Discourse Issues and Contextual Constraints in the Workshop Interactions among the Nigerian Military Officers

By

Toyin Ogundele PhD
Department of English
Joseph Ayo Babalola University,
Ikeji Arakeji
Nigeria.
+23408060224409
E-Mail: Toyinogundele86@Gmail.Com

Abstract

This Paper investigates the Discourse Issues and the Contextual Constraints in the Workshop Interactions of the Nigerian Military Officers. A lot of studies have been done on military interactions (e.g Elena, 2011; Woodward, 2004; Hawry, 2010; Amafah, 1990; Ogundele, 2015a; Ogundele, 2015b; Ogundele, 2016 etc). However, none of these studies has devoted a sufficient space to the examination of discourse issues in the workshop interactions of the Nigerian military officers and the constraint contextual elements in them; thus, preventing a full understanding of the standard practices in the Military by members. Consequently, the paper examines the workshop interactions of the Nigerian Military officers, with a view to identifying and discussing the discourse issues and the contextual elements constraining them.

The paper adopted the Register component of Halliday's Systemic Functional Grammar to analyse the data that were collected through purposive audio and video recordings, and video clips of military interactions during workshops activities held in 2010, at the 2 Division Nigerian Army, Ibadan. Participant observations of many of the activities of personnel during the workshops interaction were also conducted.

Three main discourse issues that generally affect the professional lives of the commissioned officers in the Nigerian Military have been observed; these are leadership, regimentation, and the value of military officers. Leadership issues has three types (autocratic, democratic and laissez-faire, with autocratic rated as the most suitable and effective in the Military); and two attributes (effective communication and training). Regimentation issue covers professionalism, parade, and mascot that indicate some of the traditions in the Military. The value of the military officers covers accountability, leadership, honour, integrity, respect, compassion and communication. As the data reveal, the communicative choice of language that mark these issues are constrained by the contextual elements of field, tenor and mode of discourse.

Key words: Nigerian Military, Communicative Choices, Discourse Issues, Workshops, Interaction, Register.

1 Introduction

The Armed Forces of any country constitutes her defense arsenals on land, air and water. To function effectively, therefore, there is the need for members to be well informed and orientated to strengthen their professional competence so as to realize the goal of effective soldiering and defense for which they have been called up. This orientation takes the form of seminars and workshop programmes, during which some guest lecturers drawn from highly placed retired and serving officers are invited from the Military to present papers on some security related topics.

To achieve this effectiveness, therefore, the factor of language cannot be downgraded. Thus, language and issues in the Nigerian Military workshop interaction are intricately bound together, as it is the medium through which the issues in the interaction are communicated to security personnel.

Undoubtedly, the Military, a command society (Gbor, 2004; Nigerian Army Education Corps and Schools, 1992; Amafah, 1990), is beneficial to everybody in the society because it occupies a central place in the management and sustenance of its security that has direct impact on its people. This is because security has remained one of the most important factors to healthy living; and to guarantee it, therefore, the factor of training and retraining through workshops and seminars of personnel, where issues related to their ethical and professional calling are thoroughly discussed, occupies a critical position, since it is through the workshops that they would be able to access relevant, current and updated information that will guide them in effective soldiering and defense on land, air and water.

A lot of studies have examined the Nigerian Military interaction (e.g Elena, 2011; Woodward, 2004; Hawry, 2010; Amafah, 1990; Ogundele, 2015a; Ogundele, 2015b; Ogundele, 2016 etc). However, none of these studies has devoted a sufficient space to the investigation of discourse issues in the workshop interaction among the Nigerian Military officers, and how the interaction is constrained by the three elements of context; namely, the field, tenor and the mode of the discourse, that ultimately instantiate the choice of the linguistic forms that mark the interaction; and this constitutes a gap which the current study attempts to fill.

Consequently, this paper examines the discourse issues and the contextual constraints in the workshop interactions among the Nigerian Military officers. This is with a view to be

adequately informed about the current trend in the discharge of the security related responsibilities by members, necessary for effective soldiering and defense, nationally and internationally, on land, air and water.

2 Theoretical Orientation

This study rides on the contextual elements (Register) of Halliday's Systemic Functional Grammar. The theory provides us with the opportunity of accounting for the situational factors that are responsible for the choice of the linguistic items in the discussion of the discourse issues among the senior officers of the Nigerian Military during workshop interactions.

As averred by Matthiessen (1993), at the beginning of the works on registers, context of situation is the place where a register's contextual significance is stated; and this results from the aggregation of the elements of context of situation; these are *field, tenor* and *mode* of discourse (Gregory and Caroll, 1978; Hayness, 1989; Taiwo, 2006; Odebunmi, 2006) in Hallidayan's tradition. According to these scholars, these elements influence how language is used in diverse situations, the situation of workshops interaction not an exception. Morley (1985) says Field of Discourse relates to the subject matter of the text, i.e. what the text is all about as well as the topics referred to (Hayness 1987). For Taiwo (2006), it refers to the social activities in which language plays a part. Tenor of discourse, in Halliday's tradition, referes to the participants in communication events, the social roles and relations subsisting between them. Mode of discourse refers to the roles language is playing in an interaction (Eggins 1994). It specifies the medium of the text. In other words, it is the medium used as a channel of communication (Morley, 1985; Hayness, 1989; Taiwo, 2006).

3 Literature Review

A lot of studies have been conducted on the Language of the Military. Elena (2011) is a study conducted on military language; and from the perspective of discourse analysis, the study concentrates on the analysis of several military interviews, using four different dimensions for analysis. Apart from unusual characteristic features of military speech as noted in the study, Elena (2011) discovers that there are differences in the register used by NCOs and officers of the Military, observing cultural and individual differences as responsible for these differences.

Woodward (2004) examines the discourses of gender that circulate within debates about the inclusion of women in the British Ministry of Defence, Army, and Parliament. The study looks at how the numbers of the male and female soldier are represented in the

British Army. The study demonstrates that "gender-free" physical tests within these policy decisions are critical to the changing practices of war and women's future military participation in the British Army.

Similarly, Hawry (2010) attempts a review of the Red Army and Soviet Army discourse as a variety of language with a view to evaluating the extent to which it is distinct from contemporary Russian standard. The data used for the study are sourced from the linguistic studies of Russian in the Army, war films, and fiction, using sociolinguistics tools, based on dialectology to determine the nature of communication in the Red Army and Soviet Army from the Russian Civil war to the late Soviet period. The study argues for the development of military linguistics as a new field of study.

Likewise, Amafah (1990) examines the English language used in the Nigerian Army. Just like Hawry (2010), the study is conceived from sociolinguistic perspective, with Halliday's Systemic Functional Grammar adopted as theory. Ogundele (2015a) examines the Context and style in the Discourse of 2 Division Nigerian Army. Adopting Halliday's Systemic Functional Grammar, Jacob Mey's Pragmatic Acts theory and Akin Odebunmi's model of Contextual Beliefs, the study reveals four styles, namely, deliberative, demonstrative, comic, and liberal besides four main contextual beliefs that are observed: Shared Knowledge of Signals (SKSs), Shared Knowledge of Professional Heroism (SKPH), Shared Knowledge of Professional Ethics (SKPE), and Shared Knowledge of Slang and Taboo (SKST), and four practs and seven allopracts: amusing (with one allopract: joking); instructing (with two allopracts: commanding and directing); informing (with one allopract: educating); and interacting (with three allopracts: discussing, questioning and responding).

Likewise, Ogundele (2015b) examines the Context and Intention in the Nigerian Army Parade Interaction. The study investigates the role of context in the effective production and interpretation of intentions of addressors in Army's parade interaction. Armed-Forces Remembrance Day parade of 2009, and Inter-Brigade parade competition of 2 Division Nigerian Army of 2010 constitute the data for the study. The study which is based on insight from Harnish and Bach's (1979) Mutual Contextual beliefs and Akin Odebunmi's (2006) model of Contextual Beliefs reveals two main contextual features; they are Shared Knowledge of Signals and Shared Knowledge of Professional Heroism. The paper concludes that these contextual features constitute various beliefs acted upon by soldiers for the production and effective interpretation of verbal exchange of parade talks among Nigerian soldiers, the sharing of which are capable of facilitating access to army parade interactions in Nigeria.

In similar vein, Ogundele (2016) is an army based study. Specifically, it investigates Language and Style in the Nigerian Army Parade Interactions. The study reveals authoritative style as the main style deployed by members of the Nigerian Army during parade, through various linguistic and non linguistic devices. The linguistic resources that mark the style deployed are intonation cues, lexical repetition/reiteration and collocation, while the non-linguistic resources include sound signals, constituting instrument and human based sound, and action oriented body language.

Okpeadua and Ogundele (2018) is a Lexico-Semantic Study of Interactions among Nigerian Army Officers and Men. As can be overtly seen, Okpeadua and Ogundele (2018) is not on the discourse issues in the Nigerian Army workshops interaction.

Although all these works are generally relevant to this research, as they examine actual linguistic behaviours from the context of the Military, yet none of the works profoundly explores the context-based discourse issues and language use in the Nigerian Military workshops discourse as done in the present study.

This study, therefore, investigate the workshop interactions among the Nigerian senior officers. This is with a view to identifying and discussing both the discourse issues and the contextual constraints that characterise the interactions.

4. Methodology

The data used for this study were obtained through both audio and video recordings of army interactions during workshops/seminars activities organized by Nigerian military personnel, holding at the Auditorium of 2 Division Nigerian Army, Adekunle Fajuyi Cantonment, Ibadan, in 2010. The Workshops/Seminars that drew participants from the Officers cadre of the Nigerian Military took the form of lecture presentations by some lead paper presenters drawn from the high ranking military officers, both retired and serving. The topics covered include (i) GOC Address (ii) Leadership and Effects on the Military Personnel (iii) Regimentation as the Bedrock of the Military Professionalism (iv) Discussion Session on professionalism and Ethics in the Military (v) Unique Attributes and Roles of Army Officers within the Context of the Military, its Heritage, Customs and Ethics.

All these are synchronized to produce discourse issues such as leadership, regimentation, and professionalism, and the constraining contextual elements that shall be examined in this study.

5 Analysis and Discussion of Findings

This section is focused on the analysis and the discussion of findings in the workshop interaction of the Nigerian Military officers. As such, the data reveal the discourse issues in the interaction and the contextual elements that constrain the communicative choices of language in the interaction. These are discussed in the sub-headings that follow:

5.1 Discourse Issues in the Workshop Interactions

Three main context-driven discourse issues that generally affect the professional lives of commissioned officers in the Nigerian Military have been observed in the interaction; these are *leadership issue, regimentation issue,* and *issue related to the value of the Military officers*. As observed in the data, the discussions of these issues are constrained by the combined effects of the contextual elements; namely *field, tenor* and *mode* of discourse as discussed in the sub-sections below:

5.1.1 Leadership Issue

Leadership is the ability to assume the responsibility of controlling, directing and managing the affairs of people. The issue of leadership is very central to the officers' cadre of the Nigerian Army because the designated leaders are entrusted with the management of the resources, which must be efficiently deployed in readiness and preparation for battle and consequent defeat of the opponent. The examples below attest to this:

Excerpt 1

Retired General: I told you that the *autocratic is the one suited for the military* and I cited some personal experience… and when you look at the lecture *democratic leadership is not what we are talking in the military*. They appoint you a task; people have to know that if there is *failure* you are the one that fails; if there is *success,* you are the one that succeeds… There are different leadership styles, but I picked the three to show; and I say it is a continuum of either an *autocratic, democratic* or *laissez-faire*.

Excerpt 2

Retired General: If you look at the *ten attributes* that I gave at the end, I mentioned it. First is the *communication*. If you can't communicate properly with your man, give him the order what to do; the resources the resources and how he should do it in the final he will not be able to do it well.

Excerpt 3

GOC: But *the fundamental thing* is *a leader must train his personnel to be proficient in what they ought to do.* If your people are proficient, you give them the order they would always carry

it out but if you don't train them, you cannot be tasking them… *I think it is a blend of these types of leadership…*

The above-mentioned excerpts, 1-3, centre on leadership issues. In excerpt 1, the utterance of the Guest Lecturer, a retired General,"I say it is a continuum of an *autocratic, democratic* or *laissez-faire*" shows the three main leadership styles that are discussed during the interaction. As revealed by the data, these three types of leadership, autocratic leadership style is the one considered to be the most suitable that will guarantee the success of military officer in the discharge of his onerous responsibilities. This is evident in the speech of the Guest Lecturer, a retired General, when he says … *and when you look at the lecture, democratic leadership is not what we are talking in the military*. "failure" and "success" in excerpt 1 are antonymic words indicating the outcomes of the styles of leadership. As such, success is mostly attached to the autocratic leadership style, while failure is likely to tailgate the democratic style. While autocratic style guarantees a successful execution of the officer's primary responsibility, because it attracts speedy execution of commands; on the other hand, democratic style might handicap his duties; hence, the lecturer's instruction, that autocratic leadership style should be adopted. However, the employment of any of these leadership styles depends on the circumstances prevailing as shown in the speech of the GOC in excerpt 3 when he says, *"I think it is a blend of these types of leadership…There are times you bring in democratic aspect of it".*

Excerpt 2 points to the leadership qualities that any professional military officer must have in order to function effectively. One of these attributes is effective communication; its importance is stressed by the Guest Lecturer in excerpt 2. He says, "*If you can't communicate properly with your man, give him the order what to do; the resources the resources and how he should do it in the final go he will not be able to do it well.* Thus, for an officer to be able to dole out responsibilities that must not only be effectual but also timely to his subordinates he must be good in the art of communication. Accordingly, it is evident that the assignment of responsibilities by an officer (to his subordinates) is intricately tied to effective communication as observed in the data; this aids him in the deployment and mobilisation of human and material resources under his command.

The ability of a military officer to effectively train his subordinates is another attribute connected to leadership issue as observed in the data. Foregrounding this is the Guest Lecturer's speech "…*a leader must train his personnel to be proficient in what they ought to do"* The identifier in excerpt 3 … *the fundamental thing* indicates the critical position occupied by the training of army personnel, that is, if the subordinates are properly trained, they would be effective; consequently, it would be very easy for an officer to task them than

when they are not trained or properly trained. The use of the modal "must" indicates that this responsibility is not negotiable in the Military as this will greatly improve the proficiency of personnel.

5.1.2 Regimentation Issue

This discourse issue is intricately tied to the tradition, custom and ethic of the Military, and serves as the tripod on which the profession is hinged. Regimentation forms a good starting point to understanding the core value in the Military, and covers *professionalism, parade,* and *mascot* that indicate some of the traditions in the Military. The following excerpts suffice:

Excerpt 4

Retired General: There are many attributes that contribute to being a professional. These include *responsibility, accountability, leadership, honour, integrity, respect, compassion and communication*s.

Excerpt 5

Retired General: Salute is an expression of reciprocal loyalty between a superior and subordinate. Most commonly experienced by *hands*, salute can also be rendered by *gun, sword, band,* or *music*…

Excerpt 6

Retired General: The mascot is the animal/person that is chosen as the symbol of the regiment and assumes to bring good luck. The affinity between soldiers and animal particularly, dog is as old as the profession. The general believe is that the spirit lodged in the mascot procures good luck to the unit. The belief is now popularly accepted, and contributes in no small measure to the morale and psychological spirit of the troop.

Excerpt 4 focuses on the discourse issue connected to professionalism in the Military and the critical position it occupies. As noted in the data, *Responsibility, accountability, leadership, honour, integrity, respect, compassion* and *communication* index the attributes of a professional army officer. These constitute some ethical practices in the Military that must be imbibed, upheld and practised from the time an officer is commissioned to the time he retires, and even beyond.

As obtains in excerpt 4, excerpt 5 centres on regimentation discourse issue associated with parade which is an expression of a reciprocal loyalty in the Military. The words in the italics: *hands*, *gun*, *sword*, *band,* or *music* indexed some forms of salute in the Military.

Amidst all these types of salute, hands salute (expressed with the right hand) is the most common form of salute (as there is no time limit for it) with which all officers and men, serving and retired, pay the normal compliment to their superiors in the Military who have the right to receive such compliment. It is initiated by the subordinates to their superiors during any official or non official engagement. Meanwhile, gun salute is the type used to pay the last respect to the fallen heroes, and the dead officers. The one for the fallen heroes is shot during the Armed Forces Remembrance Day, while the one for the dead officers is conducted at the grave side of members with the three final rite shots by the burial parties.

The addressor in excerpt 6 makes reference to the importance of mascot to the Military. The mascot can either be an animal (e.g dog) or a person, and it serves as a symbol of a regiment that brings fortune and good luck to the unit. This is indexed with the material process *the spirit lodged in the mascot procures good luck to the unit.* Mascot, especially, ancient animal serves as morale boosting of a troop, and can be brought to the parade ground during a ceremonial parade involving the regiment, as noted in the data.

5.1.3 Discourse Issue Related to the Value of Military Officer

This issue relates to the principles or standard of behaviour that directly affects military officers in terms of professional responsibilities assigned to them in line with the service rules. The following excerpt can be considered:

Excerpt 7

GOC: *Command* is the highest responsibility that can be entrusted to an officer. Commanders are responsible for everything they do or fail to do. The relationship Between Commanders and their soldiers is a unique one with many mutual and complementary responsibilities. Although, the requirements are many and serious, the experience is the most rewarding one of most officers serving.

Excerpt 8

GOC: *All officers that are assigned to units need an understanding of military command policy* and *they need to know and apply sound method of management*.

Excerpt 9

GOC: This presentation will identify the unique attributes and role of military officers within the context of the Military, its heritage, its custom or ethics… *It is a kind of officer who wins a war.*

Excerpt 10

GOC: *Honour is the hallmark of officers who likes honou*r. It is the outgrowth of character… An honourable person has the knowledge to determine right from wrong and the courage to adhere to the right… *Actions will be based on consideration of the good of the unit, the military and the nation.*

Excerpt 7 above shows that the highest responsibility that can be entrusted to a military officer is "command", which is one of those factors that portray him as a professional and valuable one. Thus, commanders are responsible for everything they do or fail to do. Excerpt 8 provides the condition associated with the fulfillment of this responsibility, and this is marked by *an understanding of army command policy*. This means that all officers that are assigned to units must have an *understanding of military command policy* in order to be valuable, as a matter of professional responsibility, to be able to direct their subordinates to execute some tasks in line with the tradition of the profession. The expression *they need to know and apply sound method of management* in excerpt 8 implies that, a military officer must have an in-depth managerial skill, and know how to apply them so as to lead his troop to war and win, and as shown in excerpt 9, the address or is referring to a competent officer *who wins a war.* Thus, the highest expectation placed on any military officer is to be able to harness the resources given to him with the ultimate aim of winning a war, which is, abinitio, the ultimate goal of military personnel, professionally, and this define him as a valuable officer. As revealed in the data, to lead a troop to success, a professional officer must be dexterous in the management of resources entrusted to him, with a view to achieving maximum success in the area of defense and security, which is the ultimate constitutional responsibility of any professional officer, as shown in the data.

Excerpt 10 foregrounds another important value of an officer, as indexed with the nominal "honour". As shown in the data, this trait enables an officer to determine the right from wrong, and the courage to adhere to the right. It is this assumption that is held by the society that makes the officers' written or spoken words accepted without questions. In this respect, it is expected that an honourable officer must be guided by the *consideration of the good of the unit, the military and the nation* in all his dealings; this is the standard of behaviour required of him. This indicates that, an honourable, responsible and valuable military officer should not be sentimental, which is a trait that project him, professionally, to the outside world; he should be above board in the discharge of his constitutional responsibilities to the unit he is commanding; the Military, his profession; and the nation, his country, as stipulated in the service rules that guide members through out the years of serving their country.

5.2 Contextual Constraints in the Workshop Interactions

As the data reveal, three contextual elements constrain the communicative choices of language in the interaction. They are the Field, Tenor and Mode of discourse. These are discussed in turn.

5.2.1 The Field of Discourse

As earlier mentioned, the Field subsumes all instances of what go on in the discourse. That is, the topic or what the discourse is premised on as reflected by various communicative linguistic choices deployed in the interactions. As noted in the data, there are a lot of linguistic choices that portray this discourse as that of the Militar, as can be brought out in the data below:

Excerpt 11

Retired General: I told you that the autocratic is the one suited for *the military* and I cited some personal experience.

Excerpt 12

Retired General: *Salute* is an expression of reciprocal loyalty between a superior and subordinate. Most commonly experienced by *hands*, salute can also be rendered by *gun*, *sword*, *band,* or *music*…

Excerpt 13

Retired General: The mascot is the animal/person that is chosen as the symbol of *the regiment* and assumes to bring good luck. The affinity between *soldiers* and animal particularly, dog is as old as the profession. The general believe is that the spirit lodged in the mascot procures good luck to *the unit.* The belief is now popularly accepted, and contributes in no small measure to the morale and psychological spirit of the troop.

Excerpt 14

GOC: *Command* is the highest responsibility that can be entrusted to *an officer. Commanders* are responsible for everything they do or fail to do.

All the italicized communicative choices (words) above foreground the interaction as the Military oriented one. For instance, in Excerpt 11, we have *the military*; while we he have *Salute* in Excerpt 12. In Excerpt 13, we have *the Regiment, the troop, the Unit* and *soldiers*; while in Excerpt 14, we have *Command, Commanders* and *officer. The Military* in this context refers to a profession concerned with the security of a nation's borders against external aggression, and to maintain peace and security internally. It trifurcates into: the Army, the

Air-Force and the Navy. While the Army takes charge of securing a nation borders against any land related insurgence, both the Air-Force and the Navy take charge of any air and water related security challenges respectively.

Salute indicates greetings in the Military; and as noted in the data, it is an expression of reciprocal loyalty between a superior and subordinate, and commonly expressed by *hands*, *gun*, *sword*, *band,* or *music. Command* indicates any military base put in charge of a senior officer known as *Commander* who is vested with the responsibility of overseeing the general control of both human and material resources under the *Command.* Officers are senior personnel in the Military, starting from the rank of 2nd Lieutenant to General. A *Regiment* is a permanent unit of an army, typically divided into several smaller units and often into two battalions. The *troop* means soldiers or armed forces personnel. The *Unit* means a sub-division of a larger military grouping; while a *soldier* means a person who serves in the Army. As can be seen, all these communicative choices are strictly peculiar to the field of the Military.

5.2.2 Tenor of Discourse

Tenor subsumes relationship in discourse, and indicates one of the contextual elements that determine the choice of language in any interaction. As noted in the data, the interaction is marked, heavily, by assymetrical relationship arising from the status distinction, which is one of the prominent characteristics in the Military. The following excerpts suffice.

Excerpt 15

GOC: There was fundamental issue of eh the Guest Lecturer… he responded to it adequately when somebody said why is it that they didn't use a Nigerian General or ah any other African General. Of course, **sir**, you answer it very well.

Excerpt 16

Junior Officer: I want to seek the view of the guest lecturer on the role being played by God fatherism and personal evaluation reports as it affects the erring officer in ethic tradition and professionalism in the Nigerian army

> **Moderator**: The roles of god fatherism and professionalism in the Nigerian army. Are we correct?
>
> **Officers**: Yes

Moderator: I believe the GOC eh is qualified to answer this question because eh he is talking of eh god fatherism (smiles) I can't answer that question. I can ah. My opinion may not be.

GOC: Though, it is your opinion.

Excerpt 17
Officer: (Guarded by orderly) All protocols observed. I am Lieutenant X from 55 signals regiment. *Sir,* I believe there is no doubt eh leadership and command goes hand in hand. *Sir*, I want to know the impact of direct command and then mission command on leadership (pause)

The addressor in the above example 15 is a Major General and General Officer Commanding the 2 Division Nigerian Army. Despite his position as the General Officer Commanding, he uses a politeness marker *sir* when commenting on the way the Guest Lecturer, a retired General, answered a question asked by a junior officer. As revealed in the data, the Guest Lecturer retired as a Major General, the same rank as the GOC; yet, the GOC uses *sir* for him. This indicates that, in the Military, the respect for seniority still subsists, even after an officer has retired. Thus, the choice of *sir* by the GOC is a marker of subordination to the retired Army General, and this is typical of the military profession. The same explanation holds for excerpt 17, where a Lieutenant employs constant use of politeness marker in asking questions from the Guest Lecturer. These depict the asymmetrical relationship between the addressor and the addressee; it equally suggests that the power the addressor (Guest Lecturer and Retired General) wields over the addressee is dictated by the rank and experience the former has over the latter.

This power relation is also demonstrated in excerpt 16. In the text, a junior officer directs a question bothering on *god fatherism* to the moderator (a senior officer) who eventually seeks the indulgence of the GOC before answering the question, believing that he is not competent enough to do so, when the most senior officer and gentleman (in person of the GOC) is around, as indicated in his utterance: *I believe the GOC eh is qualified to answer this question.* This demonstrates an unequalled power relation, arising from respect for hierarchy/status. This is also manifested in the assertiveness of the GOC as can be seen in the text below:

Excerpt 17
GOC: I am glad also that the commanders are up and doing because you are the one on the field and you are supposed to lead- about leadership is leadership by example so *I am*

*also impressed with all of you I am impressed with the quality of question and the contribution you have made…*But now coming to my own, *I* think *I* don't know. *I* will not stop repeating myself…The problem is on us officers…. I must see that he does what is right and proper….The system in military work or in army work in particular. There is chain of command and if you allow that chain of command to follow its normal process, you will not have problems… *if I know that you are not doing the right thing, I will not spare you, and I urge all commanders because it must start from here. If the person is bad deal with him irrespective of whom he is.*

In the text above, the constant use of the pronominal item *I,* devoid of any element of politeness marker when addressing the officers, is an indication of unequalled power he has over the addressees, owing to the fact that, he is the General Officer Commanding the Army Division. Of course, except him, nobody could have been credited with such type of utterance among the other senior officers present, in that circumstance. Also, his utterance: *if I know that you are not doing the right thing, I will not spare you* further testifies to the power he wields over the rest of the serving officers present, just as *If the person is bad deal with him irrespective of whom he is* further reinforces this unequalled power control, arising from the status of the GOC that depicts how molitary profession operates generally. The choices of these items also demonstrate that the affective relationship is low as the contact is infrequent: the participants were drawn from diverse units of the Nigerian Military because of the lecture workshops.

5.2.3 Mode of the Discourse

Apart from the tenor relationships and how they affect the language use in the interaction, the data also reveal spoken mode. As such, two types of spoken mode are revealed in the interaction: spontaneous and non-spontaneous. Spontaneous spoken mode characterises the discursive segment of the lectures; this takes the form of questions and answers, comments, observations, commendations and so on. The non-spontaneous mode characterises the paper presentation and the reading of the citation of Guest Lecturers which are written to be spoken in form. The examples below illustrate this clearly.

Excerpt 18

Journalist: (Asks whether the training is the same with the previous one)

GOC: What we did the other time was corporal and below; you know that is why I—We train at Individual level, at group level and in Army *is* (pause) is a compartmentalised system whereby you have the officers, the junior officers; you have the *sen* (lapses) the

middle officers, you have the senior officers…. They train them in their own aspect of *ah* professional calling. So, *eh* they are two different things.

Excerpt 19
Officer: If we take a look at some of the disadvantages you gave about *authory* authoritarian leaders, *I mean* by that, *I mean* you say he takes action such that it kills the initiative of the junior officers. He believes he knows everything and *he is just he is just* right. He doesn't feel that his junior can know anything…

Excerpt 20
Retired General: (Delivering a lecture on Regimentation in the Military) Change of quarter guard parade is mounted weekly in the regiment to signify the end of duty for a quarter guards. This parade entails the turning of the whole quarter guard and replacement by new quarter guard, and conducted after the supervision of the unit adjutant.

Excerpt 18 above relates to a conversation between a journalist, covering the lecture activities, and the GOC; while excerpt 19 has to do with the clarification sought by a junior officer from the Guest Lecturer on the lecture delivered. From both excerpts, the different features of conversation and their spontaneous features, ranging from *slot fillers, lapses, memory limitation, hesitation, repetition* and so on, are lucidly displayed. However, the addressor and the addressee (s) maintain spatial/interpersonal distance with each other; the spatial/interpersonal distance is advantageous because the addresses are able to ask questions which they receive answers to, leading to a better elucidation of the issue in the interaction.

Excerpt 20 reflects a paper presentation, and so represents an example of a non spontaneous speech, as they are characterised by *written to be spoken* form, as evident in the reading of the citation of the Guest Lectures, and addresses.

6 Conclusion
This paper has examined the discourse issues in the workshop interactions among the Nigerian Military officers, and the contextual elements that mark them. These discourse issues form the themes of the series of lectures delivered and discussed at the workshop, and bother on what usually affect the lives of Commissioned Officers in the Nigerian Military, particularly, and other agencies of security, generally. This is because it is from this rank that commanders of various shades are appointed to man any military unit and command. The contextual elements identified in the interactions serve as constraining

factors that determine the communicative choices of the expression deployed in the interactions.

Thus, there is a close link between the issues discussed during the interactions and the contextual elements that mark them, the understanding of which is capable of positively affecting the professional lives of members towards effective soldiering and defense.

References

Amafah, J.F. 1990. The English language in the Nigerian Army: situational and linguistic analysis. Ph.D. Thesis. Department of English. University of Ibadan.

Elena, F. 2011. English Military terminology as an Essential Dimension of the Specialised Language. CLUS: NAPOCA.

Gregory, M. 1967. Aspects of varieties differentiation. *Journal of linguistics* 111.177-98

Gregory, M and Carroll, S .1978. *Language and situation.* London: Batsford Ltd.

Gbor, W.T. Ed. 2004. *Military history – Nigeria, from pre-colonial era to the present*. London: Longman.

Halliday, et al 1964. *The linguistic sciences and language teaching.* London: Longman.

Halliday, M.A.K 1961. Categories of the theory of grammar. *Halliday: systems and function in language.* G. Kress. Ed. Oxford: Oxford University Press. 52-72.

_____1978. *Explorations in the functions of language.* London: Edward Arnold.

_____1994. *An Introduction to functional grammar*. 2nd Ed. London: Edward Arnold.

_____1995. *An Introduction to functional grammar.* London: Edward Arnold.

Hayness, J. 1989. *Introducing stylistics*. London: Routledge.

Halliday, M.A.K and Hassan, R. 1991. *Language, context and text: aspects of language in a social-semiotic perspective.* 2nd Ed. Oxford: Oxford University Press.

Hawryluk, N. (2010). Military Linguistics: Russian in the Red/Soviet Army. *Journal of Military and Strategic Studies, Vol.12, issue 3*. Retrieved 15th February from http://Jmss.org/Jmss/316-337.

Matthiessan, C. 1993. Register in the round: diversity in a unified theory of register Analysis. *Register analysis: theory and practice*. M. Ghadessy. Ed. London and New York: Pinter publishers. 221 – 292

Morley, G.D. 1985. *An introduction to systemic functional grammar.* London: Macmillan.

Montgomery, M. 1992. An Introduction to Language and Society. New York: Methuen and Co. Limited.

Nigerian Army Education Corps and Schools (NAECS). 1992. *History of the Nigerian Army1863-1992*. Abuja: Nigerian Army Headquarters.

Odebunmi, A. 2006. *Meaning in English: an introduction.* Ogbomosho: Critical Sphere.

Ogundele, T. 2015. Style and Context in the Discourse of 2 Division Nigerian Army and its Allied Units. Ph.D. Thesis. Department of English. University of Ibadan.

_____(2015b). Context and Intention in the Nigerian Army Parade Interaction. In International Journal of English Linguistic Research. Canada: Sciedu Press. Vol. 4. No.2. 66-72

_____(2016). Language and Style in the Nigerian Army Parade Interaction. In International Journal of Humanities and Social Sciences Review. University Publications: net. Vol.4. No.1. 315-328

Poyton, C. 1985. *Language and gender making the difference*. Geelong, Vic: Deakin University Press

Taiwo, R. 2006. Tenor in electronic media christian discourse in Nigeria. *Style in religious communication in Nigeria*. A. Odebunmi and A. O.Babajide. Eds. Muenchen: LinCOM GmbH. 90-123.

Woodward, R 2004. Discourse of gender in the contemporary British Army. *Sage Journal of Armed Forces and Society Winter*. 30..2. 279-301. Retreived 28/4/2014 from http//www.google.com.