

CONFERENCE BOOK



ÇANAKKALE
27-28 ŞUBAT 2026

TROIA 3. ULUSLARARASI SOSYAL BİLİMLER KONGRESİ



**TROIA 3rd INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES
FEBRUARY 27 – 28, 2026
CANAKKALE**

ISBN: 978-625-5694-83-6

Published by : Academy Global Publishing House





**TROIA 3RD INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES
FEBRUARY 27 – 28, 2026
CANAKKALE**

Edited By
ASSIS. PROF. DR. AMANEH MANAFIDIZAJI

Issued: 15.03.2026
ISBN: 978-625-5694-83-6

ASSOCIATION & ACADEMIC INCENTIVES :

In the conference 48 papers have been presented by Turkish participants and 65 papers by international participants.

Members of the organizing committees of the conference perform their duties with an "official assignment letter"

The Contents Of This Book Are Solely Those Of The Authors.
Bu Kitabın içeriğinin tüm sorumluluğu yazarlarına aittir.

Web: www.abantkongresi.org

Contact: abantkongresi@gmail.com

CONFERENCE ID

TROIA 3RD INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES**DATE – PLACE****FEBRUARY 27 – 28, 2026****CANAKKALE****ORGANIZATION****ACADEMY GLOBAL CONFERENCES & JOURNALS****EVALUATION PROCESS****All applications have undergone a double-blind peer review process.****PARTICIPATING COUNTRIES****Turkey – Lebanon – Australia- China- Malaysia- Qatar – Nigeria- Thailand- Korea- Taiwan,-
Macadonia- Kazakhstan- Greece- Japan – Latvia- Romania- Kuwait- Morocco – Egypt - Sri
Lanka- Czech Republic – Oman- Russia- Libya-****PRESENTATION****Oral presentation**

No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical or any other means, now known or hereafter invented, including photocopying and recording, or in any form of information storage or retrieval systems, without permission from the publishers.

Academy Global–2026©

CONGRESS ORGANIZING BOARD

Head of Conference : Assoc. Prof. Dr. Mehmet Fırat Baran

Prof. Dr. Hülya Çiçek - Gaziantep Üniversitesi

Prof. Dr. Ali Bilgili - Ankara Üniversitesi

Prof. Dr. Naile Bilgili - Gazi Üniversitesi

Prof. Dr. Başak Hanedan - Atatürk Üniversitesi

Prof. Dr. Hajar Huseynova - Azerbaijan Devlet Pedagoji Üniversitesi

Prof. Dr. Dwi Sulisworo - Ahmad Dahlan University

Prof. Zain Musa - Royal Academy of Cambodia

Prof. Dr. Sameer Jain - NICMAR University

Prof Yakup Babayev - Azerbaijan Devlet Pedagoji Üniversitesi

Prof. Dr. Suyatno - Ahmad Dahlan University

Prof. Dr. Al-Rashiff H. Mastul -Mindanao State University

Prof. Dr. Alhisan U. Jemsy - Mindanao State University

Prof. Dr. Elif Akpınar Külekçi - Atatürk Üniversitesi

Prof. Dr. Mehtap Kavurmacı - Atatürk Üniversitesi

Prof. Dr. Belkıs Özkara - Afyon Kocatepe Üniversitesi

Prof. Dr. Mavlonova Ugiloy Khamdamovna - Zarmed University

Assoc. Prof. Dr. Aysel Arslan - Sivas Cumhuriyet Üniversitesi

Assoc. Prof. Dr. Yeliz Çakır Sahilli - Munzur Üniversitesi

Assoc. Prof. Dr. Sıddık BAKIR - Ataturk Üniversitesi

Assoc. Prof. Dr. Berna Koçak - Munzur Üniversitesi

Assoc. Prof. Dr. Irade Kerimova - Azerbaycan Devlet Pedagoji Üniversitesi

Assoc. Prof. Dr. Dhesi Ari Astuti - Ahmad Dahlan University

Assoc. Prof. Dr. Mehmet Fırat Baran - Batman Üniversitesi

Assoc. Prof. Dr. Abdulkadir Aydın - Dicle Üniversitesi

- Assoc. Prof. Dody Hartanto - Ahmad Dahlan University
- Assoc. Prof. Dr. Rungchacadaporn - Ahmad Dahlan University
- Assoc. Prof. Nazile Abdullazade - Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc Prof. Dr. Feran Aşur - Van Yüzüncü Yıl Üniversitesi
- Assoc Prof. Dr. Erkan EFİLTİ - Kırgızistan-Türkiye Manas University
- Assoc. Prof. Dr. Dini Yuniarti - Ahmad Dahlan University
- Assoc. Prof. Ivaylo Staykov - New Bulgarian Üniversitesi
- Assoc. Prof. Dr. Abbas Ghaffari - Tebriz Üniversitesi
- Assoc. Prof. Dr. Yasemin Taş - Gazi Üniversitesi
- Assoc. Prof. Dr. Yeganə Qəhrəmanova - Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc. Prof. Dr. Bülent Işık - Karamanoğlu Mehmet Bey Üniversitesi
- Assoc. Prof. Dr. Nurkan Yılmaz - İnönü Üniversitesi
- Assoc. Prof. Dr. Həmzə Əliyev- Azerbaijan Devlet Pedagoji Üniversitesi
- Assoc. Prof. Dr. Sevrə Fırıncıoğulları
- Assist. Prof. Ihwan Ghazali - Technic University of Malaysia
- Assist. Prof. Dr. Abışov Elşad Şərəfxan oğlu- Azerbaijan Devlet Pedagoji Üniversitesi
- Assist. Prof. Dr. Mahrukh Dovlatzade - Azerbaijan Devlet Pedagoji Üniversitesi
- Assist. Prof. Dr. Naci Büyükkaracığan- Selçuk Üniversitesi
- Assist. Prof. Dr. Songül Atak - Dicle Üniversitesi
- Lecturer Mehmet Nuri Ödük - Selçuk Üniversitesi
- Dr. Fatih İ. Kurşunmaden - Selçuk Üniversitesi
- Assist. Prof. Dr. Mehdi Meskini Heydarlou –
- Dr. Dadash Mehravari - Tebriz Üniversitesi
- Dr. Aynurə Əliyeva - Azerbaijan Devlet Pedagoji Üniversitesi
- Dr. Gültekin Gürçay
- Dr. Amaneh Manafidizajı

Scientific & Review Committee

Prof. Dr. Hülya Çiçek – Türkiye

Prof. Dr. Emine Koca – Türkiye

Prof. Dr. Fatma Koç – Türkiye

Prof. Dr. Valide Paşayeva - Türkiye

Prof. Dr. Ali Bilgili - Türkiye

Prof. Dr. Naile Bilgili - Türkiye

Prof. Dr. Başak Hanedan – Türkiye

Prof. Dr. Aysel Güven - Türkiye

Prof. Dr. Bülent Kurtişoğlu – Türkiye

Prof. Dr. Hajar Huseynova – Azerbayjan

Prof. Dr. Dwi Sulisworo – Indonesia

Prof. Dr. Natalia Latygina – Ukraina

Prof. Dr. Yunir Abdrahimov – Russia

Prof. Muntazir Mehdi – Pakistan

Prof. Dr. T.Venkat Narayana Rao – India

Prof. Dr. İzzet Gümüş – Türkiye

Prof. Dr. Mustafa Bayram – Türkiye

Prof. Dr. Saim Zeki Bostan – Türkiye

Prof. Dr. Hyeonjin Lee – China

Prof. Yakup Babayev - Azerbayjan

Prof. Dr. Suyatno – Indonesia

Prof. Dr. Zain Musa – Cambodia

Prof. Dr. Sameer Jain – India

Prof. Mehdi Mohammadzade – Iran

Prof. Dr. Ika Maryani – Indonesia

Prof. Dr. Guler Yenice – Türkiye

Prof. Dr. Elif Akpınar Külekçi – Türkiye

Prof. Dr. Mavlonova Ugiloy Khamdamovna – Uzbekistan

- Prof. Dr. Mehtap Kavurmacı – Türkiye
- Prof. Dr. Belkıs Özkara – Türkiye
- Prof. Dr. Al-Rashiff Hamjilani Mastul – Philipinnes
- Prof. Dr. Alhisan U. Jemsy – Philippines
- Assoc. Prof. Dr. Aysel Arslan - Turkiye
- Assoc. Prof. Dr. Siddık Bakır – Turkiye
- Assoc. Prof. Dr. Meryem Öztürk - Turkiye
- Assoc. Prof. Dr. Yeliz Çakır Sahilli - Turkiye
- Assoc. Prof. Dr. Berna Koçak - Turkiye
- Assoc. Prof. Dr. Dhesi Ari Astuti – Indonesia
- Assoc. Prof. Dr. Abdulkadir Aydın - Turkiye
- Assoc Prof. Dr. Feran Aşur – Turkiye
- Assoc. Prof. Dr. Yasemin Taş – Turkiye
- Assoc. Prof. Dr. Bülent Işık - Turkiye
- Assoc. Prof. Dr. Nurkan Yılmaz - Turkiye
- Assoc. Prof. Dr. Sevra Fırıncıoğulları - Turkiye
- Assoc. Prof. Dr. Abdulsemet Aydın – Turkiye
- Assoc. Prof. Dr. Mehmet Fırat Baran - Turkiye
- Assoc. Prof. Dr. Dilorom Hamroeva - Ozbekistan
- Assoc. Prof. Dr. Abbas Ghaffari – Iran
- Assoc. Prof. Ivaylo Staykov - Bulgaria
- Assoc. Prof. Dr. Dini Yuniarti – Indonesia
- Assoc. Prof. Dr. Ümit Ayata – Turkiye
- Assoc. Prof. Dr. Həmzə Əliyev - Azerbaijan
- Assoc. Prof. Dr. Okan Sarıgöz – Turkiye
- Assoc. Prof. Dr. Eda Bozkurt – Turkiye
- Assoc. Prof. Dr. Ahmet Topal – Turkiye
- Assoc. Prof. Dr. Abdulkadir Kırbaş – Turkiye
- Assoc. Prof. Dr. Mesut Bulut – Turkiye
- Assoc. Prof. Dr. Fahriye Emgili – Turkiye
- Assoc. Prof. Dr. Sandeep Gupta – India

- Assoc. Prof. Dr. Veysel Parlak – Turkiye
- Assoc. Prof. Dr. Mahmut İslamoğlu – Turkiye
- Assoc. Prof. Dr. Nazile Abdullazade – Azerbaijan
- Assoc. Prof. Dr. Irade Kerimova - Azerbaijan
- Assoc. Prof. Dr. Yeganə Qəhrəmanova – Azerbaijan
- Assoc. Prof. Dr. Ali Vandshoari – İran
- Assoc. Prof. Dr. Dinara Fardeeva – Rusya
- Assoc. Prof. Dr. Göksel Ulay – Turkiye
- Assoc. Prof. Dr. Erkan Efilti - Kirgizhstan
- Assist. Prof. K. R. Padma – India
- Assist. Prof. Dr. Omid Afghan - Afghanistan
- Assist. Prof. Dr. Maha Hamdan Alanazi - Saudi Arabia
- Assist. Prof. Dr. Dzhakipbek Altaevich Altayev - Kazakhstan
- Assist. Prof. Dr. Amina Salihi Bayero – Nigeria
- Assist. Prof. Dr. Ahmad Sharif Fakheer - Jordania
- Assist. Prof. Dr. Dody Hartanto - Indonesia
- Assist. Prof. Dr. Ihwan Ghazali - Malaysia
- Assist. Prof. Dr. Mehdi Meskini Heyladou – Iran
- Assist. Prof. Dr. Bazarhan İmangalieva - Kazakhstan
- Assist. Prof. Dr. Keles Nurmaşulı Jaylıbay - Kazakhstan
- Assist. Prof. Dr. Mamatkuli Juraev – Ozbekistan
- Assist. Prof. Dr. Kalemkas Kalibaeva – Kazakhstan
- Assist. Prof. Dr. Bouaraour Kamel – Algeria
- Assist. Prof. Dr. Alia R. Masalimova - Kazakhstan
- Assist. Prof. Dr. Amanbay Moldibaev - Kazakhstan
- Assist. Prof. Dr. Ayslu B. Sarsekenova - Kazakhstan
- Assist. Prof. Dr. Bhumika Sharma - India
- Assist. Prof. Dr. Gulşat Şugaeva – Kazakhstan
- Assist. Prof. Dr. K.A. Tleubergenova - Kazakhstan
- Assist. Prof. Dr. Cholpon Toktosunova – Kirgizia
- Assist. Prof. Dr. Hoang Anh Tuan – Vietnam

Assist. Prof. Dr. Songül Atak - Türkiye

Assist. Prof. Dr. Botagul Turgunbaeva - Kazakhstan

Assist. Prof. Dr. Dinarakhan Tursunaliyeva - Kirgizia

Assist. Prof. Dr. Yang Zitong – China

Assist. Prof. Dr. Gulmira Abndirasulova – Kazakhstan

Assist. Prof. Dr. Imran Latif Saifi – South Africa

Assist. Prof. Dr. Murat Genç – Türkiye

Assist. Prof. Dr. Monisa Qadiri – India

Assist. Prof. Dr. Vaiva Balciuniene – Lithuania

Assist. Prof. Dr. Meltem Avan – Türkiye

Assist. Prof. Dr. Abışov Elşad Şərəfxan oğlu - Azerbaijan

Assist. Prof. Dr. Mahrukh Dovlatzade – Azerbaijan

Assist. Prof. Dr. Naci Büyükkaracıgan – Türkiye

Assist. Prof. Dr. Raihan Yusoph – Philippines

Dr. Que-Nhu Duong - Vietnam

Dr. Fatih İ. Kurşunmaden – Türkiye

Dr. Mehmet Nuri Ödük – Türkiye

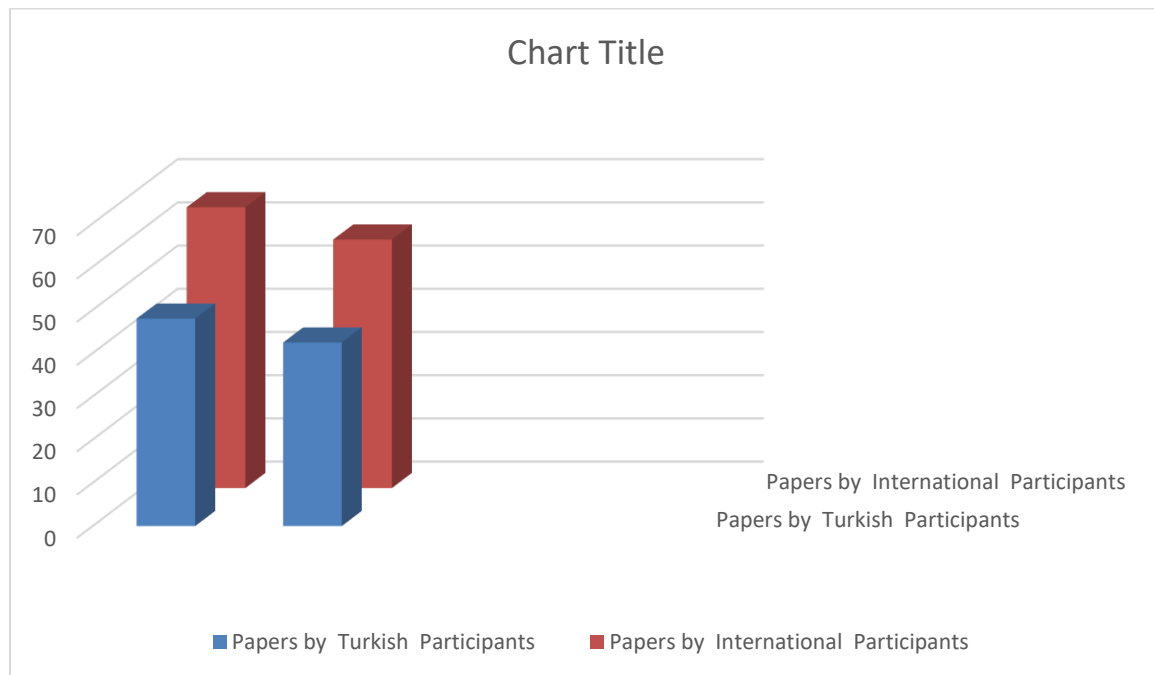
Dr. Ayşe Baran - Türkiye

Dr. Aynurə Əliyeva - Azerbaijan

Dr. Sonali Malhotra – India

Dr. Amaneh Manafidizaji – Iran

	<i>Number of paper</i>	<i>%</i>
<i>Papers by Turkish Participants</i>	48	42,47
<i>Papers by International Participants</i>	65	57,53





T.C.
GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Tıp Fakültesi



Sayı : E-98102723-903.07-475454
Konu : Görevlendirme Talebi

REKTÖRLÜK MAKAMINA

İlgi : 27.03.2024 tarihli ve E--903.07-474236 sayılı yazı

Fakültemiz Tıbbi Biyokimya Anabilim Dalı'nda görevli öğretim üyesi Prof. Dr. Hülya ÇİÇEK'in Yükseköğretim Genel Kurulunun 15.06.2023 tarihli, 10 sayılı oturumunda alınan 2023.10.183 sayılı kararı gereğince Doçentlik Başvuru Şartlarında bulunan ve doçent olacak adaylardan istenen "Diğer uluslararası/ ulusal bilimsel toplantının düzenleme komitesinde resmi olarak görevlendirilmiş üniversite akademisyen temsilcisi bulunması zorunludur." maddesi gereğince, Academy Global Conference & Journals tarafından yapılan kongrelerin düzenleme kurullarında yolluksuz ve yevmiyesiz olarak görevlendirilme talebi ile ilgili dilekçesi ekte gönderilmiştir

Adı geçen öğretim üyesinin Academy Global Conference & Journals tarafından yapılan kongrelerin düzenleme kurullarında yolluksuz, yevmiyesiz olarak görevlendirilmesinde Dekanlığımızca bir sakınca bulunmamaktadır.

Onaylarınıza arz ederim

Prof.Dr. Şevki Hakan EREN
Dekan

OLUR

Prof.Dr. Arif ÖZAYDIN
Rektör

Ek:İlgi Dilekçe (1 Adet)

Dağıtım:

Gereği:

Tıbbi Biyokimya Anabilim Dalı Başkanlığı

Bilgi:

Sayın Prof.Dr. Hülya ÇİÇEK

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSFN3RR3CF* Pin Kodu : 27962

Belge Takip Adresi : <https://turkiye.gov.tr/gaziantep-universitesi-ebys>

Adres : Gaziantep Üniversitesi Kampus Alanı, Tıp Fakültesi Dekanlığı, Şehitkamil - 27310 -

GAZİANTEP

Telefon : 0 (342) 360 60 60 Faks:0 (342) 360 16 17

e-Posta : tipfaksekg@gmail.com Web : www.gantep.edu.tr/~tipdekanlik/bilgipaketi

Kep Adresi : gauntipdek@hs01.kep.tr

Bilgi için : Hüseyin Temel

Unvanı : Bilgisayar İşletmeni V.



EMPHASIS AND INFORMATION FOCUS IN ENGLISH CLEFT CONSTRUCTIONS

Sashka Jovanovska¹, Marija Talevska², Marija Tashkoska³,

¹ PhD, Associate professor at the Department of English language and literature, Faculty of Philology, Goce Delcev University, Stip, North Macedonia, e-mail:

saska.jovanovska@ugd.edu.mk

² MA in Educational Sciences

³ MA in German Language and Literature

Abstract

Cleft constructions in English are syntactic structures in which a specific element of a sentence is extracted from its canonical position and placed within a separate clause in order to achieve greater emphasis. Commonly referred to as cleft sentences or cleft clauses, these constructions form complex sentences whose meanings could otherwise be conveyed by simpler structures. Their primary function is to bring a particular constituent into focus. In spoken discourse, this focusing effect is frequently reinforced by distinctive intonation patterns. Cleft sentences are widely used in English discourse to organize information by linking what is already known to the listener with newly introduced or highlighted content. Through the use of cleft constructions, speakers are able to direct attention to the most communicatively significant part of the message.

Keywords: sentence, separate clause, message, English, constructions

INTRODUCTION

Cleft sentences are a distinctive grammatical construction in English used to highlight specific elements of a message by separating them into a distinct clause. Jovanovska, Talevska, and Tashkoska (2024) argue that the phenomenon of reorganizing sentence structure, cleft constructions allow speakers and writers to foreground particular constituents, thereby shaping information focus and emphasis. These constructions play an important role in discourse, especially in spoken English, where they are often accompanied by marked intonation and serve to link given information with new or salient content. As such, cleft sentences function as effective tools for managing information structure and guiding the listener's or reader's attention within communication.

Cleft constructions allow us to emphasize different parts of the sentence, depending on which part is the most important. Cleft sentences are usually introduced by *it* or by a clause beginning with *what*.

There are several ways to add emphasis (focus) to parts of your sentences in English by changing the word order. Cleft sentences are one way to add emphasis to what we want to say. The word "cleft" means divided or split. A cleft sentence is a sentence in which some part is moved from its normal position into a different place to give it more emphasis. English is very rich in cleft constructions. In English, it-clefts consist of the pronoun *it*, followed by a form of the verb *to be*, a cleft constituent, and a complementizer, which introduces a relative clause that is attributed to the cleft phrase. In English, pseudo-clefts consist of an interrogative clause in subject position, and a focused element appears at the end of the sentence – this is followed by a form of the verb *be*. For many speakers, pseudo-cleft construction is only possible with *what* (as opposed to *who*, *where*...). In English, an inverted pseudo-cleft consists of the identical structure to pseudoclefting, however, the two strings around the verb *be* are inverted. In English, all-cleft sentences are related to pseudo-clefts in which they are constructed with the subject of the sentence embedded in the phrase and expressed with the verb "to be". In English, inferential clefts involve a subordinate clause that is embedded as a complement of the verb "to be", and the sentence begins with the subject "it". Looking at existential sentences, in all languages, they are understood to belong to a grammatically distinct construction, which is utilized to express existential positions. Traditional accounts of cleft structures classify these according to the elements involved following English-centric analyses (such as *wh*-words, the pronoun *it*, the quantifier *all*, and so on).

Cleft sentences are more common in written English because we cannot use intonation in written English. (Intonation is the rise and fall in the pitch of your voice when speaking.)

1. TYPES OF CLEFT CONSTRUCTIONS

Cleft constructions in English can be classified into several major types, each serving distinct structural and discourse functions. The most common type is the *it*-cleft, typically formed with the introductory *it* followed by a form of the verb *be* and the focused element (e.g., *It was John who called*). This structure highlights a specific constituent and places it in focal position.

Another frequent type is the *wh*-cleft (also known as a *pseudo-cleft*), which begins with a *wh*-clause (e.g., *What I need is a break*). In this construction, the *wh*-clause usually contains given information, while the complement introduces new or emphasized information.

A related structure is the *reverse wh*-cleft, in which the focused element precedes the *wh*-clause (e.g., *A break is what I need*). This variation further intensifies focus on the initial constituent.

Finally, *all*-clefts and other less common variants (e.g., *All I want is peace*) also function to foreground specific elements and organize information within discourse.

Although these constructions differ syntactically, they share a common communicative purpose: the management of information structure through emphasis and focus.

The phenomenon of clefts is beyond doubt a golden oldie. It has captivated linguists of different disciplines for decades (Jovanovska et al., 2024). The fascination arises from the unique syntax of clefts in interaction with their pragmatic and semantic interpretation. Clefts structure sentences according to the information state of the constituents contained in them. They are special as they exhibit a rather uncommon syntactic form to achieve the separation of the prominent part, either focal or topical, from the background of the clause. Despite the long-lasting interest in clefts, linguists have not yet come to an agreement on many basic questions.¹

The basic construction is ‘*It is X who/that/which/...*’, where *X* can be a subject, object, or adverbial in the non-emphasized sentence (Jovanovska et al., 2024). But how should we analyze these cleft sentences? The *who/that/which* clauses after the emphasized nouns are

different from relative clauses because they are never non-restrictive and the pronoun that is used in places where we do not normally expect it. However, to keep things simple we will consider them post-modifiers and analyze them as follows:

<u>S:NP</u>	<u>P:VP</u>	<u>SA:NP</u>
It	is	Benjamins who published this book in Amsterdam.
		<u>SA:NP</u>
It	is	this book that Benjamins published.
		<u>A:PP</u>
It	is	in 2000 that Benjamins published this book.
		<u>A:PP</u>
It	is	in Amsterdam that this book was published.
		<u>A : AdvP</u>
It	is	yesterday that the book was published.

Figure 1. Example of sentence analyses (Verspoor and Sauter, 2000, p.178)

¹ Irgin, Pelin (October 2013). "A difficulty Analysis of Cleft Sentences". International Online Journal of Education & Teaching. 1 (1).

1.1. IT-CLEFT

In English grammar, an "it"-cleft is a construction in which a single clause has been split into two sections, each with its own verb. Also called a cleft sentence.

An it-cleft begins with nonreferential it (the "cleft pronoun"), which is typically followed by a copula (i.e., a form of the verb be), a noun phrase, and a relative clause.

Examples and Observations

- *Her parents never visited her in Montreal. It was her mother that always came up with excuses.*
- *It is Kareem that makes the wonderful pasta.*
- *It was in July that I last went abroad.*
- *It is ridiculous that we have to learn this.*

1.2. WH-CLEFT/PSEUDO-CLEFT

Pseudo-cleft sentences (also called wh-clefts) are similar in function to cleft sentences (Jovanovska et al., 2024), but they are formed with the pronoun what (= the thing(s) that/which). The emphasis in a pseudo-cleft sentence is on the phrase after the what-clause + be:

- *What you need is a good sleep.*
- *What I didn't like was the end of the movie.*
- *What changed his mind was a book he'd read.*

If we want to refer to a person, we say The person/people who/that:

- *The people who/that I met were members of the delegation.*

If we want to emphasise an action, the verb after be usually takes the form that corresponds to the form used in the what-clause:

- What you should do is write a letter to the manager.*
- What I need to do is get some rest.*
- What they were doing was arguing about which train to take.*
- What I can do is call for a taxi.*

In the following examples, the verb after *be* takes the form that the verb in the *what*-clause is normally followed by:

- What I want is to sleep.*
- What he can't stand is getting up early.*

In the past simple and present perfect, we can use the following patterns:

- What I did in the end was (to) go home.*
- What I have done is (to) write a letter to the editor.*

1.3. Reversed *wh*-cleft/Inverted pseudo-cleft

In English, an inverted pseudo-cleft consists of the identical structure to pseudoclefting, however, the two strings around the verb *be* are inverted. The focus element has been brought to the front of the sentence, and the clause is sentence final.

English reversed *wh*-cleft/inverted pseudo-cleft:

- A Fiat is what he wanted to buy.*
- Alice was who John was talking to.*²

1.4. ALL-CLEFT

In English, all-cleft sentences are related to pseudo-clefts in which they are constructed with the subject of the sentence embedded in the phrase and expressed with

² Bevacqua, Luca; Scheffler, Tatjana (2020-01-01). "Form variation of pronominal *it*-clefts in written English". *Linguistics Vanguard*. 6 (1).

the verb "to be". Where pseudo-clefts begin with a *wh*-phrase (what, where, who), all-clefts begin with the use of the word "all".

1. He wanted to buy a vintage car.

*All he wanted to do **was** buy a vintage car.*

2. Mona complains about everything.

*All Mona does **is** complain.*

1.5. INFERENCEAL CLEFT

An inferential cleft can help clarify something when it might be wrongly assumed. The structure is usually two consecutive **it-that** sentences.

The first is negative, but then the second clause makes the clarification.

- *It's not that I'm mean with money. It's that I choose to spend it wisely.*

We can also add **just** to the clarifying clause.

- *It's not as if he doesn't want to get married. It's just that he would like to save a bit more money first.*

1.6. THERE-CLEFT

When we use this form, it takes the empty subject word, **there** to start the first clause.

It most commonly emphasizes the object of a simple sentence.

1. Mary wants to buy a new car.

***There's** a new car **that** Mary wants to buy.*

2. I want to watch the new James Bond movie.

***There's** a new James Bond movie **that** I want to watch.*

1.7 IF-BECAUSE CLEFT

In this form, we can create a reason for an action.

1. He wants to leave home to be independent.

***If** he wants to leave home, it's **because** he wants to be independent.*

2. Jane uses social media to become famous.

*If Jane uses social media, it's **because** she wants to become famous.*

2. INFORMATION STRUCTURE

Clefts have been described as "equative" (Halliday 1976), "stative" (Delin and Oberlander 1995) and as "variable-value pairs", where the cleft constituent gives a variable expressed by the cleft clause (Herriman 2004, Declerck 1994, Halliday 1994). A major area of interest with regard to cleft constructions involves their information structure. The concept of "information structure" relates to the type of information encoded in a particular utterance, that can be one of these three:

NEW information: things that the speaker/writer expects their hearer/reader might not already know

GIVEN information: information that the speaker/writer expects the hearer/reader may be familiar with

INFERRABLE information: information that the speaker/writer may expect the hearer/reader to be able to infer either from world knowledge, or from previous discourse

The reason why information structure plays such an important role in the area of clefts is largely due to the fact that the organisation of information structure is tightly linked to the clefts' function as focusing tools used by speakers/writers to draw attention to salient parts of their message.

While it may be reasonable to assume that the variable of a cleft (that is, the material encoded by cleft clauses) may be typically GIVEN and its value (expressed by the cleft constituent) is NEW, it is not always so. Sometimes, neither element contains new information, as is in some demonstrative clefts, e.g., *That is what I think* and sometimes it is the cleft clause that contains the NEW part of the message, as in *And that's when I got sick* (Calude 2009). Finally, in some constructions, it is the equation between cleft clause and cleft constituent that brings about the newsworthy information, rather than any of the elements of the cleft themselves (Lambrecht 2001).³

3. KEY FEATURES OF CLEFT CONSTRUCTIONS

Key features of cleft constructions:

- **Focus on a specific element:** Cleft constructions are employed when there is a need to draw attention to a particular element in a sentence. This element becomes the focal point and is often placed at the beginning of the subordinate clause.
- **Emphasis and clarity:** These constructions are effective for emphasizing specific information, providing clarity, and avoiding ambiguity. By isolating the element of interest, speakers or writers guide the audience's attention to the intended point.
- **Versatility:** Cleft constructions are versatile and can be applied in various contexts. They are used in both spoken and written language, offering a way to structure sentences for different communicative purposes.

³ Reeve, Matthew (2011-01-01). "The syntactic structure of English clefts". *Lingua*. 121 (2): 142–171.

- **Common in English and other Languages:** While cleft constructions are a prominent feature in English, similar structures are found in other languages as well. Different languages may employ cleft constructions to achieve emphasis and focus in communication.

Examples:

1. *It was the beautiful sunset that caught my attention.*
2. *What she needs is a reliable car.*
3. *It's your dedication that makes you stand out.*
4. *The reason he left early was to avoid the traffic.*

In summary, cleft constructions serve as valuable tools in linguistic expression, allowing speakers and writers to strategically emphasize and focus on specific elements within a sentence. Their usage enhances communication by providing emphasis, clarity, and a means to

convey nuanced meanings.

Conclusion

Cleft constructions constitute an important syntactic and discourse phenomenon in English, enabling speakers and writers to manipulate sentence structure in order to highlight particular elements of a message. By separating a focused constituent into a distinct clause, cleft sentences serve as effective devices for emphasis and information structuring. Their frequent use in spoken English, often accompanied by marked intonation, underscores their role in linking given information with new or salient content. Despite their structural variation, different types of cleft constructions share a common communicative function: guiding the listener's or reader's attention and enhancing clarity in discourse. As such, cleft sentences represent a valuable resource in English grammar for managing focus, emphasis, and the flow of information.

Cleft constructions, characterized by their distinctive syntax in which a single sentence is divided into two parts, with a specific focus on a particular element, have proven to be versatile and effective in linguistic expression.

Cleft constructions represent a valuable tool in linguistic expression, offering a means to emphasize, clarify, and diversify communication. Their application extends across various contexts, contributing to the richness and effectiveness of language use. As language continues to evolve, cleft constructions remain a dynamic and adaptable feature, enriching the expressive capabilities of communication. Cleft constructions allowspeakers and writers to emphasize a particular element within a sentence, ensuring that it stands out and receives heightened attention. By isolating the focal point in a sentence, cleft constructions contribute to clarity and precision in communication. They help avoid ambiguity and ensure that the audience easily grasps the intended emphasis or importance of a specific element. Cleft constructions provide linguistic variety, breaking away from standard sentence structures. This diversity adds richness to language use and allows for nuanced expression, especially in situations where a straightforward sentence structure may not capture the intended meaning effectively.

The use of cleft constructions enables speakers and writers to introduce subtle nuances and shades of meaning into their expressions. This can be particularly valuable in contexts where conveying emphasis or focus is crucial for accurate interpretation.

Bibliography

1. Finegan, Edward. 2004. *Language: Its Structure and Use*. 4th ed. Boston etc. Thompson. p. 260-277.
2. Jovanovska, Sashka (2023) *Syntactic and semantic roles of the subject and predicate in English*. Documentation. LAP Lambert Academic Publishing.
3. Jovanovska, Sashka (2025) *Application of Artificial Intelligence in Foreign Language Learning*. *Journal of Applied Languages and Linguistics*, 8 (1): 2. pp. 17-32. ISSN 2623-3533
4. Jovanovska, Sashka (2025) *The Role of L1 in EFL Learners' Meaning Construal of Polysemous Nouns*. *Примењена лингвистика*, Vol. 26 (2025) Faculty of Philology, University of Belgrade, 26 (1): 10. pp. 173-190. ISSN 978-86-6153-123-1
5. Jovanovska, Sashka and Talevska, Marija and Tashkoska, Marija (2025) *The structure of Noun Phrases*. ASERC 2nd International Conference on Humanity and Social Sciences, 2 (1). pp. 53-64.
6. Jovanovska, Sashka and Talevska, Marija and Tashkoska, Marija (2024) *Typical English Sentence Patterns*. Academy Global Publishing House - New York, 6. pp. 50-56. ISSN ISBN: 978-625-6283-78-7
7. Jovanovska, Sashka and Talevska, Marija and Tashkoska, Marija (2023) *Modification of the verb phrase - Adjunct Adverbs*. Academy Global Publishing House. pp. 150-157. ISSN 978-625-6830-27-1
8. Jovanovska, Sashka and Talevska, Marija and Tashkoska, Marija (2024) *Word Classes In English - Grammatical Categories*. In: *Spectrum 6.0: - Bridging Disciplines for Sustainable Development*. Eudoxia Research University - USA, New Castle, USA, pp. 238-254. ISBN 979-8344702636
9. Miller, J. 1996. Clefts, particles and word order in languages of Europe. *LanguageSciences*, 18(1-2):111–125.
10. Rodney Huddleston, R. (1984). *Introduction to the Grammar of English*. CambridgeUniversity Press.
11. Verspoor, M. and Sauter, K. (2000). *English sentence analysis: an introductory course*. Philadelphia: John Benjamins Publishing Company