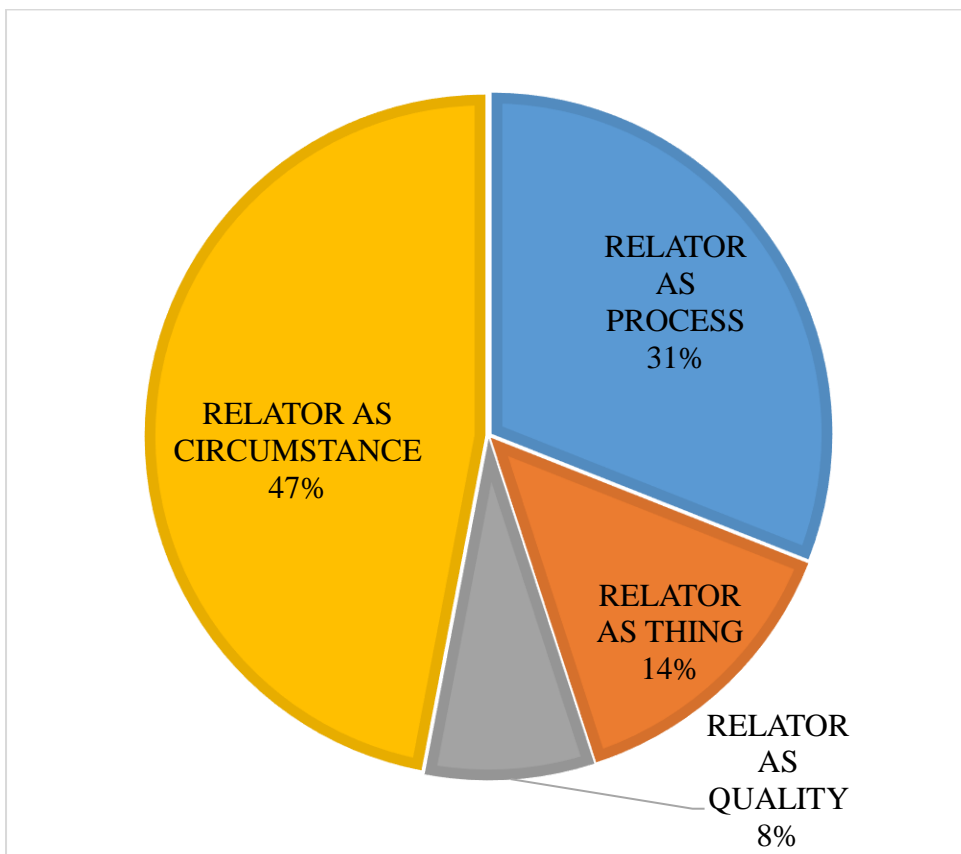
4.3.2.5 Discussion on the Use of Logical Metaphors

The description of total instances, followed by analysis of sum of their total frequencies signaled towards the popularity of Relator as Process among learners. The same picture was visible when the highest and the second highest frequencies were compared, but the gap between the popularity of *Relator as Process* and *Relator as Circumstances* saw a clear decrease. However, no change was observable in the position of other two categories. After this, when the comparison among their means calculated on the basis of five highest frequencies was made, it was evident that the categories which had secured first two positions in popularity in the previous analyses were still dominant. Nonetheless, the category of most popular changed from *Relator as Process* to *Relator as Circumstance*. The other two categories lagged far behind as they did in the earlier analysis. Even in the later comparison among all categories of IGM, it was observed that *Relator as Process* and *Relator as Circumstance* were the most preferred categories after *Process as Thing*. The categories marked least favourable earlier saw no change in their popularity position, and these were the least frequently used categories of IGM. The important point in this description is despite that *Relator as Process* was used by majority of learners, they were not using a wide variety of this category with similar frequencies; they were repeatedly using a common *Relator as Process* verb '*make*' (it is highest in frequency with a tally of 47 in a total of 116), though the use of another verb '*leads*' was a sure sign of the learners' inclination to the construction of metaphorical meanings. Another technical point is that in *Relator as Circumstance* category also, there was noticeable absence of those structures which are clearly marked in advanced academic discourse; some were completely missing, and others had very low frequencies. This indicates that in spites of being most popular among students, there was large capacity for learners' improvement, even in this most popular category. The least frequently used categories also demand immediate attention of instructors who can provide maximum exposure to their learners through the texts which have diversity in such structures, and thus can enable them to experiment these technical items of academic discourse. The means calculated on the basis of sum of mean frequencies and the relative percentages associated with number of instances of each type of logical metaphor demonstrates that learners have shown their highest preference to *Relator as Circumstance*. Not only in total number of instances but also in their frequencies, a rising trend is clearly visible. Even a small number of seventeen

(17) instances have been used hundred and sixteen times by different learners. However, the critical observer can easily notice that the learners usually relied on simple verbs like *show*, *create* and *make* — there are forty-seven (47) occurrences of *make*. This clearly hints that the learners' repertoire for even this popular category is limited; there has not yet been the growth and development required to attain advanced proficiency. The second highest category in the occurrence of highest number of instances but also in the presence of greatest mean frequency, the gerund nouns and the gerundive nominalization have a significant contribution. It is visible that the learners' dependence on this type cannot be interpreted as an important sign of their vast repertoire of this category of experiential metaphor. Another important point that offers contradictory evidentiary support to the learner's highest knowledge of this category is a wide gap between total number of words of the entire corpus and the total tally of the category. In a corpus of about thirty thousand words, there are found only about six hundred examples of this nominalization which also includes gerunds. Therefore, it is not hard to infer that the learners' paradigmatic repertoire of experiential metaphor has not reached the apparently satisfactory level. The other category of nominalization, *Quality to Thing*, instead of being closer to the first type, falls far behind because the total instances traced in the twenty manually read essays are only about three hundred, a sheer half of the first. This data unambiguously signals towards the learners' insufficient knowledge of this important tool of academic writing. Since the complete absence of some categories or some elements of a category show limitation in the paradigmatic choices and create monotony and ordinariness in the written discourse, considerable increase in the use of these technical elements complement the learners' speedy development in the employment of formal register where coherence and cohesion are maintained with these elements. These results also show that majority of students used limited number of logical metaphors. In other words, the findings were divergent from those of Chinese learners studied by Liardét (2015) and Huang & Yu (2021) because Pakistani learners' use of logical metaphor tended to show serious limitations. However, they were more convergent with the results reported by Nys (2019).

4.3.3   Use of IGM

In this section, comparison between experiential and logical metaphors was made. This comparison was led by two considerations. First, their highest frequencies

were compared. Subsequent comparison was based on the sum of five highest frequencies for every category. Thus, an attempt was made to closely examine the learners' use of each category of IGM so that one could reach some deeper insight into the target phenomenon. Data are displayed in the tables, bar graphs and pie charts. The detail is in the coming two passages.

4.3.3.1 Comparison among Highest Frequencies

When the highest frequency was noticed in every category, it was found that in *Process as Thing* had the highest frequency of fifty (50) and the second highest was of *Relator as Process* with a frequency of 47, thus, there was only a gap of 3 between them. The third most frequently used category was *Relator as Circumstance* with its highest tally of 34, at the fourth position was *Quality as Thing* with its highest frequency of 27. The remaining four categories formed this pattern: 20 for *Relator as Thing*, 13 for *Relator as Quality* as well as *Process as Quality* and 10 for *Quality of Process as Quality of Thing*. Thus, its highest frequency was only two points above the lowest which was found in *Quality of Process as Quality of Thing*. Their pattern of ratio can be presented as: Process as Thing 23 %, Relator as Process 22 %, Relator as Circumstance 16 %, Quality as Thing 13 %, Relator as Thing 9 %, Relator as Quality and Process as Quality both 6 %, and *Quality of Process as Quality of Thing* 5 %. Table 4.15, and figures 4.11 and 4.12 represent this.

Table 4.15   **Comparison among Types of IGM on the Basis of Highest Frequencies**

Process as Thing		Relator as Process		Relator as Circumstance		Quality of Thing as Thing		Relator as Thing		Relator as Quality		Process as Quality		Quality of Process as Quality of Thing	
H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%
50	23	47	22	34	16	27	13	20	9	13	6	12	6	10	5

Fig. 4.11   **Comparison among Types of IGM on the Basis   of   Highest Frequencies**
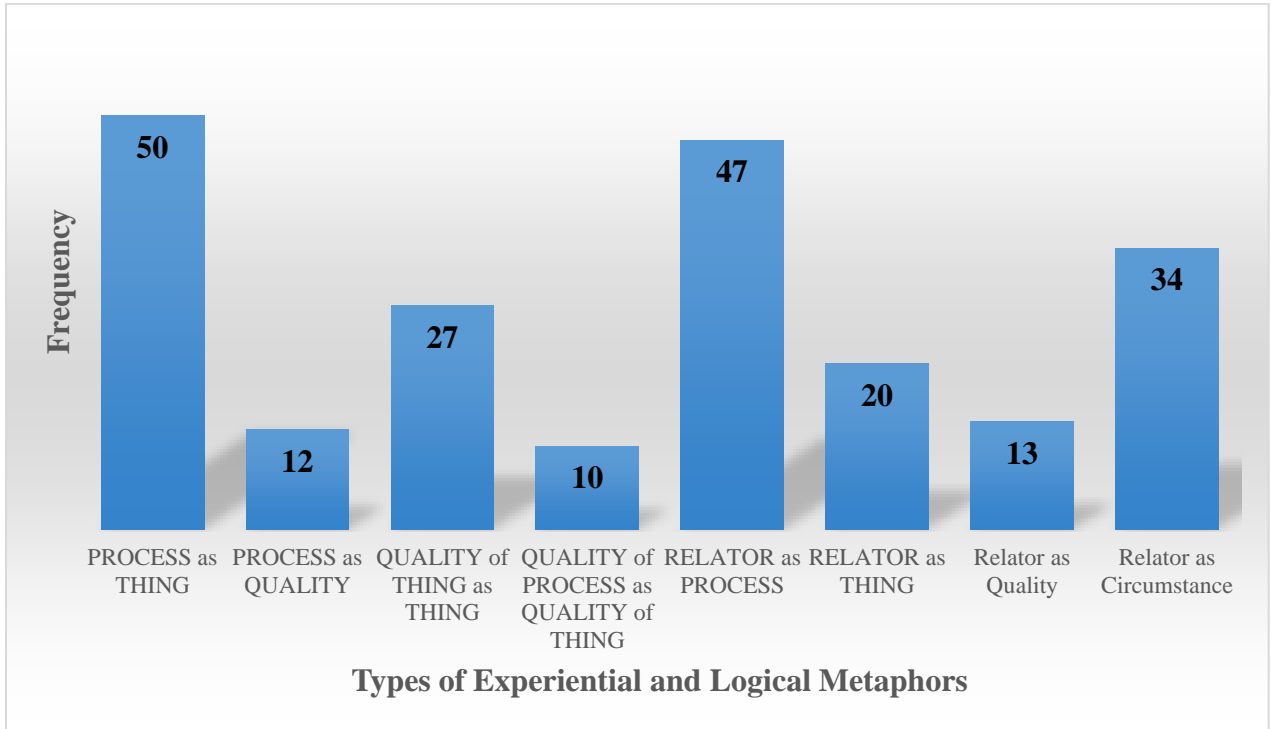

Fig. 4.12   **Comparison among Types of IGM on the Basis of Highest Frequencies**
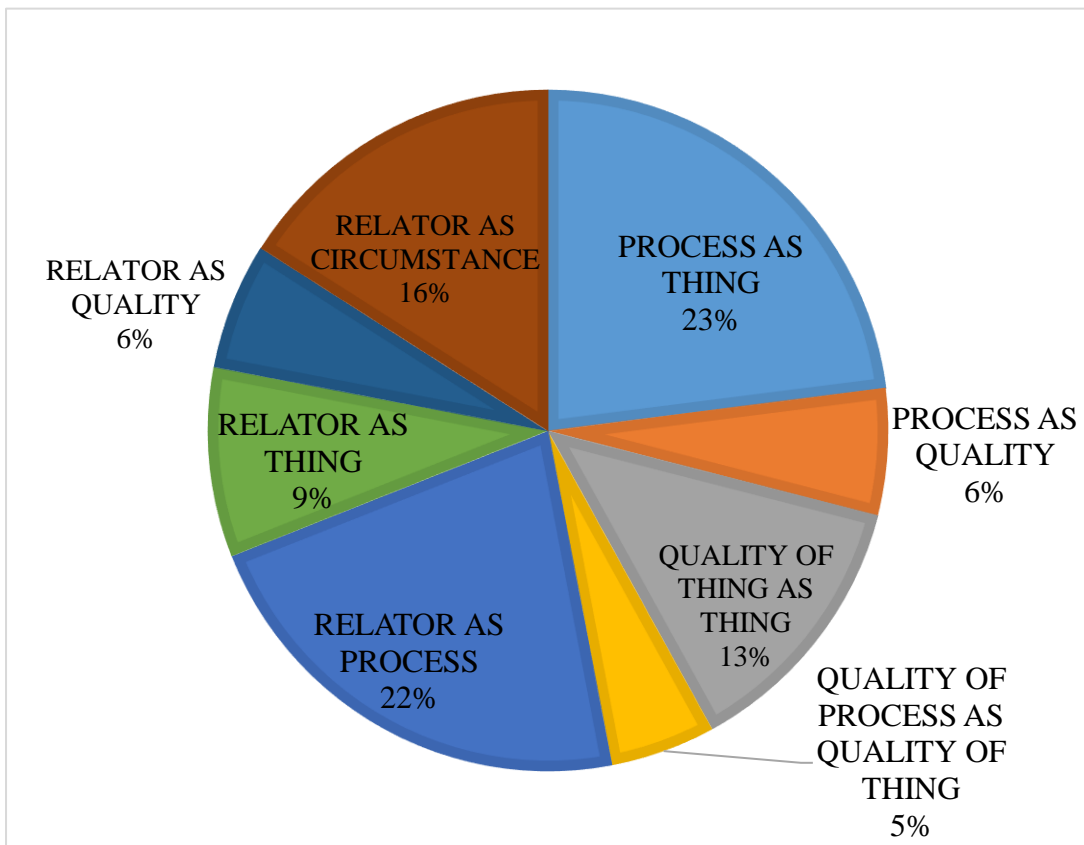
*4.3.3.2 Comparison among Categories on the Basis of Sum of Five Highest Frequencies*

As shown in table 4.16, and figures 4.13 and 4.14, when the sum of five highest frequencies for every category was observed, it was noticed that the position was still occupied by *Process as Thing* with a sum of 161 forming 26 % of the whole set. Contrary to the pattern observed in the highest frequency where second position was obtained by *Relator as Process*, it was followed by *Relator as Circumstance* with a sum of 127, and here the gap was significantly high. At the third position was *Quality of Thing as Thing* with a sum of 107, and *Relator as Process* was at the fourth position with a sum of 85, lying far low from its nearest top neighbour. The positions of remaining four were in this order: *Relator as Thing*, fifth with a sum of 38; *Quality of Process as Quality of Thing*, sixth with a sum of 37, *Process as Quality*, seventh with a sum of 36, *Relator as Quality*, the lowest with a sum of 21. Their pattern of ratio in descending order can be presented as: *Process as Thing* 26 %, Relator as *Circumstance* 21 %, *Quality as Thing* 17 %, *Relator as Process* 14 %, *Process as Quality*, *Quality of Process as Quality of Thing,* and *Relator as Thing* 6 %., and at the bottom *Relator as Quality* 3 %.

Table 4.16   **Comparison among Types of IGM on the Basis of Five Highest Frequencies**

Process as Thing		Relator as Circumstance		Quality of Thing as Thing		Relator as Process		Relator as Thing		Quality of Process as Quality of Thing		Process as Quality		Relator as Quality	
H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%	H.F.	%
161	26%	127	21%	107	17%	85	14%	38	6%	37	6%	36	6%	21	3%

Fig. 4.13   Comparison among Types of IGM on the Basis of Five Highest Frequencies

	PROCESS AS THING	RELATOR AS CIRCUMSTANCE	QUALITY OF THING AS THING	RELATOR AS PROCESS	RELATOR AS THING	QUALITY OF PROCESS AS QUALITY OF THING
■ H.G	161	127	107	85	38	37
■ Column1						
■ Series 3						
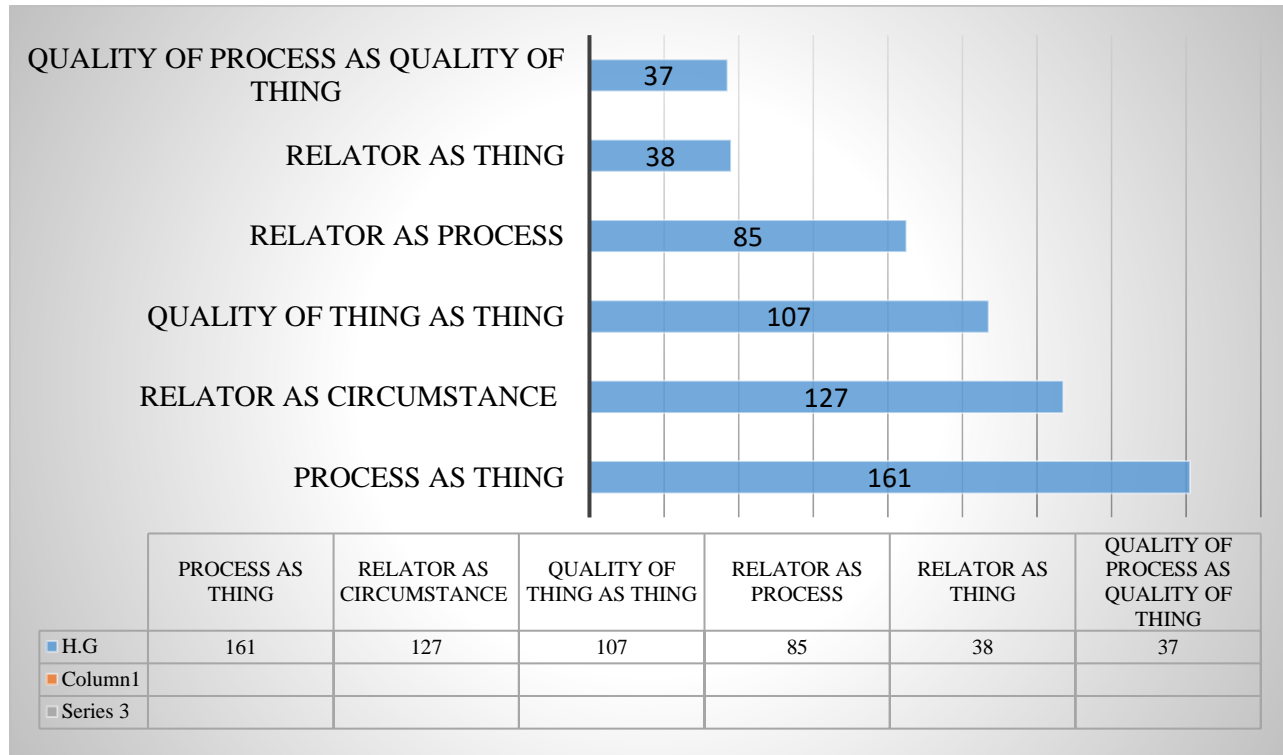
Fig. 4.14   Comparison among Types of IGM on the Basis of Five Highest Frequencies
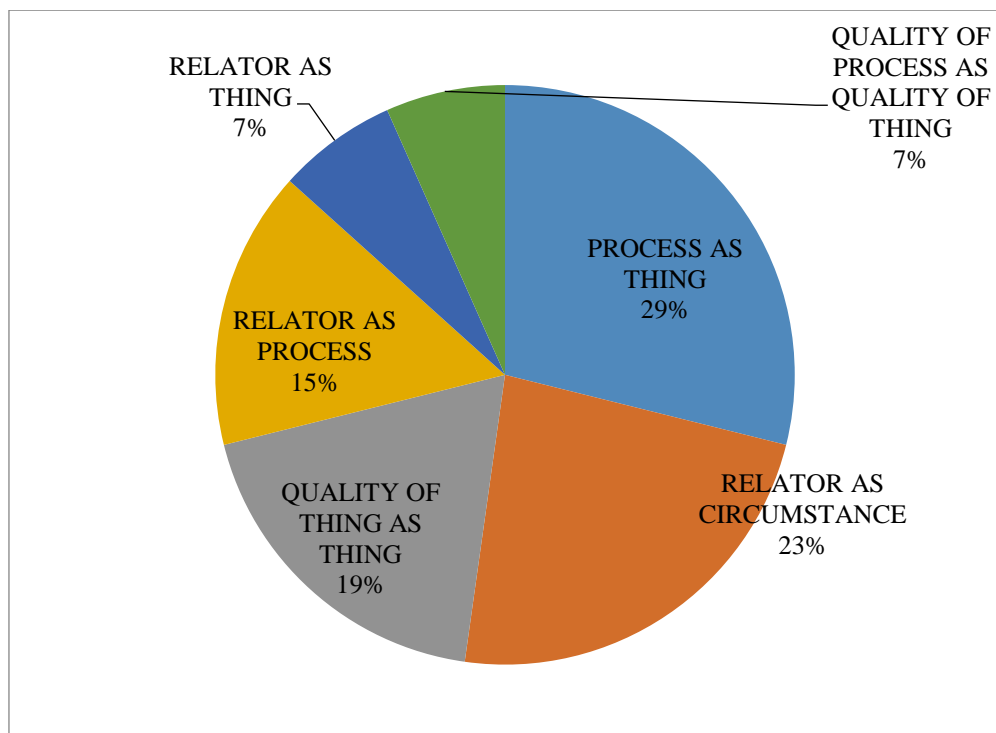
4.3.3.3 Discussion on the Use of IGM

For constructing a comprehensive analysis on IGM, all the eight categories were compared on wo criteria. The analysis conformed to the general observation that nominalization was the most frequently used GM as it was observed that *Process as Thing* was the leading category, though *Relator as Circumstance* and *Relator as Process* were not much lower in popularity. Another important point was expectedly significant use of *Quality of Thing as Thing*, another nominalization item. The results I obtained after the quantitative analysis of students' produced texts clearly show that Pakistani learners' use of IGM supports the findings of Ezeifeka (2015) and Nys (2019) who reported that undergraduates' repertoire of paradigmatic choices had not reached a level where they could create smoothly flowing academic discourse with approriate use of GM.

4.3.4   Summary of Key Findings on First Research Question

- Process as Thing: The total frequency of *Process as Thing* was 545. Though it is highest, it is rather low when it is compared to the total number of words of the corpus which is 29,155.

- Quality of Thing as Thing: The total frequency of *Quality of Thing as Thing* was 297, almost half of the highest category.

- Process as Quality: The total frequency of *Process as Quality* was only 75, far low when it is compared to the highest frequency of 245.

- Quality of Process as Quality of Thing: The total frequency of *Quality of Process as Quality of Thing* was 49, extremely small number.

- Relator as Circumstance: The mean frequency of five highest frequencies of *Relator as Circumstance* was 127. Though it is highest, it is rather low when it is compared to the total number of words of the corpus which is 29,155.

- Relator as Process: The mean frequency of five highest frequencies of *Relator as Process* was 85, almost half of the highest category of logical metaphors.

- Relator as Thing: The mean frequency of five highest frequencies of *Relator as Thing* was 38, extremely small number.

- Relator as Quality: The mean frequency of five highest frequencies of *Relator as Quality* was 21. Another extremely small number.

These findings while showing convergence with the results reported in Haider, Mahmood, & Asghar (2021), Haider, Mehmood, Asghar, & Shakir (2021), Nys (2019), Liardét (2013) and Yuliana (2011) affirm that L2 undergraduate learners of English make limited use of IGM.

4.4 Different forms of nominalizations found in the academic writing of undergraduate students of English: Analysis and Discussion

The second research question stated: What is the frequency of different forms of nominalizations found in the academic writing of undergraduate students of English? To answer this question, I selected two main types of nominalization. They are classified as:

a. Nominalization of Process or Process as Thing
b. Nominalization of Quality or Quality of Thing as Thing

Total fourteen (14) common ending were taken for the first category (a). These are enlisted here:

i. -age
ii. -ance
iii. -ation
iv. -dom
v. -ence
vi. -er
vii. -ery
viii. -gy
ix. -ing
x. -ion
xi. -ism
xii. -ment
xiii. -th
xiv. -ur

For the second category (b) the following seven (7) endings were taken.

i. -acy
ii. -ance

iii.   -dom

iv.   -ence

v.   --gy

vi.   --ism

vii.   -ness

4.4.1   Nominalization of Process

As mentioned earlier, two types of nominalization forms were selected for this study. The total number of suffixes for first category were double of the total number of suffixes for the second category. When the highest frequency was traced in every category, it was found that the suffix '-*ing*' had the highest frequency of two hundred and sixty-eight (268), its percentage within the variety was 35, and its percentage within the nominalization was 29. The suffix '-ion' had the second highest frequency of one hundred and eighty-nine (189), its percentage within the variety was 24, and its percentage within the nominalization was 20.1. The gap between these two frequencies was seventy-nine (79) — a huge gap —, its percentage within the variety was eleven (11), and its percentage within the nominalization was (8.9). The suffix '-ation' had third highest frequency of one hundred and thirty (130), its percentage within the variety was seventeen (17), and its percentage within the nominalization was fourteen (14). The suffix '-ment' had the fourth highest frequency of sixty- two (62), its percentage within the variety was eight (8) and its percentage within the nominalization was (6.6) The gap between these two frequencies was sixty-eight (68) — a huge gap —,its percentage within the variety this difference was nine (9),its percentage within the nominalization this difference was (7.4).The suffix '-ance' had the fifth highest frequency of forty-four (44), its percentage within the variety was six (6) and its percentage within the nominalization was (4.7)

As shown in table 4.17 and figures 4.15 and 4.16, it was also found that the both suffixes '-gy' and 'th' had the lowest frequency of one (01), their percentage within the variety was (0.1) and their percentage within the nominalization was also (0.1). The upper frequency after '-gy' was four (04) which was shared by both '-ery' and '-ism', their percentage within the variety was (0.5) and their percentage within the nominalization was (0.4). The gap between these two neighbour frequencies was three (03).

Table 4.17 PROCESS as THING

S.No.	Ending	Frequency	Percentage within the variety	Percentage within Nominalizations
1	**-**age	05	0.6%	0.5%
2	-ance	44	6%	4.7%
3	-ation	130	17%	14%
4	-dom	03	0.4%	0.3%
5	-ence	34	4.4%	3.6%
6	-er	15	1.9%	1.6%
7	-ery	04	0.5%	0.4%
8	-gy	01	0.1%	0.1 %
9	-ing	268	35%	29%
10	-ion	189	24%	20.1%
11	-ism	04	0.5%	0.4%
12	-ment	62	8%	6.6%
13	-th	01	0.1%	0.1%
14	-ur	15	1.9%	1.6%
Total Frequency of the Variety	775			

Fig. 4.15   **Percentage within the Variety**
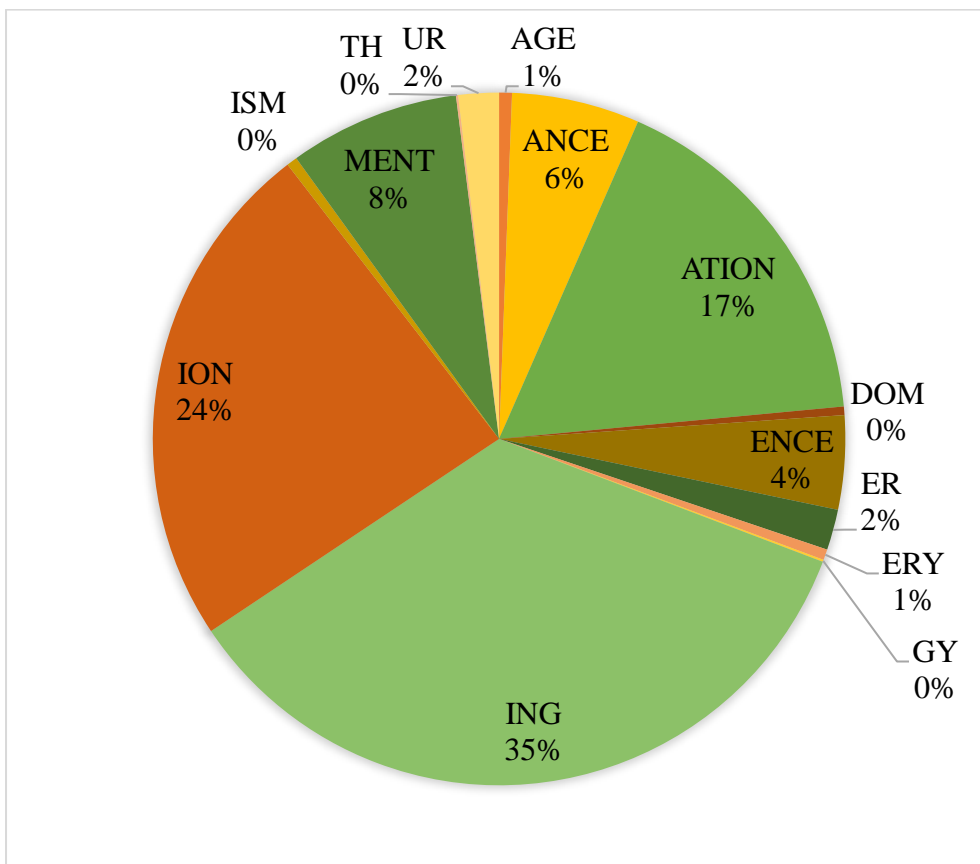
Fig. 4.16   **Percentage within the Nominalization**
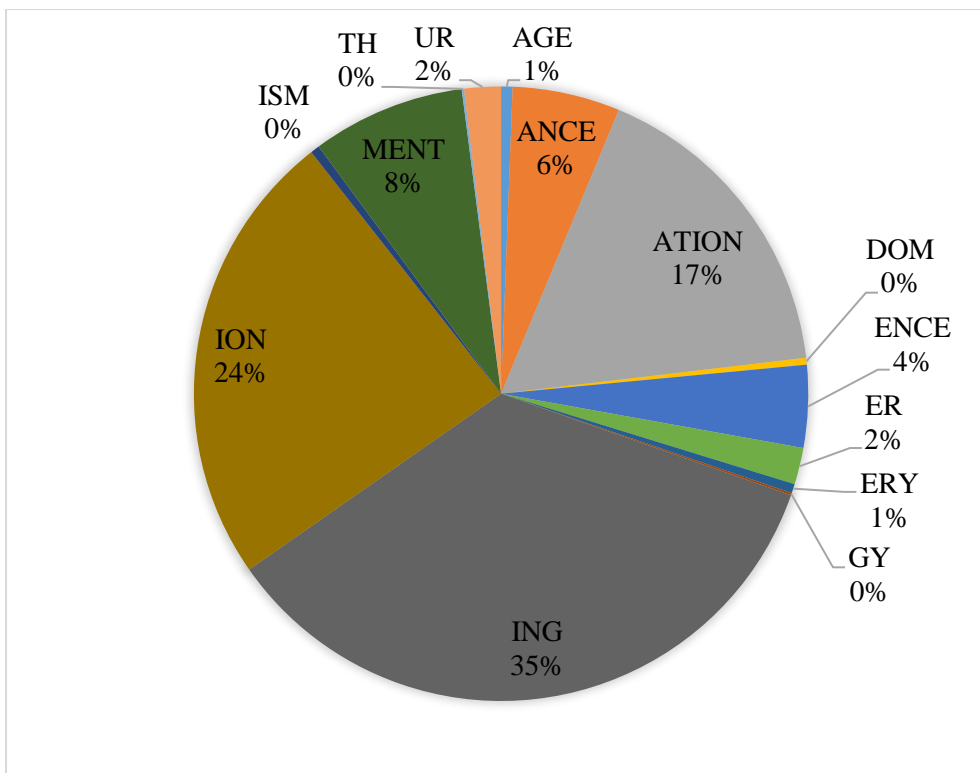
4.4.1.1 Discussion on Nominalization of Process

The analysis in the table and its representation in the graph clearly show that the learners' most preferred form of nominalization was gerund noun that require no advanced knowledge of morphological derivation. Second and third highest nominalized forms were also the anticipated categories as '-ation' and '-ion' suffixes are widely used for creating *Process to Thing* nominalizations. When the gap between these three highest categories and other categories is observed, it presents a clear contrast. This shows that the learners' repertoire of nominalization forms was seriously limited. This finding is also consistent with the results reported in Liardét (2013) and Liardét (2016b).

4.4.2 Nominalization of Quality

As clarified earlier, two types of nominalization forms were selected for this study, one of which was *Quality to Thing*. The total number of suffixes for this category was half of the total number suffixes for the second category. When the highest frequency was traced in this category, it was found that the suffix '-ness' had the highest frequency of sixty- two (62), its percentage within the variety was thirty-eight (38) and its percentage within the nominalization was seven (07). The suffix '-ance' had the second highest frequency of forty-two (42), its percentage within the variety was twenty-six (26), and its percentage within the nominalization was (4.5). The gap between these two frequencies was twenty (20). The suffix '-ence' had third highest frequency of thirty- six (36), its percentage within the variety was twenty-two (22), and its percentage within the nominalization was (3.8). The suffix '-ism' had the fourth highest frequency of nine (9), its percentage within the variety was (5.5) and its percentage within the nominalization was (0.96). The gap between these two frequencies was twenty-seven (27), the difference between their percentage within the variety was (16.5), and their percentages within the nominalization differed by (2.84).

As shown in table 4.18, and figure 4.17, it was also found that the both suffixes '-gy' and '-dom' had the lowest frequency of four (04), their percentage within the variety was 2.5 and their percentage within the nominalization was 0.4 The upper frequency after '-gy' and '-dom' was '-acy'. It had a frequency of six (06), only two points above their neighbour, its percentage within the variety was 3.6 and its percentage within the nominalization was 0.6.

Table 4.18   QUALITY as THING

S.No.	Ending	Frequency	Percentage within the variety	Percentage within Nominalizations
1	-acy	06	3. 6%	0.6%
2	-ance	42	26%	4.5%
3	-dom	04	2.5%	0.4%
4	-ence	36	22%	3.8%
5	-gy	04	2.5%	0.4%
6	-ism	09	5.5%	0.96%
7	-ness	62	38%	07%
Total Frequency of the Variety		**163**	938	

Fig. 4.17   Percentage within the Variety
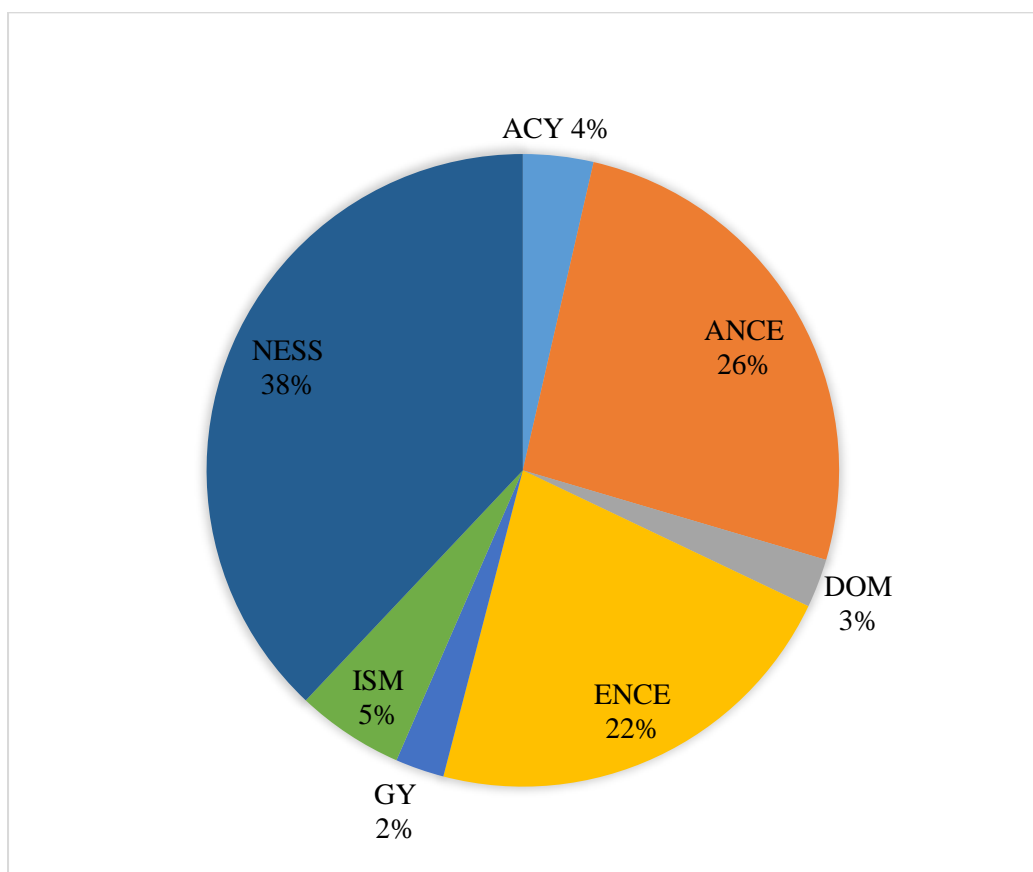
4.4.2.1 Discussion on Nominalization of Quality

As shown in figures 4.18, 4.19 and 4.20, the quantified data in the table and their illustrations in bar graphs and pie charts clearly show that the learners' most preferred form of nominalization was 'ness' that is amply used in children texts and require no advanced knowledge of morphological derivation. However, the presence of second and third highest nominalized forms confirms that the learners have not only exposure to diverse forms within the variety but also tendency to apply them in their academic texts. However, least frequency of nominalization forms with other three suffixes shows that the learners' repertoire of nominalization forms was seriously limited. These findings are also closely convergent with the results reported in Liardét (2013) and Liardét (2016b). Like their Chinese counterparts, Pakistani ESL undergraduate learners showed serious gaps in their language development, especially in the expansion of suffixes that are helpful in the creation of nominalizations.

Fig. 4.18   Percentage within the Nominalization
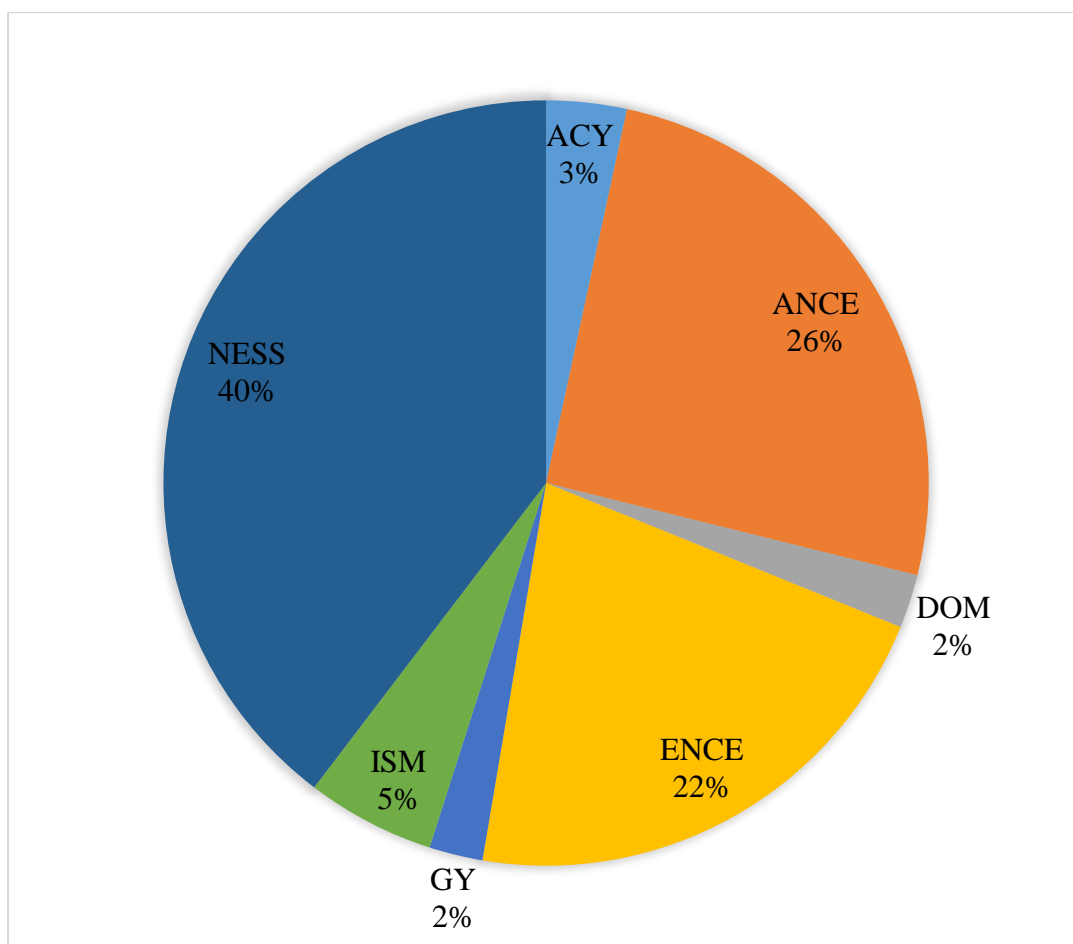
Fig. 4.19   Percentage within the Variety
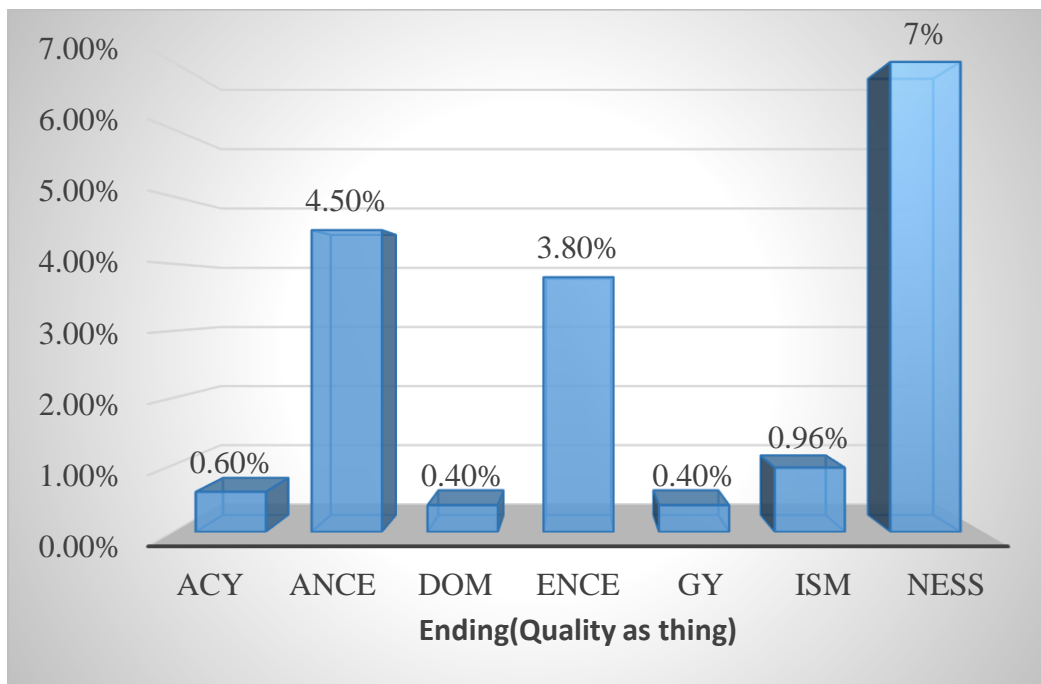
Fig. 4.20   Percentage within the Nominalization
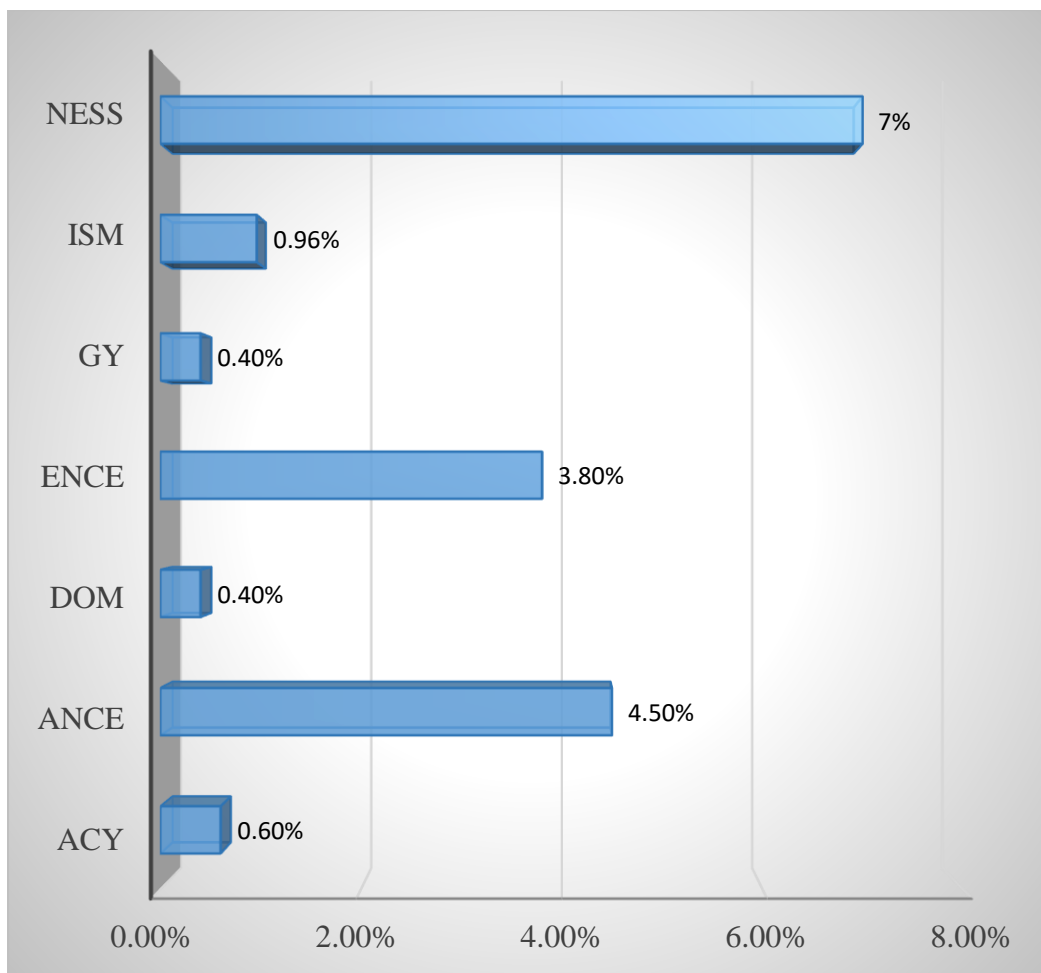
Table 4.19   **Comparison of Nominalization of Process with that of Quality**

Process as Thing		Quality as Thing	
Sum of Frequencies	Percentage	Sum of Frequencies	Percentage
775	83%	163	17%

4.4.3   Summary of Key Findings on Second Research Question

The most frequent form with the tally of 268 was gerund form having the suffix '-ing'. The second highest with the tally of 189 was the form with the suffix '-ion'. The total frequency of *Process as Thing* was 775 whereas that of *Quality as Thing* was only 163, rather small number as compared to the other category. Findings on this question concur with the results about Chinese university ESL learns reported in Liardét (2013). As suggested in this summary, Pakistani ESL undergraduate learners' repertoire of nominalzation tends to be seriosly limited.

4.5   Problems in the Employment of IGM Found in the Academic Writing of Undergraduate Students of English: Analysis and Discussion

The third research question stated: What type of problems in the employment of GM can be traced in the academic writing of undergraduate students of English? As explained in the chapter on methodology, in SFL, the construction of metaphorical meaning involves two stages. In the first stage the meaning construed in the congruent or marked form is re-construed and re-configured. This is done to bring technicality and sophistication in the simple meaning expressed congruently. In the second stage, for the expression of reconstrued mean, morphologically and grammatically accurate lexical items are selected. This is necessary step for incongruent reconstruction of the meaning expressed in congruent forms. In other words, the proper re-construal of an already- expressed phenomena coupled with its realization with appropriate and grammatically accurate morphological items is collectively called metaphorical control. Thus, this term refers to the degree of control which the learners show in the re-construal of reality and in the realization of expanded meaning with grammatically

accurate morphological items. Learners facing difficulty in either of these two stages create expressions which in common pedagogical parlance are called mistakes. These learners are said to demonstrate intermediate metaphorical control. Thus, metaphorical control refers to degree of control on proper reconstrual and its grammatical accurate expression. Since the study aimed to describe the learners' proficiency problems which could be traced in their academic writing through the qualitative analysis of the GM deployed by them, a detailed examination of all instances of GM appearing in *concordances* were read made manually, and the qualitative analysis of every instance marked what type of problem the learners faced in their use of GM. In accordance with the plan, the problems were studied under six following headings.

4.5.1 Gerund Noun

The first pattern that shows leaners' intermediacy in their metaphorical control is found in their deployment of gerund nouns. As explained in Liardét (2016b), learners realize nouns in their gerundive form because they have limited knowledge of morphological variants that can appropriate substitute them when they function metaphorically. There are found several instances of this morphologically inappropriate form in the texts produced by the target population. Four of such instances with explanation are being discussed in the following lines.

Example 1: inking. Different perspectives leads to different **thinking** and believing.

This concordance line originally occurs in the text of EB4.

Lifestyles are different, so are morals and so are thinking. Different perspectives leads to different THINKING and BELIEVING.

In the attempt to express metaphorically the congruent meaning of the expression that *different perspectives lead people to think and believe differently,* the learner, instead of representing two events as Processes and using the default lexical items '*think and believe',* uses gerundive forms '*THINKING AND BELIEVING'* in place of appropriate incongruent variants '*THOUGHTS AND BELIEF'*. This shows that the learner has intermediate metaphorical control and with a little pedagogical intervention can overcome this issue.

Example 2: They are always in a process of **upgrading** their skills and increasing.

This concordance line originally occurs in the text of MB2.

They are always in a process of UPGRADING their skills and increasing their sources.

In this example also, the attempt to express metaphorically the congruent meaning of the expression that *people continue to upgrade their skills,* the learner, instead of representing two events as Processes and using the default lexical items '*continue and upgrade',* uses gerundive form ' *UPGRADING'* for the second Process word, in place of more appropriate incongruent variants '*UPGRADATION'.* This shows that the learner has intermediate metaphorical control and with a little pedagogical intervention can overcome this issue.

Example 3: True morality is **knowing** the difference between right and wrong.

This concordance line originally occurs in the text of EB4.
True morality is KNOWING the difference between right and wrong.

In the attempt to express metaphorically the congruent meaning of the expression that *true morality refer to what people know about the difference between right and wrong,* the immature text producer, instead of representing the event of knowing as Process and using the default lexical items '*know',* uses gerundive forms '*KNOWING'* in place of more appropriate incongruent variants '*KNOWLEDGE'.* This shows that they have intermediate metaphorical control and with a little pedagogical intervention can overcome this issue.

Example 4: The misuse of power and privilege and **growing** unethicality in societies is

This concordance line originally occurs in the text of MA20.

The misuse of power and privilege and GROWING unethicality in societies is increasingly seen as arising from such attitudes.

In the attempt to combine two metaphorical variants 'the MISUSE of power and privilege' and '*GROWING UNETHICALITY in society*' the gerundive form is used in place of more appropriate incongruent variants '*GROWTH'.* This shows that they have intermediate metaphorical control and with a little pedagogical intervention can overcome this issue.

4.5.2   Gerundive Nominalization

The second characteristic of academic writing that represents intermediacy of metaphorical control is named gerundive nominalizations in Liardét (2016b). Though it bears close similarity with gerund nouns, they lack the feature of being static like gerunds, and for attaining this feature, they certainly require a pre-modifying 'the –' and a post-modifying '– of'.

Example 1: s that he or she feels on the Day of Judgment.   Alleviating the difficulties of those in debt being

This concordance line originally occurs in the text of MB5.

ALLEVIATING the difficulties of those in debt, so much so that He says He will alleviate that person's difficulties in this world and the Hereafter.

Learners with complete metaphorical control prefer to use appropriate incongruent structures thar realize the Thing meanings differently from their gerundive nominalization to enhance their static impact. The learner who has produced this text has not yet complete metaphorical control is clear when one sees that instead of using the grammatically accurate and more appropriate morphological variant 'the alleviation of' that communicates the target meaning incongruently, the learning uses simple gerund 'alleviating'. In other words, his knowledge of nominalization is two steps behind. First, he does not know gerundive nominalization that can convey his desired meaning with higher accuracy. Secondly, he does not know that even the gerundive nominalization should be substituted with more appropriate morphological structure that best conveys the target metaphorical meaning.

Example 2: either. Education also plays an important part in teaching morality and the rich are more likely

This concordance line originally occurs in the text of MB4.

Education also plays an important part in TEACHING morality and the rich are more likely to get best education but being educated and ignorant go hand in hand in the society today.

Complete metaphorical control enables learners to use appropriate incongruent structures   thar   realize   the   entity   meanings   differently   from   their   gerundive

nominalization to create and increase their static impact. The learner who has produced this text has not yet complete metaphorical control becomes clear when one sees that instead of using the grammatically accurate and more appropriate morphological variant 'the teaching of' that accurately communicates the target meaning incongruently, the learning uses simple gerund 'teaching'. In other words, his knowledge of nominalization is two steps behind. First, he does not know gerundive nominalization that can convey his desired meaning with higher accuracy. Secondly, he does not know that even the gerundive nominalization should be substituted with more appropriate morphological structure that best conveys the target metaphorical meaning.

Example 3: their morality. For instance, they dress up, their following of the cultural morns and traditions,

This concordance line originally occurs in the text of EB11.

For instance, they dress up, their FOLLOWING of the cultural morns and traditions, everything counts.

Learners who have attained complete metaphorical control prefer to use grammatically accurate and more appropriate incongruent structures thar reconstrue the entity meanings in different grammatical structures and rely little on gerundive nominalization because they lack the feature of being static, thus cannot produce the desired impact. The student while producing this text heavily relies on this form of nominalization. This hints that he has not yet complete metaphorical control because instead of using the grammatically accurate and more appropriate morphological variant 'the obedience of' that communicates the target meaning incongruently, the learning uses simple gerund 'following of'. In other words, his knowledge of nominalization shows limitation of two types. On one hand, he does not realize that gerundive nominalization he is choosing cannot convey his desired meaning grammatically accurately. On another level it shows that he does not know that even the gerundive nominalization can be substituted with more appropriate and grammatically accurate structures which have distinct morphological forms and important rules. That is why they are unable to best conveys the target metaphorical meaning.

Example 4: people always inferiority complex because of the showing up of the

rich people, the prejudice of

This concordance line originally occurs in the text of EA11.

The poor people always inferiority complex because of the SHOWING up of the rich people, the prejudice of rich people towards them.

Learners lacking complete metaphorical control are unable to use grammatically accurate and more appropriate incongruent structures when they attempt to realize the Thing meanings with those structures that were coined in the language for fulfilling the desired purpose, and that were different from their gerundive nominalization. The fundamental problem with gerund nominalizations is that cannot create, maintain, or enhance their static impact. The learner who has produced this text has not yet complete metaphorical control is clear when one sees that instead of using the grammatically accurate and more appropriate morphological variant *'the show- up of'* that communicates the target meaning incongruently, the learning uses simple gerund *'showing up'*. In other words, his knowledge of nominalization is two steps behind. First, he does not know gerundive nominalization that can convey his desired meaning with higher accuracy. Secondly, he does not know that even the gerundive nominalization should be substituted with more appropriate morphological structure that best conveys the target metaphorical meaning.

4.5.3   Incomplete Reconstrual

Like Chinese learners studied in Liardét (2016b), another important problem learners face in the use of nominalization has been named incomplete reconstrual. In this particular stage of intermediate metaphorical control, learners use nominalization metaphorically, but fail in their full realization of the morphological characteristics of the intended metaphor due to their weakness of derivational skills. There have been found instances of such incomplete reconstrual. In the following paragraphs, the problem along with discussion on it is being presented.

Example1: lack money, possession and, obviously, cannot get <u>accessed</u> to amenities of life.

This concordance line originally occurs in the text of EA1.

The rich are affluent and have ACCESS to all the amenities of life whereas the poor the poor are not access to many facilities, they lack money, possession and, obviously, cannot get ACCESSED to amenities of life.

As it can be easily seen, the learner successfully reconstrued the congruent meaning that the poor are unable to access amenities of life, but during the stage of selection of grammatically accurate incongruent variant of 'access' made a mistake and added '-ed' suffix. Thus, while the learner changed Process 'access' to Thing ACCESS, he made mistake of adding a suffix to the target lexical item which is changed to Thing with zero suffix.

Example 2:   interacted with other possibilities, thus, their <u>accessibility</u> to sources is very less.

This concordance line originally occurred in the text of MB2

Furthermore, they are less interacted with other possibilities, thus, their ACCESSIBILITY to sources is very less.

Again, it can be easily observed that the learner successfully reconstrued the congruent meaning that the poor access inadequately to sources, but during the stage of selection of grammatically accurate incongruent variant of 'access' made a mistake by changing Quality of Thing an inappropriate Thing and added '-ty' suffix. Thus, instead of changing Process 'access' to Thing ACCESS, the learner made a mistake and created a lexical item that does not fit in the context.

Example 3: r, it is the kind of environment in which one get **educated**, spent his/her life and his interaction

This concordance line originally occurs in the text of EA1.

It is not the rich who are morally superior, and it is not poor who are morally inferior, it is the kind of environment in which one get EDUCATED, spent his/her life and his interaction with the people around him/her, which makes a person morally superior or inferior.

This writer also faces the same problem of incomplete reconstrual. It is visible that the learner has succeeded in reconstruing the congruent meaning that it is the environment where one is educated, but in the attempt to express the meaning in

grammatically accurate lexical items selected grammatically inaccurate incongruent variant of 'educate' made a mistake by adding a suffix'-ed in place of '-ion' while changing Process to Thing. Thus, instead of changing Process 'educate' to Thing EDUCATION, the learner made a mistake and created a lexical item that does not fit in the context.

Example 4: al and empathetic than the poor ones. Rich person sympathy for everybody and seems to be.

This concordance line originally occurs in the text of EA1.

Rich person sympathy for everybody and seems to be more sensitive in term of behaving with lower class and seem to have kind heart in them.

This writer also faces a similar problem that is called incomplete reconstrual. It can be easily noticed that that the student has succeeded in reconstruing the congruent meaning that rich sympathize with everybody. Nevertheless, while he attempted to express the congruent meaning incongruently, he was confused in the selection of grammatically accurate lexical items. While changing Quality 'sympathetic' to Process SYMPATHIZE, he chose Thing SYMPATHY. Thus, the problem occurred in the derivation of a proper morphologically accurate variant of the target lexical item. The result was a grammatically inaccurate expression showing the learner's weakness in the metaphorical control.

4.5.4 Non-word Reconstrual

The fourth characteristic of academic writing that represents intermediacy of metaphorical control is the non-word reconstrual. Like Chinese undergraduates studied by Liardét (2016b), Pakistani English undergraduate learners also face the same derivational difficulty as is seen in their deployment of incomplete nominalizations. The misapplication of affixes generates non-word reconstrual. Although the meaning is reconstrued metaphorically, the morphological structure chosen for metaphorical reconstrual does not exist in the target language.

Example 1: his next goal is to become richer? Mostly the tax invader and money launderess are the rich.

This concordance line originally occurs in the text of MB20.

Mostly the tax INVADER and money launderess are the rich. Once a man becomes a victim of greed, he is ready to do anything.

Problem of Non-word reconstrual in the learners of this study and in Chinese learners reported by in Liardét (2016b) shows close similarities between them. They face the same difficulty in derivation of nominalization forms as Liardét (2016b) reported. The problems were visible in the texts in the form of incomplete nominalizations. The inadequate knowledge of morphology consequently led to their misapplication of affixes; thus, in several stances, they generate non-word reconstrual. Despite that they can successfully reconstrue the meaning metaphorically, the morphological structure selected for incongruent reconstrual does not exist in the target language. In the given text, the learner attempted to reconstrue the congruent meaning expressed with the use of Process word '*evade*', in his reconstrual he required to change it into Thing word, '*EVADER*', but he forgot to apply the suffix '*-er*' to the target word. In this way, instead of creating the appropriate and grammatically accurate structure, he used INVADER.

Example 2: and ethics because of their financial and social **constraits**. MA4 A rich person is some.

This concordance line originally occurs in the text of MA3.

They have low moral values and ethics because of their financial and social CONSTRAITS.

Problem of Non-word reconstrual in the learners of this study and in Chinese learners reported by in Liardét (2016b) shows close similarities between them. They face the same derivational difficulty which was visible in the texts produced by Chinese learners; they were unable to use complete nominalization forms. The inadequate knowledge of morphology consequently led to their misapplication of affixes; thus, in several stances, they generate non-word reconstrual. Despite that they can successfully reconstrue the meaning metaphorically, the morphological structure selected for incongruent reconstrual does not exist in the target language. In the given text, the learner attempted to reconstrue the congruent meaning expressed with the use of Process word '*constraint*', in his reconstrual he required to change it into Thing word, '*constraint*' which could be accurately in plural form in the context, but he forgot to find the exact target word. In this way, instead of creating appropriate and

grammatically accurate structure, he used CONSTRAITS missing the letter 'n' before 't' which resulted in non-word reconstrual.

Example 3: ligations to be lazy leaders, feeding off their ? **will-earned** resources?. To conclude,

This concordance line originally occurs in the text of MA10.

The rich sitting on a podium for too high, for no such empathy and consider these needy people bound in a thousand ways by their obligations to be lazy leaders, feeding off their " WILL-EARNED resources".

Problem of Non-word reconstrual in the learners of this study and in Chinese learners reported by in Liardét (2016b) shows close similarities between them. They face the same derivational difficulty which the population of Liardéte's study faced which was visible in the texts in the form of incomplete nominalizations. The inadequate knowledge of morphology consequently led to their misapplication of affixes; thus, in several stances, they generate non-word reconstrual. Despite that they can successfully reconstrue the meaning metaphorically, the morphological structure selected for incongruent reconstrual does not exist in the target language. In the given text, the learner was successful in reconstrual of the congruent meaning expressed with the use of Process word 'earn', in his reconstrual he required to change it into Quality of Thing variant, 'earned', but when he attempted to create a new Classifier by combining *Quality of Process* word 'well' with *Quality of Thing* variant, 'earned', he misapplied the right word 'well' and instead used 'will' which resulted in non-word reconstrual.

Example 4: of poverty. Thus, their language is not aware of **complains** and arguments, deprivation.

This concordance line originally occurs in the text of MB1.

Thus, their language is not aware of COMPLAINS and arguments, deprivation and hunger, poverty and unemployment.

Problem of Non-word reconstrual also appears in the texts produced by learners of this study, as they appeared in Chinese learners' writings as was reported by in Liardét (2016b). Derivation poses problems to them, and due to derivational

difficulties, which the population of Liardéte's study also faced, several instances of incomplete nominalizations are visible in the texts. The inadequate knowledge of morphology consequently led to their misapplication of affixes; thus, in several stances, they generate non-word reconstrual. The learner of this text successfully reconstrues the metaphorical meaning, but the morphological structure selected for incongruent reconstrual does not exist in the target language. In the given text, the learner was successful in reconstrual of the congruent meaning expressed with the use of Process word '*complaint*', in his reconstrual he required to change it into Thing variant, '*complaint*' which is a zero- suffix derivation, but his inadequate knowledge of morphological form missed the letter 'n' before 't' thus the subsequent morphological structure was a non-word.

4.5.5 Infelicitous Pluralization

Sometimes, even with the appropriate nominalization, the learners face two additional problems in the deployment of GM, so their academic writing still represents an intermediate stage of metaphorical control. The first of them is infelicitous pluralization In the second dimension, though the learners fully reconstrue their experiential metaphors, their lack of morphological knowledge is evident in their "infelicitous inflections or intermediate modification (i.e., infelicitous pluralization and co-text intermediacy)" (Cassi L. , 2016b, p. 22). During the reconstruction of Process or Quality as a Thing, learners may fail in identifying the nominalization as a mass or a countable noun. Either they may add '–s' as grammatical inflection or misuse determiner such as 'a' or 'many' (e.g., a KNOWLEDGE, many EVIDENCES), or they may omit the necessary '–s' inflection in countable nouns (e.g., all the ACHIEVEMENT). The examples of this problem and discussion on them comes in the following section.

Example 1: Rich people are those people who have <u>accesses</u> every domain of life. (IP)

This concordance line originally occurs in the text of EA10.

Rich people are those people who have ACCESSES every domain of life. This means they have complete primary and secondary need.

Like many Chinese learners whose problems of infelicitous pluralization were

reported in Liardét (2016b), the text producer shows his inadequate knowledge of paradigmatic choices offered by lexico-grammatical variations, and thus the writer shows signs of intermediate metaphorical control, a preliminary stage in handling GM. The text produced by this learner indicates that the learner's metaphorical control has not yet reached the required standard. In his reconstrual of metaphorical meaning of the congruent expression that *rich people access every domain of life*, he successfully changes Process word '*access*' into its Thing variant *'access'* that requires no suffix for derivation, but due to his inadequate knowledge of the target lexico-grammatical choice, changes it into plural little realizing that the abstract nominalized variant is a mass noun and cannot be pluralized.

Example 2: ause of their money as soon as money is lost, <u>the **respect**</u> is lost. The poor think that making.

This concordance line originally occurs in the text of MA17.

The rich people are respected because of their money as soon as money is lost, the RESPECT is lost.

Similar to those Chinese learners whose problems of infelicitous pluralization were reported in Liardét (2016b), this writer also shows his inadequate knowledge of paradigmatic choices offered by lexico-grammatical variations, and thus shows signs of intermediate metaphorical control, a preliminary stage in handling GM. The text produced by this learner indicates that the learner's metaphorical control has not yet reached the required standard. In his reconstrual of metaphorical meaning of the congruent expression that *when rich people lose money, people do not respect them*, he successfully changes Process word '*respect*' into its Thing variant *'respect'* that requires no suffix for derivation, but due to his inadequate knowledge of the target lexico-grammatical choice, misuses definite determiner '*the*' before the nominalized Process little realizing that the abstract nominalized variant is a mass noun and cannot be preceded by definite or indefinite determiner.

Example 3: er perplexing question. An individual?s financial **standings** also play a significant role in this (IP)

This concordance line originally occurs in the text of EB9.

An individual's financial STANDINGS also play a significant role in this

regard, conventional viewpoint is that as the ones who are affluent, have access to better education and upbringing, they are better when it comes to general etiquettes and caring oneself in a society.

Like many Chinese learners whose problems of infelicitous pluralization were reported in Liardét (2016b), this writer demonstrates his limited knowledge of grammatical resources offered in the form of wide variety of paradigmatic choices and realized in lexico-grammatical variations, and thus confirms that there are still signs of intermediate metaphorical control, a preliminary stage in handling GM. The text produced by this learner also shows that the student 's metaphorical control has not yet reached the standard level. In his reconstrual of metaphorical meaning of the congruent expression that *where an individual stands financially also plays a significant role in this regard*, he successfully changes Process word '*stand'* into its Thing variant *'standing'* used in the meaning of status, that requires gerundive suffix for its derivation, but due to his inadequate knowledge of the target lexico-grammatical choice, misuses it and adds '–s' to it little realizing that the abstract nominalized variant '*standing*' is a mass noun and cannot be pluralized.

Example 4: away their wealth; or asked societies to focus on <u>need</u> rather than greed. Many suggest charity.

This concordance line originally occurs in the text of MA20.

The ancient philosophers and thinkers who bemoaned the pursuit of wealth might have had these corrosive effects in mind when they called upon the rich to donate and give away their wealth; or asked societies to focus on NEED rather than greed.

Like many Chinese learners whose problems of infelicitous pluralization were reported in Liardét (2016b), this learner also demonstrates that his limited knowledge of grammatical options which are actually paradigmatic choices, and which are offered in the form of lexico-grammatical variations. These problems indicate clearly that the writer has intermediate metaphorical control, a preliminary stage in handling GM. In other words, this problem can be overcome with a little effort if one raises his awareness of GM. The text produced by this learner also shows that the student 's metaphorical control has not yet reached the standard level. In his reconstrual of metaphorical meaning of the congruent expression that *people were asked that they on what they*

need instead of running after what desired, he successfully changes Process word 'need' into its Thing variant *'NEED'* which is derived without the use of any suffix, but due to his inadequate knowledge of the target lexico-grammatical choice, misuses it as a singular when the context requires its plural form made by adding '–s' to it. Thus, the learner's failure to realize his mistake leads to an inappropriate use of a count noun as a mass noun.

4.5.6   Co-text Intermediacy

Lastly, the learners' inappropriate or incomplete reconstrual of the nominalizations caused by co-text. Sometimes, during the reconstrual of nominalization, the learners fail in the concurrent transformation of the co-occurring meanings. For instance, in the nominal group 'fast SPEED of the economy DEVELOPMENT', the learner demonstrates three shifts in the congruent form *'the economy develops quickly'*: first, the process '*to develop*' is changed into the Thing '*development*'; second, the Thing '*economy*' is reconstrued as Classifier; and finally, the process Quality of '*quickly*' is changed into the Thing '*speed*'.

Example 1: and motivation are relevant to others therefore, <u>interaction</u> is driven. Hence a poor will help or

This concordance line originally occurs in the text of MA2.

Goals and motivation are relevant to others therefore, INTERACTION is driven. Hence a poor will help or will be able to feel for the other poor.

The writer attempts to say that people interact with one another because they have different goals and motivation, but instead of choosing congruent expression '*people interact*', he moves towards incongruent expression and nominalizes Process word '*interact*' to Thing 'INTERACTION'. However, due to limitation in his reconstrual, he fails to handle the nominalized variant. When he misses to link the new Participant with people being used as Actor in the sentence with any functional item, this failure is shown in his ability to create the resultant nominal group like people's interaction or interaction of people. The writer also has another problem; he fails to qualify nominalized Process with the necessary preposition 'with one another or among them'.

Example 2: needs to accomplish and due to their lack of <u>well **education**</u> and

manners they lack behind in

This concordance line originally occurs in the text of EA8.

Poor ones actually are limited to their needs to accomplish and due to their lack of well EDUCATION and manners they lack behind in morals and ethics than riches.

Like many Chinese learners studied in Liardét (2016b) with inadequate knowledge of paradigmatic choices offered by lexico-grammatical variations, the writer shows signs of weakness in metaphorical control. Mixing the congruent expressions with incongruent one, he attempts to convey the target meanings, he creates a grammatically inaccurate structure of *'well-education'*. From his imperfect knowledge of lexical item 'well' that can be used to qualify the Process word, 'educate', he couples it its nominalized variant EDUCATION, but in this coupling, he inaccurately attempts to use 'well' as Classifier for the nominalized variant. As a result of this, a grammatically inaccurate expression' well-education' is coined which is a clear problem of co-text intermediacy.

Example 3: this interaction, they are not apathy of emotion sympathy, etc. As far the rich are concerned,

This concordance line originally occurs in the text of EA1.

As far the rich are concerned, they interact with people and as the result they are not exposed to the situation a poor man is going through.so, they are apathy any emotion, SYMPATHY and empathy.

The producer of this text also has similar problem of co-text intermediacy which is faced by many learners who have inadequate knowledge of paradigmatic choices offered by lexico-grammatical variations. The writer shows signs of weakness in metaphorical control. Mixing the congruent expressions with incongruent one, he attempts to convey the target meanings, he creates a grammatically inaccurate structure of *'emotion sympathy'*. From his imperfect knowledge of lexical item 'emotion' that is the nominalized variant of lexical item 'emotional', a word used as Classifier. The item employed by the learner involved conversion of *Quality of Thing to Thing*. He successfully created the required item but failed another nominalized word that was also created through a similar process involving a shift from *Quality of Thing to Thing*. After successful creation of two similar nominalized words, he faced the same problem

of co-text intermediacy and thus failing to link them grammatically with a preposition used them as grammatically inaccurate nominal group 'emotion sympathy. Had the student gained the required proficiency in handling GM, he could have created the nominal group 'emotional sympathy', or emotion of sympathy'.

Example 4: ted by the amount of money me has, it is the role <u>impacting</u> factor. The rich are generally

This concordance line originally occurs in the text of MA10.

> To say that the rich are morally superior would be a false statement, for as much as molarity is impacted by the amount of money me has, it is the role IMPACTING factor.

Like many Chinese learners who faced this problem of co-text intermediacy as reported in Liardét (2016b), this writer shows his inadequate knowledge of paradigmatic choices offered by lexico-grammatical variations, and thus the writer shows signs of intermediate metaphorical control, a preliminary stage in handling GM. Mixing the congruent expressions with incongruent one, he attempts to convey the target meanings, he creates a grammatically inaccurate structure of *'role impacting'*. From his imperfect knowledge of creation of a nominal group, he fails to combine two Things which can act as Participants in an event and thus, instead of creating a grammatically accurate preposition phrase, the student employs an inaccurate phrase *'role IMPACTING factor'*. The student has the ability to construe the congruent meaning that money is an important factor which impact people and how they treat each other, but his reconstrual of meaning in metaphorical expression remains problematic. This is indicated in the close analysis of his created phrase. He successfully changes the Process word '*impact*' into Quality variant IMPACTING which he uses as Classifier for the Participant '*factor*', but in his coupling of this nominal group with another Participant '*role*' he inaccurately combines them without using preposition '*of*' As a result of this, a grammatically inaccurate expression *'role IMPACTING factor'* is coined which is a clear sign of that the learner has problem in his understanding of co-text.

4.5.7 Summary of Key Findings on Third Research Question

Apart from least variation in IGM and different nominalization forms in their academic writing, Pakistani English undergraduates like their Chinese counterparts studied in Liardét (2013) and (2016b) also faced the predicted problems in the attainment of complete metaphorical control. Their higher reliance on gerunds prevented them from the employment of more appropriate forms which they could not confidently use due to either insufficient knowledge of morphology, or limited knowledge of pluralization and co-text.

4.6 Discussion on Overall Findings

The data analysis indicates that learners in the sample population have employed all categories of IGM selected for the study. Every category from the two main kinds named as experiential and logical metaphors has been attempted, though their frequencies display an irregular and inconsistent pattern. Majority of learners have used the category of *Process as Thing*, but the other three categories have been either used by rather small number of learners, or they have been used sparingly because their frequencies are not sufficiently high. Even the most popular category with its highest frequency of 545 signals towards the learners' limited ability for using IGM when it is revealed that this tally also includes gerunds. Among the four categories of logical metaphors, *Relator as Process* shows highest frequency, but the lexical item with the high frequency of 47 is a common word *make*. Overall, the learners' reliance on considerably large variety of grammatical metaphors has remained rather low.

Furthermore, the data analysis demonstrates no considerable variation in different nominalization forms used by the learners'; rather, only four forms which also include gerund have been repeatedly used. The other nearly ten forms were in limited and occasional use. This hints that the learners' repertoire of this important resource has not shown substantial growth. While Chinese learners studied longitudinally by Liardét (2013) showed marked imrovement in the use of GM, the subjects of my study revealed more serious gaps in their language development. The findings were closer to that of Nys (2019), Ezeifeka (2015) and Yuliana (2011) who affirmed that L2 undergraduate learners of English tended to show lack of lexico-grammatical resources to create GMs.

Apart from least variation in IGM and different nominalization forms in their academic writing, the learners also face the predicted problems in the attainment of complete metaphorical control. Their higher reliance on gerunds prevents them from the employment of more appropriate forms which they cannot confidently use due to either insufficient knowledge of morphology, or limited knowledge of pluralization and co-text. Like Chinese learners studied longitudinally by Liardét (2013), the subjects of my study also revealed that they stood at intermediate stage of metaphorical control. For the attainment of complete metaphorical control, they require both explicit pedagogic instruction and language practice especially focused on GM.

4.7   Conclusion

In this chapter, Section 4.1 provides explanation of data analysis procedure followed in the coming sections. This section also contains two model Concordances, one before deletion and the other after deletion of congruent expressions. In Section 4.2, I have given two Sample Manual analyses that show how I have prepared a central list necessary for the second stage. Section 4.3 contains the analysis and discussion on the first research question while the analysis and discussion on the second question is found in Section 4.4. Similarly, the analysis and discussion on students' problems in the use of GM is found in Section 4.5. In Section 4.6, the discussion on overall findings of the study is found. The last Section 4.7 provides conclusion to this chapter. The coming chapter presents a brief overview of key findings of the study; offers recommendations for overcoming gaps in students' proficiency in their use of GM; details important theoretical, methodological and pedagogical contributions of the study; addresses the question of validity, reliability and ethicality; highlights its limitations and provides suggestions to the coming researchers.

CHAPTER 5

CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

In this chapter, I have given the summary of key findings related to the three research questions formulated in Chapter 1. To address the issues reported in the findings about the population's use of GM, I have provided a detailed description of some important recommendations. My reflections on the contributions of this study follow the description of recommendations. This section includes three major areas: theoretical contributions, methodological contributions and pedagogical pathways. After this, I have discussed a few limitations of this study and highlighted how future researchers can contribute to this acknowledged field of SFL. The chapter ends on the conclusion.

5.1   Research Questions and Summary of Key Findings

Following the popular thread in SFL, I have conducted the delicate description of GM in the academic writing of BS English learners. The detailed quantitative and the in-depth qualitative analysis of the data conducted in the previous chapter indicates that the research questions set for the study bear high relevance for undergraduate learners, teaching faculty and curriculum designers. The first question was about the frequency of IGM in academic writing of BS English learners. The question was stated as: What is the frequency of each type of Ideational Grammatical Metaphor which the undergraduate students of English used in their academic writing? Findings of the study indicated that essays produced by students in the population contained all the selected categories of experiential and logical metaphors, though emergent pattern of frequencies showed more irregularity than consistency. Considering all the core three criteria of the highest frequency, the sum of total frequencies, and sum of five highest frequencies, one can conclude that the four categories used by learners most frequently were *Process as Thing*, *Relator as Process*, *Relator as Circumstance* and *Quality of Thing as Thing*. While first of them is most popular category among the learners, the two least used categories were *Relator as Quality* and *Quality of Process as Quality of Thing*. However, on the whole, the learners' use of grammatical metaphor was significantly lower than the desired level in advanced academic discourse.

The second research question was related to different forms of nominalizations used by the sample population. The statement of the question was: What is the frequency of   different forms of nominalizations found in the academic writing of BS learners? The calculation of different nominalization forms that consisted of two main categories, nominalization of *Process* and nominalization of *Quality*, indicated that the learners mostly preferred gerund nouns. The other forms the use of which can be rated high were '*-ation*' and '*-ion*', though '*-ment*', '*-ness*' and '*-ance*' were also in use at satisfactory level. The other nearly ten forms were in limited and occasional use. This hints that the learners' repertoire of this important resource also requires considerable expansion.

The third research question was on qualitative description of the learners' problems in the employment of GM. The question was formed as: What type of problems in the employment of GM can be traced in the academic writing of undergraduate students of English? The manual reading of all concordances revealed that the learners faced all the problems specified in the methodology section. Their major issue was substitution of gerund nouns with appropriate counterparts. Furthermore, they also had problems with reconstrual, pluralization and co-text.

5.2   Recommendations

I agree to the recommendations made by Gong (2018) for improvement of learners' academic writing. Though his targeted learners are Chinese college students, his ideas are equally practicable and greatly useful for university undergraduates everywhere. The following scheme for Application of Ideational Grammar Theory comprising three stages can be used.

- In the first stage, primarily important is the activation of the learners' mechanism for understanding ideational metaphorical meaning. For their conscious raising of this important mechanism of meaning creation, the students' own writings can be used. They can be provided guidance for shifting their subjective and straightforward expressions of feeling to objective and technical reconstrual. Once the learners' cognition is activated, their proficiency in the use of grammatical metaphor is enhanced, and with the creation of lexically dense noun structure, they can express meanings in more condensed forms. Agreeing with the scholar, I believe that this conscious raising between straightforward or congruent forms and

metaphorical or incongruent forms can trigger the learners' growth into mature language users.

The second stage advised by the scholar entails learners' encouragement to change their preferred language structures to the technical language structures acceptable in academic community at advanced level. They can be offered explanation for this adaptation by telling them that the authors create meanings with the language structures which they choose from a vast storehouse of paradigmatic choices. Like an expert architect, they can create the desired structure only if they work rigorously logically. In this way, learners can realize their responsibility to create the desired meaning and spend the required energy and effort to attain advanced control on language resources. This realization of the hardships which are indispensable to writing process finally proves fruitful in shifting from non-comprehensive expressions borrowed from their native language to the accurate and academically- valued expressions of the target language.

Since metaphor theory advanced by Halliday has successfully revealed important similarities between language development and enrichment of human metaphorical thought, it is advisable to introduce undergraduate learners how the skillful use of GM leads to both language development and intellectual enrichment. For proper understanding and exploitation of metaphorical resources of the target language, a deeper knowledge of culture — context of situation — is required and learners are required to show rigorous commitment towards the achievement of this learning objective. When they use their full potential to understand how their native language and the target language offer different structural resources to create meaning appropriate to the culture of the language, they can attain advanced proficiency to write academic prose. While teachers import the metaphorical structures during their teaching, the learners' mastery in the target structures becomes easier because this leads to the cultivation of metaphorical ability which brings subsequent change in their inherent linguistic structure. Consequently, with a better understanding, they can not only accept but also learn to apply the metaphorical system of the target language. Thus, their expressions gradually reduce the local element, and successfully adapt to academic situation. The third and final important stage advised by the scholar is the learners' development of the ability for improvement in acquiring metaphorical control and enrichment. For this improvement, a clear rise in the use of IGM offers the necessary key to develop

English writing proficiency. With students' advancement in their educational level, demands for acquisition of advanced proficiency in academic writing highly increase, and these demands can be fulfilled through consistent increase in the frequency and variation of different categories of GM. The language instructors can deepen the leaners' understanding of different categories by using easy-to-comprehend examples from the texts to which learners are exposed and/or their own texts created to teach the target metaphorical expressions. Such an explanation of the concept of ideational grammatical metaphor that is mainly built on abundant variety of example sentences can help learners in the classification of different categories, and they start experimenting with the newly learned metaphorical structure with confidence and ease. Thus, there can be seen immediate expansion in the learners' repertoire of those rhetorical resources of the target language which are based on ideational grammar metaphor. The teachers of English are advised to contrast consistently how the congruent and the metaphorical expressions convey the same meaning differently. The students can show clear improvement only when they are given ample opportunities to practice the different process like "verbalization, nominalization, and adjectivization" (Gong, 2018, p. 895). Following the well-known 3P formula of presentation-practice- production, the learners can be encouraged to improve their ability to exploit the grammatical resources to create a reasoned argument in compact English. This can finally enhance the learners' reading comprehension ability and advanced skill for creating academic discourse. While designing their lessons, the teachers are advised to start with exercises of derivations of nouns from verbs and adjectives, or nouns, adjectives, or adverbs from conjunctions. Later, they can give exercises to convert clause complexes into clauses, clauses into phrases and phrases into elements. The selection of material for exercises from the texts which the students have already studied can prove more fruitful as it not only enhances their perceptual knowledge but also raises their enthusiasm to experiment with the target language. For proper implementation of the three stage mechanism discussed in the preceding passages, the role of teacher training cannot be overlooked.

- Zhang (2018) in his discussion on the application of GM in academic writing asserts that academic discourse is typically characterized by ample use of GM, and especially paramount role of nominalization in it cannot be ignored. Therefore, for

the development of learners' competence for production of sophisticated academic prose, knowledge of appropriate use of GM can play a crucial role. The teachers of English for Academic Purposes (EAP) can help their students by raising their awareness of writing competence. In academic writing instruction, teachers should help students raise their awareness about linguistic variation across different registers. They can encourage them to notice how register variation is impacted by the prevalence, presence, and absence of various categories of GM. A satisfactory understanding of GM among learners can be greatly helpful in the creation of academic prose written for fulfilling different communicative purposes. For helping learners in the removal of elements of informality from their texts, more exposure to activities that include detailed analysis of mentor texts is certainly advisable because it can enable them to enrich their insight "into the field, tenor and mode in academic register" (Zhang, 2018, p. 112). The activities of conscious raising should be followed by further discussions. This can lead to students' increased comprehension of fundamental differences between Attic and Doric styles,' and, they learn to adopt necessary features of academic language. During these discussions, students should be advised to notice "both the content aspect and the language forms" (Zhang, 2018, p. 112), and such integrated discussions can foster learners' abilities to establish the required connections between discourse functions and linguistic forms when they compose academic writing. Explicit implementation of diverse variety in providing "examples of sophisticated language use" (Zhang, 2018, p. 112) in academic texts typically characterized by nominalization can motivate learners to understand and experiment this valuable resource of grammar. Comparison and contrast set in motion in the class with examples of authentic texts can enhance their knowledge of the multiple roles which nominalization plays not only in the creation and maintenance of academic tones but also in the production of cohesive discourses. Moreover, with original texts, the learners can be taught how the skillful use of grammatical metaphors in academic discourse equips them with better evaluation tools to take an objective and authoritative stance. In addition to the presentation of examples and detailed discussions on them, learners can be assigned tasks in which they convert clauses into nominal groups and increase the use of GM to create compact meanings in their research papers. The knowledge of suffixes and derivation of different lexico-grammatical forms should be provided during class instruction. This knowledge can further students in their practice at

home when they transform congruent expressions to metaphorical variants. The teachers can also provide relevant feedback on their learners academic prose highlighting inappropriate language forms. These measures can be greatly helpful for undergraduate learners in expansion of their vocabulary and attainment of advanced proficiency in the target language.

As the findings of the study suggest, the addition of GM in the undergraduate course of EAP and/or the introduction of one month course on teaching of GM can prove greatly helpful to Pakistani English undergraduates not only in their improvement of writing quality but also for the enhancement of their reading comprehension of academic text.

5.3   Contributions of the Study

This section covers my reflections on the importance of this study. I have outlined salient contributions which this study can make in furthering research on the improvement of academic writing of ESL learners, especially in Pakistan. The significance of this study goes beyond mere description of academic writing development through better metaphorical control because the integrated methodology and elaborated framework for data analysis may prove greatly advantageous to the academic community. Highlights of contribution of this study can be seen in the coming subsections.

GM occupies pivotal position in SFL ideas of academic writing development and research in the impact of GM on the quality of academic writing continues to enjoy strong value. Hence, this study can prove valuable in its support to develop ESL learners' academic language proficiency. Since most of the previous studies focused only on identification of instances of GM that show learners' full metaphorical control, this study attempted to fill the gap by providing insights into ESL learners' intermediate metaphorical control usually characterized by infelicitous reconsruals. The attempt to expand understanding of this intermediary stage in ESL learners' academic writing development can offer important cues to scholars working on theoretical models of academic writing development of ESL learners. This framework can play key role in supporting ESL learners' academic writing development through the enhancement of their metaphorical control.

Though SFL supports the establishment of comprehensive and detailed systems which can be used for text analysis meant to explore learners' language development, it prohibits large-scale analysis through extensive annotation of texts. On the other hand, CL facilitates extensive annotation of texts that is meant to identify patterns in large collections of texts forming a corpus. However, when such analyses are conducted to identify certain patterns in a particular register, and the calculation of the frequency of these patterns is also required so that differences between novice and expert academic writers can be marked, CL demands integration of delicate and precise qualitative analysis within the framework of SFL. My study is a serious attempt in this integration process where detailed and comprehensive text analysis proposed in SFL is intertwined with tools of CL. As explained in Chapter 3, manual analysis followed by computational analysis which is preceded by, yet another manual analysis shows how the study has attempted the integration between SFL and CL. The qualitative analysis highlighting ESL learners' problems in the deployment of GM was not possible without this integration.

5.3.1 Pedagogical Pathways

The thesis provides valuable insights into Pakistani ESL undergraduates' academic writing development and brings important understanding of their metaphorical control by uncovering their problems in the quantitative and qualitative analysis of their written texts. These understandings offer significant cues to EAL practitioners and course designers to introduce pedagogical interventions that can be helpful to Pakistani ESL learners in raising their awareness of issues in the maximization of metaphorical control and in their subsequent addressal of these issues.

5.4 Limitations of the Study and Future Research

Despite that I have earnestly endeavoured to ascertain the validity of this study, expand its generalizability and ensure its reliability, I cannot claim that this single thesis provides exhaustive account of Pakistani ESL undergraduates' academic language development characterized by optimum metaphorical control. In its scope and size of the corpus, this study demonstrates significant limitation as the essays written by only 81 ESL students produced a rather small corpus of merely 29, 155 words cannot be representative of Pakistani ESL learners studying at university. Therefore, it is suggested that further research on larger corpus should be conducted. The number of

students should also be significantly increased for enhanced generalizability. Apart from this, there are also limitations in the analytical procedure. Since only twenty texts were manually read to prepare a list, it cannot be claimed that the list was sufficiently exhaustive. Moreover, it is also hard to ascertain whether students demonstrated their optimal potential when they wrote essays. This limitation can be overcome by the inclusion of another essay on a different topic and/or two other tools. In one of these tools, students can be asked to write the precis for which they would certainly rely more on GM. In the second, they can be asked to expand a text that contains a large variety of different GM in it. This can also demonstrate their ability to successfully use GM.

The future researchers can also use the adapted methodology of my study in their studies on academic discourse, whether it is written or spoken. The work is especially helpful for those who are interested in extensive analysis of academic discourse at school or college level. Since I have only worked on IGM, the future researchers can pursue a project on interpersonal metaphors with particular focus on metaphors of modality. Another important area in research on academic writing of undergraduate learners is the application of the construct of GM for bringing technicality, objectivity, and condensation in their academic prose. In addition to this, the coming researchers are advised to investigate primary learners' problems to expand the compressed meaning in scientific and historical discourse, and how expert teachers can make these texts easier for students by providing them with congruent agnates. Furthermore, research studies on linguistic complexity and opaqueness in academic textbooks with a particular focus on nominalization, and GM can offer insightful lessons to teachers, textbook writers, and curriculum planners. Even some may study the syllabi designed for primary, elementary, or secondary grades with their special focus on the use of GM.

5.5   Conclusion

Since the advanced learners' lack of metaphorical control precludes their academic language development, the introduction of necessary measures by the faculty of English language for improvement of their use of GM can prove greatly helpful to Pakistani ESL learners in the development of their academic writing. Speedy and comprehensive improvement in the learners' abilities for the creation of more appropriate grammatical structures can occur through increased awareness among them about GM as a resource of meaning, and ample practice of this grammatical tool can

augment their metaphorical control. The instruction designs and pedagogical intervention focusing on learners' academic writing cannot ignore the central role of GM.

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APPENDIX A

FREQUENCY LIST EXPERIENTIAL METAPHORS

S. No	Process as Thing		Process as Quality of Thing		Quality of Thing as Thing		Quality of Process/ as Quality of Thing	
	Words	F	Words	F	Words	F	Words	F
1	access	11	Dominant	4	Importance	10	Moral	10
2	Interaction	4	Ruling	1	Inferiority	6	Social	8
3	Existence	2	God-fearing	1	Ethics	16	Extravagant	1
4	Educated	28	Dependent	6	Finances	3	Public	2
5	Differences	15	Civilized	1	Religiosity	1	Fair	2
6	Perception	3	Anticipating	1	Civility	1	Financial	3
7	Expenses	1	ever existing	2	Elite	7	Free	1
8	Sympathy	6	Unfulfilled	1	Stable	2	Convenient	1
9	Invader	1	Noticeable	1	Cleanliness	2	Abundant	6
10	Combination	2	Neglected	1	Reputation	1	Virtuous	1
11	Preference	1	Justifiable	2	Distinction	10	Materialistic	4
12	Impact	3	hard-earned	2	Actuality	1	Root	1
13	Diversion	1	Indebted	1	Consciousness	1	Different	9
14	Composition	1	Increased	3	Betterment	3		
15	Interest	8	Necessary	6	Empathy	23		
16	Respect	13	Directive	1	Compassion	6		
17	Rank	4	Appropriate	3	Deficit	2		
18	Manipulations	2	Multiple	6	Ability	7		
19	Favour	4	Working	12	Efficiency	1		
20	Punishment	4	Impoverished	1	Freedom	3		
21	Standing	4	Developed	5	Slavery	1		
22	Needs	40	Shared	1	Abundance	6		
23	Works	14	Biased	1	Necessities	12		
24	Performance	2	well-educated	6	Righteousness	9		
25	Expectation	1	self-oriented	2	Distinct	10		
26	Decision	2	Independent	2	Independence	3		
27	Power	50	Unexpected	1	Privilege	9		
28	Independent	2	Civil	1	Arrogance	2		
29	Fear	5			Shortage	1		
30	act/activity	24			Truth	9		
31	Attributes	2			Quantity	1		
32	Etiquettes	12			Difficulties	7		
33	Choices	9			Personality	4		
34	Demeneour	1			Formalities	2		
35	Conduct	11			Bitterness	2		
36	Behaviour	12			Hunger	4		
37	Requirements	3			Poverty	23		
38	Believer	15			Softness	1		
39	Understanding	6			Superiority	27		
40	End	6			Downfalls	1		
41	Upbringings	5			Fraternity	1		

42	Supplication	1		Toughness	1	
43	Thinking	11		Pennilessness	1	
44	Cause	5		Strength	2	
45	Statement	18		Standard	3	
46	Earning	7		Generosity	3	
47	Lack	12		Possibilities	1	
48	Reading	4		Availability	1	
49	Dependance	2		Essence	2	
50	Promoting	1		Honesty	4	
51	Removal	2		Relationship	5	
52	Sufferings	5		Truthfulness	2	
53	Struggles	3		Responsibility	5	
54	Attention	6		Modesty	1	
55	Heed	1		Distress	1	
56	Oppression	1		Compassion	6	
57	Constraits	1		Greed	18	
58	Benefits	7				
59	Murdering	3				
60	Looting	1				
61	Kidnapping	1				
62	Bribing	4				
63	Experiences	6				
64	Accepting	5				
65	Communication	2				
66	Conviction	1				
67	Unemployment	2				
68	Interconnect	1				
69	Alleviating	2				
70	Perfection	1				
71	Complains	1				
72	Arguments	10				
73	Deprivation	1				
74	Burden	3				
75	Parlance	1				
76	Thoughts	6				
77	Consideration	4				
78	Giving	10				
79	Combating	1				
80	Exploring	1				
81	Making	5				
82	Exposure	2				
83	Circulation	1				
84	Upgrading	1				
85	Increasing	1				
86	Culminating	1				
87	Canceling	1				
88	Step	3				
89	Discussion	4				
90	Teaching	8				
91	Stealing	5				

92	Action	19					

FREQUENCIES OF EXPERIENTIAL METAPHORS

PROCESS as THING		PROCESS as QUALITY		QUALITY of THING as THING		QUALITY of PROCESS as QUALITY of THING	
No of Instances	Frequency	No of Instances	Frequency	No of Instances	Frequency	No of Instances	Frequency
1	11	1	4	1	10	1	10
2	4	2	1	2	6	2	8
3	2	3	1	3	16	3	1
4	28	4	6	4	3	4	2
5	15	5	1	5	1	5	2
6	3	6	1	6	1	6	3
7	1	7	2	7	7	7	1
8	6	8	1	8	2	8	1
9	1	9	1	9	2	9	6
10	2	10	1	10	1	10	1
11	1	11	2	11	10	11	4
12	3	12	2	12	1	12	1
13	1	13	1	13	1	13	9
14	1	14	3	14	3		
15	8	15	6	15	23		
16	13	16	1	16	6		
17	4	17	3	17	2		
18	2	18	6	18	7		
19	4	19	12	19	1		
20	4	20	1	20	3		
21	4	21	5	21	1		
22	40	22	1	22	6		
23	14	23	1	23	12		
24	2	24	6	24	9		
25	1	25	2	25	10		
26	2	26	2	26	3		
27	50	27	1	27	9		
28	2	28	1	28	2		
29	5			29	1		
30	24			30	9		
31	2			31	1		
32	12			32	7		
33	9			33	4		
34	1			34	2		
35	11			35	2		
36	12			36	4		
37	3			37	23		
38	15			38	1		
39	6			39	27		

40	6			40	1		
41	5			41	1		
42	1			42	1		
43	11			43	1		
44	5			44	2		
45	18			45	3		
46	7			46	3		
47	12			47	1		
48	4			48	1		
49	2			49	2		
50	1			50	4		
51	2			51	5		
52	5			52	2		
53	3			53	5		
54	6			54	1		
55	1			55	1		
56	1			56	6		
57	1			57	18		
58	7						
59	3						
60	1						
61	1						
62	4						
63	6						
64	5						
65	2						
66	1						
67	2						
68	1						
69	2						
70	1						
71	1						
72	10						
73	1						
74	3						
75	1						
76	6						
77	4						
78	10						
79	1						
80	1						
81	5						
82	2						
83	1						
84	1						
85	1						
86	1						
87	1						
88	3						
89	4						

90	8						
91	5						
92	19						
Total frequency	**545**		**75**		**297**		**49**

LOGICAL METAPHORS

S. No.	Relator as Process		Relator as Thing		Relator as Quality of Thing or Process		Relator as Circumstance	
	Words	**F**	**Words**	**F**	**Words**	**F**	**Words**	**F**
1	Imply	2	Time	2	previous/ previously	0	because of	23
2	Prove	4	Reason	6	actual/ actually	13	as a result	3
3	Relate	0	Result	8	resulting/ resultantly	0	owing to	2
4	Leads	16	Means	2	consequent/ consequently	7	due to	21
5	Suggest	3	Conclusion	0	conclusive/ conclusively	1	By	27
6	Demonstrate	2	Consequence	1	Subsequent/ subsequently	0	With	34
7	Stem	3	Condition	0	Conditional/ conditionally	0	Before	0
8	Reduce	3	Basis	20			After	8
9	Prevent	0	Concern	0			During	0
10	Contribute	4	Fall	0			thanks to	0
11	Show	7					For	22
12	Make	47					despite/in spite of	1
13	Indicate	3					Till	0
14	Illustrate	2						
15	Create	9						
16	Bring	5						
17	associate	6						

FREQUENCIES OF LOGICAL METAPHORS

RELATOR as PROCESS		RELATOR as THING		RELATOR as QUALITY		RELATOR as CIRCUMSTANCE	
No of Instances	Frequency	No of Instances	Frequency	No of Instances	Frequency	No of Instances	Frequency
1	2	1	2	1	0	1	23
2	4	2	6	2	13	2	3
3	0	3	8	3	0	3	2
4	16	4	2	4	7	4	21
5	3	5	0	5	1	5	27

6	2	6	1	6	0	6	34
7	3	7	0	7	0	7	0
8	3	8	20			8	8
9	0	9	0			9	0
10	4	10	0			10	0
11	7					11	22
12	47					12	1
13	3					13	0
14	2						
15	9						
16	5						
17	6						
Total Frequency	**116**		**39**		**21**		**141**

APPENDIX B

CONCORDANCE LISTS OF IGM

Process as Thing

Interaction

1   hich one get educated, spent his/her life and his interaction with the people around him/her ,
2   ed to the rich people. As they the result of this interaction, they are not apathy of emotion
3   and motivation are relevant to others therefore, interaction is driven. Hence a poor will help or
(CI)
4   re to our goals and motivation is what drives our interaction with others. With wealth and

Existence

1   mething live respecting other and accepting other existence without having differences. Moral

2   all good. The truth or good is binary. It is with existence of poor that morally superior rich exists.

Educated

1   r, it is the kind of environment in which one get **educated**, spent his/her life and his interaction
(IR)
2   iated with poverty or richness, it is the type of education which either make morally superior or
3   needs to accomplish and due to their lack of well **education** and manners they lack behind in
(CI)
4   didn?t know about the term morality.Their faimly education (rich) give him the right to do
5   superior to the rich people because their family education is to fallow the rules and law of the
6   e letter, for from the beginning they get quality education in expensive schools where the main
7   sources and income gets a chance to get a proper education about it. Where as, question is
8   as, question is asked if morality is dependent on education or source of income or opportunity or
9   uettes, manners or morality, all comes from basic education one gets from home. If only money
10   the ones who are affluent, have access to better education and upbringing, they are better
11   e day and night to fill their stomach and provide education for their children. Riches do not make
12   n to suffer in the name of ?Morality? MA7 Quality education plays an important role in helping a
13   In most of the nations in today?s world, quality education can only be achieved if you are rich
14   they are doing it to appease Allah /God. Quality education develops critical thinking skills and
15   ood and evil on their own. Due to lack of quality education, poor often time than more stand
16   have large love to live, plenty of food, quality education, handsome jobs. Poor means a person
17   e to learn. They are having money to gain quality education. Education creates awareness.
18   They are having money to gain quality education. Education creates awareness. Education tells
19   n quality education. Education creates awareness. Education tells us manner. Manners are the
20   od so how they could have money to attain quality education and if they are not having quality
21   lity education and if they are not having quality education how they can he awarded. The poor
22   anner because they do not have source for quality education. Let?s think about the house you
23   om way of walk to matters of talk. They are given education of public communication and power
24   poor people arenot promised to be honest either. Education also plays an important part in
25   ty become a negative personal trait. To me, moral education is understood in our society in terms
26   vival. They do not have enough money to give good education to their infants and consequently
27   example, parents of each child want to give good education to their children. They want their
28   h their blood relations. Once they complete their education they become busy on carrying in their

Attributes

1	Morality entails all the positive adjectives and attributes one can have. Morality has more to with
2	depend upon the money you have it depends on the attributes are possesses. Those who never

Etiquettes

1	ttributes one can have. Morality has more to with etiquettes and civility then of religiosity or any
2	ever, for some it is truly a matter of upbringing etiquettes, manners or morality, all comes from
3	ringing, they are better when it comes to general etiquettes and caring oneself in a society.
4	t I am going to highlight about rich and poor, is ?**Etiquette**?. The essay will suggest how rich (IP)
5	The essay will suggest how rich people bear more etiquettes than poorer people by rendering
6	various facts and reasons. It will mention those etiquettes which are prominent in wealthier root
7	of my essay is: ? How rich people encompass more etiquettes than poor people.? For instance,
8	, Asian living in slums don?t even know the basic **etiquette** of eating food properly. Another (IP)
9	d, they living in a successful society, know that **etiquette** is key to success. Third, they in one or
(IP)	
10	n of life. Their basic need becomes bread and not etiquettes. To put into nutshell, well born
11	ed them to break off with principles, manners and etiquettes. On the other hand, working class is
12	orals. Being morally superior is having known the etiquettes and mannerism to spend your life so

Choices

1	s considered a curse. poor people don?t have many choices to make. They hardly make the end
2	opportunities forcing poor people making the hard choices. EB1 Morality are the principles
3	h century. Morality is an individual?s subjective choice of right and wrong and the tiers
4	ower standards. On the contrary, the poor have no choice than to be good in their ways so that
5	s who are less fortunate whereas the poor have no choice. If they are being paid properly and
6	re they want to work and so on. With poor people, choices are limited. The government decides,
7	ditioning system, and more. The removal of simple choices reduced freedom. The removal of all
8	imple choices reduced freedom. The removal of all choices is slavery. Slowly and gradually poors
9	that the rich have it easy. The poor has to make choice between being moral or being Hungary
(IP)	

Demeneour

1	things. Nevertheless they will be keeping a good **demeneour** and reputation. They have more
(CI)	

Conduct

1	e assumption or mentality that one?s position and conduct are justified by higher moral
2	the particular system Of values and principles of **conduct**. Every individual takes morality in his or
(CI)	
3	s a particular system of values and principles of conduct. Rich people in our society are

4	ally superior? means that having a better code of conduct or a better set of manners or attitude.
5	too. Poor people are so worried about their moral **conduct**, so they follow fundamentals of Islam
(CI)	
6	undamentals of Islam and Quran to deal with their conduct as far as everyday lives. Rich people
7	quality. So morally superior stand for better in conduct. Rich are having all the needs and in
8	n says the rich will in general show unmistakable conduct that can be for the most part portrayed
9	part portrayed as mean. Since quite a bit of this conduct is implied and subliminal, getting down
10	of entitlement and a distinctly different code of conduct and norm that privilege creates in the
11	lity is not just a particular system of values of conduct. It refers to ethics which is something (CI)

Behaviour

1	stinction between right and wrong or good and bad behaviour. It is a particular system of values
2	wever your money can make you a bit rigid in your behaviour towards the people of lower
3	poor class. Their actions, sayings, practices and behaviour counts in judging The level of
4	oral deals with the principles of right and wrong behaviour. Rich people are in favour of
5	principles and beliefs concerning right and wrong behaviour. So, a morally superior person is a
6	owards others because they are not paid for their behaviour, they are paid for their work. A
7	ppens in real life. Rich people show a licentious behaviour towards their attendants. They are idle
8	nts to have friendship with poor people. Our this **behaviour** also causes poor people to behave
(CI)	
9	f research says the rich tend to display distinct behaviour that can be mostly characterised as
10	mostly characterised as mean. Since much of this behaviour is implicit and subconscious, calling
11	t, and let them roll both dices, began to display **behaviours** that were dominant, loud and (IP)
12	escape from punishment. They depict an unethical behaviour when they make their servants to

Requirements

1	ones who don?t have sufficient money to meet the requirements of life. According to the
2	If a rich family member or overdone bills or even **requirement** to buy groceries they don?t have
(IP)	
3	uals who have a lot of wealth regardless of their requirements. Then again, poor are the

Believer

1	perior or inferior. EA2: Moral superiority is the belief that one?s position or status is justified by
2	of person are determined by the attitude, ethics belief and the behavior towards others and
3	symbols of the society. Moral superiority is the belief or attitude that one?s position and actions
4	es are more overconfident and have an exaggerated belief that they will perform better at certain
5	nging and the environment they live in. Moreover, belief and faith on particular principals and
6	re often considered to be more moral on religious beliefs. The class that holds the merit on
7	oi, and other suspect. This is the example of the belief that all criminal actions and oppression
8	y makes both ends meet. Morals are principles and beliefs concerning right and wrong behaviour.
9	or normal in a society. Moral superiority is the belief or attitude that one's position and actions
10	morality they tend to hold on to depends on their beliefs. While we consider the rich to be
11	or normal in a society. Moral superiority is the belief or attitude that one's position and actions
12	ord. Being morally superior means that the person **beliefs** that they are having better and strong (IR)
13	e loaf of bread and the Moral superiority? is the belief or attitude that one?s position and actions
14	or normal in a society. Moral superiority is the belief or attitude that one's position and actions
15	d. Because of illiteracy some of them do not have **believe** in hardworking and willingly get (IR)

Understanding

1	are morally superior to the poor ones in terms of understanding this emotions and helping them
2	It is something related to our moral values, the **understanding** of right and wrong. Being
3	stinguishing what is right & wrong .It is our own **understanding** of good & evil. Its human ,our
4	rtain states of society which violate their moral understanding. The poor on the other hand do
5	nes due to the availability of sources, exposure, **understanding** and for the sake of peace of
6	oor people end to be more grateful, courteous and understanding. Besides being money ?

End

1	of a tiny amount of money that he will get at the end of the month to fulfill his and his family's
2	ing about the circumstances in their life. At the end of the day, their grumble intensifies since
3	e money is more important than human life. At the end of the day, the question remains who
4	would act in the same way in their stead. At the end of the day both are not superior to the
5	a poor man that has hungry mouths to feed at the end of the day. A general observation in our
6	more of the free snack, and spoke loudly. At the end of the game, they attributed their success

Upbringings

1	fferent morals depending upon our culture, family **upbringings** and religion. Morals are (IP)
2	matter .however, for some it is truly a matter of upbringing etiquettes, manners or morality, all
3	are affluent, have access to better education and upbringing, they are better when it comes to
4	s of morality or not. If a person is rich and his upbringing is faulty, then it does not mean that he
5	er other people is not the guarantee of a healthy upbringing. There are heaps of cases around

Supplication

1	is swamped with difficulty, God, in answer to his supplication, will send help from an unexpected

Thinking

1	respect influential and wealthy people instead of **think** about their immoral activities, and given

(IR)

2   f work and treats them like animals regardless of thinking about their health or their personal life

3   s. Rich people have their own style of living and thinking for example they might think that the

4   ifestyles are different, so are morals and so are thinking. Different perspectives leads to different

5   inking. Different perspectives leads to different **thinking** and believing. Concluding my essay;

(GN1)

6   enefits Such people are morally inferior. Without thinking about good and evil, they are busy

7   e Allah /God. Quality education develops critical thinking skills and other analytical skills that help

8   s for molarity. The show no molarity towards poor thinking that it will make them overconfident.

9   moral values. Rich people have a different way of thinking because the grow up in the society

10   y where people are manner full their there way of thinking is different from poor and rich people

11   as food and education. Rich people have a way of thinking that is different from poor people.

Cause

1   rality and disrespect but that is mostly due to a cause, which could be his anability or again his

2   inking for example they might think that the root cause of all problems is money while the poor

3   problem caused by their own immorality is the cause of all of their unethical acts. This ability

4   keeping staff. Moral inferiority of the rich is a cause of increase in crime rate. When the poor

5   zle of the wealth but they themselves becomes one cause of the heart wrenching death of their

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Statement

1   very gap , superiority and class difference. The statement here shows that the rich people of a

2   status only. So no I do not agree with the given statement. In our society if one has money he

3   werful creatures on the face of the earth but the statement to ponder over is that whether they

4   o meet the requirements of life. According to the statement: ?The rich are morally superior to the

5   ly in better position than the poor; however, the statement is vague. The rich is usually

6   es. EB17 To a Human is to err?, according to this statement human whether he/she is rich or

7   ct that you can be a master of your own life. The statement ?The rich are morally superior to the

8   ? and oppress these groups. In short, the titular statement is an embodiment of apathy and

9	at the rich are morally superior would be a false statement, for as much as molarity is impacted
10	e born community. Based on these analysis, thesis statement of my essay is: ? How rich people
11	o describe is ? generosity ?. As I agree with the statement that people who are wealthier are
12	nces which will reflect the same. Thus the thesis statement of my essay states: ? Rich people are
13	people are more generous than poor people ?. The statement can be pillared by the example of
14	orrelate. Poor not having ethics will be a biased statement as well. We see in our routine, the
15	equality in society. To sum up the argument, the statement ?The rich are morally superior to the
16	the rich as superior are not justified with their statement. The question is what?s making them
17	ied as rich and poor today, then i?ll go with the statement that the rich are morally inferior by the
18	nutshell, I conclude that although I defended the statement that poor are morally superior to the

Earning

1   far from their families because of the thirst of earning money they do have same feel, which a
2   ey can?t buy respect for others and lack of money earn. So, I am of the view that the morality
(NR)
3   morality, whereas the poor are more worried about earning a living because of which they may
4   ly superior rich exists. In third world countries earning a living is so difficult; therefore, people
5   lantic has stated in their report that the lowest earning 20% of Americans donated 3.2% of their
6   heir income to charity in 2011, while the highest earning 20% donated only 1.3%. Out of 50
7   when they are supposed to be at schools they are earning their lives by doing small scale jobs.

Process as Quality of Thing

Dominant

1   dinary society , one group of society wants to be dominant over others. As Karl Marx, called it
2   . Therefore, the rich have the upper hand and the dominant class of society. The poor stay at the
3   ferior to the poor. Here, I am going to discuss a dominant side that the rich are morally inferior
4   both dices, began to display behaviours that were dominant, loud and aggressive. They moved

Ruling

1   have power and authority and they have links with ruling people. As a matter of fact, poor people

God-fearing

1   le respect them due to fear. Secondly, some God ? fearing rich people helps poor people by

Dependent

1   They do not have much wealth and assets. They are dependent on others people specially on
2   ut it. Where as, question is asked if morality is dependent on education or source of income or
3   through it. Thus the ratio of morality is kind of dependent on the necessity of time and situation.
4   oney and overconfidence. They think that poor are dependent on them and will not do anything
5   o not care for others. They think that others are dependent upon them and they ruins their lives
6   social and religious norms, it may or may not be dependent upon ones capital resources or

Civilized

1   omena of morality is increased interconnected the civilized world. Now, the anticipating thing

Anticipating

1   ased interconnected the civilized world. Now, the **anticipating** thing here is that who can be

(CI)

ever existing

1   mething live respecting other and accepting other existence without having differences. Moral
2   ciety they all start to become a part of the ever existing system that is in place. One can?t blame

Unfulfilled

1   n a lot of money. A rich person doesn?t have many unfulfilled needs, he is therefore in position

Noticeable

1   compassion in the rich as compared to the poor is noticeable. The rich are not very good at

Neglected

1   crime you did not commit. Resultantly poor become neglected class of society, while rich are

Justifiable

1   minal actions and oppression done by the rich are justifiable . Another example includes the
2   the quality or state of being morally correct and justifiable. It can be considered synonymous

hard-earned

1   utiful, Superficial material World. Whether it is hard-earned money or black money, money brings
2   ligations to be lazy leaders, feeding off their ? **will-earned** resources?. To conclude, it is not the

(NR)

Indebted

1   leviating the difficulties of those in debt Being **indebted** to somebody is a terrible feeling. That

(IR)

Increased

1   other aspect. The social phenomena of morality is increased interconnected the civilized world.
2   Paradoxically, same people hold the view that the increased financial independence makes the
3   It is mentioned in ?Higher social Class Predicts Increased Unethical Behavior? that rich people

Necessary

1   where two systems of morality are compared. It is necessary to have dominance based on what
2   s of people co-operation of both rich and poor is necessary for the betterment of the society.
3   y accept that bribe or that money, whatever means necessary. The other side of the spectrum is
4   bove them. For this argument to hold fround it is necessary that it is understood that if wealth
5   p them to for their argument to hold around it is necessary strive for better morals but this idea
6   he rich can afford more than they need. It is not necessary that they also have the knowledge,

Directive

1   Upper class is brimmed with delicate manners and **directive** and focused life. While, lower class

(CI)

Appropriate

1	on elite for their needs. The rich works are more **appropriated** because society wants their
2	uss rich evil. Similarly their everything is more **appropriated** as compared to poor. So
3	people are finer in it than poor ones by implying **appropriate** incidents and experiences which

(CI)

Multiple

1	rease financial discrepancy. This system works on multiple platforms where the rich positions
2	he credibility of these afore mentioned concepts. Multiple studies over the period of time and
3	plan and focus. Coming to the reasons, there are multiple reasons of rich being more mannerly
4	is less pressurized than a person who is handling multiple fields in his life. Therefore, to balance
5	r people have lesser or minute capital resources. Multiple kinds of assets and financial resources
6	ally superior could be also be denied, because at multiple instances poor have been found doing

Working

1	to the rich. The poor people are consisted of the working class in every society, so they interact
2	s upper class or elite class, lower middle class, working-class. and the poor. In simpler words,
3	nglish man in Victorian society. The poor and the working class bore the brunt of the morality
4	ethical issues of that era were the burden of the working class meanwhile the rich were busy
5	y received as the mirror image of the poor or the working class. The working class is often times
6	irror image of the poor or the working class. The working class is often times portrayed as people
7	larity has always been borne the shoulders of the working class. They are subjected to the ethics
8	sis this exact idea in the way they treated their working middle class and the poor with the
9	this society not only among the rich but also the working class which is a result of long and
10	iples, manners and etiquettes. On the other hand, working class is less formal and less coded as
11	ir each needs and desires. Those people belong to working class of the society and also known as
12	thy, kindness and sincerity for the suffering and working class people. In some countries under

Impoverished

1	er are enriched with moral values far better than **impoverished** ones, thus, I would highlight

(CI)

Developed

1	on or their culture, or if someone is living in a developed society, he/she may perceive morality
2	ld like to draw your attention toward the morally developed ideas. Both falls on the same
3	, yet centered uniquely around the merchandise. A developing assemblage of examination says
4	statement can be pillared by the example of well developed countries such as America. America
5	rnmental organizations and institutions belong to developed countries like America. In

Shared

1	ills and increasing their sources. As a result of shared business with NGO?S and foundations,

Biased

1	don?t correlate. Poor not having ethics will be a biased statement as well. We see in our routine

well-educated

1	er values, i.e., they are more hard working, more educated and more disciplined while poor
2	herwise, they are labelled as ill-disciplined and uneducated individuals. In a nutshell, I would say
3	may be more morally good than poor because being educated or have a lot of money certainly
4	are more likely to get best? education but being educated and ignorant go hand in hand in the
5	with average cars was less. Rich people are often well-educated, are financially stable and
6	y so you can help people in many ways. If you are educated and have a few hours to spare a

self-oriented

1   mitted than those of poor. The rich are also more solution-oriented. They spend their time and
2   e often well-educated, are financially stable and ?self-oriented?. They act arrogantly as nowadays

Independent

1   ing. Secondly when rich make any decision , it is independent of social power. Their decision are
2   is, it could be claimed that Moral Superiority is independent of social financial status. Moral

Unexpected

1   nswer to his supplication, will send help from an unexpected source. Often this source is in the

Civil

1   they will be having more social , ethically, and **civil** sense than the poor people. This is the
(CI)

Quality of Thing as Thing

Importance

1   no doubt superior to poor morally. They have more importance in a society as compared to poor.
2   by over speeding and overtaking and showing their importance on the roads and driving as if the
3   groups, one would conclude both are of the equal importance, but what makes human beings
4   o highlight their own ignorance and sense of self importance. Unfortunately I see it all time.
5   ses, the poor are more generous. As they know the importance of small things in life. They give
6   ty in this word so I hope the poor Will also give importance to manner because then they will
7   ting and fraud and lives of human being are of no importance for them. They even kill fellow
8   rs. They are self absesed and no one else has any importance for them. They are selfish . They
9   ple are those people who are not given much money **importance** in the society because of their
10   on the required necessities of life and give less importance to money. They are more attracted to

Ethics

1   idea that morally superior are the one with more ethics and less manipulations. The idea of
2   eople lower in status. Molarity is concerned with ethics of knowing what is right and wrong. Moral
3   cation and manners they lack behind in morals and ethics than riches. Rich people are morally
4   working class bore the brunt of the morality and **ethic** which were enforced by the rich of the
(IP)

5   tutionalized stereotypes regarding the morals and ethics of the poor which surface on the
6   uture generations. The basic moralistic values of ethics can be upheld by any person belonging to
7   iminal activities. They have low moral values and ethics because of their financial and social
8   s of the working class. They are subjected to the ethics and morals of the upper atrata of the
9   these two things don?t correlate. Poor not having ethics will be a biased statement as well. We
10   escribe the efforts of economic discrimination on ethics. Now coming to the painful incident in
11   zeb Khan Murder Case? ; we see an extreme lack of ethics, mercy and humanity in some rich
12   kless,?to save their interests. They show lack of ethics when they stay quiet and promote the
13   ticular system of values of conduct. It refers to ethics which is something beyond that. Though
14   ll, when rich follow the social norms, values and ethics, when they wish to help needy and poor
15   ely richer or poorer. Morality is defined by ones ethics and abridgment of social and religious
16   and there?s no connection between them. Moral and Ethics cannot be judged based on a

Finances

1	be found in a person on individual level but the finances does play an important role in it. The
2	y an important role in it. The rich may use their finances to get away with situations to get away
3	up is then why does this difference of class and **finance** reduce? Why is the rich becoming (CI)

Religiosity

1	has more to with etiquettes and civility then of religiosity or any other aspect. The social

Civility

1	an have. Morality has more to with etiquettes and civility then of religiosity or any other aspect.

Elite

1	They are dependent on others people specially on elite for their needs. The rich works are more
2	they make their decision in order to please their elite and society. They can not have such
3	e really wants to be ?poor?. Those people who are elite(rich) are rich through their inheritance or
4	heritance or have mastered the know-how to become rich(elite). For example Prince Williams
5	rious examples in Pakistan society where rich and elite were given special treatment owing to
6	example of the politicians of our country. These elites are money Hungary. They do not have
7	ns but unfortunately, they are outnumbered by the elites who are morally inferior. Sadly these

Stable

1	d, education, house, transportation , financially **stable** etc. They are aware of how to behave (IR)
2	in their journey of class mobility and financial stability which begins a cycle of injustices. The

Cleanliness

1	be moved. They will be taking care of hygiene and cleanliness. They won?t to worry about meal
2	or/inferior to the other. The rich may be good at cleanliness (moral aspect) but not necessarily

Reputation

1	theless they will be keeping a good demeneour and reputation. They have more sense what to

Actuality

1	much we strongly follow our moral values. EB2 In **actuality** not one of the classes are superior (CI)

Consciousness

1	perform actions accordingly and try to dear their consciousness by telling themselves others

Betterment

1	ration of both rich and poor is necessary for the betterment of the society. EA13: In the social
2	any rich people are regularly contributing to the betterment of society. All we need to promote is
3	alities. Consequently, they play good role in the betterment and peace of the society. Thereby,

Empathy

1	ugh.so, they are apathy any emotion, sympathy and empathy. So, in my opinion, firstly morality
2	to the poor. The rich people usually have reduced empathy and unethical behavior towards the
3	me financial status. The rich lake the feeling of empathy because they don't know how it feels to
4	t aware of what happens behind closed doors. EB14 Empathy, an important ingredient in morality
5	to some researchers upper class people have less empathy than lower-class people but that
6	ficial thing you could do, saving the most lives. Empathy, an important ingredient in molarity,
7	earch shows that the upper class people have less empathy than the lower-class people, but that
8	people get the choice to work or not. The lack of empathy and compassion in the rich as

9	very good at reading emotions of others and lack empathy and compassion. This deficit stems
10	attitude. It is believed that morality comes from empathy .Upper-class being less empathic
11	poor. Morality is a quantity of virtuous people. Empathy is an important ingredient in morality.
12	ompassionate than lower class people. The lack of empathy make people more utilitarian.
13	, they are not quite empathetic. When there is no empathy there is seldom any morality. The rich
14	ich sitting on a podium for too high, for no such empathy and consider these needy people
15	y good at reading emotions of the others and lack empathy and compassion. This deficit stems
16	s inability to apply themselves with flexibility, empathy and open mindedness when faced with
17	not be accurate. Moral values are not inherited. Empathy is the first step, that slowly leads you
18	being deprived feels like. Even the animals show empathy? towards each other and it is not
19	, truthfulness, sense of responsibility, modesty, empathy and compassion for others are hard to
20	?t face any financial issues. They don?t have any empathy for others. They are no good at
21	reading emotions & tend to be more helpful & show empathy.? In general, the poor have better
22	their wealth or power can let them get away with. Empathy is the basic essence of morals. New
23	research shows that upper class people have less empathy than lower class people. It is

Quality of Process as Quality of Thing

Moral

1	n even better example of this is when you look at moral comparisions. It is incredibly normal to
2	isions. It is incredibly normal to see the groups moral failings as trial and insignificant or even faili
3	cording to their mindset which will lead to their moral principles. As T. Harv Eker says,?You can
4	stify their privilege. Being good and having some moral standing the society is based on
5	in things. In hindsight, the literature shows the moral degeneration of the rich English man in
6	t the most precious gift of parents to a child is ?Moral teaching? According to Mr. Billgates: ? If
7	ing certain states of society which violate their moral understanding. The poor on the other hand
8	ruists and the firmly grounded wealthy folks. The moral corrosion that wealth seems to
9	e, mainly because they do not follow the apparent moral code. The rich are sometimes
10	eriority become a negative personal trait. To me, moral education is understood in our society in

Social

1	rality is a term which can be viewed in a broader social phenomena. Morality entails all the
2	lity then of religiosity or any other aspect. The social phenomena of morality is increased
3	be kept in mind that morality does not depend on social standing of a person altogether. One
4	values and ethics because of their financial and social constraints. MA4 A rich person is some one
5	in the shape of an isosceles triangle or pyramid. Social stratifications of class and status operate,
6	e, legitimize and perpetuate on the foundation of social ?othering? and stereotypical ideologies
7	bottom of the pyramid. Morality, social norms and social codes are often seen as measures to
8	eness, nudges in the right direction, and greater social engagement with eclectic groups are all

Extravagant

1	ed rich. Rich people earn a lot of money and have extravagant lifestyle, expensive cars and

Public

1	o opportunity to take part in large gathering and public meetings, they feel inferior and try to
2	k to matters of talk. They are given education of public communication and power of conviction.

Fair

1	of social power. Their decision are more free and fair as compared to to the poor. But when poor
2	ple who achieved this status and earned wealth by fair means but unfortunately, they are

Financial

1   lly, same people hold the view that the increased financial independence makes the rich

2   have low moral values and ethics because of their financial and social constraits. MA4 A rich

3   ines richness of heart. Rich people focus only on financial gains as they have their own vested

Free

1   ependent of social power. Their decision are more free and fair as compared to to the poor. But

Convenient

1   ull of amenities and resources. As they have more convenient life, they remain untouched with

Abundant

1   eat deal of money asset and wealth. The rich have abundant possession of material wealth. The

(IP)

2   rial wealth. The poor are those who do not have a abundant possession of material wealth. They

3   ve two obvious meanings, one is the people having abundant possessions especially materials

4   d.? ?Greed is curse?.? MB5 The rich is one having abundant possessions and especially material

5   jective is defined by Merriam Webster as, ?having abundant possession and especially material

6   lth than he may have poor knowledge and if he has abundant knowledge than he may lack

Virtuous

1   ds the concept that rich people are pregnant with virtuous acts and moral values. The aspect I

Materialistic

1   e. They treat badly with poor people due to their materialistic approach. They even think badly to
(CI)

2   ised their standards of morals as well like their materialistic approach. Likewise, poor should also

3   to be generous while giving charity and may be in materialistic sense of morality, this seen as a
(CI)

4   re willing commit heinous crimes to fulfill their materialistic goals. Whether it is murdering,

Different

1   the poor people of a society. However, i am with different opinion. I think that the rich people

2   are different, so are morals and so are thinking. Different perspectives leads to different thinking

3   so are thinking. Different perspectives leads to different thinking and believing. Concluding my

4   to accept. Now, the concept of morality can have different explanation but the one that is

5   ower class. But face struggle, they see life from different perspective. They have more idea of

6   em away from the moral values. Rich people have a different way of thinking because the grow

7   ubconscious sense of entitlement and a distinctly different code of conduct and norm that

8   ieve in hardworking and willingly get involved in different immoral and vulgar activities. They

9   more deep than any ocean in this world. There are different definitions of right and wrong on the

APPENDIX C

CONCORDANCE LISTS OF NOMINALIZATION FORMS

1   he rich, having pride and dignity. falls from the stage of humanity and acts as a brutal

2   or abridged teaching of the teacher does more damage to the learner. It often paint

3   uniquely around the merchandise. A developing assemblage of examination says the

4   thirst of gaining more wealth increases with the passage of time. They become mor

5   brave, loyal, faithful and a good human. With the passage of time, these traits and

1   be found in a person on individual level but the finances does play an important role

2   an important role in it. The rich may use their finances to get away with situations to

3   ty wants their favour. On contrary poor works and performance are so much appreciat

4   and performance are so much appreciated . Poor's performances are not much

5   of morality are compared. It is necessary to have dominance based on what society

6   Just because the poor do not have the bank balance the rich have just because the

7   or in context to morality but rich ones have more chances and ability to show their

8   people who are elite(rich) are rich through their inheritance or have mastered the

9   rich being superior in sources and income gets a chance to get a proper education

10   he one who are going to assign the certificate of acceptance to the man whether he

11   the poor. These are many reasons to justify this stance. When a person is not

12   of what he actually deserves. The consistency of resistance against the mouthwatering

13   It only serves to highlight their own ignorance and sense of self importance.

14   highlight their own ignorance and sense of self ignorance and sense of self-importance.

15   I am not talking about people with big/large bank balances, I am talking about the one

16   my view. Someone said just right. Do not judge by appearance; a rich heart may be

17   has constructed hierarchies of socio-political dominance that tend to manifest their true

18   the exploitation of this great power, control and dominance that de facto resides in the

19   world of their own. When human are unaware of the circumstances of those around

20   up is then why does this difference of class and finance reduce? Why is the rich

21   overall models from day-by-day life. We discussed predominance of rich people

22   all the needs and in significance they have a chance to learn. They are having money

23   en we look at man or woman we judge them by their appearance that they are poor

24   ndividuals who have more cash carry on in a given circumstance, contrasted with those

25   t they merited it. They seek after their personal circumstance and lecture ravenousness

26   hat is now underway is seen as the single largest inheritance event that will produce

27   man. They are prosperous and thus, they have more chance of helping others financial

28   their heart filled with love for humanity, but the circumstances and environment in

29 person to person and not status to status because circumstances change people ; so

30 people because of several reasons; which include acceptance of greed and lie, feeling

31 g which do not have to be right, but only require acceptance from the society. People

32 studies also found out that rich people have more acceptance of unethical behavior

33 life a torment. His problems the search of halal sustenance make him tired. But moral

34 people have proven to be morally degrades in many circumstances. Money is the only

35 ave proven to be more generous than the rich. "An imbalance between the rich and

36 be successful while following the right path. The guidance provided by their parents

37 or is an opposite term who has limited to no bank balance and lives hand to mouth.

38 Ethics cannot be judged based on a person's bank balance. Evaluating people's moral

39 nt definitions of right and wrong on the basis of circumstances and environment.

40 on instinct, profession, era, one's mentality and circumstances of life but to me morality

41   is wrong. In simple words the action that causes repentance, remorse is wrong and

42 orse is wrong and immoral. People that maintain a balance between self-interest and

43 be morally superior depending on the mindset and circumstances behind an action. For

44 hat morality is at the mercy of wealth and power. Balance between self interest and

1 ple and as the result they are not exposed to the situation a poor man is going

2 iated with poverty or richness, it is the type of education which either make morally

3 es than the others. In every society there is the combination of rich and poor, those

4 ly superior are the one with more ethics and less manipulations. The idea of morality

5 the rich or the poor act when they exposed to the situation where they can manipulate

6 oor if given the opportunities can manipulate the situation in their favour if they have

7 y , the poor has no means to get away in the same situation but if had money ,

8   use the contacts he had because of his financial situation to resist against the law. if

9   The rich may use their finances to get away with situations to get away with

10   much appreciated because, people do not have any expectation from them. Similarly,

11 or make decision, they bring a lot of things into consideration. They have no such a

12 They are privileged interns of every thing. Food, education, house, transportation ,

13 d interns of every thing. Food, education, house, transportation , financially stable etc.

14 and how to deal. They will act according to the situation. Moreover, they will be having

15 rally superior to the poor. EA8: The world is the combination of poor and rich, both

16 needs to accomplish and due to their lack of well education and manners they lack

17   didn't know about the term morality.Their faimly education (rich) give him the right to

18 superior to the rich people because their family education is to fallow the rules and law

19 and law of the country or society. Then ways of communication and discourse is quite

20 people not means the one he or her, he is poor in education, health, potentially and

21 also deal honestly with upper class of people co-operation of both rich and poor is

22 es with their family, they are with them in every situation, in happiness and agony. But

23   " or "poorness" in their character?. Through observations of the rich ,a man or woman

24   letter, for from the beginning they get quality education in expensive schools where

25   In hindsight, the literature shows the moral degeneration of the rich English man in

26   ion between rich and poor. As most of the world's population is poor, the dilemma is

27   of the secondary needs lead to the third phase_ Self-actualization. The person is self-

28   lower-class counter parts. Rich people have more facilitation than the poor ones. They

29   sources and income gets a chance to get a proper education about it. Where as,

30   as, question is asked if morality is dependent on education or source of income or

31   uettes, manners or morality, all comes from basic education one gets from home. If

32   . Now, the concept of morality can have different explanation but the one that is

33   has always been at the forefront of philosophical deliberations .There are a plethora of

34   the ones who are affluent, have access to better education and upbringing, they are

35   is kind of dependent on the necessity of time and situation. In case of any criminal

36   or morals have not been taught to them. There are variations in which aspect is

37   ion. Through corruption, they steal the rights to education, dress to healthcare system

38   nsistency of resistance against the mouthwatering temptations mattes. If one has a

39   hey are often the ones to pass on these to future generations. The basic moralistic

40   e day and night to fill their stomach and provide education for their children. Riches do

41   so many other things that people should take into consideration in what makes a

42   narrates: Mothers lap is the basic and the first educational institute for a child The

43   heed to others as compared to the rich .Goals and motivation are relevant to others

44   eak up for their rights. They are forced into the situation that they would do anything

45   all aspects of society whether its fashion, food, education and many other spheres of

46   to suffer in the name of "Morality" MA7 Quality education plays an important role in

47   In most of the nations in today's world, quality education can only be achieved if you

48   extremist practices, misogyny and other sort of discrimination. The unfortunate part of

49   they are doing it to appease Allah /God. Quality education develops critical thinking

50   and evil on their own. Due to lack of quality education, poor often time than more

51   d to manifest their true nature of inequality and discrimination in the shape of an

52   shape of an isosceles triangle or pyramid. Social stratifications of class and status

53   status operate, legitimize and perpetuate on the foundation of social 'othering' and

54   administer- in other words, oppress. Through the exploitation of this great power,

55   contributing faction" fails to acknowledge their marginalization as a result of classist

56   ociety at all levels equally. MA9 It is a general observation, that lower and middle class

57   ving for two days will find it hard to resist the temptation of stealing edibles. Contrary

58   ass. People divide themselves in their search for identification of their individual or

59   se needy people bound in a thousand ways by their obligations to be lazy leaders,

60   low norms and tradition. They do follow rules and regulations to not to get caught but

61 y mouths to feed at the end of the day. A general observation in our society is that the

62 reedy and also look down upon the poor, since the accumulation of wealth has allowed

63 ch are morally superior to the poor seems to be a justification of their exploitation of

64 to the poor seems to be a justification of their exploitation of the poor and to guilt trip

65 ng class which is a result of long and systematic exploitation. MA15 The distinction

66 r. Certain instances present this distinction and segregation being carried out in society.

67 poor in the same level. Abiding by the rules and regulation differ the consequences

68 f life. In this essay, we are continuing with the explanation that "Rich is not morally

69 t as an individual they should regard others with consideration as it was prompted by

70 se everything with money. This is the fundamental explanation of being bad as a rich

71 ts in treating others. We can discover bunches of illustration of the abusing of rich with

72 have large love to live, plenty of food, quality education, handsome jobs. Poor means

73 roof on their heads, food to fill their bellies, education to have awareness, good jobs

74 e to learn. They are having money to gain quality education. Education creates

75 They are having money to gain quality education. Education creates awareness.

76 n quality education. Education creates awareness. Education tells us manner. Manners

77 od so how they could have money to attain quality education and if they are not having

78 lity education and if they are not having quality education how they can he awarded.

79 anner because they do not have source for quality education. Let's think about the

80 ome from more importantly your car, clothing, and education you have so how can you

81 ive every day how much longer you survive in this situation . Poor people lack adequate

82 on . Poor people lack adequate food, shelter, and education the keeps them away from

83 the store right hand started to shower unbalanced consideration on an individual

84 round the merchandise. A developing assemblage of examination says the rich will in

85 ity of California, Berkeley, ran a progression of investigations to see how the individuals

86 hat others are so pertinent to our objectives and inspiration is the thing that drives our

87 morality are compared. Self-righteousness, when proclamations and posturing of moral

88 how those who have more money behave in a given situation, compared to those with

89 the rich. How relevant others are to our goals and motivation is what drives our

90 class either—there are various psychological classifications of the inheritors, the first

91 any privileged rich with possibly the behavioural limitations we just listed. What will we

92 with an open heart and mind. Indulging the next generation and passing it on need

93 living a life in the circumference of rules and regulations from way of walk to matters

94 om way of walk to matters of talk. They are given education of public communication

95 tters of talk. They are given education of public communication and power of conviction

96 language is not aware of complains and arguments, deprivation and hunger, poverty

97 in improvising world in nearly all fields such as education, science, in combating

98 tries. Most of the highly active non governmental organizations and institutions belong

99   son could be that rich people know the methods of circulation of money. For a poorer

100   es. As a result of shared business with NGO'S and foundations, there are more options

101   poor people arenot promised to be honest either. Education also plays an important

102   morality and the rich are more likely to get best education but being educated and

103   morality are compared. Self-righteousness, when proclamations and posturing of moral

104   is swamped with difficulty, God, in answer to his supplication, will send help from an

105   oral values. People live about 25% of our country population are poor. They are hardly

106   olarity depends on who you are raised by and what education you are provided with

107   able gifts, not even a single one was received by organizations focused on social service

108   orer than they were. And the study found out that manipulation effects people's

109   he country. Mashal Khan was mob lynched over fake allegations. Stones were thrown

110   e. "The rich cannot accumulate wealth without the co-operation of the poor in Society"

111   only stop at providing such things as food and education. Rich people have a way of

112   of morality are compared self righteousness, when proclamations and posturing of

113   ty become a negative personal trait. To me, moral education is understood in our

114   istics evidently describe the efforts of economic discrimination on ethics. Now coming

115   n donating Zakaat and paying their tax, then this situation leads an overwhelming

116   atio inclines up among the poor. But who laid the foundation crimes among them? The

117   m to be true to some but this is only on external observation. The deep analysis says

118   by fools who are responsible for this everlasting destination. A general person can

119   in hardworking and practicality to achieve their destination in life. They want to serve

120   For instance, they give funds to different organizations and educational institutions in

121   They do not have enough money to give good education to their infants and

122   example, parents of each child want to give good education to their children. They

123   they also have the knowledge, peace of mind, true relations and a heart of gold. A few

124   used to rule Egypt. They had everything but with limitations. The most famous Pharaoh

125   't spend much time of their life with their blood relations. Once they complete their

126   h their blood relations. Once they complete their education they become busy on

127   so be poor people who lost their moral out of the frustration and poverty. Therefore,

128   poor is good in behavior, it is considered as his obligation because he cannot be rude.

129   . Mother Teresa wasn't rich by any stretch of the imagination. Yet she was an incredible

130   e being educated in good schools. They are having recreations in parks sinema, and

131   teachings of our own religion their should be no discrimination on the basis of wealth.

1   mething live respecting other and accepting other existence without having differences.

2   ther and accepting other existence without having differences. Moral values, in my

3   nk about their immoral activities, and given more preference to wealth. This illustrate

4   ally depicts the very gap , superiority and class difference. The statement here shows

5   I should do my work honestly. He should not show negligence in his work. He should

6   The truth or good is binary. It is with existence of poor that morally superior rich exists.

7   people hold the view that the increased financial independence makes the rich

8   referred to the person or the basis of personal experience. EB15 The argument that

9   this prove is that in one area of life, how much experience a person has. There are so

10   he real rich someone said and I quote. " The only difference between rich and a poor

11   This deficit stems primarily from their lack of dependence on others. If we talk about

12   people around and lack compassion because of their independence. It is rightly said

13   idea of experiencing things so they can learn from experiences. So I can say that they

14   important role in helping a person understand the difference between the right and

15   one less religious. True morality is knowing the difference between right and wrong.

16   ggest question that pope up is then why does this difference of class and finance

17   anything in addition to greed for more money and overconfidence. They think that poor

18   tion with others. With wealth and privilege comes independence. The poor on the other

19   to. Dietze and Knowles call this the motivational difference. The poor are likely to more

20   the emotions of other persons; make more accurate inferences about such emotions;

21   . This deficit stems primarily from their lack of dependence on others. Privilege can

22   royal class of British is living a life in the circumference of rules and regulations from

23   n poor ones by implying appropriate incidents and experiences which will reflect the

24   and effort. Both rich and poor people can make a difference to the society. "No one

25   ching poor kids. Those few hours will make a huge difference to their lives and for

26   usy trying to get it" In our present society, the difference between the wealthy and the

27   rich people who can hold the finger of poor. The difference between rich and the poor

28   then why should anyone be rich and poor? Then the difference with one's morals. Be

29   ome mentally disturbed and unsatisfied , domestic violence increases, suicide rate

30   Money, alone cannot serve as grounds to make the difference. Wealth never defines

31   ck such traits are poor mindset people. The major difference between rich and poor on

32   een rich and poor on the basis of morality is the difference of their mindset. If rich

33   and personality. Your elders tell you about the experiences of their lives and gives and

34   her good or bad help you to make Some of your own experiences to learn form. The

1   treat them the same way. a poor person such as a gardener or house help looks after

2   ed. A rich family in a restaurant can yell at the waiter for delivering wrong order

3   ould never do, such as being a maid, construction worker, janitor and more domestic

4   e to quote some important lines from an anonymous writer that is: " Rich people have

5   ference between the right and wrong. It makes the learner more intune with his/ her

6   the limited knowledge or abridged teaching of the teacher does more damage to the

7   d teaching of the teacher does more damage to the learner. It often paints a picture

8   where a man was mercilessly attacked by his rich manager only for not caring of his

9   his next goal is to become richer" Mostly the tax **invader** and money launderess are

10   les of righteousness. 1. Relieving the grief of a believer 'Whoever is fulfilling the needs

11   refers to a great difficulty or a hardship. If a believer relieves the grief of another

12   ship. If a believer relieves the grief of another believer, God recognizes that act and

13   one's income. Precious example of the world, our leader, our Quaid, and all across the

14   e most famous Pharaoh in the times of Moses was a murderer because he killed many

15   worshiped as god. It is the right of a politician leader to build his villa with the tax paid

1   people always try to find ways of escape through bribery, frogery, keeping their

2   lways try to find ways of escape through bribery, frogery, keeping their morality at

3   es reduced freedom. The removal of all choices is slavery. Slowly and gradually poors

4   others bad moral values even crime like stealing, robbery, frauds even murder. As it

5   y, he/she may percieve morality as something live respecting other and accepting other

6   e morality as something live respecting other and accepting other existence without

7   cting other and accepting other existence without having differences. Moral values, in

11   ief that one's position or status is justified by having higher moral values than the

12   and poor, those who have possession and wealth or possessing material wealth

19   me God – fearing rich people helps poor people by giving them money. Finally, poor

20   ple who have no opportunity to take part in large gathering and public meetings, they

21   tunity to take part in large gathering and public meetings, they feel inferior and try to

22   use of financial issues. If he had the financial standing same as the rich, he would also

47   lthy, highly deserve, established or complex. The meaning of the Poor is that they have

48   ing of the Poor is that they have little money or belongings or they lack something,

50   . It is incredibly normal to see the groups moral failings as trial and insignificant or

51   moral failings as trial and insignificant or even failing when another group issues are

54   ictim to illness. If a poor person is addicted to cracking, on the other hand, he is a

56   action. For example, rich man will never think of stealing anything to fullfill their

64   ble life in society. Being morally superior means having higher moral values than others

65   having higher moral values than others as well as possessing available attitude towards

66   r in status. Molarity is concerned with ethics of knowing what is right and wrong. Moral

67   erybody and seems to be more sensitive in term of behaving with lower class and seem

68   e to them. I would like to conclude this essay by saying that rich ones are morally

69   are morally superior to the poor ones in terms of understanding this emotions and

70   ones in terms of understanding this emotions and helping them on it from troubles

71   are rich or poor. "The rich" can have two obvious meanings, one is the people having

81   They spend their time and energy strategizing and planning the answers to challenge

82   anning the answers to challenge that curve up and creating systems to make certain

84   iety where they live. Their way of discussion and acting towards the poors is rude and

87   people always inferiority complex because of the showing up of the rich people, the

98   er mind from these moral and a person achieved by living with the family. The rich are

100   far from their families because of the thirst of earning money they do have same feel,

101   have good people in their society, so I cannot do stereotyping in these things. EA14

106   f work and treats them like animals regardless of thinking about their health or their

110   g about their expensive cars on the roads by over speeding and overtaking and showing

111   expensive cars on the roads by over speeding and overtaking and showing their

112   on the roads by over speeding and overtaking and showing their importance on the

113   hey would just drive over the person without even caring about that poor life. These

122   an average. So morally superior is being good and knowing about the standards of

125   g and being better at it than others. Being nice, respecting others and not being mean

131   family in a restaurant can yell at the waiter for delivering wrong order because he is

132   with the same financial status. The rich lake the feeling of empathy because they don't

146   basically characterized as deficient in money or indicating poverty .Yet when we look

154   nine fruits of the spirit, love, joy, peace, long suffering, kindness, goodness,

161   To conclude, I must say that poor people keep on complaining about the obstacles.

162   mplaining about the obstacles. They squander time whining about the circumstances

164   y. The more problems they solve, the better their feeling . I'd like to quote some

165   t do so in misconception that they don't need any learning they've already learnt a lot."

172   morality is higher than the letter, for from the beginning they get quality education in

176   morality, whereas the poor are more worried about earning a living because of which

177   whereas the poor are more worried about earning a living because of which they may

180   account. EA20: In layman terms, being rich means possessing a certain amount of

186   their privilege. Being good and having some moral standing the society is based on

191   perialist world has institutionalized stereotypes regarding the morals and ethics of the

197   orals of the society thus having the power of the prevailing stereotypes and the control

198   It is something related to our moral values, the understanding of right and wrong.

207   m in place has survived for hundreds of years and changing it isn't a play of one

209   ccordingly and try to dear their consciousness by telling themselves others would act

214   fferent morals depending upon our culture, family upbringings and religion. Morals are

215   have their own style of living and thinking for example they might think that th   n/a

217   s. Rich people have their own style of living and thinking for example they might think

220   inking. Different perspectives leads to different thinking and believing. Concluding my

221   rent perspectives leads to different thinking and believing. Concluding my essay; there

224   ly superior rich exists. In third world countries earning a living is so difficult; therefore,

225   r rich exists. In third world countries earning a living is so difficult; therefore, people

227   ar wouldn't be annoying had he enough money for a living. This leans the rich in

229   eme extent. They come to believe in philosophy of living the simplest of life, torturing

230   eve in philosophy of living the simplest of life, torturing their needs. EB6 Poor is morally

231   t their-lives. When their is a diversity in life; achieving peace is impossible. The people

233   is attained. Poor are after the immediate problem **solving**. A labour labors hard all day

245   er perplexing question. An individual's financial standings also play a significant role in

246   are affluent, have access to better education and upbringing, they are better when it

247   are affluent, have access to better education and upbringing, they are better when it

250   t in mind that morality does not depend on social standing of a person altogether. One

251   ogether. One social class cannot be considered as adhering to morality while

252   nsidered as adhering to morality while completely pushing aside the other.

253   this stance. When a person is not concerned with feeding himself or meeting the ends,

254   a person is not concerned with feeding himself or meeting the ends, he does not go

257   their morality. For instance they dress up, their **following** of the cultural morns and

259   ession of only rich or poor class. Their actions, sayings, practices and behaviour counts

261   tions, sayings, practices and behaviour counts in judging The level of morality. Hence,

263   ue on this topic one needs to understand the true meaning of morality. Morality is not

264   and the true meaning of morality. Morality is not something associated to specific class.

266   tant ingredient in morality helps prevent us from assaulting others, which is normally

280   eople . For some rich people, even if they apt to **doing** deeds that are considered

282   ct whereas for some rich people, the concept that taking or snatching rights or money

283   for some rich people, the concept that taking or snatching rights or money of other

285   e rich people may adapt to morals for the sake of doing it like acting respectful in front

286   may adapt to morals for the sake of doing it like acting respectful in front of elders

287   cting respectful in front of elders where as back stabbing them behind is a clear form

291   s of morality or not. If a person is rich and his upbringing is faulty, then it does not

292   s of morality or not. If a person is rich and his upbringing is faulty, then it does not

293   er other people is not the guarantee of a healthy upbringing. There are heaps of cases

297   er other people is not the guarantee of a healthy upbringing. There are heaps of cases

298   rich or poor people cannot be blamed entirely for showing frail morals. It is the system

299   serves. The consistency of resistance against the mouthwatering temptations mattes.

302   pay class can have strong morals through their up **bringing** and the environment they

306   to any class or creed. Morality is our own way of distinguishing what is right & wrong.

308   stinguishing what is right & wrong .It is our own understanding of good & evil. Its

312   that is the most beneficial thing you could do, saving the most lives. Empathy, an

328   ant ingredient in molarity, helps prevent us from assaulting others which is normally a

334   re much like others people, doing a job, making a living and many other qualities as

341   in the morning and than he/she starts the day by reciting the verses of the holy book

343   re is a child whose parents do not care about his wakening and sleeping time and do

344   whose parents do not care about his wakening and sleeping time and do not focus on

345   akening and sleeping time and do not focus on his eating ,talking and playing manners.

346   and sleeping time and do not focus on his eating ,talking and playing manners. What

347   time and do not focus on his eating ,talking and playing manners. What do you think

354   due to the lack of time because they were busy in making money for their children and

355   ost precious gift of parents to a child is "Moral teaching" According to Mr. Billgates: "

360   poor is noticeable. The rich are not very good at reading emotions of others and lack

361   and wrong behaviour. Rich people are in favour of promoting choice. It promotes the

367   superior. As rich people have not experienced the sufferings and struggles of the poor

369   se of their independence. It is rightly said that putting yourself in someone elses shoes

371   stand him. Similarly, poor being prone to all the sufferings, are more compassionate

379   lth, he can fulfill his needs and desires without worrying about money. Rich people are

388   hey do not have shortage of anything yet they are fooling the public and looting

389   e of anything yet they are fooling the public and looting innocent people. Moreover,

391   enefits Such people are morally inferior. Without thinking about good and evil, they

394   fulfill their materialistic goals. Whether it is murdering, looting, kidnapping they are

395   eir materialistic goals. Whether it is murdering, looting, kidnapping they are not afraid

396   ialistic goals. Whether it is murdering, looting, kidnapping they are not afraid to so.

397   that happens they always find the easy way out by bribing the police. The rich people

400   ich people are just the privileged people who, by using their money, can achieve

405   rom different perspective. They have more idea of experiencing things so they can

410   ing rich or being poor has always been one of the deciding factor for every opportunity

417   MA7 Quality education plays an important role in helping a person understand the

418   g. It makes the learner more intune with his/ her surrounding and makes them

419   ople from elite class for their lifestyle, way of dressing and their lack of religious

421   doesn't make one less religious. True morality is **knowing** the difference between right

426   straight line diving good from evil. This type of schooling often leads to radical

430   ground on morally incorrect basis. MA8 Since the beginning of time, that is to say what

431   timize and perpetuate on the foundation of social 'othering' and stereotypical ideologies

432   image of whatever the rich are not. This systemic 'othering' enables the powerful to

433   le characteristics such as theft, rape, abuse and gambling are synonymously received

437   ypically naïve, unlearned and nonsensical without highlighting the obvious fact that

438   injustices down on the lower social class without acknowledging that their status as "

445   ays will find it hard to resist the temptation of stealing edibles. Contrary to that a child

452   rtain states of society which violate their moral understanding. The poor on the other

453   e money for or find no other possible solution to achieving, they will most likely accept

461   ho are mostly accused of corruption. The greed of getting more and more money

466   rich are not morally superior to the poor as the saying goes absolute power, corrupts

467   mmorally, because they do not have to worry about fulfilling their basic needs.. An

468   ctors of Pakistan. A rich person is more power to succumbing to paying off rather than

469   tan. A rich person is more power to succumbing to paying off rather than a poor man

471 ar more giving since they understand the pain and suffering of the people above them.

474 orld, the rich burdens the poor with the chase of satisfying the social norms and morals

480 money available. Besides, poor people are rich in treating others. They treat individuals

481 referred to be dealt with. They are thoughtful in helping other people. They accept that

486   Mal nutritious that starve their very spirits in treating others. We can discover bunches

487 s. We can discover bunches of illustration of the abusing of rich with poor. For example,

488 ilessly attacked by his rich manager only for not caring of his cattle. Thus, in the essay

494   grateful to others and also to be courteous. The teachings and perceptions that teach

506 They spend everything on themselves thinking that spending on poor will make the

510 is lost, the respect is lost. The poor think that making others happy will makes Allah

511 eir Akhirah easy. On the other hand, the rich are living for this world. MA18 Rich means

514 s. The poor person or a family lack a comfortable living, roof on their heads, food to

518   Rich people have a different way of thinking because the grow up in the society where

525 y where people are manner full their there way of thinking is different from poor and

535   where pay disparities are just rising, and where accumulating cash is an acknowledged

539 any problem. The abuse of force and advantage and developing unethicality in social

548 pared. Self-righteousness, when proclamations and posturing of moral superiority

552 h of this behaviour is implicit and subconscious, calling them out or nudging them to

553 is implicit and subconscious, calling them out or nudging them to correct it can actually

555 re income inequalities are only rising, and where amassing money is an avowed

559 eed easily. The misuse of power and privilege and **growing** unethicality in societies is

562 poor on the other hand view others as potentially rewarding, threatening or worth

563   other hand view others as potentially rewarding, threatening or worth paying attention

564 rs as potentially rewarding, threatening or worth paying attention to. Dietze and

565 mpared to the rich. The rich are not very good at reading emotions of the others and

570 e all have to answer with an open heart and mind. Indulging the next generation and

571 heart and mind. Indulging the next generation and passing it on need not be the default

572 fficient resources and basic needs as like better clothing, food and health. "Morally

574 people bear more etiquettes than poorer people by rendering various facts and

578 g in slums don't even know the basic etiquette of eating food properly. Another

587   financial strength and bear inferior standard of living. Poverty line is closer to poor

588 how rich people are finer in it than poor ones by implying appropriate incidents and

590 nearly all fields such as education, science, in combating diseases and exploring better

592   as education, science, in combating diseases and exploring better ways to live. Thus,

593 ring better ways to live. Thus, America's role in making the world a better place is

594 le in the world, started charity and funds, after becoming a successful businessman.

595 are prosperous and thus, they have more chance of helping others financially. Second,

596 ore exposure than others. They understand need of giving and they know the right

599   and apply money. They are always in a process of upgrading their skills and increasing

602   ich ones are more prerogative in moral element of serving and giving than the

603   more prerogative in moral element of serving and giving than the impecunious ones

604   nes due to the availability of sources, exposure, understanding and for the sake of

611   either. Education also plays an important part in teaching morality and the rich are

615   m are the poor who do trivial jobs and earn their living. They barely have enough

624   have any empathy for others. They are no good at reading emotions. While the poor

635   s is a lesson in how to attain the help of God by helping one of His servants. Sometimes

636   ct and will reward the person in the Hereafter by relieving the grief, fear, and distress

637   s that he or she feels on the Day of Judgment. **Alleviating** the difficulties of those in

639   in debt Being indebted to somebody is a terrible feeling. That debt is usually financial

640   inancial and Prophet Muhammad explains to us that alleviating the debt of somebody,

642   the debt of somebody, who is having difficulties meeting the terms of his debt is an

643   n's difficulties in this world and the Hereafter. Helping those in debt can be achieved

645   n debt can be achieved in several ways, including giving extra time or canceling the

646   d in several ways, including giving extra time or canceling the debt completely. In my

660   ich. The greedy nature of rich is major factor in making them morally inferior to the

661   n door to others bad moral values even crime like stealing, robbery, frauds even

664   ir trustfulness. And according to prophet (S.A.W) telling lies open door to all the sins.

665   ely rich lack this great virtue. They are used to cheating and fraud and lives of human

668   rich cruel and immoral. They do not hesitate from ruining one's life. The life of a person

669   others. This make them feel powerful. They enjoy insulting and abusing other. They

670   make them feel powerful. They enjoy insulting and abusing other. They are

671   ins their lives easily. They forget the beautiful saying of the holy prophet Muhammad

673   s virtue. They take advantages of other and after using them they leave them. They

694   heir income to charity in 2011, while the highest earning 20% donated only 1.3%. Out

701   ith such things, so they felt more comfortable in admitting it. In another research, 129

704   acceptance of unethical behavior such as greed or lying. The fact that rich people have

707   mmit some unethical act, they get away with it by performing other unethical acts such

708   ith it by performing other unethical acts such as lying, or giving bribes. To conclude,

709   performing other unethical acts such as lying, or giving bribes. To conclude, because

710   lying, or giving bribes. To conclude, because of feeling of supremacy and authority,

711   to commit unethical acts, because they have this feeling that they can do it. The ratio

713   ke allegations. Stones were thrown over women for celebrating women's day by

714   thrown over women for celebrating women's day by marching. All these incidents are

718   ate money to help others. Charity isn't all about donating money. It also involves

719   isn't all about donating money. It also involves donating time and effort. Both rich and

720   e to the society. "No one has ever become poor by giving" You don't necessarily have

721   hours to spare a week, you can spend that time in teaching poor kids. Those few hours

722   ill make a huge difference to their lives and for doing that all that you need is a strong

723   poor man gests to enjoy his money One is too busy trying to hold on to it, and the

724   share their wealth with poorer nations. But their helping should only stop at providing

727   er nations. But their helping should only stop at providing such things as food and

729   as food and education. Rich people have a way of thinking that is different from poor

730   be helped in many ways. One can provide him food, clothing, help him arrange a

734   mpared self righteousness, when proclamations and posturing of moral superiority

745   s. Be from one's work. Encouragment to give after receiving honor. Even then, moral

746   ve morals. Not who considers himself better after becoming a wealthy person. The real

747   better after becoming a wealthy person. The real teaching of Islam is equality. No one

751   rich are those having plenty of money in hand and owning a great deal of assets. On

754   ing sufficient money and having a low standard of living are termed as poor. Moral

756   e of being more self-righteous, pious, humble and leading a life with better principles

761   some study says that 23% people are in favour of saying that the rich have lower oral

763   , mercy and humanity in some rich brats who after harassing a girl killed her brother

764   ing a girl killed her brother as a punishment for taking stand against them. The

766   ow moral grounds when they become tight-fisted in giving alms, Zakaat and paying

767   ey become tight-fisted in giving alms, Zakaat and paying tax. They lose moral

768   they donot share the same table and food with the housekeeping staff. Moral inferiority

769   stribution of money, when the rich show misery in donating Zakaat and paying their

770   when the rich show misery in donating Zakaat and paying their tax, then this situation

771   unity leads the poor to commit heinous crimes for fulfilling their needs, which the richer

778   oor people end to be more grateful, courteous and understanding. Besides being

786   eople feel internal satisfaction and happiness by doing charity and generosity. They

787   of illiteracy some of them do not have believe in **hardworking** and willingly get

789   , they consciously choose the short cut and start following the path of evil in order to

790   re of wealth, earthly passions, material desires, gaining money through illegal means

791   n different types of corruptions. Their thirst of gaining more wealth increases with the

792   and they join politics with the mindset of becoming personal assets for their own

803   s. Moral character of Riches could be assessed by **investigating** about the fairness of

804   nd more wealth. This idea could be illustrated by considering the corruption cases of

805   He was so full of himself that he claimed of bringing around miracles. He knew that

811   ady. He was so full of himself that he claimed of bringing around miracles. He knew

827   necessities they have. Having no wealth indeed a blessing for man because

832   ous and lavish things that they built the fear of losing all that they have got and they

834   they complete their education they become busy on carrying in their family business

841   ociety. They are involved in corruption and money **grubbing**. They do not even care

842   means to get money. They involve themselves in gambling and stealing. Therefore, we

845   et money. They involve themselves in gambling and stealing. Therefore, we cannot call

859   ing but highly rewarding social work. They accept going into this field that they will

860   g, but they don't care—they would rather focus on raising others up instead of just

863   light. Rich people are insulated from much of the suffering of this world, causing them

867   place at the right time), fail to understand that **evaluating** people based solely on

868   MB20 The first thought that clicks my mind after hearing the word morality is what is

872   right. On the other hand when heart feels pain of walking on thorns, displeasure the

903   h people. But we are Muslims and according to the teachings of our own religion their

904   on the basis of wealth. But we have forgotten the teachings of Islam, we are just

908   sider poors equal to rich and live their lives as blessings offered by Almighty Allah not