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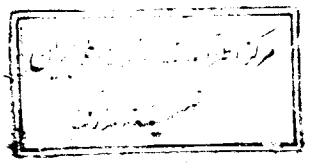

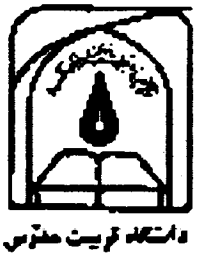

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Cleft and Pseudo - Cleft Constructions in Standard Persian

The Thesis

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Mohammad Reza Ahmadkhani

Supervisor:

Dr. Mohammad Dabir-Moghaddam

Advisor:

Dr. Ali Afkhami

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We recommend this thesis by Mohammad Reza Ahmadkhani entitled:

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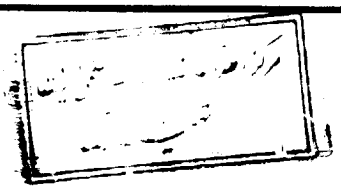
The committee on final examination:

.....	Dr.Mohammad Dabir-Moghaddam	Supervisor
.....	Dr.Ali Afkhami	Advisor
.....	Dr.Mohammad Mehdi Vahedi	Reader
.....	Dr.Arsalan Gholfam	Reader



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مادّهٔ ۳ به منظور جبران بخشی از هزینه‌های انتشارات دانشگاه، تعداد یک درصد شمارگان کتاب (در هر نوبت چاپ) را به «دفتر نشر آثار علمی» دانشگاه اهدا کند. دانشگاه می‌تواند مازاد نیاز خود را به نفع مرکز نشر در معرض فروش قرار دهد.

مادّهٔ ۴ در صورت عدم رعایت مادّهٔ ۳، ۵۰٪ بهای شمارگان چاپ‌شده را به عنوان خسارت به دانشگاه تربیت مدرّس، تأدیه کند.

مادّهٔ ۵ دانشجو تعهد و قبول می‌کند در صورت خودداری از پرداخت بهای خسارت، دانشگاه می‌تواند خسارت مذکور را از طریق مراجع قضایی مطالبه و وصول کند؛ به علاوه به دانشگاه حق می‌دهد به منظور استیفای حقوق خود، از طریق دادگاه، معادل وجه مذکور در مادّهٔ ۴ را از محلّ توقیف کتابهای عرضه‌شدهٔ نگارنده برای فروش، تأمین نماید.

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To :

Those who attempt to advance

humanity and science

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Abstract

Clefts and pseudo-clefts are constructions which are found in many Indo-European languages. These constructions are studied in detail in most of Indo-European languages, specially in English. A number of linguists have studied these constructions, among them are Halliday and Prince.

The consequence of their studies is that cleft and pseudo-cleft constructions have discourse and communicative functions and semantic properties. The question that is put forward in this thesis is that "Are there cleft and pseudo-cleft constructions in Persian?" The hypothesis of this thesis is that there are cleft and pseudo-cleft constructions in Persian and they have communicative and discourse functions and semantic properties. In this research 11 stories by J. Al-e Ahmad , S. Daneshvar , M. Dowlat Abadi , S. Vakili and S. Hedayat were reviewed. From these books, 146 cleft and pseudo-cleft constructions were collected. On the basis of this corpus, one formula for syntactic structure of these constructions was proposed. Moreover, the analysis of these constructions, considering their cotext, has shown that cleft constructions in Persian have communicative and discourse functions such as, question-answer, contrast, and known fact and pseudo-clefts have functions such as question-answer and contrast.

key words:cleft,pseudo-cleft,Persian information structure

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[e]	[del]	دل
[i]	[šir]	شیر
[o]	[gorg]	گرگ
[u]	[surat]	صورت
[a]	[sar]	سر
[â]	[bâr]	بار
[ow]	[towse?e]	توسعه
[b]	[barg]	برگ
[p]	[par]	پر
[m]	[marg]	مرگ
[v]	[vurud]	ورود
[f]	[fard]	فرد
[d]	[del]	دل
[t]	[târ]	تار
[n]	[narde]	نرده
[z]	[zang]	زنگ
[s]	[sut]	سوت
[ž]	[žâle]	ژاله
[š]	[šab]	شب
[j]	[jang]	جنگ
[č]	[čehre]	چهره

[g]	[garm]	گرم
[k]	[kâr]	کار
[q]	[qalb]	قلب
[x]	[xarâb]	خراب
[h]	[havâ]	هوا
[r]	[rang]	رنگ
[l]	[qalb]	قلب
[y]	[yek]	یک
[?]	[?in]	این

LOB : the Lancaster - Oslo / Bergen

LL : the London - Lund Corpus (The letters after LL and LOB show the category of text)

#: end of tone unit

A: the speaker identity

sylls:incomprehensible words where it is possible only to tell the number of syllables

: marks what follows as discourse initial

CHAPTER ONE

Introduction

1.1 Study Of Language

Our everyday encounters with language are so natural and so extensive that we rarely consider language as an object of sufficient interest to warrant study. Language is always there, and we make use of it automatically , often without any conscious effort. All human beings have known and used a language since childhood. On the surface , there is nothing particularly interesting about so commonplace a phenomenon as human language.

In fact, it is widely believed that , because everyone knows a language, everything about language is known .

Yet, this is far from true.

Since the use of language is so natural to all people, it may seem that language itself must be quite simple, perhaps consisting of many words but involving only a few principles that serve to control pronunciation and the organization of these words into sentences. However, investigation of any human language demonstrates that a language is an extremely complex, highly abstract, and infinitely productive system linking meanings with sounds (Falk 1978,P.3).

1.2 Functional Vs. Formal Linguistics

If we want to draw a picture of today's linguistics, we can speak of three

dominant approaches in this field. These three approaches, in fact, are three dominant thoughts in today's theoretical linguistics. This means that each one has attracted considerable supporters and advocates, in a way that linguistics departments, books, articles, theses, magazines and scientific conferences are mainly concerned with these approaches. These leading approaches are formal linguistics, functional linguistics and cognitive linguistics. These schools are distinguishable as one considers language as a structure - based and mathematical system , the other as a system for communication, and the third as a cognitive system.

Functionalists believe that discourse and communicative function form syntax and other language forms. In other words communicative needs create syntax. Givon (1979) claims that there are evidence that show communicative function of language is prior to syntax and syntax has originated from it. These evidence are : a) historical development of languege b) child's language acquisition and second language learning c) characteristics of spoken and written form of language d) properties of pidgin languages (Dabir_ Moghaddam 1378. P.38)

According to Figueroa (1994, P.21) many linguists make a distinction between formal and functional linguistics. Lass (1980) has called these "speaker free" and "speaker centered" , Peng (1982) "narrow" and "broad" linguistics , Lyons (1977) "micro - linguistics" and "macro - linguistics" , Harris (1981) "autonomous" linguistics versus "integrational linguistics", and Hopper (1988) the "A priori grammar attitude" and the "Emergence of Grammar attitude".