



Analysis of Grammatical Metaphors in "Home Fire" from Hallidayan Perspective: A Novel by Kamila Shamsie

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Abstract

This study explores the use of Ideational Grammar consisting of both Stratal Model and Semantic Model Grammatical Metaphors from Kamila Shamsie's novel 'Home Fire'. This paper explores grammatical metaphor (GM) from a theoretical perspective. To achieve this, the paper firstly presents two models that theorize GM, namely the stratal model and the semantic model. GM types and instances show differences according to the model that theorizes GM; the paper, therefore, will analyze the types and instances of GM. This will be followed by research studies that investigated the development of GM in language development and language education to present how GM theorization has been applied in literature. Finally, the paper will conclude with a discussion and pedagogical implications for researchers and educators.

Key words: *Grammatical metaphor; language development; nominalization; clauses*



Introduction

Kamila Shamsie, a renowned Pakistani novelist, resides in both Karachi and London. Her MFA is from the University of Massachusetts, Amherst, and her BA is from Hamilton College in Clinton, New York, where she has also taught creative writing. In addition, she writes for Prospect magazine, The Guardian, The New Statement, the Index of Censorship, and radio broadcasts.

Her works of fiction include *A God in every Stone* (2014), *Burnt Shadows* (2009), an epic story that was nominated for the 2009 Orange Prize for Fiction, and *Broken Verses* (2005). *Home Fire*, her seventh book, was shortlisted for the Costa Novel Award, longlisted for the Man Booker Prize, and awarded the 2018 Women's Prize for Fiction. Her books deal with issues of power, identity, history, and cross-cultural relationships.

The twin siblings Aneeka and Pervaiz of the Pasha family are the focus of the book, along with their elder sister Isma who has raised them in the year following the passing of their mother and their jihadi father, who the twins were unaware was also deceased. Pervaiz tries to join ISIS in Syria to emulate his father. In the book, identity, nationality, and religion are discussed. Shamsie investigates how a person's nationality and religion are used by others to define their identity. This perspective appears to be quite limited. The Pasha family is British, but because of their faith, people frequently doubt their identity and "Britishness."

Grammatical metaphor (GM hereafter), which was suggested by Halliday (1985a) is one of the most important characteristics of academic, bureaucratic, and scientific discourses and it is one of the crucial contributions of Systemic Functional Linguistics (SFL hereafter) to the field of linguistics and education. However, GM theory has evolved since its suggestion and there are two models that theorize GM. Depending on which theory researchers draw on, the instances of GM differ dramatically. Therefore, this paper first aims to explore GM from a theoretical perspective and then it will move on to the application of the theory in language development and language education studies.

Limitation of the study

Because of time constraints and concerns about the article's extensive length, not all the novel's grammatical metaphors were chosen. The current work contains only one example of



grammatical metaphor of interpersonal meta-functions: modality and mood. Furthermore, the research report does not include the frequency of the grammatical metaphor.

Research Objectives

1. To identify different Types of Grammatical Metaphors.
2. To explore grammatical metaphor from a theoretical perspective in the novel.

Research Questions

1. Which types of GM did the writer use in the novel Home Fire?
2. What is her purpose of using Grammatical Metaphors in her novel Home Fire?

Literature Review

Jean Webster explores grammatical metaphor in his work *Daddy-Long-Legs* (1912). Muhameed Jamiudeen, Oloko (2017) in his thesis analyzed Halliday's Grammatical Metaphors in the Niyi Osundare's poetry in which he picked up Grammar Metaphors concerning with the ideational and interpersonal perspective. Academic Literacy and Grammatical Metaphors Grammatical metaphors are the primary source of abstraction, according to Halliday (1985b), and their contextually based usage also indicates the adult language system's level of language development (Halliday, 1993a). Labeling in Second Language Academic Writing L2 academic writers concentrate on the effective application of grammatical metaphor construction into their writing, understanding the critical role of grammatical metaphor, particularly ideational grammatical metaphor. Yang (2018) concentrated on the distribution of logical and experiential grammatical metaphors in research articles from a range of hard and soft science disciplines, as well as the British National Corpus.

Grammatical Metaphor

Grammatical metaphor is the sophisticated application of a nominalized phrase in a smooth, impersonal clause. It is employed to highlight the proposition and provide clarity to the message in both written and spoken discourses. Grammatical metaphor is a supplement to the idea of lexical metaphor, according to Halliday (1985). It functions as a potent linguistic tool that speeds up and simplifies the completion of several tasks at once through grammatical repackaging. In addition to converting the dynamic state of language into a static one, it also brings forward lexically dense structures and lexically dense entities within and between clauses, simplifying the grammatical intricacy of the language by engrossing logical relations between them and



involving the reasoning to make the arguments compelling and "unassailable facts" (Martin, 1985; Halliday & Martin, 1993). Halliday (1985a) proposes a type of discourse known as grammatical metaphor. Since the Semantic Model is essentially the Stratal Model's development, its use in literary and scientific texts is greatly enhanced. There is no denying that, according to Halliday's systemic Functional Grammar, Grammatical Metaphor is one of the most important aspects of language. Kamila Shamsie's book *Home Fire* contains the two Halliday models: The Semantic Model (Halliday 1985, 1993) and the Stratal Model.

McGrath and Liardét (2022), followed a very similar methodology to this one, but it concentrated on the use of grammatical metaphor by college students writing. They discovered that while there was variation in the specific Grammatical Metaphors each discipline used, overall differences in Grammatical Metaphor frequency were very small. Nominalization has been successfully studied by other scholars as a shortened form of grammatical metaphor. More research has been done on nominalization as opposed to grammatical metaphor, especially around multidimensional studies of interdisciplinary differences. Nominalization was taken into consideration by Hardy and Römer (2013) when examining the distinction between "Involved, Academic Narrative" and "Descriptive, Informational Discourse." They discovered that while student writing in the sciences was more informational and tended to employ nominalization more frequently, student writing in the humanities tended toward the "involved" pole, or relatively low in nominalization. This contrasts with a study conducted by Gardner et al. (2019) on successful student writing, which discovered a strong correlation between the social sciences and the use of long words, nominalizations, attributive adjectives, and abstract nouns—all characteristics of GM.

Table 1

Example of Grammatical Metaphor (not from the novel)

Climate	Changes	after every 10th year (normal clause)
Climate	Undergoes changes	After every 10 th year (grammatical metaphor)

The stratal model

In connection with the stratal tension between lexicogrammar and discourse semantics, the stratal model theorizes GM (Halliday 1985a, Halliday 1988, Halliday 1998; Martin 1992a,



Martin 1993b; Halliday & Martin, 1993). According to the stratal model, GM is defined as the resetting of the relationship between lexicogrammar and discourse semantics, which results in stratal tension. Martin (1993b) states that grammatical metaphor creates a tension between semantics, or the meaning of a text, and grammar, or the way a text is worded. GM must be interpreted metaphorically and congruently because of the stratal tension between semantic categories and their realization in lexicogrammar. Interpersonal and ideational metaphors are the two primary GM categories in the stratal model (Halliday 1985a). There are two categories of ideational metaphors: logical and experiential (Martin 1992a). Grammatical metaphor is treated by Ravelli (2016) as an adult text, which quickly demonstrates that these generalized meanings are consistently realized in the expected manner. The meaning in the text is what distinguishes grammatical metaphor from traditional metaphor (Halliday, 1985a).

Congruent language encoding is the natural way that language encodes the messages it conveys. An example of this would be: He immersed himself in his childhood recollections. This process occurs in a specific person under specific conditions. Grammatical Metaphors are non-congruent ways of encoding language, such as "his diving down in the memories of childhood was remarkable." Some metaphorical expressions, like "make blunder" and "take a bath," find their way into the language system and come to represent the usual or expected way of realizing that meaning. Experiential metaphor, according to Halliday (1985 a), is a metaphorical method of meaning-making in which an adjective in lexicogrammar realizes quality and a noun in process.

Semantic Model

An additional category GM is also referred to as the Metaphor of Transitivity or the Semantic Model. Ideational metaphor and interpersonal metaphor are the two subcategories it explores, as proposed by Halliday & Matthiessen (1999). The congruent and metaphorical realization of semantic categories in grammar is explained by this model: It is congruent to realize a sequence as a clause complex or a process as a verb: they are both the verb and the clause complex in the context of their evolution. It is metaphorical when a process is understood as something other than a verb or when a sequence is realized as something other than a clause complex.

They are being replaced in these functions by another grammatical unit. According to Halliday, one kind of grammatical metaphor is ideational metaphor, also known as metaphor of transitivity. Six processes make up this transitivity: existential, behavioral, mental, verbal, and



material. Each of them consists of three parts: the procedure itself, the participants in the procedure, and the circumstances surrounding the procedure. It is possible for the participants, processes, and circumstances to change, which Halliday refers to as grammatical metaphor. Making the sentence brief and direct is the major goal of the metaphor of transitivity.

Nominalization

Nominalization is a grammatical tool for creating nouns from other word classes. According to Thomson and Droga (2012), nominalization refers to the nouns that name processes and are derived from other classes of words. A process known as nominalized grammatical metaphor converts other speech components—especially verbs and adjectives—into nouns. The outcome is the materialization, historicalization, or statization of the characteristic action process. The example that follows, taken from Kamila Shamsie's book "Home Fire," demonstrates how meanings are crammed into nominal groups to create GM instances and how the clause itself realizes the causal relationship. To convey more complicated ideas in a single sentence without using the characters' personal pronouns, Kamila Shamsie used grammatical metaphor.

Research Methodology

Qualitative method is used when doing the data analysis. The novel "Home Fire" by Kamla Shamsie, which was initially read for the purpose of in-depth reading. To find the specific Grammatical Metaphors elements needed for the analysis, a second reading was conducted. Grammatical metaphor samples that were not chosen at random were used for the analysis. With the close literary exegesis of Home Fire, the study enlists the concerned literary criticism, available literature, and authorial commentaries. The data is to be collected from the concerned books, internet sources, research articles, journals, online databases, archives, and media sources. The studies conducted following the emergence of the semantic model were included to reach a more comprehensive picture of GM theorization and application.

Table 2

Occupying other people's territory	causes	more problems than it solves	Metaphorical
Scope	Material	Actor	Function
Nominal group	Verbal group	Nominal group	class



In this example experiential and logical meanings become more metaphorical.

Example 1.

At first, no tried to fill the silence with conversation about Asma, but her response made it clear theirs was not the relationship of closeness Isma had portrayed.

The processes in the above sentence ‘tried to fill’ and ‘made it clear’ are realized by verbal groups. Whereas, the experiential meanings are packed into nominal groups, i.e “the silence with conversation”, “her response”, “theirs” and “relationship of closeness”.

Example 2

It was an embarrassment not aided by entering his flat, which was paid for and decorated by his mother, with its central open plan space that combined kitchen, living room and dining area in an expanse that could double as a playing field.

The action/process (to embarrass) is formulated as thing (embarrassment) and the consequential relationship between them is construed using the word “aided” in the above example.

Kamila Shamsie has used mostly semantic model while using Grammatical Metaphors in her novel ‘Home Fire.’

The window of the flat	thrown open	To allow in the sunshine of the unreasonably warm day. (GM)
Actor	Material Process	Goal (function)

Thrown+ open, verbal group+nominal group=GM

A drunk driver	took a turn	Grammatical Metaphor
Actor	Material process	Function

Took+ a turn= verbal group+noun group= GM

He	broke into	Pakistani pop songs	GM
Actor	Material process	goal	Function

Interdependent: Grammatical Metaphors found in a single clause more than single occurring.



That	Can	Frizzy fly away	Without attaining the	Grammatical
	counter	hair	miracle of straightening	Metaphor
Actor	Material	participant	circumstances	function
	process			

Can counter+ frizzy fly hair+ without attaining the miracle of straightening=GM

Verbal group+ noun group+nominal group=GM

Verbal process

The man	made	Happy noises	GM
sayer	verbal process	verbaige	Function

Made+ happy noises- verbal group nominal group= shows the example of GM.

Mental Process

She	as felt	tired	As she ever had	GM
sensor	Mental process	phenomenon	been circumstances	Function

Felt+tired – verbal +nominal=GM

Relational Process

That	is making	it ok	GM
identified	relational	identifier	Function

Making+ok= verbal+ nominal=GM

It	was	Not about the unsmiling one's choice of career	GM
Identified	Relational	Identifier	Function

“Unsmiling one’s own choice” shows the example of semantic GM.

Killing civilian	is	Sinful (GM)
token	Relational process	Value (Function)
nominal	verbal	

In the above clause the example of nominalization is clearly found.

Behavioral Process

He	Could make her smile	GM
Behaver	Behavioral process	Function



“Could make her smile” is GM of modality. Has a participant

Aneeka’s face	Settling into contentment	GM
behavior	process	Function

“Settling into contentment”, is semantic GM example as its nominalization shows the process of the clause.

He enjoyed	Making travel plans	(GM)
behavior	process	Function

Making+travel plans-verbal group+nominal group= GM

Data Analysis

Semantic and stratal models, as well as their combination, were used to analyze the data. For the analysis, a justification for the usage was determined and explained. The definition of GM from the perspective of the stratal model might be the resetting of the relationship between discourse semantics and lexicogrammar creating a stratal tension. Additionally, it was discovered that intradependent metaphors had semantic model identity after they were identified and examined. Therefore, rather than using a stratal model, the novel Home Fire uses a semantic type of identity. Due to time constraints and the article's length issue, not all the GMs from the text were chosen.

Results and Discussion

It is advised to conduct additional research on the literary writers' identities, usage, and styles. It is advisable to examine grammatical metaphors in writing from all literary genres as well as from the contents of newspapers and magazines. Analysis of grammatical metaphors from plays and poetry is also necessary. All disciplines should include GM in their curricula so that students and writers can convey a greater variety of concepts and events in a highly vivid way. The young authors will be able to condense more events into their descriptions in this way.

Like how Kamila Shamsie employed GM to condense intricate concepts into a single sentence without making any personal remarks. Instead of having characters narrate more ideas in a condensed amount of space while enhancing the description's beauty, she has concentrated on the descriptions of the events.

The identification, function, and essence of grammatical metaphor in novels that use both the strata model, and the semantic model should be investigated in more detail. Analysis of the two



models' integration is also necessary. The use of grammatical metaphors can improve the soundness and maturity of academic writing by creating coherent connections between sentences. They also clearly demonstrate the connections in spoken discourse.

Conclusion

This suggests that when it comes to the interpretation of their domain-specific knowledge, ESL learners ought to participate in some language training courses. Following the findings, we also suggest that Pakistani ESL learners' L2 instruction concentrate on GM development to fully enable them to take advantage of language's meaning-making globalization for competent academic writing (Bukhari, Shazia. 2022). To distinguish between lexical and semantic grammatical metaphors, more study is needed. Theorization of GM was followed by research studies that explored the role of GM in language development and language education contexts in relation to their GM model adopted. As an addition to GM research, the paper also presented the findings of a recent study that developed an approach to teaching grammatical metaphor retheorizing GM.

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