

Osei Yaw Akoto. Adaptation of Token-Value Concepts to the Analysis of Code Glosses in University of Cape Coast Students' Handbook (2013). *English for Specific Purposes World*, 14(39).

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Adaptation of Token-Value Concepts to the Analysis of Code Glosses in University of Cape Coast Students' Handbook

ABSTRACT

Over the past three decades, metadiscourse studies have engendered a booming interest from scholars in Applied Linguistics, discourse analysis and English for Specific Purposes. While most of these studies have focused on disciplinary genres, academic writings, business discourses, and parliamentary discourses, the same cannot be said about the 'handbook genre'. Further, code glosses, one of the metadiscourse subcategories, have also not been given much attention. To fill the above gaps, the present study adapts Halliday's concept of token and value to explore code glosses in UCC students' handbook. The results reveal that token-value configuration is predominant in the handbook as compared to value-token sequence. Also, the study reveals that there are four semantico-syntactic relationships, which are defining, exemplifying, synonymous and simplifying, between token and value in UCC students' handbook. The findings have implication for the theories of Systemic Functional Linguistics and metadiscourse; and institutional communication.

Keywords: metadiscourse, code glosses, token, value, handbook

INTRODUCTION

Language users in any form of communicative discourse seek to be understood by their readers/listeners. Consequently, clarity is considered as an indispensable hallmark of any form of discourse –written or spoken. Writers, particularly, have extant linguistic resources employed to achieve their aim. Hyland (2005) refers those that writers use to manage information flow in order to communicate their preferred interpretations to their audience as interactive resources.

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Given that every academic text is written to be understood (Hyland, 2005), handbook writers also aim at communicating a message in a language devoid of ambiguity, vagueness and any form of linguistic malformation that may impair information flow. Hence, this study, drawing on Halliday's (1994) concepts of value and token, seeks to explore the sequence and relations of code glosses in University of Cape Coast Students' Handbook.

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Conceptualizing Code Glosses

Encarta (2009) dictionary provides four related important definitions of gloss.

- i. a short definition, explanation, or translation of a word or phrase that may be unfamiliar to the reader, often located in a margin or collected in an appendix or glossary
- ii. an interpretation or explanation of something
- iii. to give a short definition, explanation, or translation of a word or phrase that may be unfamiliar to the reader
- iv. to interpret or explain something in a deliberately misleading or negative way

In the three preceding definitions, the writer of the dictionary underscores the general role of gloss as an elaboration to a technical or a specialized word. It is specialized because a generic or institutional, socio-cultural context can confer an extra meaning to the generally or universally known meaning of a word.

The first definition from the Encarta dictionary alludes to the location/placement of glosses in texts. Wikipedia therefore implicitly enumerates three kinds of glosses, based upon their

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location: interlinear (in-text), glossary, and footnote/endnote glosses. The last two types consider gloss as an appendix or a 'secondary discourse' to the main text, 'primary discourse', (Vande Kopple, 1985). The fourth definition is the preserve of the opinion mining which is a subdiscipline of computational linguistics (Read Esuli & Sebastiani, 2006).

In this study, the first kind is what is invoked. This sense of the gloss considers it as an integral part of the text which helps to increase interactivity and interpersonality in text, and hence is considered part of metadiscourse. Scholars on metadiscourse (Vande Kopple, 1985, Hyland, 2005; Adel, 22006) specifically refer to it as code gloss.

Code glosses was first used in the metadiscourse literature by Vande Kopple (1985). He classified metadiscourse elements into two main categories –textual and interpersonal metadiscourse and categorized code gloss as one of the four subcategories under the textual metadiscourse.

Vande Kopple's (1985) terminology has been adopted by all subsequent scholars (Crismore et al, 1993; Hyland, 2005; Adel, 2006) who helped popularise metadiscourse to make it more theoretically grounded and empirically explicit (Hyland, 2005). Even though there are divergences in the metadiscourse theories, code glosses appear to be one of the subcategories of metadiscourse whose definition and function are accepted by all the theorists on metadiscourse. Code glosses signal reformulation, restatement, or exemplification of ideational message (Hyland, 2005). Adel (2006: 165) appropriately refers to it as 'metalinguistic operation of clarification'.

Writers are always aware of the register of the discourse communities within which they draw their member resources (Gee, 1999). As such, they authenticate their 'nativity' in the discourse community by using the accepted phraseology and conventionalized lexicon. Meanwhile, they also bear in mind the wider readership of their 'products' (texts). Hence, by using the technical terms of the discourse community to ascertain their socialization or enculturation, they also adopt linguistic and rhetorical resources to make themselves understood by experts, apprentice of the community and even outsiders. Vande Kopple (1985) concludes that code glosses 'clarify the sense of usage' to readers. Code glossing is therefore a way of 'solving comprehension problems, or solving discourse ambiguities' (Adel, 2006: 166). Given that English is a writer responsible language, code glosses are one of the resources writers use to increase the readability of texts so that readers will be able to access the message of writers.

STATEMENT OF THE PROBLEM

Code glosses has engendered attention of scholars in recent times. Unlike some of the metadiscoursal subcategories (e.g. hedges, self mentions, attitude markers, evidential, etc.), code glosses have not been given much attention. Surprisingly, almost all the studies on code glosses are related to reading comprehension. Except Hyland' (2006) and Akoto (forthcoming), no study has explored, into details, the subfunctions and the linguistic realization of code glosses. Even though Akoto's (forthcoming) study is similar to this one in terms of the generic context, the focus of this present study makes it completely different from the former.

This study, therefore, seeks to explore code glosses and the 'code' (token) they 'gloss'. Hence, it adapts Halliday's (1994) concepts of token and value to ascertain the frequency of the

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token-value sequence and the relations between token and value in University of Cape Coast student's handbook.

Specifically, the study seeks to find out the sequence/configuration of token-value or value token, given that the two structural concepts or elements are reversible (Iwamoto, 2008), an idea referred to as token-value bi-directionality (Xin, 2004, Wei, 2002). Further, it seeks to investigate the relations between a 'code' (token) and its gloss (value).

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Research questions

The study is underpinned by two research questions:

1. What is the frequent pattern of value-token and token-value in the UCC students' handbook?
2. What is the relationship between the token and the value in UCC students' handbook?

METHODOLOGY

Data set

University of Cape Coast Students Handbook (UCCSH) forms the basis of this research. It is a sixty-seven paged document. The Handbook is an official reference material which contains institutional policies rules and regulations. It is an official document of the university to its students. In it rights and responsibilities of students are stated. The University requires that students obtain full understanding of its contents.

To achieve communicative success, the University adopts linguistic and rhetorical resources to elaborate the ideational content to ensure that the responsibility of understanding the content lies on the writers, not the readers (students). Given that English is a writer responsible language, it is hoped that the handbook is written in well-explained terms. This is to ensure that no student takes advantage of any hidden message to undermine the rules and policies of the University.

Institutional Context for the Research

Institutional and disciplinary contexts influence discourses that students engage in. Edu-Buandoh (2010) contends that the link between discourse and setting are bi-directional. Lilli and Curry (2010) also maintain that the geopolitical context of writers inevitably influence academic text production at both the discursal and metadiscursal levels. Consequently, Fuertes-Olivera, Velasco-Sacristan, Arribas-Bano and Samaniego-Fernandez (2002) argue that metadiscourse use is particularly influenced by setting and genre.

This section, therefore, describes the setting of the present study. The broader geopolitical setting of the present study is Ghana, a multilingual West African country. Linguistically, per Kachru's (1992) concentric circle, Ghana forms part of the outer circle, where English is used as a second language. The English Language is, therefore, used as both official language and academic lingua franca in all educational Ghanaian institutions. Teaching and assessment, including thesis writing, are done in English (except in the Departments of French and Ghanaian Languages).

Ghana has eight public universities, which are University of Ghana, Kwame Nkrumah University of Science and Technology, University of Cape Coast, University of Education,

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University of Development Studies, University of Mines and Technology, University of Allied Sciences, and University of Renewable Energy. The institutional context for the present study is University of Cape Coast (UCC), the third tertiary institution to be established in Ghana (Dwarko & Kwarteng, 2003). The University was first established in 1962 as a University College of Education and affiliated to the University of Ghana. Its main aim was to train graduate teachers for Ghana's second cycle institutions, teacher training colleges (now Colleges of Education), technical institutions and polytechnics. UCC became a fully-fledged university with the mandate of awarding its own degrees, diplomas and certificates in 1971.

UCC now comprises three faculties, viz., Arts, Social Sciences, and Education; and five schools –Agriculture, Biological Science, Business, Physical Sciences and Medicine. Currently, UCC offers multidisciplinary programmes on full-time, part-time and distance bases, with the aim of training professionals who will help address the developmental problems of a changing world (UCC, 2010). Two reasons accounted for the choice of UCC as the institutional context for this study. One, no study of this kind has been conducted in this University. I, therefore, considered it appropriate to undertake this study in this university to fill this gap. Coupled with this is the researcher's affiliation to the university, which facilitated the access to the data.

Analytical Framework and Procedure of Analysis

Halliday's (1994) concepts of value and token were adopted as the analytical framework for this study. These two concepts form part of the relational process, a sub-dimension of transitivity. Code glosses, structurally, presuppose a 'to-be-clarified phenomenon' and a 'defining' unit. These structural units are appropriated to Halliday's (1994) value and token

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respectively. The value defines the token by giving it “meaning, referent, function, status, or role” (Halliday, 1985: 115). Sometimes, there are difficulties in identifying the token and the value. Imawoko (2008) proposes ‘semantic judgment’ test in identifying them. Eggins (1994) suggest an important syntactically-oriented test to distinguish these two concepts.

Token will always be Subject in an active clause

Value will always be Subject in a passive clause. Eggins (1994: 260).

As Iwamoto (2008) argues, the token is the element that stands to be clarified while the value is the device which does the clarification, reformation, exemplification of the token. Hence, in the example ‘Division of Public Affairs (PAA)’, the first part of the expression which is reformulated in the form of an acronym is the token while the acronym, ‘PAA’ which is the code gloss is considered the value.

The corpora were analysed in three stages. In the first stage, all instances of code glosses were identified in the text, the students’ handbook. I read through the text three times at different times. This was to ensure that all code glosses in the text were identified. And indeed, any time I read the text, I identified ‘new’ ones.

The second stage focused on the classification of the code glosses into their subfunctions. Here, I used green, black, blue and red pens to mark synonymous, defining, exemplifying and simplifying relations respectively.

The third stage included the transformation of the qualitative data into quantitative form for quantitative analysis. The statistical figures brought out the text styles of the investigating genre, given that ‘style can only be isolated by examining typical choices [code glosses choices], and therefore frequencies’ (Short, 1996: 330). Next, the identified code glosses were transformed into percentages for the quantitative analysis.

The mixed method was useful in analyzing metadiscourse items because 'quantitative analyses give a solid empirical foundation to the findings; non-quantitative analyses are required for interpretation' (Biber, 1988: 52). Biber (1988) further adds that quantitative and qualitative approaches are complementary, and that one is without the other. More so, the mixed method is employed as a strategy of triangulation to 'bring grater plausibility to the interpretation of results' and also 'to increase the validity of the eventual findings' (ibid, 195; Hyland, 2000:195). Regarding quantitative analysis, descriptive statistics were employed for the identification of trends and patterns in the frequency of token-value/value-token sequence and relations. Descriptive statistics was utilized since it renders 'data into forms which facilitate the comparison of disparate kinds of information' (Nwadinigwe, 2002: 82). The obtained results were therefore expressed in percentages for easy comparison.

ANALYSIS AND DISCUSSION

Value-token Patterns in UCC Students' Handbook

This section focuses on the patterns of the tokens and values of code glosses use in the handbook. This seeks to ascertain the frequencies of token-value or value-token patterns in the handbook. In all, 409 code glosses were identified in the handbook out. But in some cases where slashes (/) or 'or' was used as code glosses as 'Club/Association and 'Club or Society' it was difficult to determine which was the value or token. Such cases of indeterminacy amounted to two hundred and twenty two (222). This figure, subtracted from the total number of code glosses (409), amounted to two hundred and eighty-seven (287). The quantitative results are provided in the table below.

Table 1: Token-value/Value-token occurrences in UCCSH

SEQUENCE	FREQUENCY	PERCENTAGE (%)
Value-token	6	2.09
Token-value	281	97.91
TOTAL	287	100

Out of two hundred and eighty-seven code glosses, there were only six value-token cases. It is the case where the value (code gloss) precedes the token. The value-token sequence in the text has implication for the significance of the information communicated to the students of the handbook-writers. Probably, the handbook writers sought to foreground the value rather than the token. For instance, in extract 3 below, the writer stresses ‘any non-consensual sexual conduct’ rather than ‘offence’. Examples are provided below:

1. *The membership of each hall shall consist of the students assigned to it **who shall be known as Junior Members and the Senior Members of the University assigned to it, who shall be known as Fellows.***
2. *The regulations relating to DRAP (**Demonstration, Rallies, Assemblies and Processions**) for students should be strictly adhered to.*
3. *Any non-consensual sexual conduct is an **offence** (emboldened in the text).*

Value-token configuration, as Berry (1996) explains moves from the ‘less abstract ‘ to the ‘more abstract’ or the decoding to the encoding. But Nichol (<http://www.dailywritingtips.com/>) raises a concern about this configuration: ‘And, again, why explain the term before the reader reads it? Let the reader dance on the precipice of danger for an instant...’ Nichol thinks it is improper

to have the token preceding the value. But I believe that the value-token configuration is a matter of individual, institutional or disciplinary preference.

The quantitative information on token-value sequence suggests that UCC places much emphasis on the token than the value. They probably think that knowing the token would compel the reader to proceed to know its value. As shown in Table 3, 97.97% of the cases recorded were token-value sequence. The high preference for this pattern, as already reiterated, reveals the emphasis UCC places on the token (the concepts). They therefore foreground the value to reveal its significance. Instances of token-value sequences are provided below.

4. *The Vice Chancellor who is the academic and administrative head of the University, and chief disciplinary officer is responsible to the University Council.*
5. *Demonstrations/Rallies/Assemblies/Procession (DRAP)*
6. *Interpersonal matters (making friends, conflicts between room-mates, friends, etc)*

The token-value configuration moves the readers from the 'more abstract' to the less abstract (Wei, 2002; Berry, 2008). Wade (2011) in his response to Nichol's view (stated above) noted 'the only thing left to squabble over is one of aesthetics and general personal preference. Personally, I prefer sometimes to put the "gloss" before the "term." It all depends on the context...and my mood'.

Admittedly, the choice for any of the patterns may be informed by style, generic/disciplinary/institutional norms or values. In the handbook, two reasons probably accounted for the predominance of token-value configuration in the students' handbook. As the first official documents students receive from the university the writers possibly want to foreground the technical and technicalised/specialised terms in the 'university lexicon'. This will

possibly help to inculcate the spirit of curiosity into the students so that they will yearn to understand what, at the first glance, appears incomprehensible. This probably explains why 'faculty' is foregrounded and is followed by its definition in extract 5. The writers might have been influenced by active sentence constructional principles. So, the writers are influenced by their knowledge in active sentence construction, as Eggins (1994) argued that token-value and value-token configurations are equivalent to active and passive structures respectively.

Token-Value Relations in the Handbook

This section explores the relation that exists between the tokens and the values among the code glosses employed in the students handbook. The analysis revealed that there are four value-token relations. This section discusses these four relations with examples from the text. The table below shows the distribution of the relations

Table 2: Frequencies of value-token relations

Relations	Frequencies	Percentages (%)
Synonymous	252	61.61
Defining	74	18.09
Exemplifying	57	13.94
Simplifying	26	6.36
TOTAL	409	100

Table 2 reveals that synonymous relation recorded the highest frequency of occurrence followed by defining, exemplifying and simplifying, in that order. The total occurrence of code glosses under this research question is more than those under the first research question because under the first one, there were some synonymous relations where the researcher could not identify which was the token or value. Examples of these are provided 'club/association and ministers/priests'. But under the second research question all the cases of indeterminacy were considered.

Synonymous value-token relation

The synonymous relation brings out the sense relation between a value and a token. Most often, writers attempt to use the synonyms of words when they want to be understood by their readers. But the difficult encounter with this relation is the distinction between the token and the value, given sequence is irreversible (Eggins, 1994). It varies based upon which of them the writer intends to foreground. Examples of these are stated below:

1. Misconduct of Junior Members (Students)
2. Faculties/Schools
3. Ministers/Priest
4. Hall Warden/Master

In the examples above, it is difficult to consider the token and the value. Even though it is difficult for us to assign the status to the compositions of the structure, we have been able to ascertain that the relationship between them is synonymous. Sekyi-Baidoo (2002) therefore notes that 'Word-forms may relate by *expressing the same idea* (Italicized in original). It means these particular words select the same ideas from the world of cognition. Such words are synonyms'

(p. 152). This relation makes student understand the text, especially if the first item is less familiar to student than the second one. For instance, the expression 'Junior Members' is less familiar to students and so the use of its synonym 'student' then makes the text readable and accessible to the readers. The same thing applies to 'Hall Warden' and (Hall) Master. This so because out of the eight halls on University of Cape Coats campus only Adehye Hall is normally assigned Hall Wardens. All the others have Hall Masters. So hall warden is a less commonly used expression.

Defining value-token relation

Graham and Mckenna (2004) argue that, primarily, token/value relation performs an implicitly taxonomic as well as a defining function. The defining relation is, as Eggins (1994: 258) argues, a case where "x serves to define the identity of y". The defining value-token relation is a case where either the value or the token functions as 'definiendum' or 'definiens'. Examples of this relation are provided below:

5. The Vice Chancellor **who is the academic and administrative head of the University, and chief disciplinary officer** is responsible to the University Council for the overall administration of the University.
6. Sexual Imposition –**non-consensual sexual touching**
7. Consent is the act of agreeing to engage in specific sexual conduct.
8. Silence does not mean consent.

The defining relation is explicitly addressed to make the language of the text accessible to the general audience. It also increases the degree of readability because undefined terms can make the text overtly boring to read and more so it will not realize the aim of helping to 'advertise'

(regarding its policies, practices and beliefs) the university to the general public as well, since non-students also read the University handbook, although it is intended for students. In extract 2, for instance, the relation between 'sexual imposition' and 'non-consensual sexual touching' is a defining one. The former, which is the value, is defined by the latter, which functions as the token.

Exemplifying value-token relation (as x is an example of y)

In some cases, one can appreciate a concept or phenomenon when instances of the phenomenon are provided. This may sometimes supplement or complement a definition. Examples are considered to be specific cases of a phenomenon that further supports an idea or a statement (Zemack & Rumisek, ...). Therefore the value-token exemplifying relation clarifies terms by examples. As already discussed, the value-token sequence in this relation varies. It could be value followed by token or vice versa (Paquot, 2008). Instances of the exemplifying relations are stated as follows:

9. No student would be eligible to stand in any election in the University (**SRC, JCR, and Local NUGS**) unless he/she has attained at least a CGPA of 2.5 at the time of standing for the elections.
10. Phobia (fears) of any type (**e.g.** fear of examination, fear to interact with people, fear to speak in class).

In extracts 9 and 10 above, the bracket and the abbreviation 'e.g.' serve as the exemplification markers (Hyland, 2006) respectively. In extract one for instance, 'SRC', 'JCR', and 'Local NUGS' are examples of 'election in the University'. The exemplifying relation helps the handbook readers to appreciate the contextualized meaning of 'election'

in the University of Cape Coast. Hence, it clearly differentiates it from such elections as UTAG, FUSSAG, TEWU and elections at in clubs/associations and religious bodies.

Simplifying relation

In his paper, Akoto (forthcoming) found that code glosses function as simplification markers. In this sense, the actual word and the acronym are considered as value and token respectively. The sense relation identifiable between them is regarded as a simplifying one. In effect what the token does is to simplify the value. Instances of this relation are provided as follows:

11. Division of Human Resource (**DHR**)
12. Institute for Educational Planning and Administration (**IEPA**)
13. Centre for Research on Improving Quality of Primary Education in Ghana (**CRIQPEG**)

From the examples above, we realize that all the acronyms are placed in parenthesis, to differentiate them from the actual expressions. The simplifying relation between a value and its token helps in easy memorization by readers. Consequently, Wikipedia maintains that 'Acronyms are often taught as mnemonic devices'.

CONCLUSION

The paper sought to explore code glosses use in University of Cape Coast Students' handbook. It adopted Halliday's concepts of token and value to ascertain the pattern and also the relation that exist between the token and values.

The qualitative and quantitative content analyses revealed two main findings. First it was found that the student handbook extensively employed the value-token sequence in communicating with the audience. This, as noted, was largely attributable to institutional style and norm/values. Further, we realized that they were four relations between tokens and values in the text. These relations are defining, exemplifying, synonymous and simplifying.

The findings of the study have two main implications. They have implications for institutional/corporate communication and the concept of code glosses and systemic functional linguistics, specifically transitivity.

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