

جمهورية العراق  
وزارة التعليم العالي والبحث العلمي  
جامعة الأنبار



# مجلة جامعة الأنبار للغات والآداب

مجلة علمية فصلية محكمة  
تعنى بدراسات وأبحاث اللغات وآدابها

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وزارة التعليم العالي والبحث العلمي  
جامعة الأنبار\_ كلية الآداب

## مجلة جامعة الأنبار للغات والآداب

مجلة علمية فصلية محكمة تعنى بدراسات وأبحاث اللغات وآدابها

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## أسرة المجلة

## رئيس تحرير المجلة ومديرها

رئيس التحرير	العراق	الأنبار	النقد الحديث والبلاغة	اللغة العربية / الأدب	كلية الآداب	أستاذ	أ.د. أيسر محمد فاضل	1
مدير التحرير	العراق	الأنبار	علم الأصوات	اللغة الإنكليزية / اللغة	التربية للبنات	أستاذ مساعد	أ.م.د. عمار عبد الوهاب عبد	2

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عضوًا	أمريكا	فولبريت	الأدب المقارن	اللغة الإنكليزية	الآداب والعلوم	أستاذ	وليم فرانك	3
عضوًا	دولة الإمارات العربية	الشارقة	اللغات الشرقية	اللغات الأجنبية	الآداب والعلوم الإنسانية والاجتماعية	أستاذ	أ.د. عدنان خالد عبد الله	4
عضوًا	الأردن	الأردنية	النقد الحديث	اللغة العربية / الأدب	عميد كلية الآداب	أستاذ	أ.د. محمد أحمد عبد العزیز القضاة	5
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عضوًا	العراق	بغداد	ترجمة مصطلحات ( فقه اللغة )	اللغة الروسية / فقه اللغة والاسلوبية	كلية اللغات	أستاذ	أ.د. منى عارف جاسم المشهداني	7
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## شروط النشر في المحلة

تهدف رئاسة تحرير المجلة وأعضاء هيئتها إلى الإرتقاء بمعامل تأثير المجلة تمهيداً لدخول قاعدة بيانات المستوعبات العلمية والعالمية، وطبقاً لهذا تنشر مجلة جامعة الأنبار للغات والآداب البحوث التي تتسم بالرصانة العلمية والقيمة المعرفية، فضلاً عن سلامة اللغة ودقة التوثيق بما يوافق شروطها المدرجة في أدناه:

### التسليم :

يم ارسال المراسلات جميعها بما في ذلك اشعارات قرار المحرر وطلبات المراجعة إلى هذه المجلة عبر نظام ( E-JOURNL PLUES ) وعبر الرابط : <https://www.aujll.uoanbar.edu.iq/> ، وتقبل البحوث وفقاً للنظام كتابة البحوث ( Word و LaTeX ) ، وبالاتحاد على نظام التوثيق العالمي APA ، ويجب كتابة النص بمسافة مزدوجة ، في عمود مزدوج باستعمال كتابة من 12 نقطة.

### التحضير :

يستعمل برنامج الورد ( Word software ) لكتابة المقالة. من المهم أن يتم حفظ الملف بالتنسيق الأصلي لبرنامج الورد ( Word software ) ويجب أن يكون النص بتنسيق افقي. اجعل تنسيق النص بسيطاً قدر الإمكان. ستم إزالة معظم رموز التنسيق واستبدالها عند معالجة المقالة. وعلى وجه الخصوص ، لا تستعمل خيارات برنامج الورد لتبرير النص أو لوصل الكلمات. ومع ذلك ، يستعمل وجهاً عريضاً ومائلاً وخطوطاً منخفضة ومرتفعات وما إلى ذلك. عند إعداد الجداول ، إذا كنت تستعمل شبكة جدول ، فاستعمل شبكة واحدة فقط لكل جدول فردي وليس شبكة لكل صف. إذا لم يتم استعمال شبكة ، فاستعمل علامات الجدولة ، وليس المسافات، لمحاذاة الأعمدة. ويجب إعداد النص الإلكتروني بطريقة تشبه إلى حد بعيد المخطوطات التقليدية.

### الملاحق

يجب إعطاء الصيغ والمعادلات في B ، A الخ إذا كان هناك أكثر من ملحق واحد ، فيجب تحديدها على أنها ( أ 1 ) ، مكافئ. ( أ 2 ) ، وما إلى ذلك ؛ في ملحق لاحق ، مكافئ. ( ب 1 ) وهكذا. وبالمثل Eq. : الملاحق ترقياً منفصلاً بالنسبة للجداول والأشكال: الجدول أ-1 ؛ الشكل أ 1 ، إلخ

### معلومات صفحة العنوان الأساسية

**العنوان:** موجز وغني بالمعلومات. غالباً ما تستعمل العنوانات في أنظمة استرجاع المعلومات. وتجنب الاختصارات والصيغ

### قدر الإمكان.

**أسماء المؤلفين وعناوين انتسابهم الوظيفي:** يرجى الإشارة بوضوح إلى الاسم (الأسماء) المحدد واسم (أسماء) العائلة لكل

مؤلف والتأكد من دقة كتابة الأسماء جميعها . ويمكن إضافة اسمك بين قوسين في البرنامج النصي الخاص بك .

**قدم عناوين انتساب المؤلفين (حيث تم العمل الفعلي) أسفل الأسماء:** حدد الانتماءات جميعها بحرف مرتفع صغير مباشرة بعد اسم المؤلف وأمام العنوان المناسب. أدخل العنوان البريدي الكامل لكل جهة انتساب ، بما في ذلك اسم الدولة وعنوان البريد الإلكتروني لكل مؤلف ، إذا كان متاحاً.

**المؤلف المراسل:** حدد بوضوح من سيتعامل مع المراسلات في جميع مراحل التحكيم والنشر ، وأيضاً بعد النشر. تتضمن هذه المسؤولية الإجابة على أي استفسارات مستقبلية حول المنهجية والمواد. تأكد من تقديم عنوان البريد الإلكتروني وأن تفاصيل الاتصال يتم تحديثها من قبل المؤلف المقابل.

عنوان الانتساب: تستعمل الأرقام العربية العالية لمثل هذه الحواشي السفلية. مثال، اسم المؤلف<sup>2</sup> ، اسم المؤلف<sup>2</sup> .

## المُلخَص

**الملخص:** الملخصات باللغتين العربية والإنجليزية تكون معلوماتها متطابقة في المعنى، عدد الكلمات في كل ملخص (150-250) كلمة. كما يجب التأكد من صياغة اللغة للملخصات بحيث تكون لغة صحيحة ودقيقة مع مراعاة علامات الترقيم الصحيحة في الفقرات؛ لأن ضعف الصياغة اللغوية للملخصات يؤثر على قبول نشر الأبحاث في الموعد المحدد لها.

**تنسيق الملخص:** (نوع الخط: Simplified Arabic حجم الخط: 12 ومسافة بادئة 1.5 cm ومسافة النهاية: 1.5cm). ويجب أن يحتوي الملخص على (الأهداف، المنهجية، النتائج، الخلاصة)

الكلمات الدالة: كلمة، كلمة، كلمة. (الكلمات الدالة مفصولة بفواصل، الحد الأدنى 3 كلمات، الحد الأقصى 5 كلمات)

الكلمات الدالة (كلمات افتتاحية)

مطلوب مصطلحات أو كلمات رئيسة، بحد أقصى ثماني كلمات مفتاحية تشير إلى المحتويات الخاصة للنشر وليس إلى أساليبها يحتفظ المحرر بالحق في تغيير الكلمات الرئيسية.

طباعة أو لصق عنوان البحث باللغة العربية (تنسيق عنوان البحث - نوع الخط: Simplified Arabic حجم الخط: 14)

متن البحث:

تنسيق العنوان (اللغة العربية نوع الخط: Simplified Arabic حجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman حجم الخط: 12).

تنسيق الفقرة: استعمل هذا التنسيق لطباعة الفقرات داخل العناوانات. توثيق المرجع آخر الفقرة (بالاسم الأخير للمؤلف، السنة) توثيق مرجع لغة إنجليزية (Last Name, Year). (اللغة العربية: نوع الخط: Simplified Arabic وحجم الخط: 12). (اللغة الإنجليزية نوع الخط: Times New Roman وحجم الخط: 10 ومسافة بادئة 0.5 للفقرة).

الرسوم التوضيحية

- نقاط عامة

تأكد من استعمال حروف وأحجام موحدة لعملك في الرسوم التوضيحية.

قم بتضمين الخطوط المستعملة إذا كان التطبيق يوفر هذا الخيار.

استهدف الخطوط الآتية في الرسوم التوضيحية: Arial أو Courier أو Times New Roman أو Symbol أو استعمال الخطوط التي تبدو متشابهة.

قم بترقيم الرسوم التوضيحية وفقاً لتسلسلها في النص.

استعمال اصطلاح تسمية منطقي لملفات الرسوم التوضيحية.

قدم تعليقاً على الرسوم التوضيحية بشكل منفصل.

حدد حجم الرسوم التوضيحية بالقرب من الأبعاد المطلوبة للإصدار المنشور.

أرسل كل رسم توضيحي كملف منفصل.

الصور الفوتوغرافية الملونة أو الرمادية (الألوان النصفية)، احتفظ بها بحد أدنى 300 نقطة في البوصة.

رسومات خطية نقطية (بيكسل أبيض وأسود خالص) (TIFF أو JPEG)، احتفظ بحد أدنى 1000 نقطة في البوصة. تركيبة خط

نقطي / نصف نغمة (ألوان أو تدرج رمادي) (TIFF أو JPEG)، احتفظ بحد أدنى 500 نقطة في البوصة.

الرجاء تجنب ما يأتي :

ملفات الإمداد (مثل GIF و BMP و PICT و WPG) تحتوي هذه عادةً على عدد قليل من البيكسل ومجموعة محدودة من الألوان

توفير الملفات منخفضة الدقة للغاية ؛

إرسال رسومات كبيرة بشكل غير متناسب مع المحتوى

- الشكل التوضيحي

تأكد من أن كل رسم توضيحي يحتوي على تعليق. والتعليقات منفصلة عن بعضها ولا تتعلق بشكل واحد فقط. يجب أن يشمل التعليق

على عنوان موجز (وليس على الشكل نفسه) ويكون وصفاً للرسم التوضيحي. احتفظ بالنص في الرسوم التوضيحية بحد أدنى ولكن

أشرح جميع الرموز والاختصارات المستعملة.

- الرسوم التوضيحية

حدد حجم الرسوم التوضيحية وفقاً لمواصفات المجلة الخاصة بعرض الأعمدة. يتم تقليل الأشكال بشكل عام إلى عرض عمود واحد

(8.8 سم) أو أصغر. أرسل كل رسم توضيحي بالحجم النهائي الذي تريد أن يظهر به في المجلة. يجب أن يحضر كل رسم توضيحي

للاستنساخ 100%. • تجنب تقديم الرسوم التوضيحية التي تحتوي على محاور صغيرة ذات تسميات كبيرة الحجم. • تأكد من أن

أوزان الخط ستكون 0.5 نقطة أو أكثر في الحجم النهائي المنشور. سوف تتراكم أوزان الخط التي تقل عن 0.5 نقطة بشكل سيئ.

- الجداول

يجب أن تحمل الجداول أرقامًا متتالية. الرجاء إضافة العنوانات مباشرة فوق الجداول

الاستشهاد المصادر

برنامج إدارة المراجع

استعمال ملحقات الاقتباس من أنماط المنتجات، مثل: Mendeley أو Endnote plugin.

قائمة المصادر والمراجع

ملاحظة مهمة : قائمة المراجع في نهاية البحث مرتبة ترتيباً هجائياً، وإذا استعمل الباحث مصادر باللغة العربية وأخرى باللغة

الإنجليزية فيجب أن تُرفق في نهايته قائمتان بالمراجع باللغتين العربية ثم الإنجليزية وفي حال عدم توفر مراجع باللغة الإنجليزية

تترجم المراجع العربية وتضاف في نهاية البحث.

المجلة تعتمد نظام ال APA في التوثيق. دليل المؤلف يوضح آلية التوثيق في نظام ال APA (اللغة العربية: نوع الخط Simplified

Arabic حجم الخط: 10.5)

أمثلة:

الكتب:

الأسد، ن. (1955). مصادر الشعر الجاهلي. (ط1). مصر: دار المعارف.

مقالة أو فصل في كتاب:

الخلف، ع. (1998). الجفاف وأبعاده البيئية في منطقة الرياض. في منطقة الرياض دراسة تاريخية وجغرافية واجتماعية، (ص 174-278). الرياض: إمارة منطقة الرياض.

توثيق المجلة

مشاقبة، أ. (2011). الإصلاح السياسي المعنى والمفهوم. مجلة الدبلوماسية الأردني، 2 (2)، 24-33.

ورقة علمية من مؤتمر:

مزريق، ع. (2011). دور التعليم العالي والبحث العلمي في تحقيق تنمية اقتصادية واجتماعية مستدامة. المؤتمر العربي الأول الرؤية المستقبلية للنهوض بالبحث العلمي في الوطن العربي، 2011- آذار، جامعة اليرموك، إربد.

الرسائل الجامعية:

السبتين، أ. (2014). المشكلات السلوكية السائدة لدى طفل الروضة في محافظة الكرك من وجهة نظر المعلمات، رسالة ماجستير غير منشورة، جامعة مؤتة، الأردن.

يجب كتابة المراجع بالشكل الآتية:

1. يكتب مع مؤلف واحد

تضمنين (إن وجد): الاسم الأخير للمؤلفين والاسم الأول ؛ سنة النشر؛ لقب؛ طبعة (إن لم تكن الأولى) ؛ مكان النشر والناشر.

أمثلة

نيوت. ار. ١٩٨٨. اللاقاريات: دراسة استقصائية للحفظ النوعي. نيويورك. مطبعة جامعة أكسفورد.

بينك، ار. دبليو. ١٩٧١. لاقاريات المياه العذبة في الولايات المتحدة. الطبعة الثانية. نيويورك. جون ولي وسونس.

2. كتب مع مؤلفين أو أكثر

ويلستر، ار.ال. و ولفروم، ام، ال. ١٩٦٢. طرق في كيمياء الكريوهيدرات. نيويورك ولندن. الصحافة الأكاديمية.

بونابيو، اي. دوريكو، ام. و ثراولاز، جي. ١٩٩٩. ذكاء السرب: من النظم الطبيعية إلى الاصطناعية. نيويورك. مطبعة جامعة أكسفورد.

3. الكتب الإلكترونية

يجب تقديم نفس المعلومات بالنسبة للكتب المطبوعة، انظر الأمثلة أعلاه. بالنسبة للكتب التي تمت قراءتها أو تنزيلها من موقع مكتبة أو مواقع لبيع الكتب، يجب إضافة المعلومات التي تفيد بأنه كتاب إلكتروني في نهاية المرجع. مثال:

بون، ان. كي و كيو، اس. ٢٠١٢. نموذج لهيكل المعادلة. نيويورك: مطبعة جامعة أكسفورد. الكتاب الإلكتروني.

تتوفر أحياناً بعض الكتب التي انتهت صلاحية حقوق النشر الخاصة بها مجاناً على الإنترنت (وهي في الملك العام). في هذه الحالات ، يجب عليك إضافة عنوان URL الكامل (.... // http) (أو الرابط الذي قدمه الناشر وتاريخ وصولك ، تاريخ تنزيل / قراءة الكتاب.

4. فصول الكتاب

تضمنين (إن وجد): الاسم (الأسماء) الأخير والاسم (الأسماء) الأول لمؤلف (مؤلفي) فصل الكتاب. سنة النشر. عنوان فصل من الكتاب. في الاسم الأول والعائلة للمحررين والمحرر (المحررون) بين قوسين. عنوان الكتاب. الطبعة (إن لم يكن 1: ش). مكان النشر: الناشر ، أرقام صفحات الفصل.

مثال:

مرتس، جي. اي. ١٩٩٣. الكلوروكربونات وكلورو هيدروكربونات. في: كروسجويتز و هو- كرانت ام (ادس)، موسوعة التكنولوجيا الكيميائية. نيويورك. جون ولي و سونس، ٤٠-٥٠.

#### 5. مقالات المجلات

تضمنين (إن وجد): اسم العائلة والحرف الأول من الاسم (الأسماء) الأول للمؤلف (المؤلفين). سنة النشر. عنوان المقال. اسم المجلة المجلد (العدد): أرقام صفحات المقالة. مثال:

شاشانك شارما، رافي شارما. ٢٠١٥. دراسة عن الخصائص البصرية للبلورات النانوية بالمغنيسيوم المشبع بالزنك، كثافة العمليات. علوم. جي. ٢ (١) ١٢٠-١٣٠  
6. مقالات المجلات الإلكترونية

تم تضمين نفس المعلومات لمقالات المجلات (انظر المثال أعلاه) ورقم DOI. DOI

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داس، جي. و اجاريا، بي، سي. ٢٠٠٣. الهيدروولوجيا وتقييم جودة المياه في مدينة كوتاك ، الهند. تلوث الماء والهواء والترربة، ١٥٠: ١٦٣-١٧٥. دوى: ١٠.١٠٢٣. ١/ ١٠٢٣. ١/ ١٠٢٦١٩٣٥١٤٨٧٥.

#### 7. الرسائل الجامعية والأطروحات .

قم بتضمين معلومات حول الجامعة التي تخرجت منها والمسمى الوظيفي للدرجة العلمية. مثال:

علي ، س.م. ٢٠١٢. التقييم الهيدروجيولوجي البيئي لمنطقة بغداد. أطروحة دكتوراه. قسم الجيولوجيا، كلية العلوم، جامعة بغداد، العراق.

#### 8. أوراق وقائع المؤتمرات والندوات

يتم نشر المحاضرات / العروض التقديمية في المؤتمرات والندوات في مختارات تسمى الوقائع. يجب إدراج عنوان وسنة ومدينة المؤتمر إذا كانت معروفة. تضمنين المساهمات الفردية في وقائع المؤتمر، إذا نشرت في مجملها (وليس مجردة فقط) تعامل كفصول في الكتب. مثال:

ميشرا ار. ١٩٧٢. دراسة مقارنة لصادفي الإنتاجية الأولية للغابات الجافة النفضية والمراعي في فاراناسي. ندوة حول البيئة الاستوائية مع التركيز على الإنتاج العضوي. معهد البيئة الاستوائية، جامعة جورجيا: ٢٧٨-٢٩٣.

ملاحظة مهمة : يجب ترجمة المصادر والمراجع إلى اللغة الإنكليزية .



## المحتويات

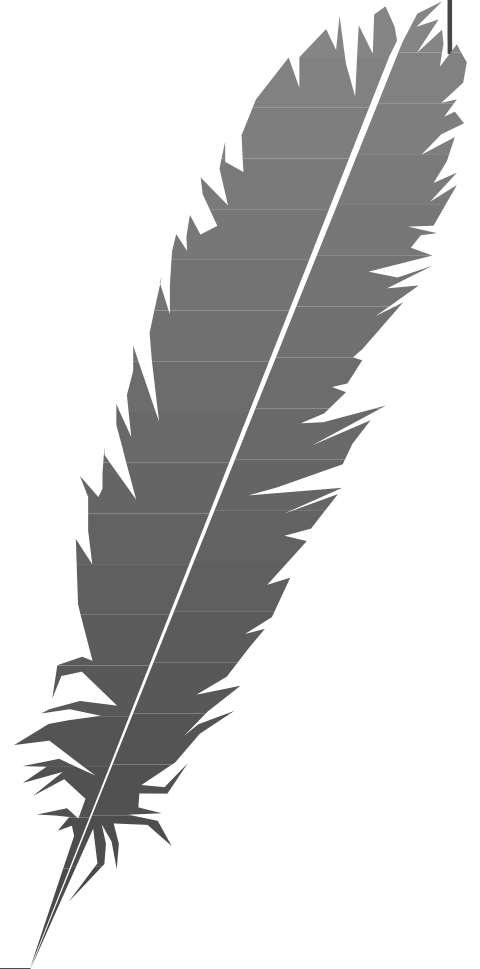
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المعرفة كنز الإنسانية ومفتاح الثقافة وسعادة الشعوب ، والبحث العلمي هو بداية المعرفة فلسفة وفكرًا تاريخًا وثقافة ، وتعد اللغات والآداب الوسيلة التي تنمي المهارات عبر الإحاطة والإدراك والفهم ، مما تسهم في نقل المعرفة عبر الأجيال، فضلا عن بناء الإنسان ، وصناعة المستقبل ، ولقد آثرنا أن نعتمد منهج تنوع الموضوعات في اللغات جميعها، وأن نستقطب الباحثين من خارج العراق وداخله ، ف جاء العدد حافلاً ببحوث خضعت للتقويم والتحكيم العلميين الدقيقين، وبتحكيم دولي ومحلي. ونحسب أنها ستسهم إسهامًا فاعلاً في تعميق الفكر العلمي، وتأصيل مناهج البحث لدى الدارسين، وهذا الجهد الكبير هو ثمرة من ثمرات هيئة التحرير وعملها الدؤوب لإكمال هذا العدد وإصداره.

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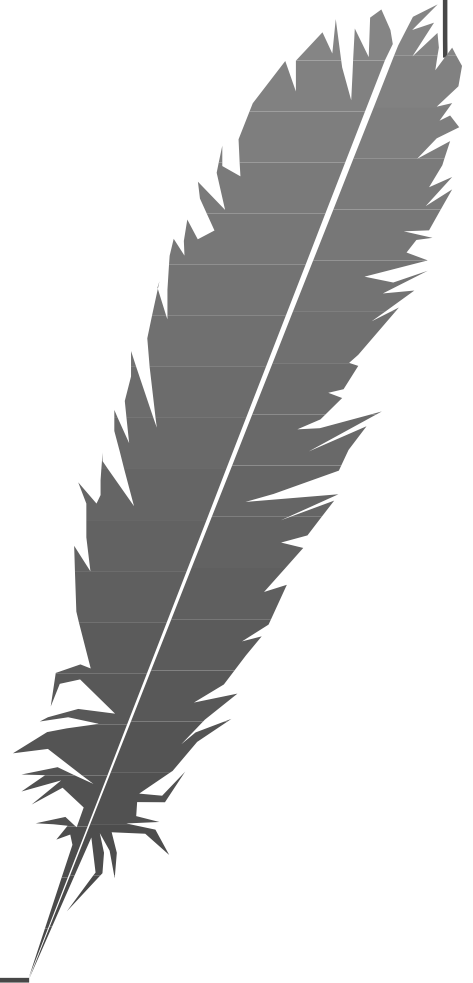


**In the name of God, the most gracious, the most merciful**

Editorial board word:

Knowledge is viewed as humanity's treasure, the key to culture, and the source of people's pleasure, whereas scientific research is the philosophical, intellectual, historical, and cultural onset of knowledge. Languages and literature are the mechanisms by which skills are developed via consciousness, perception, and comprehension, which help to the transference of knowledge between generations, as well as molding an individual and shaping the future. The editorial board have opted to adopt an approach of topics' diversity in all languages, to attract researchers from outside and inside Iraq. The strategy of diversity resulted in a large number of studies that underwent international and local scientific reviewing and assessment. We believe that those studies will make a significant contribution to the development of scientific intellect and the establishment of academic research methodologies for researchers. This substantial effort is the result of the editorial staff's diligent efforts to complete and publish this issue

**Editor-in-Chief of the magazine**





There is a robust literature on focus construction in the standard dialect and some regional dialects of Yorùbá. Scholars such as Bamgbose (1967, 1972), Awobuluyi (1978, 1987), Awoyale (1985), Dechaine (2002), Ajiboye (2006), Jones (2006) and many others have presented and discussed the nature of focus construction in the standard dialect of Yorùbá. The scholars are unanimous in their respective claims that different constituents of a sentence or a whole sentence can be focused, and that focusing in the language is coded through movement and the introduction of focus marker. On the other hand, however, Dechaine (2002) and Jones (2006) argue that focusing in the language is achieved through clefting rather than movement. The present study agrees with the position of the scholars earlier mentioned that focusing is achieved through movement. The present study is descriptive, it will therefore not discuss the issue of movement.

With regards to the regional dialects of the language, Ajiboye (2006) describes the nature of focusing in Mòbà dialect, Akintoye (2014) also investigates and compares the feature in Èkìtì, Oṅdó and Yàgbà dialects. Major findings from the regional dialects include the claim that some regional dialects have different focus markers from what obtains in the standard dialect, apart from this claim, some dialects have more than one marker unlike the standard dialect that have one marker [ni]. Furthermore, focus marker is not overtly marked in some focus constructions in some dialects.

The present paper is a descriptive presentation of focusing in two regional dialects Mòbà and Mòyèṣẹ. The work is essentially a comparative work with the aim of establishing variation in the realization of the feature under study in the two dialects. Section one of the paper introduces the work; section two explains the motivation for the study. A brief literature review is contained in section three. Section four contains data and analysis from the two dialects, the data reflect focusing of basic sentence, embedded sentence, WH-question and content question. Section five is the conclusion of the study. To this extent, therefore, this study contributes to existing literature in the area of Yorùbá dialectology.

## **2. Purpose of study**

The two dialects under focus in this study share boundaries. However, -speakers relate frequently in their day to day activities. Mòbà was regarded as a sub-dialect of a larger dialect which is Èkìtì dialect Bamisile (1986), Ajiboye (2006). Studies claim

that Mòbà is a distinct dialect of Yoruba, (Awobuluyi 1998; Olumuyiwa, 2006). Mòyèè on the other is claimed, by some scholars to be a sub-dialect of Ekiti dialect, (Usman, 2009; Olawepo, 2009), while Olawale (2007) argues that it is a sub-dialect of a larger dialect of Yoruba known as Ìgbómìnà dialect. The controversy about the place of these dialects in the Yorùbá dialect group is not the thrust of the this study, rather the study presents data in the aspect of focus constructions from both Mòbà and Mòyèè, with the hope that it will provide evidence in respect of the relationship between the dialects. As pieces of evidence are provided on the similarities and differences between the dialects, it may become possible to place the dialects in the Yorùbá dialect groups.

Ajiboye (2006) presents a descriptive analysis of focus construction in Mòbà dialect; no such work exists on Mòyèè dialect. Therefore, this study fills an existing gap in the study of Mòyèè dialect. This study does not only present focusing in Mòyèè, it further presents a comparative study of focusing in the two dialects. A comparative study of this nature is designed to add to our knowledge in the field of Yorùbá dialectology.

### 3. Literature Review

Major findings reported in Ajiboye (2006) in relation to focusing in Mòbà include the following:

(1). i Mòbà has four focus markers (ni, rin, in, a). Whereas, majority of Mòbà communities that include Ọ̀tùn, Ìlálẹ̀, Ọ̀sún, Ọ̀sàn Erinmope make use of /**ni, a**/ few others, specifically Ìlọ̀fà, Ìmọ̀ḍẹ̀, Odò-Ọ̀wá and Ọ̀bó-Ayegunle make use of /**rin, in, a**/.

ii) Dialect permits the focusing of any constituent in a sentence, and when a constituent is focused; the focus marker appears immediately after it,

iii) focusing is achieved through movements and in-situ. Whenever a subject is moved, its position is occupied by a resumptive pronoun, but a gap is left behind when an object is moved. When a predicate is moved it leaves a copy of itself behind, and when a possessive pronoun is moved it leaves the pronoun /**rin**/ behind,

in a content question structure, the focus marker is not overtly marked, iv). particularly if an argument or an adjunct is focused. The focus marker is however overt in WH-in situ.

Ajiboye's work in question discussed the relationship between focus marker and relative clause marker claiming that they can co-occur in a sentence. This aspect is not directly related to the theme of the present study.

Coming back to the findings highlighted in (1 i-iv) above, a few clarifications are required for the purpose of the present study. The first point noted is that the work (Ajiboye, 2006) does not mention /ri/ as a focus marker in Mòbà. The fact, as gathered in this study, is that [rɪ] is used as focus marker when a constituent is moved in the speech forms of Ìlọfà, Ìmọḍẹ, Odò-Ọwá and Òbbó-Ayégúnlẹ communities. The variant [rĩ] is used when the focus marker is in-situ, e.g.

- (2) a      Ìwé<sub>i</sub> rí Olú rà t<sub>i</sub>      Book Foc Olu buy It was a book that  
Olu bought
- b.      Olú<sub>i</sub> rí ẹ<sub>i</sub> ra ìwé  
Olu Foc. 3rd buy book  
It was Olu who bought a book
- c.      Olu jù òkò lu Adé<sub>i</sub> rĩn t<sub>i</sub>  
Olu throw stone hit Ade Foc  
Olu actually stoned Ade

We observe the occurrences of rí in 2a, 2b; but rĩ in 2c. The substitution of rí with rĩ in (2a, b) would render the utterances incorrect. The finding above shows that even within Mòbà dialect, there is a difference in the focus marker across dialect communities.

#### 4. Focusing in Mòbà and Mòyẹẹ Dialects

This section contains data and discussion of the data. Data is presented from Ìlọfà speech form of Mòbà, and Ídọfin speech form of Mòyẹẹ. Pieces of data presented include focusing in basic clause, embedded clause and WH-question.

##### 4.1 Focusing of Constituents in Basic Sentences

In this section, attention is focused on focusing of subject, objects, and verbs in a basic sentence.

- (3)      **Basic Sentence:**  
Ojó ra ẹran ko Wálé  
Òjó buy meat give Wálé  
Òjó bought meat for Wálé

The basic sentence in (4) is common to both Mòbà and Mòyèè. Different constituents of the sentence are focused below in both dialects.

**(4). Mòbà Dialect**

**i. Subject Focusing**

Ojó rí ẹ ra ẹran ko Wálé  
Ojo Foc 3s buy meat give Wale  
It is Ojo that bought meat for Wale

**ii. Direct Object Focusing**

Ẹran rí Òjó ra ko Wálé  
Meat Foc Ojo buy give Wale  
It is meat that Ojo bought for Wale

**iii. Focusing of Verbal Element**

Rírà; rí Òjó rí ẹran ko Wálé  
Buying Foc Ojo buy meat give  
Wálé  
Ojo procured meat for Wale  
through buying

**iv. Focusing of Indirect Object**

Wálé rí Òjó ra ẹran kò  
Wale Foc Ojo buy meat give  
It is Wale that Ojo bought meat for

**v. Sentence Focusing**

Òjó ra ẹran ko Wále rí  
Ojo buy meat give Wale Foc  
Ojo actually bought meat for Wale

The focus marker, as demonstrated in the data above, is **rí**, except in (4v) where it is **rin** (/rĩ/). It is **rin** when a sentence is focused. The study reveals that in fast speech the vowel of the focus marker assimilates the features of the initial vowel of the noun that follows it as demonstrated below.

(5). Ẹran rí Òjó rà ko Wálé → Ẹran róÒjó rà kó Wálé

Wálé rí Òjó rà ẹran kò → Wálé róÒjó ra ẹran kò.

Note that [**rí Òjó**] at the underlying level in (5) is realized as [**ró Òjó**] at the surface level. The study further reveals that it is possible to substitute every instance of **Òjó**, where the direct object, indirect object and verbal element are focused as in (4ii-iv), with the third person singular pronoun [ẹ] (or [e]) depending on the [ $\pm$ ATR] of the vowel of the verb. The examples in [5 ii-iv] could be rendered as shown below.

(6)

i. Ẹran rí ẹ̀ rà ko Wálé  
Meat Foc s/he bought give Wale  
It was meat he bought for Wale

ii. Rírà<sub>i</sub> rí ẹ̀ ra<sub>i</sub> ẹran ko Wálé  
Buying Foc s/he buy meat give Wale  
He got meat for Wale by buying it

iii. Wálé rí ẹ̀ ra ẹran kò  
Wale Foc s/he buy meat give  
It was Wale he bought meat for

In fast speech, the focus marker **ri** and the 3<sup>rd</sup> person singular pronoun can merge to produce [rẹ̀] as in.(6) below This means that a process of vowel deletion between the focus marker and the pronoun occurred: [rí # ẹ̀] → [rẹ̀]

(7). Ẹran<sub>1</sub> rẹ̀ rà ko Wálé  
Meat Foc+3<sup>rd</sup>p buy give Wale  
It was meat he bought  
for Wale

The analysis above reports two different phonological processes: assimilation and deletion. Assimilation occurs when the vowel of focus marker is followed by a noun that begins with a vowel as shown in (5), and reproduced below.

Ẹran rí Òjò rà ko Wálé → Ẹran róÒjò rà kó Wálé  
Wálé rí Òjò rà ẹran kò → Wálé róÒjò ra ẹran kò.

Deletion however occurs when the focus marker is followed by a pronoun as reported in (7), and reproduced below.

Ẹran rẹ̀ rà ko Wálé  
Meat Foc+3<sup>rd</sup>p buy give Wale  
It was meat he bought for Wale

Whenever the focus marker is followed by a noun that begins with a consonant, the vowel of the focus marker is retained as neither assimilation nor deletion is operated, e. g.

Eran ri Taye ra ko Olu → Eran ri Taye ra ko Olu  
Meat foc Taye buy give Olu  
It was meat that Taye bought for olu

### Focusing in Mòyẹẹ Dialect

**(8). i. Subject focusing**

Òjò **rin** ra ɛran ko Wálé  
 Ojo Foc buy meat give Wale  
 It was Ojo that bought meat for  
 Wale

**ii. Focusing of Direct Object**

Eran rĩ Òjò rà ko Wálé  
 Meat Foc Ojo buy give Wálé  
 It was meat that Ojo bought for Wale

**iii. Focusing of Verbal Element**

Rírà rĩ Òjò ra ɛran ko Wálé  
 Buying Foc Ojo buy meat give Wálé  
 Ojo got meat for Wale by buying it

**iv. Focusing of Indirect Object**

Wálé rĩ Òjò rà ɛran kò  
 Wale Foc Ojo buy meat give  
 It was Wale that Ojo bought meat for

**v. Sentence Focusing**

Òjò ra ɛran ko Wálé rĩ  
 Ojo buy meat give Wale Foc  
 Ojo actually bought meat for Wale

The focus marker in Mòyèè as shown in example (8) is consistently **rin** /rĩ/. Assimilation is however not allowed between the final nasal vowel of the focus marker and the initial vowel of the noun that follows the marker. It is equally possible to substitute every instance of Òjò in (8 ii-iv) with a 3rd person singular pronoun /o/. However, unlike what we found in Mòbà where the vowel of the focus marker is deleted as demonstrated in (7) above, the focus marker is deleted in Mòyèè and the /o/ assimilates the features of the vowel that occurs before it.

**(9)**

i. Òjò<sub>i</sub> Ø ó<sub>i</sub> ra ɛran ko Wálé  
 Ojo Foc s/he buy meat for Wálé  
 It was Ojo that bought meat for Wale

ii. Rírà<sub>i</sub> Ø á<sub>i</sub> ra<sub>i</sub> ɛran ko Wálé  
 Buying Foc s/he buy meat for Wálé  
 He got meat for Wale by buying it

iii. Wálé<sub>i</sub> Ø é<sub>i</sub> ra ɛran kò t<sub>i</sub>  
 Wale Foc s/he buy meat for  
 It was Wale he bought meat for



iv.  $\text{Ḙran}_i \text{ } \emptyset \text{ } \mathbf{\acute{a}n}$  rà  $t_i$  ko Wálé

Meat Foc s/he buy for Wálé

It was meat he bought for Wale

The items that appear in bold in the examples above are evidence of 3<sup>rd</sup> person singular pronoun /o/ in place of the subject of the sentence **Òjó**. The pronoun has different forms because it assimilates the features of the vowel that occurs before it, that is, the final vowel of the focused element.

Looking back at the pieces of data from the two dialects, there are similarities and differences. The similarities observed are:

(10).

i. Different constituents: subject, object of verbs and preposition, and verbs can be focused in the two dialects.

ii. When a verb is focused, it is copied, and the copied form is nominalized, as in /**ra** → **rira**/.

iii. Both dialects make use of focus marker(s) there are two forms in Mòbà [**ri**/**rin**], and only one form in Mòyéè [**rin**].

iv. Focus marker is in-situ in the two dialects when a whole sentence is focused.

v. The subject of a sentence may be substituted for with a third person singular pronoun when other constituents of the sentence is focused as shown in (6 i-iii and 9 ii-iv), e. g.

$\text{Ḙran rí } \mathbf{\acute{O}j\acute{o}}$  rà ko Wálé →  $\text{Ḙran rí } \mathbf{\acute{e}}$  rà ko Wálé

$\text{Rírà rin } \mathbf{\acute{O}j\acute{o}}$  ra  $\text{ḗran}$  ko Wálé →  $\text{Rírà } \emptyset \mathbf{\acute{a}}$  ra  $\text{ḗran}$  ko Wálé

Just as there are similarities, there are also a number of differences. The differences observed are listed below:

(11).

i.. As already mentioned in (10iv) above, Mòbà has more than one focus marker, [**ri**] and [**rin**] as shown in this paper, and [**ni**] as reported in Ajiboye (2006). Mòyéè has one form only **rin**.

ii. Whereas focus marker is obligatory in all the examples from Mòbà as reflected in (4) and (5), Mòyéè permits a null realization of focus marker in some focus constructions as demonstrated in (9) above.

Mòbà:  $\text{Ḙran rí } \mathbf{Oj\acute{o}}$  ra ko Wale. (see 8ii above)

Moyee:  $\mathbf{\acute{O}j\acute{o}}$   $\emptyset$  ó ra  $\text{ḗran}$  ko Wálé.(see 9i above)

iii. A process of vowel assimilation is permitted in Mòbà, whereby the vowel of the focus marker assimilates the initial vowel of a noun that follows it as demonstrated in (5) above. Mòyèè does not permit assimilation in a similar position, e. g.

**Mòbà:** Ẹran rí Òjò rà ko Wálé → Ẹran róÒjò rà ko Wálé.

(see 5 above)

**Mòyèè:** Ẹran rĩ Òjò rà ko Wálè → Ẹran rĩ Òjò rà ko Wálé (see 8iii above)

iii. When focus marker is not overtly marked as found in Mòyèè, there is an assimilation process between the final vowel of the focused item and the 3<sup>rd</sup> person singular pronoun as demonstrated in (9). Such assimilation process is not manifested in Mòbà, in fact, Mòbà does not permit a null realization of focus marker, e.g.

Rírà rin á ra ẹran → Rírà á ra ẹran

Wálé rin á ra ẹran kò → Wálé é ra ẹran kò.

Ẹran rin á rà ko Wálé → Ẹran an rà ko Wálé.

iv. In Mòbà dialect, the vowel of the focus marker is obligatorily deleted whenever a pronoun substitute for the noun subject of the sentence in cases that involve the focusing of objects or verbal element.

Ẹran rí é rà ko Wálé → Ẹran ré rà ko Wálé.

#### 4.2 Focusing of constituents in Embedded Sentence

Ajiboye (2006) reports that “focus movement in an embedded clause is possible, whether from subjects, object or possessive position” in Moba. This is equally true of Mòyèè. The pieces of data below testify to this.

##### (12). Embedded Sentence (Ìmọḍẹ, Ilofa, Odò-Qwá sub-dialects of Mòbà)

Adé gbọ wí Olú ra ẹran ko Wale  
Ade hear that Olu buy meat give Wale  
Ade heard that olu bought meat for Wale

(13)

a. Adé rí ẹ gbọ wí Olú ra ẹran ko Wálé  
Ade Foc s/he hear that Olu buy meat give Wale  
It was Ade that hearf that Olu bought meat for Wale.

b Olu rí Ade gbọ wí ẹ ra ẹran ko Wálé.  
Olu Foc Ade hear that he buy meat give Wálé.  
It is Olu that Ade heard bought meat for Wálé.

c Rírà rí Adé gbọ wí Olú ra ẹran ko Wálé  
Buying Foc Ade hear that Olu buy meat give Wale  
It is through buying that Ade got meat for Wale

d. Ẹran rí Ade gbọ wí Olu ra ko Wale  
Meat Foc Ade hear that Olu buy give Wale

It was meat that Ade learned Olu bought for Wale

e Wale **rí** Ade gbọ wí Olu ra ẹran ko  
Wale Foc Ade hear that Olu buy meat give  
It was Wale that Ade learned Olu bought for

f. Ade gbọ wí Olu ra ẹran ko Wale **rin**  
Ade hear that Olu buy meat give Wale Foc  
It is that Ade heard that Olu bought meat for Wale

The focus marker is constantly **rí**, it is however **rin** in (13f) where a sentence is focused. It is observed that when the subject is focused, its position of movement is occupied by a 3<sup>rd</sup> person singular pronoun. When this happens there is an obligatory deletion of the vowel of the focus marker, and the pronoun merges with the consonant of the focus marker to produce **rẹ** as shown in 14 below.

(14). Adé **rẹ** gbọ wí Olú ra ẹran ko Wálé.

However, when other elements are focused, rather than vowel deletion, a process of assimilation occurs between the final vowel of the focus marker and the vowel of the noun that follows it. The structures in 13b-e, meet the structural description required for the application of the assimilation process. Example (13d) is reproduced in (15) below showing the application of the assimilation process.

(16) Eran; **raade** gbo wi Olu ra ko Wale.

Note that the /i/ of the focus marker turns to /a/ in (16) above.

### Focusing of Embedded Sentence in Mòyèé

(16) a. Ade; **rin** gbo wi Olu ra ẹran kò Wale  
Ade foc hear that Olu buy meat give Wale  
It was Ade who heard that Olu bought meat for Wale

b. Olu **rin** Ade gbọ wí a ra ẹran ko Wale  
Olu foc Ade hear that he buy meat give Wale  
Ade heard that it was Olu that bought meat for Wale.

c. Rira **rin** Ade gbọ wi Olu ra ẹran ko Wale  
bying foc Ade hear that Olu buy meat give Wale  
Ade heard that Olu bought meat for Wale

d.. Eran **rin** Ade gbo wí Olu ra ko Wale  
meat foc Ade hear that Olu buy give Wale  
Ade heard that it was meat that Olu bought give Wale.

e. Wale **rin** Ade gbo wi Olu ra eran ko  
Wale foc Ade hear that Olu buy meat give  
Ade heard that it was Wale that Olu bought meat for.

f. Ade gbọ wí Olu ra ẹran ko Wale **rin**  
Ade hear that Olu buy meat give Wale foc  
Ade actually heard that Olu bought meat for Wale

The focus marker in Mòyẹẹ in the examples in (15) is consistently **rin**. It is observed that either the forms are rendered in slow or fast speech no phonological process occurs. This marks a major difference between the dialect and Moba, where deletion and assimilation occur respectively.

### 4.3 Focusing in WH-Content Question

Focusing in WH-Content question involves movement of constituents as we saw in the case of focusing of constituents in declarative sentence above. However, when there is movement in WH-Content question, the element that is to be moved is converted to a WH-question word and moved to the initial position for the purpose of focusing.

With regards to Mòbà, Ajiboye (2006) reports that focus marker is not overtly marked in WH-content question. This observation is very true of all the speech forms of Mòba. We represent the pieces of data taken from Ajiboye (2006:31).

16. a. Isi<sub>i</sub> Ø ẹ<sub>i</sub> ra iwé?  
who Foc he buy book  
who bought a book?
- b. Ki Ø Ikúnlé ra t<sub>i</sub>?  
what Foc Ikúnlé buy  
what did Kúnlé buy?
- c. Kabi<sub>i</sub> Ø Ikúnlé ti ra iwé t<sub>i</sub>?  
where Foc Ikunle tense buy book  
from where did Kunle buy a book?
- d. Ugba si<sub>i</sub> Ø Ikunle ra Iwe t<sub>i</sub>?  
WH that Foc Ikunle buy book  
when did Kúnlé buy a book.?

We observe that the focus marker is consistently absent in the constructions. WH-content questions are also found in Mòyẹẹ. However, focus marker is consistently marked in the dialect in WH-content question. The examples below testify to this.

17. a. Sáa **rin** ó yè níbè?  
WH Foc 2<sup>nd</sup>s see there?  
Who did you see there?

- b. Urú iwé sáa **rin** Ojó rà?  
Type book WH Foc Ojo buy?  
What type of book did Ojo buy?
- c. Baa **rin** Ojo ti ra iwé ?  
Where Foc Ojo from buy book?  
Where did Ojo buy the book from?
- d. Elo **rin** Ojo ra iwe t?  
How much Foc ojo buy book  
How much did Ojo buy the book?
- e. Ugba wo **rin** Ojo ra iwe?  
Time WH Foc Ojo buy book  
When did Ojo buy the book?
- f. Káa **rin** Ojo ra ?  
WH Foc Ojo buy  
What did Ojo buy ?

From the data in (16) and (17), it is clear that movement is involved in the two dialects, and moved elements are converted to WH-question word. However, while Mòbà does not overtly mark focus element, Mòyèḗ overtly marks focus element [**rin**] immediately after the WH-question word.

#### 4.4 Focusing inContent Question with WH-INSITU

Scholars that include Bamgbose (1972), Ajiboye (2006) have pointed out that equative constructions reflect in-situ WH-word whereby the WH-word is followed by focus marker. This is reflected in the examples below from the standard dialect of Yoruba.

18. i. Ta ni  
Who Foc  
Who is he/she
- ii. Ibo ni  
Where Foc  
Where is it

Equative constructions, similar to those in (18) are formed in Mòbà and Mòyèḗ in (19a) below we present data from Ìmòḗ, Ìlòfà and Odò-Ọwá speech forms of Mòbà, and in (19b) we present data from Idofin speech form of Mòyèḗ.

19.

## a. Mòbà

## b. Mòyèḗ

i	Ìsì rìn/ Ìsín ìn Who Foc is he/she Who is that	Ìsáa rìn / Sáa rìn who foc / who foc Who is that
ii	kabi rìn / kabin ìn where foc Where is the place	Bàa rìn where foc Where is the place?
iii	ki rìn / kín ìn what foc what is it?	Káa rìn what foc What is it?
iv	Ugba si ìn / Ugba sin ìn Time what foc What time?	Ugba wo rìn time what foc What time?
v	Elo si rìn / Èlò sín ìn amount how focus How much?	Èlò rìn amount foc How much?

Ajiboye (2006) reports that focus marker could also be /**ni, a** / in some of the sub-dialects of Mòbà. While this is true, it is not the case in all the sub-dialects; it is found that **rìn, ìn** are manifested in Ìmòḗ, Ìlòfà and Odò-Ọwá sub-dialects. That /**ni, a**/ do not occur in these sub-dialects is a reflection of inter-dialectal variation within Mòbà. We observed also that **rìn/ìn** are allomorphs. Ajiboye (2006) explains that the realization of /**in**/ in B above is a product of **r**-deletion, whereby the /**r**/ of /rìn/ is deleted. The deletion of /**r**/ invariably leads to the nasalization of the final vowel of WH-word as in

20.            Ìsì rìn    → Ìsi ìn    → Ìsín ìn  
                  ↓

Finally, on our observation, the focus particle occurs with a low-tone (L-tone) in WH-question in situ. Looking at (19b) where data from Mòyèè is presented, the focus particle is consistently *rin* with a mid-tone (M-tone). Unlike what obtains in Mòbà, *r*-deletion and nasalization do not occur in Mòyèè dialect. Another observation in respect of Mòyèè is that the question markers in 19(i,ii,iii) show double /a/ consistently: /Ìsáa/, /Báa/ and /Káa/. They are basic question markers (WH-forms) in the dialect.

## 5. Discussion

From the presentation so far, it is clear that there are a number of similarities and differences in the coding of focus construction in the two dialects examined in the study. Like it is found in the Standard Yorùbá, and in the regional dialects of the language studied by various scholars, the two dialects examined have a mechanism for coding focusing.

The focus markers in the two dialects are similar in that the markers are not radically different. In the sub-dialect of Mòbà dialect studied, *rí* and *rin* function as markers, while in Mòyèè, *rin* is the constantly used as marker. This means that *rin* is common to the two dialects. It is observed that in Mòyèè, *rin* is used consistently in all environments whether a constituent or a sentence is focused. In Mòbà, however, *rí* is used when a constituent is focused, and *rin* when a sentence is focused. For convenience, some examples in support of the claim are shown below.

Mòyèè: Èran **rin** Òjó rà ko Wálé.

Òjó ra èran ko Wálé **rin**.

Mòbà: Èran **rí** Òjó rà ko Wálé.

Òjó ra èran ko Wálé **rin**.

Another important observation in the study is that in both dialects, there are cases when the focus marker is null. In those constructions where the marker does not occur at the surface, such constructions remain grammatical. In Mòyèè for instance, whenever a constituent is focused, and a 3<sup>rd</sup> person singular pronoun is used in place of the underlying subject of the construction, the focus marker is invariably not marked. Examples in (9), some of which are reproduced below confirm this.

i. Òjó Ø **ó** ra èran ko Wálé

ii. Rírà Ø **á** ra èran ko Wálé

This is not the case in Mòbà dialect as witnessed in (6), where the 3<sup>rd</sup> person singular pronoun appears immediately after the focus marker. However, there is also a

construction where the marker is null. In Wh-content question, the focus marker is not overtly marked as observed in (16), two of the examples reproduced from (16).

- a. Isi Ø ẹ ra iwé?  
b. Ugba si Ø Ikunle ra Iwe ?

This is not the case in Mòyèè, the focus marker is overtly marked in Wh-content question. The discussion shows that null realization of the focus marker is witnessed in the two dialects, however, the construction that permits the null marking of the marker differs across the dialects.

Another important linguistic observation in the study relates to phonological processes. Vowel assimilation occurs in the two dialects, but in different constructions. It was reported that in Mòbà, vowel assimilation occurs whenever the focus marker occurs after a noun. This is clearly demonstrated in (5), which is reproduced below for convenience.

Ẹran rí Òjọ rà ko Wálé → Ẹran róÒjọ rà kó Wálé

Wálé rí Òjọ rà ẹran kò → Wálé<sub>i</sub> róÒjọ ra ẹran kò

Assimilation does not occur in similar construction in Mòyèè dialect. However, a similar process of vowel assimilation occurs in Mòyèè when a 3<sup>rd</sup> person occurs after a focused constituent where the focus marker is not overtly marked as was demonstrated in (9), and repeated below.

Òjọ Ø ó ra ẹran ko Wálé  
Rírà Ø á ra<sub>i</sub> ẹran ko Wálé  
Wálé Ø é ra ẹran kò

The point to note is that assimilation occurs in the two dialects, but in different constructions.

It is not only vowel assimilation that was observed in the study, vowel deletion occurs in one instance in Mòbà, but does not occur in Mòyèè dialect. When a pronoun is used after the focus marker (in) in a focused construction, the vowel of the marker is deleted and the consonant of the marker and the pronoun merges as demonstrated in (7) above, e.g.

Òjọ ri ẹ ra ẹran ko Wálé → Òjọ rẹ ra ẹran ko Wálé

## 6.0 Conclusion

This study adds to our knowledge in the field of Yorùbá dialectology. It confirms the claim in the literature that dialects of a language often display differences in their grammatical systems. The study shows that Mòbà and Mòyèè dialects of Yorùbá have



similarities and differences in the coding of focus construction. For instance, the two dialects manifest constituent and sentence focusing. Whereas, Mòyèè has only one focus marker **rin**, the sub-dialects of Mòbà studied have two **ri** and **rin**. It is equally shown that the two dialects demonstrate covert realization of the focus marker in different construction. The study equally reveals that vowel assimilation occurs in the two dialects in different constructions, while vowel deletion occurs in Mòbà dialect only.

One interesting finding in the study is that Mòbà displays inter-dialectal variation in focus marker. Ajiboye (2006) reports that /**ni**, **a**/ are realized as focus markers in the sub-dialects he studied. The present study also found that /**ni**, **a**/ are used as focus markers in Ìlálè and Òtùn-Èkìtì sub-dialects of Mòbà, the two markers /**ni**, **a**/ are however not attested in the sub-dialects of Mòbà studied in this research work, i. e. Ìlòfà, Ìmòḍe, Odò-Ọwá and Òbbó-Ayégúnlè sub-dialects. This means that within the sub-dialects of a major dialect, differences in grammar cannot be ruled out. It is important to keep looking at the other sub-dialects of Yorùbá so as to gain more insight into the mechanism of focus construction, and the different markers in the language.

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