

## **TEXTUAL ANALYSIS OF SOME CODES IN NIGERIAN TEACHERS' CODES AND ETHICS**

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### **Abstract**

The textual analysis of the Nigerian teachers' codes seems not to have been wholly explored by textual analysts, hence the researchers' interest to take up an aspect of the analytical landscape by embarking on textual analysis of Nigerian teachers' codes and ethics using Halliday's Systemic Functional Linguistics (SFL) theory. The researchers are motivated by the factors of misinterpreting the codes by some people to attempt interpreting the codes with the view to drawing out the functional messages contained in them and to figure out why some teachers misinterpret the codes. The data for the study is drawn from TRCN *Teachers' Code of Conduct*, the internet and print materials and the researchers use qualitative research design for data analysis. After a study of the codes, the researchers uncover that teachers' codes are professional guidelines with adequate discourse structures that can be analysed using dissimilar linguistic theories. Another unearthing is that the functional messages of teachers' codes revolve around professional guiding principles that stipulate how teachers should relate with learners, parents, fellow teachers, employers and the society. Also, the study reveals that one of the reasons teachers' codes are misinterpreted or misapplied by some teachers is because the codes are not interpreted to them. As result of some of these findings, the researcher suggests that subsequent

editions of teachers' codes should stipulate how the codes will be interpreted to teachers from time to time.

**Keywords:** Teachers' code of conduct, textual analysis, principles

## **Introduction**

According to Gurdeep, language is the machinery that we steadily use to converse, to translate, to articulate or to write to others and to complete inestimable activities in our daily interface with one another (361). This means that in the course of human interactions, through language, meaning is encoded and decoded. Gee and Handford explain that the purpose of language is not only for communication of meaning alone. According to them "we do not just mean things with language: we also do things with language" (1). In other words, for us to foster human relations, we have to translate our experiences or implications of the world into a language that is meaningful and functional or utilitarian. In line with this, Eggins stipulates that all the time we have "to react to and construct bits of language that makes sense" (1)

Nevertheless, this meaning, which is the ultimate concern of communication or Linguistics, is encoded in syntactic layers. As a result of these strata in language, most linguists prioritise language stratification as the best way of looking at human interactions and meaning generally. For instance, in Systemic Functional Linguistics, language is analyzed in four strata, namely: Context, Semantics, Lexico-Grammar and Phono-Graphology. Gurdeep, citing Halliday, says Context is concerned with register, and register comprises Field, Tenor, and Mode (361). On the other hand, Semantics is divided into three components, namely: Ideational Semantics (the content of intention), Interpersonal Semantics (speech-function, exchange structure, expression of attitude, etc.); Textual Semantics (text structure). On the other hand, Lexico-Grammar deals with the syntactic arrangement of words into meaningful expressions

where a functional approach involving analysis of the utterance is done in terms of roles such as Transitivity, Theme, and Mood. Phonology-Graphology covers all features pertaining phonological properties and graphic apparatus. Studies in this area of linguistics all point to the fact that languages contain structures that house communication and interactions of human experiences that can be studied by analysing the same language strata.

Generally, teaching and language learning are aspects of Applied Linguistics and Education. Education is considered to be a master key to any social-political and economic development of any nation. Teachers are the pivots on which the educational system or process rests. This means that teachers have a crucial role to play in the educational life of any society. Aklahyel (344) asserts that “teaching is one of the most noble and the oldest professions in the history of mankind”. This means that the teaching profession has been with mankind right from the inception, and it is the most indomitable profession of all times. In assessing the critical attribute of teachers and the foremost roles they play in the development of a nation, the federal government of Nigeria had taken steps towards the professionalization of the teaching occupation. This initiative of re-positioning and sanitizing teaching as a noble profession productively culminated in the establishment of Teachers Registration Council of Nigeria (TRCN). This regulatory body is saddled with the responsibility to regularise and sustain the occupation. It is important to note that with the establishment of TRCN and the establishment of teachers’ code of conduct, the teaching profession is sure to be professionally equipped for tremendous enviable operational exploits.

## **Conceptual Review**

### **Textual Analysis**

Tracing the inception of textual analysis, most scholars are of the opinion that “textual analysis comes from the work of researchers, theorists known as the French structuralists in the 1960s particularly the work of Roland Barthes” (Ayoub, 15). Since its inception in the 1960s, textual analysis has received many linguists’ attention. However, McKee remarks that “textual analysis is the central methodology of Cultural Studies; and yet we do not have available a single, published straightforward guide as to what it is and how we do it” (138). McKee may be right and sincere in this opinion. That is why he has this casual view that “when we perform textual analysis on a text, we make an educated guess at some of the most likely interpretations that might be made of that text” (140). The problem with this assumption is that the intellectual tasks involved in carrying out a textual analysis of a text are far more than mere educated guesses. For instance, Norman (184) regards textual analysis as embodying two complementary types of analysis, namely: linguistic and intertextual. Linguistic analysis according to Norman relates to the traditional levels of analysis within linguistics and various aspects of the structure of texts beyond the sentence. On the other hand, intertextual analysis arbitrates between language and social contexts (184). When we subject a text to these critical linguistic experiments, we apparently engage in staid intellectual exercises that transcend mere guesses at text meaning or interpretations.

Notwithstanding, after its inception in 1960s, apart from McKee, many scholars conceive textual analysis from different perspectives. For instance, Morris considers it as a qualitative research method that “describes, interprets and evaluates the characteristics of a recorded message” with a view to ascertaining how an author encodes meaning in the text (163). Even though,

Morris (163) constricts the precincts of textual analysis to a mealy evaluation of recorded message, he informs us about the job that a textual analyst does. From this perspective, a textual analyst arrives at meaning by assessing the features of a recorded speech (and by extension written text). What this means is that a researcher undertaking a textual analysis of a text fulfills his assignment by examining the various components of the text especially from the various language units. Ogunsiyi (266) refers to these language units as levels which according to him encapsulate: “substance, form and context.” Paraphrasing what Tomori (44-45) says, Ogunsiyi elucidates that “Substance is made up of the phonic and the graphic materials of language ...; form incorporates grammar and lexis while context relates language form to the non-linguistic features” (266).

### **Discourse and Semantics**

Halliday’s Systemic Functional Linguistics has three meta-functions, namely: interpersonal meta-functions, ideational meta-functions and textual meta-Functions. Eggins’ summary of Systemic Functional Linguistics offers that human language has developed to make three kinds of meanings, namely: experiential meanings (clause as representation), interpersonal meaning (clause as exchange), and textual meanings (clause as message) (58-59). In dealing with meaning and context, Halliday & Hassan emphasise that “Systemic functional grammar analyzes the semantics of a language and the situational contexts in which the language is used in such a way that each serves to predict the other” (45).

These opinions show how meaning and context are related in discourse analysis. For instance, Semantics is the highest stratum within language; it serves as an interface between language and the environment outside language (Halliday and Hassan, 61). This implies that semantics interfaces with context,

but not only with context that operates within context (Halliday and Hassan, 61). As the upper of the two content strata within language, semantics is the border between context and lexico-grammar. It also transforms experience and interpersonal relationships into linguistic meaning. And lexico-grammar transforms this meaning into words, adopting the speaker's perspective, at the same time; it is organized externally as a unit operating in context where the structure of the context of situation operates (Halliday and Hassan, 62). Thus, one may conclude that the meaning of the world and how society views it; their social beliefs and ideologies are all reflected in their discourses and this illustrates the paramount interconnectivity between discourse and ideologies in people's written or spoken discourses.

### **Discourse and Text**

Text and discourse are perhaps used in very erratic scope. This unpredictability appears to be as a result of "various conceptions, degrees of abstraction, and types of oppositions" (Tárnyiková, 19). As a result, "some scholars identify text with written language communication, and discourse with spoken communication" (Tárnyiková, 19). For instance, Alba-Juez (16) candidly says "the term text is restricted to written language, while discourse is restricted to spoken language". However, modern Linguistics reviews text from a broader perspective. For instance, according to Alba-Juez (16), text is reconsidered to include "every type of utterance; therefore a text may be a magazine article, a television interview, a conversation or a cooking recipe, just to give a few examples". This notion interchangeably places text side by side with discourse.

Meanwhile, there are scholars who view text as an abstract construct (langue), while discourse its manifestation (parole). However, explaining the similarity between text and discourse, Longacre (337) claims that what he calls discourse is

called text in Europe (Tárnyiková, 19). In Van-Dijk's perception (3), text is "the abstract theoretical construct underlying what is usually called a discourse." Tárnyiková quotes Widdowson's differentiation of the two terms when he says - text is characterised as "sentences in combination", while discourse as the "use of sentences in combination" (19). These views seem not to be self-explanatory, given the technical nature of the two concepts in question, especially to beginners in the field.

However, we may agree with Tárnyiková (21) who sums up that "text and discourse have gradually come closer to each other as a result of the expansion of the scope of the notion of text ... to cover both spoken and written modes of communication". Based on this expansion, text is defined from different perspectives. Tárnyiková summaries these various perspectives of text as follow: text as a structured sequence forming a unitary whole; text as a stretch of spoken or written language; text as an incremental building of propositions; text as a poly-predicative segment; and text as the abstract theoretical construct underlying a discourse (21). The most important aspect of text is the interconnectedness of structure and ideas. This is what Halliday refers to as texture.

### **Context and Register**

Context is paramount in discourse analysis. A text in Halliday's terminology is a chunk of language that is actually communicated in spoken or written form by real people in actual circumstances (Bloor and Bloor, 4). This is because meaning is determined by examining context and contextual clues. Gratuna and Kallmeyer (8) say "Contextuality establishes references to frames of interpretation which may be located within the actual text or interactional unit but also establishes links to a wide range of discourse events". Firth, following Malinowski, classifies context into two; referring to the broader context as context of

culture, and the specific context as context of situation (Graber, 20). This means that in addition to the context of culture, which is the general context that gives meaning to culturally recognized activities, a text is produced in a specific context of situation, that is, the instantial situation. On the other hand, Biber points out that “one major approach to discourse analysis focuses on the study of language use, describing the ways in which lexical and grammatical features are used in texts” (191). Biber goes on to specify that “the description of a register involves... the situational context, the typical linguistic features, and the functional relationships between the first two components” (191). Moreover, Biber emphasises “the linguistic description of a register requires quantitative analysis to identify the features that are ‘typical’” (191).

In systemic theory, choices made on the level of genre are realized by configurations of context-of-situation variables. These variables or aspects of the context of situation embedded in a text are referred to in systemic Functional grammar as the register plane. The register variables are field, tenor, and mode (Graber, 11). According to Almurashi, Halliday models the context of situation in terms of three important strands called register as follows:

**Field:** this mentions the topic or what is being talked about (textual meta-function)

**Tenor:** this portrays those who are involved in the communication (interpersonal meta-function)

**Mode:** this gives an indication of what part language is playing in the interaction and what form it takes - written or spoken - (ideational meta-function) (73).

Thus, like Tomori explains, “context relates language form to the non-linguistic features” (Ogunsiji, 266). Systemic functional linguistics describes the formal and the situational dimensions of



language. At the situational level, contextual variables are analysed. Meanwhile, description at the formal level concerns patterns such as phonology/graphology, grammatical and lexicosemantic. That is to say that Systemic functional linguistics is concerned with both structural and functional meaning of a text (Ogunsiji, 267).

### **The Teaching Profession and Ethical Codes**

In every profession, ethical standards are set. A profession is a vocation that requires special skills and experience. The Alberta Teachers' "Association Nature of Teaching and Teaching as a Profession" explains that in its broadest sense, "teaching is a process that facilitates learning." Teaching is therefore the specialized application of knowledge, skills and attributes designed to provide unique services to meet educational needs of the individuals and of the society. According to Aklahyel, a "profession refers to a distinct task which could only be performed meaningfully by an individual who has been initiated, trained and assessed" (344). Gailey (121) is convinced that "the service to be rendered by the teaching profession is to assist in preparing human beings in their younger periods of life so that they may be equipped ... to live in the most serviceable manner possible during the whole of life." That is why Maryrose and Uchenna (69), explain that "the essence of teaching is to influence learners to make desirable changes in their behaviour that contribute to better living." In TRCN *Teachers' Code of Conduct*, teaching is said to be one of the oldest and noblest of all profession. This implies that all other professionals such as engineers, lawyers, pharmacists, etc are made by teachers. It is the profession that has more members than other professions (TRCN, 1).

Even as the argument regarding whether teaching should be regarded as a profession or not still lingers, with the establishment of TRCN, teaching is expected to be

professionalized. Unfortunately, due to some of these issues the status of teaching profession in Nigeria has been a contentious issue over the years. According to Goodlord, as cited by Aklahyel, “the autonomy and self-governance is principally missing in teaching” (346) Whether or not the argument questioning the credibility of teaching as a profession is resolved or not, teaching has become more of a profession than a passion, and as such there is a paradigm shift in the perception of the public. This perception is informed by the effort towards professionalization of teaching with the establishment of Teachers Registration Council of Nigeria. TRCN is responsible for the regulation of the teaching profession in Nigeria. The established teaching codes are encapsulated in the values of respect, care, integrity, and trust that are reflected throughout the code (an online source 2012). The Nigerian Teachers ‘professional ethics are enshrined in the Nigerian *Teachers’ Code of Conduct*. Therefore, the importance of ethics and codes to any professions cannot be overemphasised.

### **Theoretical Framework**

The study adopts Halliday’s Systemic Functional Linguistics (SFL). According to Opoku and Adjei (14) while “Systemic refers to the view that language is an interrelated set of choices or options for making meaning ... functional refers to the view that language has evolved to do what it does.” SFL is considered appropriate for this study because while many linguistic theories focus on mental process, SFL is somehow sided with sociolinguistics and pragmatics where language is explored on the basis on how it is used in social contexts or how meaningful choices are made to achieve targeted goal. This means that SFL focuses more on what language does (language function) than how it does it (language structure). Halliday and Matthiessen (3) clarify that SFL “has a semantic as well as a formal lexico-grammatical reactance”.

## Method of data collection, design and analysis

The primary source of data for this research work is the TRCN *Teachers' Code of Conduct* first published 2004. The researchers used the 2013 edition of the text. The choice of this edition is for two reasons. Firstly, it is the most recent edition with updated information. Secondly, it is the copy that is currently in circulation and available to the researcher and, supposedly, the teachers. The qualitative design is the main research approach engaged in interpreting the meanings expressed by the clauses and the clause complexes in the Nigerian teachers' code of ethics. The researchers draw on qualitative analysis model for data analysis. The study being a textual analysis, data is presented and analyzed using Halliday's Systemic Functional Linguistics. The work is partitioned into sections.

## Data presentation and analysis

### 1. Learner's Rights and Dignity

Teachers	should have	respect for	learner's right and dignity	without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc.
<b>Actor</b>	<b>Relational</b>	<b>Goal</b>	<b>Beneficiary</b>	<b>Circumstance</b>
<b>Theme</b>	<b>Rheme</b>			
<b>Mood</b>		<b>Residue</b>		

As represented above, at the interpersonal level, the clause process belongs to Relational process of attributive. It is represented by a verb phrase “*should have*”. The participants involved in the clause are Actor = *Teachers* (traditionally a plural common noun category), Goal = *respect* (an abstract noun), and Beneficiary = *learner’s right and dignity* (a nominal group). Also, there is a presence of minor system – Circumstance of manner = *without prejudice to gender, race ...* (Prepositional phrase) and this has the major role of expanding the clause especially by elaborating on the manner in which the respect should be carried out. The role of the preposition – “for” – is to provide the relationship between the goal and the beneficiary.

Mood occurs between “teachers” and “should have”. In the clause, the imperative mood of given shows that the writer is not involved. It shows that the writer is giving out a sort of instruction to reader. The use of modulated modality “should” indicates obligation. It means that the writer is giving out a set of instructions that the reader is obliged to carry out.

The unmarked theme in the clause is “teachers”, while “should have respect for learner’s right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc.” is rheme. Using the unmarked theme, teachers, is appropriate given the fact that teachers are the target of the rheme; the group the instruction contained in the rheme is meant for. Also, thematic progression cannot be determined in the clause because the clause is listed as a distinct unit of instructions.

## 2. Discipline

Teachers	should (at all time) ensure that	learners behave in a civil and disciplined manner
<b>Actor</b>	<b>Material</b>	<b>Goal</b>

<b>Theme</b>	<b>Rheme</b>	
<b>Mood</b>		<b>Residue</b>

In clause 2, “should .... Ensure” is classified as a Material process, that is, a process of doing which presupposes and presents teachers as professional experts with the skills to carry out the assigned task without letdown. The participants involved are: Actor = teachers (traditionally a common noun category) and goal = that learners behave in a civil and disciplined manner (nominal group or clause). From the traditional point of view, it is an intransitive clause and, as such, there is no Beneficiary, but Range and participant. The minor system, circumstance – at all time – as an adverbial phrase of manner (frequency) expands the verbal group of the clause and expresses the degree of regularity.

Mood is indicated through “teachers’ and “should (at all time) ensure”. It is an imperative mood of given, suggesting that the writer is not involved. He or she is giving out information or instruction to the readers. “At all time” is taken to be an equivalent of “usually”, which is modalization. However, the modulated modality “should” indicates obligation. It means that the writer is giving out a set of instructions that the reader is obliged to carry out.

The unmarked theme in the clause is “teachers”, while “should [at all time] ensure that learners behave in a civil and disciplined manner” is rheme. Using the unmarked theme, teachers, is appropriate given the fact that teachers are the target of the rheme; the group the instruction contained in the rheme is meant for. Also, thematic progression cannot be determined in the clause because the clause is listed as a distinct unit of instructions.

### 3. Plagiarism

Teachers	should recognize	the handwork and contributions of colleagues to knowledge	by refraining from copyright violations
<b>Senser</b>	<b>Mental</b>	<b>Phenomenon</b>	<b>Circumstance</b>
<b>Theme</b>	<b>Rheme</b>		
<b>Mood</b>		<b>Residue</b>	

In clause 3, “should recognize” is classified as mental process of cognition. The participants involved in the clause are: Senser (“teachers” as a common noun), Phenomenon (the handwork and contributions of colleagues to knowledge), and Circumstance (by refraining from copyright violations). Phenomenon consists of a noun clause functioning as the object of the process, while circumstance of extension is an embedded non-finite clause functioning as an extended expansion of the phenomenon.

Mood is reflected in “teachers” and “should recognize”. This mood of the clause is an imperative mood which suggests the relationship between the writer and the reader. The mood excludes the writer, and specifies that the writer is giving out information or instructions to the readers. The use of modulated modality “should” indicates obligation. It means that the writer is giving out a set of instructions that the readers are obliged to carry out.

“Teachers” is fronted as an unmarked theme to indicate the target of the clause, or the “point of departure” on which rheme or residue is built. Thematic progression cannot be measured because it is structurally listed in the discourse.

#### 4. Loyalty

Teachers	should cooperate with	one another	to achieve professional goals
<b>Actor</b>	<b>Material</b>	<b>Beneficiary</b>	<b>Goal</b>
<b>Theme</b>	<b>Rheme</b>		
<b>Mood</b>		<b>Residue</b>	

In clause 4, “should cooperate” is classified into material process, that is, the process of doing. The participants involved in the clause are: Actor = “teachers”, Goal = “to achieve professional goals”, and Beneficiary = “one another”. The clause is an example of what is traditionally called ditransitive clause. The presence of actor, “teachers” (a common noun), shows clearly that the clause is in the active voice. The preposition “with” links the Actor with the Beneficiary in terms of the relationship “teachers” and “one another” share in the clause. Traditionally, Goal (to achieve professional goals) is a director object. The beneficiary (one another) is an anaphoric reference for the Actor (teacher).

Mood is related in “teachers” and “should cooperate”. Here the imperative mood shows that the writer is an instructor. In other words, the mood suggests a form of charge where the writer issues instructions to the readers. The use of modulated modality, *should*, indicates obligation. It means a sort of instruction for the readers to carry out.

“Teachers” is fronted as an unmarked theme to indicate that the information in the rheme is given and it is meant to be carried out by the actor. The thematic progression of the clause cannot be determined because the clause is independently listed in the text.

### 5. Right to Information

Teachers	should provide	parents/guardians	with all relevant information about activities, progress and problems concerning their children/wards as and when required
<b>Actor</b>	<b>Material</b>	<b>Goal</b>	<b>Circumstance</b>
<b>Theme</b>	<b>Rheme</b>		
<b>Mood</b>		<b>Residue</b>	

Clause 5 shows that, *should provide*, is classified into material, that is, a process of doing. The participants involved in the clause are: Actor = *Teachers* (a plural common noun), and Goal = *parents/guardians* (a nominal group). As a monotransitive structure, the clause does not give room for Beneficiary. Rather, it contains a minor system *Circumstance* – “with all relevant information about activities, progress and problems concerning their children/wards as and when required” which is, traditionally, a prepositional phrase functioning as Circumstance whose major role is to expand the meaning of the clause by supplying detailed information.

In the clause, Mood is reflected in “teachers” and “should provide”. This imperative mood of given shows conciliates the tone of command and implies that the writer is not involved. It indicates that the speaker has given instructions to present to a group of audience. The use of modulated modality, *should*, indicates obligation which proposes that the writer is giving out a set of instructions that the audience is obliged to execute.



Also, “Teachers” as theme is fronted to indicate the point of departure where rheme is built. “Teachers” as an unmarked theme is not just a point of departure but also the target of the instruction captured in the rheme. In other words, the instructions encapsulate in rheme prescribe what teachers should do. The message of the clause is presented or listed independently in the text, and as such, we may not analyse its thematic progression.

### 6. Constructive Criticism

Teachers	should criticize	their colleagues, constituted authorities or public affairs in the country	only constructively and with a high sense of responsibility
<b>Actor</b>	<b>Material</b>	<b>Goal</b>	<b>Circumstance</b>
<b>Theme</b>	<b>Rheme</b>		
<b>Mood</b>		<b>Residue</b>	

Clause 6 shows that “should criticize” is classified into material process, that is, process of doing. The participants involved in the clause are Actor = *teachers* (a plural common noun), and Goal = “their colleagues, constituted authorities or public affairs in the country” (a nominal group). As a monotransitive clause, it has no beneficiary. There is also the presence of minor system, circumstance = “only constructively and with a high sense of responsibility”. As an adverbial phrase, the circumstance functions as a post-modifier of the material process (should criticize) indicating clearly the manner in which the criticism should be done.

In the clause, the imperative mood of given shows that the writer is not involved. Mood is reflected in “teachers” and “should criticize”. It shows that the writer has some instructions to render

to the audience. The use of modulated modality, *should*, indicates obligation. It means that the writer is giving out a set of instructions that the readers are obliged to carry out.

Also, “teachers” is fronted as theme to indicate the target of the clause where the theme is separated from rheme or (residue in the case of textual meta-function). The theme of the clause “Teachers” is unmarked. Thematic progression is not structurally marked because the clause is not embedded in a continuous text, but simply listed.

### **Research Findings**

#### **Qualitative Analysis of the Nigerian Teachers’ Codes**

One of the objectives of the study is to carry out a qualitative analysis of the Nigerian teachers’ codes. By this, the researcher aims at studying the meanings of the professional guidelines contained in the Nigerian teachers’ codes. After a study of thirty-nine codes, captured in the forty-five sampled clauses and clause complexes, it is revealed that the codes are clearly listed as typical sets of professional policy statements outlining what is acceptable and what is unacceptable in the profession. These set of instructions and obligations are written in “phraseological” patterns that can easily be analysed and interpreted. As an official document, the codes contain subtitles which offer themes to the clauses that are written under them. This organizational structure serves as a guide that further simplifies the messages of the codes. Thus, the researcher discovers that the Nigerian teachers’ codes are ideological and professional ethical principles that offer sufficient guidance to all teachers in the profession in syntactic and semantic structures that are congruent and interpretable.

### **Conclusion**

In terms of the theory that the study applies, the researcher discovers that Systemic Functional Linguistics theory is adequate

for the study. This is because in as much as there are other linguistics theories that may be satisfactory for the study, Systemic Functional Linguistics theory offers an essential theoretical frame that enables the researcher to achieve all the aims and objectives of the study. In the course of the study, the researcher discovers that the instructions contained in the Nigerian teachers' codes reflect the three meta-functions specified in Halliday's Systemic Functional Linguistics. The basic tenets of the three meta-functions of meaning of a text are utilized while analysing twenty clauses of the teachers' codes. All the sampled clauses are successfully analysed using the properties of ideational, interpersonal and textual meta-functions.

Also, through taxis and logico-semantic relations proposed by the theory, the researcher is able to study the structure of clause complexes of the Nigerian teachers' codes. For example, twenty-five clause complexes are successfully analysed using the features of taxis and logico-semantic relations. The clauses reflect the two taxis proposed by the theory. The researcher discovers that out of the twenty-five clause complexes the study covers, fourteen (14) of them are paratactic while eleven (11) clause complexes are hypotactic. Also, the three relations of expansion, namely: extension, elaboration and enhancement offered by the theory are successfully used in interpreting the meanings of teachers' codes.

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