



UNIVERSITY OF ILORIN
ILORIN, NIGERIA

FUNDAMENTALS OF THE USE OF ENGLISH

UNIVERSITY OF ILORIN



EDITED BY:

PROF. SOLA T. BABATUNDE
PROF. VICTORIA A. ALABI
DR. TAOFIG A. ALABI
PROF. WAHAB A. EGBEWOLE

ISBN: 978-2066-48-6

FUNDAMENTALS OF THE USE OF ENGLISH

EDITED BY

**PROF. SOLA T. BABATUNDE
PROF. VICTORIA A. ALABI
DR. TAOFIQ A. ALABI
AND
PROF. WAHAB O. EGBEWOLE**

Copyright © 2018 General Studies Division, University of Ilorin

First Edition: 2009
Reprinted: 2010, 2012
Second Edition: 2013
Reprinted: 2017
Third Edition: 2018

ISBN: 978-2066-48-6

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, or otherwise without the prior permission of the copyright owners.

Printed at **UNILORIN PRESS**
University of Ilorin

PREFACE

On assumption of duty as the Director of the General Studies Division of this great university in October, 2015, I looked at the textbook in place for GNS 111 and GNS 112, *The Use of English in Higher Education* and resolved there was the need to review the contents in terms of updating them as well as bringing on board emerging contemporary issues in order to meet the challenges of contemporary Nigeria. There was also the need to make the textbook more student-friendly as well as more of an instructional material. These goals have been largely achieved as this book now has an abridged courseware which directs the minds of the students to the basic thrust of this course. We have equally succeeded in tinkering with the contents in terms of style and issues addressed. Some new chapters were developed in the new textbook.

No doubt, these new additions will go a long way in broadening the horizon of the students and further expose them to the issues for which the course was originally designed. It is important to stress that we have gone a bit further to provide a full courseware, powerpoint presentations of the chapters, and a detailed work plan which will be available to students through their portals once they complete the registration process. It is hoped that the idea of video presentations would be achieved before the end of 2018/2019 session so that our students can benefit maximally.

We wish to put on record the unflinching support of the University Administration under the able leadership of the Vice Chancellor, Prof. Sulyman Age Abdulkareem, The Deputy Vice Chancellor Academic, Prof Sylvia Malomo, Prof. Bayo Lawal, Prof. S.T. Babatunde, Dr. Taofiq Adedayo Alabi, (the Coordinator of this course), Dr. Mukhtar Etudaiye and all the staff members of General Studies Division.

This new textbook in our view is very rich in content, reader friendly, generally designed to expose the students to the nitty gritty of the course there by make the students fully prepared for the 21st century world of communication.

Prof. Wahab O. Egbewole
Director, General Studies
September, 2018

TABLE OF CONTENTS

SECTION ONE: BASICS AND LANGUAGE SKILLS

Chapter 1	1
An Overview English Language in the Modern World	
<i>Sola Timothy Babatunde (Ph.D.)</i>	
Chapter 2	11
Listening Skills	
<i>Binta F. Ibrahim (Ph.D.)</i>	
Chapter 3	28
Reading Skills	
<i>Abdullahi Salih Abubakar (Ph.D.)</i>	
Chapter 4	
Towards Improving Spoken English Proficiency among Nigerian Undergraduates	37
<i>Taofiq Adedayo Alabi (Ph.D.)</i>	

SECTION TWO: THE STRUCTURE OF ENGLISH

Chapter 5	
Morphology: Some Basic Concepts	53
<i>Muhideen Ola Durosinmi</i>	
Chapter 6	
Basic Syntactic Classes	62
<i>Sola Timothy Babatunde (Ph.D.)</i>	
Chapter 7	
Syntactic Units	78
<i>Muhideen Ola Durosinmi</i>	
Chapter 8	
Concord in English Sentence	87
<i>Kadir Ayinde Abdullahi (Ph.D.)</i>	
Chapter 9	
Punctuation: Common Types	98
<i>Basambo Nurat Salihu</i>	

SECTION THREE: ESSAYS AND COMPOSITIONS

Chapter 10	
Paragraph Development	105
<i>Victoria A. Alabi (Ph.D.)</i>	
Chapter 11	
Two Types of Writing: Creative and Letter Writing	114
<i>Patrick O. Balogun (Ph.D.) & Bamitale J. Balogun</i>	
Chapter 12	
Essay Writing	125
<i>Mahfouz A. Adedimeji (Ph.D.)</i>	
Chapter 13	
Speech Writing and Making	140
<i>Osuolale-Ajayi, Ibukun Titilayo</i>	

Chapter 14
Report Writing
Oyinkan C. Medubi (Ph.D.)

Chapter 15
Writing for the Mass Media
Liad Tella

Chapter 16
Creative Writing
Foluke Aliyu-Ibrahim (Ph.D.)

Chapter 17
Revising and Editing
Kifayat Gambari-Olufadi

SECTION FOUR: STUDY SKILLS

Chapter 18
Study Types and Habits
Stephen Billy Olajide (Ph.D.)

Chapter 19
Effective Study Skills
Sarat Adenike Salihu

Chapter 20
English Usage in Selected Specialist Domains
Ibukun Titilayo Osuolale-Ajayi

Chapter 21
Registers and Jargons in Specialist Domains
Monsurat Aramide Nurudeen

Chapter 22
Comprehension of Written Passages
Taofiq Adedayo Alabi (Ph.D.)

Chapter 21

REGISTERS AND JARGONS IN SPECIALIST DOMAINS

Monsurat Aramide Nurudeen

Objectives

At the end of this chapter, the students are expected to:

- (i) define the concepts of register and jargon;
- (ii) mention and explain the types of registers;
- (iii) differentiate between various types of registers like frozen, formal, consultative, casual and intimate;
- (iv) classify given sentences and words according to more probable domains of use/occurrence;
- (v) specify the meanings of synonyms from different disciplines; and
- (vi) use given words in correct sentences and appropriate contexts.

Resources: Books, form discussion and internet materials.

Introduction

People use different linguistic varieties in different situations and for different purposes. Speech, thus, reflects and constructs the context in which language is used. The context of situation determines language use and usage and as such, different fields of academia and other varying spheres of human life are distinguished by the content and language use uniquely associated to them. The ability of an individual to manipulate and understand language discourses in different situations that confront her/him is one of the essential tools for her/his success in the academia and the society at large. In this regard, it will be erroneous to say or use words not associated with the context in which they are employed as this may impede effective communication or cause chaos between or among participants in such situations. These various contexts of speech situations are known as 'Domains'; a term popularised by an American Sociolinguist called Joshua Fishman in the early 1970s to depict "a socio cultural construct abstracted from topics of communication, relationship between communicators, and locales of communication, in accord with the institution, of a society and area of activity..." (Fishman 1972, p.20). In simpler terms, Holmes (2008, p.21) corroborates this assertion by stating that "a domain involves a typical interaction between typical participants about a typical topic in a typical setting". The essence of this is that the factors that influence the concept of domains are the participants involved in a discourse, the place where the conversation takes place and the topic being discussed. For instance, someone changes her language to the interlocutor's language when discussing certain topics. Also, the choice of language use is conditioned by the people one is speaking with. Consequently, the physical setting or the occasion of the activity will also have some influence on language use.

The table below gives a detailed illustration:

Domain	Addressee	Setting	Topic
Family	parent	home	Planning a family
Friendship	friend	beach	How to play beach tennis
Religion	priest	church	Choosing the Sunday liturgy
Education	teacher	school	Solving a mathematics problem
Employment	employer	workplace	Applying for a promotion

Domains of language use based on Fishman (1972, p.22)

The domains exemplified in the table above can be further extended to various fields/ disciplines or professions such as Education, Medicine, Agriculture and Religion, and are functional in sociolinguistic varieties referred to as **Register** and **Jargons**.

Several literatures do not make a clear cut distinction between Jargons and Registers. Scholars juxtapose their explication as a single variety. Wardhaugh (2010, p.48) contend that the domain of jargons has been treated as an alternative term that is sometimes used pejoratively for register language (see also Trudgill 1983). Other scholars, also synonymously refer to registers as style (Holmes, 2008), tenor or attitude (Quirk, Greenbaum, Leech & Svartvik, 1985). This chapter in an illustrative and distinctive approach attempt to provide an exposition of both varieties and their import to academic discourses for students and tutors alike when using the English language in various professional domains.

Registers

The term 'Register' was coined by Thomas, B. Reid in 1956 and brought to fore by a group of linguists in the 1960s notably Michael Halliday (Leckie-Tarry 1993 in Zequan 2003, p. 2)". It is defined as how the language we speak or write varies according to the type of situation (Halliday 1978, p.32). In essence, we use appropriate codes in appropriate contexts. The context in which a word is used has an effect on the meaning that is actually taken for granted. This is in tandem with Alabi (1994) cited in Balogun, Durosinmi & Inyang (2015) who opines that registers are situational varieties of any language mainly categorised according to phonological, syntactic, lexical and semantic levels of choice. The situation or context always guides the selection of words in different social or official roles. For instance, the language of the classroom is different from that of the home; also, 'wife' or 'spouse' is more formal than 'old lady' or 'missus', such synonyms associated with these different fields may also portray positive or negative attitude of the speaker, for example 'naïve' or 'gullible' seem more critical than 'ingenuous' (Saeed, 2009). In addition, when speaking in a formal setting, an English speaker may decide to choose more formal words such 'sister' as opposed to 'sis' child as opposed to 'kid' and so on and also avoid using 'chill' as opposed to 'relax' than when speaking in informal settings.

Sometimes we say or use words not appropriate to the setting. Crystal (1987, p.52) submits that "People often have different reasons for deviating from a particular norm at a particular time. This may be as a result of a need to portray their personal, social, or religious identity. Other reasons may have to do with the dislikes of the listener's appearance or behaviour or a more deep rooted person". Halliday (1985) proposes three main levels of registers which are useful for distinguishing the nature of social interaction of participants. They are **field**, **mode** and **tenor**. The field of a discourse refers to the social setting or what the discourse intends to investigate (Idiagbon, 2007, p.130). What the text is all about, what is

happening or the subject matter of the discourse. The field is most clearly reflected in the lexical items chosen and sometimes the way the language is structured. For instance, if two people are discussing on health related matters, their vocabulary will reflect the topic. This depends on the specific area of health they are discussing. Likely topics to be found in this field are: uterus, x-ray, haemorrhage, lesion, vaccination, tremor, surgery, haemorrhoids, etc.

Mode is the medium or channel of communication. The three major channels of communication are: speech, writing, and nonverbal means of communication which includes gesture, sign language, and mime. These nonverbal communications are sometimes used to complement speech.

Tenor is concerned with participants and their role – relations; for example, teacher/student, parent/child, preacher/congregation, boss/subordinate, buyer/seller and so on. Participants in a discourse have social roles, which could be temporary or permanent. Different individuals may assume different roles in different linguistic domains. This determines the choice of lexical items and may reflect equality, power or solidarity. For instance, a lecture room where a student's mother is the lecturer, the student in questions calls her parent 'Dr. Lawal' instead of 'mum'.

The level of formality of speech is the focal concern of register language usage. In a friendly chat, people use colloquial language, the casual and/or intimate style. For instance, when having a casual conversation with friends one is likely to use more colloquial words, contractions, and incomplete sentences than one would when responding to a question posed during a lecture. Vocabulary also varies with the situation of use or setting for example, one can either 'buy' or 'purchase' depending on the setting, 'munch' with friends in an informal setting and 'dine' with the king or president of a country in a formal setting. Also, the words 'live' and 'reside' are more casual than 'domicile'. Joos (1961, p.13) describes five major classification of degrees of formality. These style types in English include:

- Frozen register: They are static or unchanging scripted language such as preamble to constitution, wedding vows, biblical quotations, pledges of allegiance of a particular country and other static language. The wordings of this register are exactly the same every time it is spoken. It sometimes contains archaic words. These are example of frozen usage:

Example 1. Wedding vow: I, ---, take you, ---- to be my lawfully wedded (husband/wife), to have and to hold, from this day forward, for better or worse, for richer or poorer, in sickness and in health, until death do us part.

Example 2. Declaration of an election result to the populace by the chairman of an electoral body:

I, hereby certify that, having satisfied the requirement of the law and scored the highest number of votes is hereby returned the winner.

- Formal register: They are complete sentences and specific word usage. - Formal English often used to show respect, used in places such as work, academic environment public offices and business settings. Thematic pre occupation include interviews, speeches etc. the use of difficult/ dictionary words are also common e.g. hegemony, bluster, juxtapose etc. These are sentence example of formal usage:

Example 1: The students in the apex premises of education and learning worked collaboratively on unfamiliar and open-ended problems.

Example 2: The professor of literature is an embodiment of knowledge, idolized by contemporary youth and intellect alike.

- Consultative register: They are used in conversations between pairs or two-way participation; for example, teacher/student, doctor/patient, expert/apprentice,

colleagues, peers, strangers, etc. And as such, it features more complex syntax or long phrases, interruptions and feedback fillers such as 'uh-huh', 'I see', like, know what I mean, o.k., etc. In its use, prior knowledge is not assumed. Sentence examples of this style are;

Example 1: Conversation between a man and a stranger

Man: pardon me: do you think you can give me the time?

Stranger: certainly, it's nine o'clock.

Man: thank you.

Stranger: not at all.

Example 2: Conversation between a doctor and a patient

Ms Adewale: Good morning, Dr. Gobir!

Dr. Gobir: Good morning, what is wrong with you?

Ms. Adewale: I have been suffering from fever since yesterday.

Dr. Gobir: Do you have any other symptoms?

Ms. Adewale: I also feel headache and chills.

Dr. Gobir: Let me take your temperature. At this time, the fever is 100 degrees. Don't worry. I would prescribe some drugs and you will be alright in a couple of days.

Ms. Adewale: Thank you doctor.

- **Casual register:** They are everyday words used by members of a group to signal membership, friends and acquaintances; ellipsis, abbreviation and slangs are common. Interruptions are also regularly used like the consultative register. Casual register is also found in communications in social media platforms like chats, blogs, emails, etc. Slangs and abbreviations common in this style include:

Bae: someone who is dear;

Slay/slayer: to describe someone looking attractive;

Shade: to slightly insult someone;

Stay woke: a reminder to people to be aware of happenings in the society;

TBT: means throwback Thursday; used with a hash tag for posting a reminiscence for example, a picture (from a long time ago).

- **Intimate:** They usually express close relationship among the users e.g. lovers, spouses, siblings, best friends etc. It involves private vocabularies not for public information such as pet names (sweetie pie, honey, sunshine), inside jokes, etc.

More word examples of intimate style include: chairman (best friend), irawo (Yoruba meaning for star), sweetGaf, sis/ sisterly (sibling or a female best friend), darling, dear, babyboo, Joshy josh (best friend), stud, mushy face, orente, Jaybear, butter fingers, etc.

Students need to be familiar with these registers. To illustrate each of these register styles, we provide five examples of different situations using different types of language to express similar effect:

Example:

Order

Frozen -

Participants should remain seated throughout the ceremony;

Formal -

Those taking part should sit during the proceedings;

Consultative -

Would you please stay in your seats;

Casual -

Don't get up;

Intimate-

sit tight.

Example: Greetings
Frozen - Good day listeners, you are listening to Unilorin 89.3FM, the official radio station of the better by far community.
Formal - Good afternoon. May I speak to the Chairman, please?
Consultative - Hello, Dr. Johnson. How are you this morning?
Casual - Guy, what popping? ('Guy' refers to a male friend of the same peer, 'popping' is a slang which means 'how are you?')
Intimate - How is my stud muffin doing? (referring to a lover or a child)

Example: Encouragement
Frozen - I offer you all my prayers.
Formal - Thank you for applying for this position. We'll let you know within a week if you are been chosen for an interview.
Consultative - Thanks for following-up on the Nnamdi Kanu IPOB agitation case. Great job!
Casual - Whoa, way to go! Nice catch!
Intimate - I am crazy about you honey, you are the best.

Example: Complaints
Frozen - This is a complaint for damages and injunctive relief arising out of manipulative activities in the gold market from 1994 to the present time.
Formal - I hope you don't mind my stating that the service is unsatisfactory. I would like a refund.
Consultative - Excuse me Ms Wahab. As I understand the task, we need to focus on improving our delivery times rather than blaming our suppliers.
Casual - Oh, Bash. Just a moment! Listen, you know... well... what was yesterday joke all about?
Intimate - I'm sick and tired of your crap!

The examples above adequately illustrate how we vary our language to suit particular situations, particular media or particular human relationships (Tinuoye, 2003). We can clearly see how the tenor of interaction influences the register and other language choices, from the most rigid-frozen, to the least rigid-intimate. However, there may be overlaps in the use of the registers and their related styles, that is, a person can move from one register to another, this is influenced by a number of social factors.

As earlier explicated on the discussion on tenor, it is pertinent to note that people's roles in formal contexts determine the appropriate register regardless of the social relationship that exists between them. For instance, a very formal setting such as a law court will influence language choice regardless of the personal relationship between the speakers. In a classroom where a child's mother or father is the teacher, the same pattern is usually found. A catholic priest will be addressed as 'father' even by his own father during a religious ceremony.

A register can also reflect the specific style of language one uses. For instance, one could speak or write in an academic register, a business register, a legal law or legalese register, medical register, computing register and so on. We shall give a full explication of various vocabularies associated to some of these specialist fields in our next discussion on jargons.

Jargons
Jargons are the actual compendium of technical words of a particular topic, field or profession. Yule (2007, p.245) emphasises that jargons help to connect those who see themselves as 'insiders' in some way and to exclude 'outsiders'. In juxtaposing register and jargons as a single and related language variations, Holmes (2008, p.259) describes Jargons as

registers which a group of specialists often develop to talk about their specialty. **Journalese**, legalese/legal language, medical language and so on are all to be considered as examples of different jargons. Occupation, therefore, is another factor that can cause language to vary; the use of technical terms constitutes jargons of one's vocation. Unlike registers which takes cognisance of formality, setting, task, participants and topic as determining factors, jargons are concerned with specialised terminologies. For example, words like atom, catalyst, solvent, and spectroscopy indicate scientific jargon; likewise, words like virus, bacteria, syndrome, tremor, and abdomen indicate medical jargon. Jargons can also have ordinary word alternatives. Ofuya (1996) states that specialised vocabularies (scientific jargons as the basis for her discussion) grew out of the ordinary usage and have in turn influenced it. She gave the following illustrative expressions to substantiate her submission: God is the architect of one's life; he shuttles between Ilorin and Abuja on a weekly basis. Likewise, these medical jargons also have ordinary word alternatives; for example, sign-symptom, eye problem-ocular defect, fear-anxiety-phobia, etc.

Occasionally, Jargon words are shared by different professions; two or numerous professions/ fields might use similar vocabularies for different purposes. For example, the word 'port' is used in computing to mean the act of converting software so that it can run on a different operating system, in the military; a small opening in an armoured vehicle, in the maritime field; a place by the sea or river or other waterways where ship and boats can duck, load and unload. Also, the word 'register' is used varyingly in different fields. In English or Linguistics it is often referred to level of formality of a speech, however in music it refers to the sound quality of a note or melody, and in computing it refers to a device used for storing information. Similarly, the word 'bond' is used in the scientific field (Basic Science/ Chemistry to be precise) to mean attraction and repulsion between atoms and molecules while in the legalese or legal language it means an agreement with legal force. So it is with the word 'virus' used in the fields of computing and medicine.

Most of these specialised words are also used in our daily interactions. Consider the following examples:

<u>Field</u>	<u>Word</u>	<u>specialised Usage</u>	<u>Ordinary Usage</u>
Law	minor bill	under aged/not legally an adult proposal for law	insignificant amount you owe
Banking	freeze	to legally stop the supply of money to somebody	when liquid turns to solid
Stock Exchange	share	one of the equal part of a company that you can buy	A part of the total number of something
Computing	notebook	A portable computer	A book for recording notes

Students should therefore selectively attend to only the specialised meanings of words in the course of their study.

To use jargons effectively, you must know your audience. Hence, you should avoid using terms your readers or listeners will not understand, well- placed jargon in speaking or writing can lend the voice of authority or the face of genuineness on the speaker. Oloruntoba-Oju (1996, p.195) notes that, the use of vocabularies in their appropriate specialisation shows erudition and competence in that discipline and therefore wins greater respect for the user. In essence

specialised terms... whom and when appropriate. In the domain of medicine
for instance:

A Medical student can say to an Obstetrician:

Dr. Chuma, we have a case of primiparous woman in obstructed labour with failure to progress at 6cm dilation. She may need a Caesarian Section'

A doctor should not say to his patient:

'It must be a viral attack' but instead say 'it must be some kind of infection' or;

'You are suffering from an unestablished syndrome' but instead say 'you seem to have a fairly uncommon ailment and we are not too sure of its characteristics yet'.

'Jaundice refers to yellow pigmentation of the skin due to an accumulation of the pigment bilirubin in the blood owing to acute liverishness' but instead say 'Jaundice refers to yellow colour of skin or the changing of skin colour to yellow due to the accumulation of yellow substances in the blood owing to certain disorders in the functions of the liver'

(Adapted from Oloruntoba-Oju, 1996)

These medical jargons evident in these statements may hinder the patient's comprehension, scare them away and or present the doctor as being egotistical.

The context is also paramount in jargon use and usage. For example, you cannot say 'I domicile in....' to a friend but rather 'I live or reside in....' this is also applicable when speaking to a boss. The word 'domicile' is a legal jargon which means a permanent legal residence as such it is not applicable in a casual setting.

Ferguson 1994 cited in Wardhaugh (2010) gives the significance of specialised use and usage by asserting "that people participating in recurrent communication situations tend to develop similar vocabularies, a characteristic bit of syntax and phonology that they use in these situations ...seem to facilitate speedy communication, establishing feeling of rapport..."(p.48.). A person can control a variety of jargons: you can be a lawyer and a stockbroker, or medical personnel, and an academic.

Vocabularies associated to some varying specialist domains are illustrated below:

Law

Some of the legal terms and their meanings which mark the lawyers as members of the legal group are:

Arson- the crime of intentionally setting fire to property,

Injunction- An order issued by a person or group, especially to refrain from some act,

perjury- Deliberate lying or giving false evidence while under oath,

acquit - To pronounce someone not guilty,

convict,- To pronounce someone guilty of an offence.

Other vocabulary associated with this field include: good law, bad law, accused, jury, alibi, perjury, larceny, libel, felony, quillotone, appellant, solicitor, plaintiff, summons, verdict, assault, bonafide, etc.

It is important for students and professionals alike in this field to avoid the traditional style of archaism, excessive and intricate use of legal terms to aid easy comprehension and understanding by people outside of the domain. Even when the need arises it should highly be limited.

Medicine

Some medical terms and their meanings are:

Pneumonia- inflammation of the lung(s);

Virologist- a specialist in the study of viruses and the disease caused by them;

Convalescent- A patient who is recovering from an ailment;

Fracture- A break in a bone;

Febrile- fever.

Other vocabularies associated with this field include; hemorrhoids, uterine blockage, immune-suppression, trapezium fibrosis, tonsils, flexeril, epidural, dialysis, ectopic pregnancy, bronchoscope, hyposadia, gynaeomastia, hypotonia, chromosomes, contagious, inflammation, etc.

Medical vocabularies/ terms can also be used out of the medical domain and also project ordinary meaning. For example: 1. The life wire of the men of the underworld has been captured. 2. Study these books and digest the rules in it.

Computing/Information and communication technology (ICT)

Data- information for computer processing;

Interface- boundary across which data passes;

Programming- the designing or writing of computer programs;

Memory- storage area of a computer that maintains information;

Spreadsheet- A computer program for numerical data;

Software- programme of instruction that directs the operation of a computer.

Other vocabularies include usb, router, protocol, java, hardware, firewall, antivirus, console, RAM, floppy disk, flow chart, line printer, mouse, byte, central processor (CPU), visual display unit (VDU), etc.

Quite a number of Computing/ICT terms have been extended to other specialised fields and also twisted to slangy expression amongst Nigerian youths mostly in tertiary institutions.

Some of these slangy expressions are: example 1. 'Her RAM is bad'. Where RAM is an acronym for random access memory the sentence means 'the lady is dull' example 2. 'Operate the system carefully' means 'handle the girl with care' example 3. 'His grandpa has shut down' means 'his grandpa is dead'.

Military

Ammunition- bullets, bombs and explosives;

Coup d'etat- a sudden or violent seizure of state power by a small group;

Conscription - the practice of forcing people by law to serve in the armed forces;

Amazon- a female warrior;

Camouflage- disguise;

A number of other technical vocabularies in this domain include: artillery, cannon, squad, bayonet, troop, platoon, battalion, lieutenant, regiment, infantry, garrison, retreat, etc.

The military use their jargons in order to maintain professionalism and secrecy in the force. Pidgin words and slangy expressions are also demonstrated in this domain. Examples of such expressions used in the Nigerian military are ; 'ajuwaya'- pidgin term used for salutation, 'ground your ass'- sit down, 'return to base' - to come back to start point.

Government and politics

Manifesto- programme of action, policy of a party;

Enfranchise- admitted with the right to vote;

Suffrage- right to vote in a primary election;

Constitution- Laws and principles by which a state is governed;

Legislative: law making body;

Some other terms in this domain are; party, decree, sovereign, bye law- order, aspirants, rigging, constitution, primaries, dictatorship, communism, aristocracy, monarchy, and so on.

Agriculture
 Discorea - yams;
 Oryza sativa- rice;
 Zea mays - maize;
 Ageratum conyzoides -goat weed;
 Stomata- a tiny pore in the outer layer epidermis of plant leaf or stem that controls the passing of water vapour and other gases in and out of plant;
 Other technical vocabularies in this domain include; deforestation, broiler, leguminous plant, pasteurize, thresh, arable crop, dairy, rinder pest, agronomy, erosion, etc.
 To function effectively as English language experts in these various specialist domains illustrated in above, one must adequately comprehend the dynamics of the technical vocabularies/terms associated to them especially in terms of its use and usage.

Exercise

What are Registers?

1. Mention and explain the main types of Registers
2. Draw a distinction between the following pairs; frozen / consultative registers;
3. formal/intimate registers
4. Generate possible options to each of the word underlined in the passage:

Reading

Language scholars, Mofett and Wagner, in the book *Student-Centred Language Arts and Reading* K-13(1983), contend that problems in Writing (1) are not necessarily reading-specific and that reading comprehension is not exactly (2) from general comprehension. The skills required for analyzing (3) texts, like identifying the main ideas, recalling details, relating facts, drawing conclusions and predicting efficiency (4) are operations that apply to activities in life. It is understandable the skills have wound up as writing skills (5) because they will be (6) demonstrated when a student reads.

Frequently, students who are not successful in the class room have not had a problem (7) with codes (8) in meaningful academic (9) situations. By listening to open (10) and symbolic (11) reading, asking questions, dictating stories and working in small groups, students experience the constructive (12) nature of language. Only widespread practice (13) in language can solve the problem of poor motivation.

	A	B	C	D
1.	reading	writing	speaking	listening
2.	related to	like	exactly	distinct
3.	analyzing	comprehending	experimenting	marshalling
4.	outcome	output	efficiency	programme
5.	reading skills	listening skills	writing skills	speaking skills
6.	were	will be	are	should be
7.	contact	a problem	a struggle	experiences
8.	words	language	code	writing
9.	spiritual	normal	social	academic
10.	written	open	oral	communicative
11.	recorded	symbolic	spoken	demonstrated
12.	manipulative	constructive	practical	communicative
13.	practice	involvement	possession	occasions

5. Mention (5) words each from the following domains of language use:
 Sport, music, agriculture, ICT, education, military
6. Use the words from each of the domains mentioned in (5) to form sentences.

Conclusion

This chapter has delved into the use of English in some specialist domains through the use of registers and/or jargons. It is evident that there are many features of language use that are exclusively related to specific domains. The appropriate use of registers and jargons can enhance effective communication while the incorrect use can hinder comprehension and send the wrong message. However, in order to communicate well in English, it is important that students involve themselves in constant practice in understanding and mastering the fundamentals of correct register use in various domains especially in their specific disciplines as well as have the ability to manipulate such registers outside of their respective domains of use.

Suggested Answers to the Exercises

1. Registers are situational varieties of language use which are often influenced by social factors of participants, topic, task and setting and degree of formality. The formality scales of registers are frozen, formal, consultative, casual and intimate.
2. Field, Mode and Tenor
 The field of a discourse refers to the social setting. What the text is all about, what is happening or the subject matter of the discourse. The field is most clearly reflected in the lexical items chosen and sometimes the way the language is structured.
 Mode is the medium or channel of communication. The three major channels of communication are: speech, writing and nonverbal means of communication which includes gesture, sign language, mime etc.
 Tenor is concerned with participants and their role-relations for example, teacher-student, parent-child, preacher-congregation, boss-subordinate, etc.
3. Frozen register are static such as preamble to constitution, wedding vows, biblical quotations, pledges of allegiance of a particular country and other static language. The wordings of this register are exactly the same every time it is spoken while consultative register are used in conversations in two-way participations for example, teacher/student, doctor/patient, expert/apprentice, colleagues, peers, stranger etc. which features more complex syntax or long phrases, interruptions and feedback fillers such as 'uh-huh', 'I see' etc. while
 Formal register uses formal English to show respect in places such as work, academic environment, public offices and business settings; interviews, speeches etc. Intimate registers are usually used to express close relationship among the users e.g. lovers, spouses, siblings, best friends and so on by using private vocabularies not for public information such as pet names e.g. (orente. Joey Jo, sunshine), and inside jokes.
4.

1. A. reading	7. D. experiences	13. B. involvement
2. D. distinct	8. B. language	
3. B. comprehending	9. C. social	
4. A. outcomes	10. A. oral	
5. A. reading skills	11. A. recorded	
6. C. are	12. B. communicative	
5. Sport- coach, athletics, referee, marathon, penalty
 Music- lyrics, Dj (disc jockey), choir, rhythm and blues (R and B), melody
 Agriculture- irrigation, harvest, famine, plough, herdsman

Computing/ ICT- virus, database, mouse, keyboard, hardware
Education – syllabus, research, doctorate, curriculum, encyclopedia, discipline
Military – ammunition, armed forces, cannon, battalion, lieutenant

6. Computing/ICT

I need to format my computer because it has contracted virus from the use of corrupted flash drives.

My keyboard is malfunctioning; I can hardly type meaningful letters.

I recently gained access to the database that the company's owner uses.

Hardware pieces from the broken laptop had to be ordered from the manufacturer.

Highlight the paragraph with the mouse.

Music

The DJ at Quinox club is talented.

Robert Kelly has just released his new rhythm and blues collaboration with Mariah Carey.

Many CDs now have warnings when the song contain lyrics with sexual or violent contents.

She sings in the church choir.

My mum listens mostly to old-fashioned melodies.

Agriculture

The village head and the leader of the herdsmen had a crucial meeting.

Irrigation is a new method of farming.

The Tsonga farm had a vast harvest of yams this year.

Did you know a plough is used to turn over the soil and aerate it, as well as bury crop residue?

Emergency food and water supplies can sustain populations during severe famine.

Sport

The football match had to be decided through penalty kick.

The referee was in favour of the opponent.

Bolanle emerged the winner of the city marathon competition by finishing in style.

She ended her athletics career under a cloud of suspicion when she refused to take a drug test.

Thomas Dennerby has been appointed as the new head of coach of African women's

champions, the Super Falcons.

Military

The Government has ordered for more ammunition to combat insurgency in the country.

The lieutenant will be addressing the IDP on Monday.

The navy is a branch of the Nigerian armed forces.

"On behalf of officers and men of 93 battalion I am delighted to welcome you to our headquarters in Takum".

Education

The syllabus for GNS 111 will be made available for all fresh students next week.

Mr. Durosinmi is running his doctorate degree in Harvard University.

The University of Ilorin is a global university with research expertise.

The Encyclopaedia Britannica is available in the reference section of the university library.

The curriculum guide provides a framework for new teachers to refer to when making lesson plans.

References

- Abdullahi-Idiagbon, M.S. (2007). Trends in sociolinguistics discourse. In O. Obafemi, G. A. Ajadi, & V.A. Alabi. (Eds.), *Critical perspectives on English language and literature*. (pp.123-144). Ilorin: Department of English, Unilorin.
- Balogun, J., Durosinmi M., & Inyang, U.(2015). Register and lexical relations. In V.A. Alabi, & S.T. Babatunde. (Eds.), *Basic communication skills for students of science and humanities*. (pp. 73-88). Ilorin: Department of English, Unilorin.
- Crystal, D. (1987). *Cambridge encyclopaedia of language*. London: Cambridge University
- Halliday, M.A.K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Edward Arnold: London.
- Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Holmes, J. (2008). *An introduction to sociolinguistics*. (3rd ed.). England: Pearson Education Limited.
- Ibe, C.U. (2005). *Complete English course for secondary schools*. Enugu: Africana.
- Joos, M. (1961). *The five clocks*. New York: Harcourt, Brace and World.
- Lawal, A. (1996). Intensive reading as a study skill for MESTA students. In E. Adegbiya, & S. Ofuya. (Eds.), *English language and communication skills for medical engineering, science, technology and agriculture (MESTA) students*. (pp.63-71). Ilorin: English language outer circle.
- Ofuya, A. (1996). Word formation in medical engineering, science, technology and agriculture MESTA English. In E. Adegbiya, & A. Ofuya. (Eds.), *English language and communication skills for medical engineering, science, technology and agriculture (MESTA) students*. (pp.1-19). Ilorin: English language outer circle.
- Oloruntoba-Oju, O. (1996). Aspects of communication in the medical class. In E. Adegbiya, & A. Ofuya. (Eds.), *English Language and Communication skills for medical engineering, science, technology and agriculture(MESTA) students*. (pp.187- 201). Ilorin: English language outer circle.
- Oladunjoye, O. (2005). *Systematic English for schools and colleges*. Ilorin: SO41publishers.
- Quirk, R. Greenbaum, S., Leech, G., & Svartvic, J. (1985). *A comprehensive grammar of the English language*. Longman: Harcourt.
- Saeed, J.I. (2009). *Semantics*. (3rd ed.) London: Blackwell.
- Tiersma, P. M. (1999). *Legal language*. The university of Chicago press: Chicago.
- Tinuoye, M. (2003). What is language? In O. Obafemi, & S.T. Babatunde. (Eds.), *Studies and discourse in English language*. (pp 1-27). Ilorin: Haytee press.
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. England: Penguin Book.
- Wardaugh, R. (2010). *An introduction to sociolinguistics*. (6th ed.) UK: Blackwell.
- Yule, G. (2007). *The study of language*. Cambridge: Cambridge University Press.
- Zequan. L. (2003). Register analysis as a tool for translation quality assessment. *Translation theory*.7 (3). Retrieved from<http://accurapid.com/journal/25register.htm> on October 5, 2017.