

# A Dictionary of Persian Grammar



# A Dictionary of Persian Grammar

By

A. Soheili

**Cambridge  
Scholars  
Publishing**



A Dictionary of Persian Grammar

By A. Soheili

This book first published 2022

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Copyright © 2022 by A. Soheili

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

ISBN (10): 1-5275-8253-1

ISBN (13): 978-1-5275-8253-8

## TABLE OF CONTENTS

Preface .....	vi
Acknowledgements .....	ix
Guidelines to the Entries.....	x
Abbreviations .....	xi
Dictionary .....	1
A Panoramic View of Persian Grammar .....	593
Abbreviations .....	596
References .....	597

## PREFACE

به چه کار آیدت کتاب دگر؟ تو بخوان این کتاب و سود ببر.  
گر چه دستور نامه یابی هر جا کس نیابد از این اثر بر تر.

“What benefit can you get from other sources?

Read this treatise and enrich mental resources.

Although there are Persian grammars everywhere,

No one finds a grammar superior to this anywhere.”

Persian grammar has been analyzed by both Persian and Western scholars within various theoretical models, including traditional, structural, transformational, functional, etc. If those interested in Persian grammar and its historical development wish to study all those models in terms of their methods and analytical approaches, they have to buy many books from bookstores, or order them online from other book sellers. Evidently, locating and collecting all those relevant sources may require a lot of time and cost a fortune under the existing economic conditions of the world.

Thus, an urgent need arose for compiling a single source, where readers can easily and conveniently familiarize themselves with Persian grammatical concepts, together with their descriptions and illustrative examples. This dictionary offers advantages over the Persian grammar books as follows:

Its entries have been collected according to the needs and demands of many prospective readers, in particular, three groups who can benefit from them tremendously in their concerns about Persian grammar and its status amongst the world's major languages. The first group consists of an increasing number of students of Persian linguistics who pursue their education in this field at various colleges and universities. They need an authoritative source to help them understand Persian grammatical terms so that they can use them in their research papers and theses more effectively, efficiently and with adequate clarity.

The second group to benefit from this dictionary includes Persian instructors who seek a fresh dimension in their profession with reference to recent investigations in linguistics and foreign language teaching. Linguistics has much to contribute to the teaching of Persian as a foreign language through

the insights that it offers into its grammar and the way it works. We hope that the dictionary can provide them with fresh ideas for effectively presenting grammatical points because a commanding grasp of Persian grammar is an essential qualification for a Persian instructor. According to foreign language experts, grammar is a set of rules which govern the structure of sentences. Furthermore, an adequate knowledge of grammar will inevitably affect the students' performance in learning all four skills.

The third group of readers who would profit from this dictionary is comprised of those researchers who seek updated linguistic information, not only about the internal components of Persian grammar (i.e., phonological, morphological, syntactic, semantic and pragmatic), but also about the investigations of some linguistic subfields on grammatical analysis. For instance, many foreign scholars and students may truly wonder about the differences between Persian written language and spoken language at various levels on the one hand, and as to why Persian native speakers use poetry, proverbs, expressions and compliments in their social interactions, on the other hand. Persian provides an excellent example in which language and culture are inextricably intertwined. This dictionary includes entries that show the impact of extra-linguistic investigations on grammatical analysis.

Another unique feature of this dictionary is related to providing data from first language acquisition, for four reasons. First, the acquisition data from Persian may contribute to the investigation of the developmental stages through which children acquire their mother tongue. Secondly, our study may provide some significant implications for materials development and teaching Persian as a foreign language in terms of *gradation* (sequencing materials), and the notions of the *simplicity* and *complexity* of syntactic structures. Third, language acquisition data from various languages may help researchers in the field to test how, and at what point, the principles underlying Universal Grammar (UG) will help children with setting the parameters of the language they are acquiring. Finally, the epistemology of language acquisition can be accounted for with reference to *innate language faculty*, *Universal Grammar* (UG), *teleology* of acquiring categories, *maturation*, *psychological reality*, etc., and *Government & Binding* (GB) as a theoretical framework within which we can analyze the nature of child grammar at each stage of development.

Radford (1990) divides the child's categorial development into three stages, namely, *precategorial*, *lexical*, and *functional*. During the first (12-18 months) stage, the child produces one-word sentences which lack categorial structure - *apple*. The second stage (20-24 months) is characterized by a set

of lexical categories and their phrasal projections, without functional relations (*Mummy car*). During the final stage (26 months onwards), the acquisition of functional categories and their phrasal projections occurs. (*I want to have an apple*). Our data show the same three-dimensional system of categorial development with some minor changes in their duration. First, the child associates a word with a particular concept, such as *zib* (*sib*) for “apple.” Then, he combines two words without any evidence of functional categories (e.g., determiners, Case-markers, and inflections) like *man zib* to mean “I want to have an apple.” Finally, he produces complete sentences that are functional in nature, as in *man sib mixa: m*, “I want to have an apple.”

The dictionary also provides entries to show the literary or elegant usage of some grammatical points, where stylistics helps us analyze grammar with reference to literary effects. Persians think of themselves as poetry lovers, and the memorization and recitation of poems constitutes an integral part of their culture and education. The purpose of this dictionary is to maintain this rich literary heritage and align poetic insight with those of grammar and linguistics.

Finally, an attempt has been made to minimize the problems of technical terms in understanding grammatical concepts. Many detailed terms of a technical nature have been excluded so that readers can understand the basic ideas of grammatical terms. Many readers may be familiar with traditional terminology such as *subject* and *predicate*. However, they have to understand the new terminology belonging to transformational analysis of language such as *government*, *binding*, etc. The technical status of these terms is fundamental for thinking in grammar and understanding grammatical relationships between the constituents of a sentence.

Originally, we compiled this dictionary to serve as a *vade mecum* to Persian grammar, as a companion to students of Persian linguistics, as an assistant to Persian instructors, as a guide to researchers in the uncharted territory of Persian grammar, as a cynosure for native speakers of Persian and as more fodder for book reviewers. We are not sure that the dictionary can serve all those purposes; but, *Deo Volente*, it will.



## ACKNOWLEDGEMENTS

To me, compiling a dictionary has seemed much like weaving a carpet for which the right fabric, color, and design have to be meticulously selected. As for a dictionary, the main problem is to decide what entry to include and what to omit. It has not been easy to say for certain what a grammatical term is, because of the close relationship that one may find between a purely grammatical term, and others used in linguistics, and its proliferating terminology. Every Persian grammarian, for instance, uses the term *Case*, but rarely do they mention some other essential aspects of it, as have been analyzed by linguists, such as *Case Filter*, *Visibility Hypothesis*, *Government*, *Adjacency*, etc.

What I have tried to do, then, is to compile a dictionary of those grammatical and linguistic terms which are commonly used, and urgently needed, by Persian instructors and students of Persian studies, and readers interested in Persian language and its grammar. Quite candidly, accomplishing such a task would have been virtually impossible had it not been for the comments, knowledge and advice of many colleagues and friends. I gratefully acknowledge the assistance provided by Professors Seyyed 'Ali Miremadi, Hossein Farhady, Mehdi Marashi, Reza Nilipur, and Dr. Somaje Abdollahian, and Neveeseh Parsi Publications Company, Jim Kelly, linguistic librarian at UMass Amherst library, and Rebecca Reznik-Zellen, UMass Amherst librarian.

I am also indebted to Mr. Hossein Abrishamkar, Mrs. Homeira Bahadorani, Mrs. Sayeh Afsharniya, and Mrs. Simin Shakiba'i and the Mohajers.

I owe a special debt of gratitude to Audrey Anderson, the Editor of the dictionary and, especially, Cambridge Scholars Publishing for their great contributions to successfully publishing my works on various aspects of Persian grammar. I must also thank Amanda Millar, Typesetting Manager and Adam Rummens, Commissioning Editor and Sophie Edminson, Designer of the book cover.

Finally, my thanks to my wife, Effat, my daughter, Avisha and my son Arash for technical help and their patience, staunch support, and encouragement while the dictionary was being compiled.

## GUIDELINES TO THE ENTRIES

- 1- Entries are strictly organized in alphabetical order from **alef** to **ye in Persian**.
- 2- Each entry is transcribed to show its standard pronunciation.
- 3- For each Persian entry, there is an English equivalent, together with its derivatives.
- 4- Each Persian entry is analyzed with respect to the latest developments of various versions of generative syntax, usually referred to as the Government & Binding Theory, the Principles & Parameters Approach, and the Minimalist Program.
- 5- The syntactic analysis of each entry is followed by how the entry is acquired by the child through lexical and functional stages of development.
- 6- As indicated for the English equivalents, the derivatives of the Persian entries are shown below the syntactic analysis.
- 7- At the end of each entry, there is a list of Persian and English sources for further reading.
- 8- Cross-references are given for synonymous entries, or Persian-Arabic grammatical terms.
- 9- A couple of tables and tree diagrams are provided for further morphological information about some entries and the internal structure of the sentences.
- 10- The Persian examples are transcribed to show their pronunciation, followed by their glosses in English.

## ABBREVIATIONS

A / AP =	adjective / adjective phrase
N / NP =	noun / noun phrase
V / VP =	verb / verb phrase
Adv / AdvP =	adverb / adverb phrase
P / PP =	preposition / prepositional phrase
D / DP =	determiner / determiner phrase
I / IP =	inflection / inflectional phrase
C / P =	complementizer / complementizer phrase
S =	sentence
EZ =	Esafe
ECM =	exceptional Case marking
INFL / infl =	inflection
LCD =	lexical category development
FCD =	functional category development





آفتاب گردان

آ

الف ممدود / *lalefe mamdud* , اسم

\*مَدّ ، اسم

**long alef, n.**

**length, n.**

The long vowel / a: / appears with a diacritic sign resembling the brim of a hat in an initial-word position and without it in other positions. *آب*, ‘*a:b*, “water,” *بابا*, *ba:ba:*, “daddy,” and *ما*, *ma:*, “we.” Phonologically, the *alef* is not a vowel, but a seat or *korsi* for the initial *hamze*, accompanied by *madd* or a long vowel.

This long vowel has an independent phonemic status, with two allophones. It sounds longer in a stressed position because it is produced with a greater amount of energy. The other allophone occurs elsewhere. Compare the syllables in these words:

*دهان*, *dahá:n*, “mouth”

*خواهش*, *xa:hésh*, “request”

کای رند خراباتی دیوانه ما	آمد سحری ندا ز میخانه ما
زان پیش که پر کنند پیمانه ما.	برخیز که پر کنیم پیمانه زمی

“Dreaming when Dawn’s Left Hand was in the Sky  
I heard a Voice within the Tavern cry,  
‘Awake my Little ones, and fill the Cup  
Before Life’s Liquor in its Cup be dry.’” (Khayyam)

**LA.** A longitudinal study of seven children (three boys and four girls) acquiring the phonemes of Persian shows that only one child produced the long vowel / a : / as the first vowel. Other children began the low back vowel / a / prior to other vowels, such as / e / and / u /.

(We do not show the initial *hamze* in our transcription system unless the word begins with ع , 'ayn / 'eyn).

(See Anzalichi, 1979; 'Azab Daftari, 1986, 1979; Soheili, 1988; Pazargadi, 2009; Bassari, 1969; Mo'in, 2003; Jazayeri & Paper, 1961; Fitzgerald, 1952; Rosen, 2000).

آرایش واژه / a:ra:yeše va:že / ، اسم

### **word order, n.**

The unmarked word order in Persian realizes as SOV. Example:

من کتاب را خواندم , *man keta:b-ra: xa:ndam*, “I read the book.”

Under Uniformity in syntactic analysis, we posit that Persian is an SOV language, both underlying and at the surface structure. Furthermore, clausal arguments like NPs are base-generated in the pre-verbal position and are extraposed to the end of the sentence at the surface level:

Parvin [az in ke dar konkur qabul shode ast] besya:r xoshha:l ast, ‘Parvin is very happy that she has passed the university entrance exam’.

The internal clausal argument may be extraposed to the post-verbal position:

Parvin besya:r xoshha:l ast که در کنکور قبول شده است. ,  
[ ke dar konkur qabul shode ast].

کسی غصه را از دلم می تکاند گل عشق در باورم می نشاند

“Someone plucks sorrows from my Heart,  
And plants Love flowers in my mind apart.”

(Faride Borazjani)

**LA.** The child acquires the complete SOV order through *seven* stages, beginning with two lexical *NPs* as subject and predicate during the *lexical category development* (hereafter, abbreviated as LCD) to a complete utterance during the *functional category development* (hereafter,

abbreviated as FCD) as *Subject+Direct Object+Indirect Object+V*.

Examples:

من زیب , *man zib(sib)*, “I apple:” “I want to have an apple.”

من کتابا به فیروزه دادم , *man keta:b-a: be Firuze da:d-am*, “I gave the book to Firuze.”

(See Soheili, 1988; Zandi, 2015; Samadi, 1995; 'Azab Daftari, 1986; Karimi, 2005; Mohajer, 2005; Slobin, 1985; Radford, 1990; Rosen, 2000).

آزمون زبان / *a:zmune zaba:n* / اسم

### **language testing, n.**

Tests are ideally designed to measure students' language skills and knowledge. The traditional techniques of testing involve paper-and-pencil tests to assess students' achievement in the areas of vocabulary, grammar, writing, and comprehension. Modern techniques of testing, however, emphasize the interactive and proficiency dimensions of the tests to assess students' abilities at various levels in comprehension, vocabulary, grammar, structure, discourse, and fluency.

The Persian experts of Language testing and measurement argue that, although some Agencies, such as ACTFL, DLI, and FSI have developed proficiency tests that we can use to assess students' skills and knowledge of the Persian language, these tests are not available for public purposes. Therefore, they recommend a general Persian language proficiency test that can be used both as a first language and as a second language.

(See Farhady and Tavassoli, 2014; Brown, 1994; Ur, 2009).

آگاهی زبانی / *a:ga:hiye xaba:ni* / اسم

### **knowledge of language, n.**

It refers to the knowledge that the native speakers of a particular language have in their mind about the sounds, words, sentences, meanings and pragmatic dimensions of their language. The rules of this knowledge are consciously and unconsciously reflected in the linguistic behaviors of the native speakers of a language. For instance, every native speaker of Persian intuitively applies a vowel-raising rule before nasal consonants in colloquial Persian. Example:

*nan* > *nun*, “bread”

*gandom* > *gandum*, “wheat”

**LA.** The cross-linguistic study shows that children acquire the complex grammar that underlies adult linguistic competence over a period of several years. There is, however, abundant evidence indicating that the production and comprehension of certain highly complex syntactic structures and high stylistic levels are acquired as late as school years and well beyond them.

(See Soheili, 1988; Slobin, 1985; Radford, 1990; Vahidiyan Kamyar, 2006; Smith & Wilson, 1990).

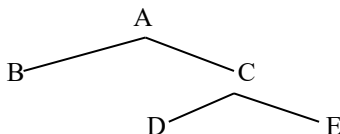
آمریت سازه ای / *a:meriyyate sa:ze'i*، اسم

\*آمریت داشتن، فعل

**c-command**, n.

**c-command**, v.

We say that X c-commands Y because X is higher up in the tree. Example:



In this diagram, B c-commands D because the first branching node which dominates B, namely, A, also dominates D. Moreover, B does not dominate D. In the following sentence, the verb c-commands the object:

فرهاد کتاب را روی میز گذاشت. *Farhad keta:b-ra:ruye miz gozasht*, “Frahad put the book on the table.”

(See Miremadi, 1997; Radford, 1992; Ouhalla, 1999; Haegeman, 1998).



آموزش / *a:muzeš* , اسم

\* آموزش دیدن - فرا گرفتن ، فعل

**Learning, n.****learn, v.**

Some foreign language experts make a distinction between *آموزش* (learning) and *فراگیری*, *fara: giri* (acquisition). They argue that learning refers to a conscious process in which the knowledge of a language is developed. Acquisition, on the other hand, is the development of rules in a natural environment exactly like children do to acquire their mother tongue. Furthermore, acquisition results in the development of unconscious language proficiency used for meaningful communication, while learning results in explicit knowledge, frequently “monitored” by the learner’s conscious knowledge of speech or writing.

(See Krashen, 1982; Pournamdarian, 2008; Ur, 2009; Odlin, 1994; Tomlinson, 2007; Miller, 2014).

آموزش ادبیات / *a:muzeše adabiyyat* , اسم

\*ادب، اسم - ادبی، صفت

**teaching literature, n.****belles-lettres, n. belletrist, n. belletristic, a.**

Almost all Persian textbooks devote their advanced texts to teaching Persian literature, both prose and poetry. The prose part contains articles, letters, short stories, etc., written by both classical and contemporary writers. The poetry section consists of various genres, such as *حماسی* , (epic), *تعلیمی* , (didactic), *عرفانی* , (mystical), etc. For instance, in the mystical genre, foreign students read a synopsis of *منطق الطیر* , (Conference of Birds) by Attar (d.1221) in which there is an allegorical story of thirty birds that have to cross seven valleys to reach the abode of their ideal leader, a bird called *Simorgh*. These seven valleys or stages are: *طلب* , (quest), *عشق* , (love), *معرفت* , (knowledge), *استغنا* , (contentment), *توحید* , (unity), *حیرت* , (wonderment), and *فنا* , (annihilation).

The question is whether foreign students are advanced enough to understand this allegory and its mystical implications. Some experts in the field of teaching literature argue that, before we teach literature, we should

have clear ideas about its *definitions, goals, objectives, methods, and theories*.

(See Zolfaghari, et al., 2003; Showalter, 2003).

آوا / *a:va:* /، اسم

\* آوانی، صفت

**voice**, n.

**voiced**, a.

It is a sound produced by the vibration of the vocal cords. Vowels and some consonants, like / b, d, g /, are voiced sounds in the phonological system of Persian.

(See Hagh Shenaz, 2014; Ladefoged, 2006; Hockett, 1958).

آوا شناسی / *a:va:shena:si* /، اسم

\* آوا شناس، اسم – آوا شناختی، صفت – آوا شناسانه، قید

**Phonetics**, n.

**Phonetic**, a., **phonetically** adv., **phonetician**, n.

It is the science concerned with the description of speech sounds in terms of places and manners of articulation, *تولیدی* (articulatory phonetics). The speech sounds may also be analyzed with reference to their acoustic features, *فیزیکی* (acoustic phonetics).

(See Hagh Shenaz, 2014; Ladefoged, 2006; Samare, 1985; Yarmohammadi, 1985; Taleghani, 1888).

آوا نگاری / *a:va:nega:ri* /، اسم

\* آوا نگار، اسم

**spectrograph / phonograph**, n.

It is a system to show the pronunciation of speech sounds in a phonetic alphabet, enclosed in square brackets. Examples of stops in Persian: پ [p], ب [b], ت [t], د [d], ک [k], گ [g], ق [q], *همزه - glottal stop* [ʔ].

(See Hagh Shenaz, 2014; Ladefoged, 2006; Kenstowicz & Kisseberth, 1979).

آواهای زیر زنجیری / *a:va:ha:ye zabar canjiri* / ، اسم - جمع

### suprasegmental phonemes, n., pl.

They refer to the speech features that are imposed on segmental phonemes, such as *آهنگ* (intonation), *تکیه* (stress), *فاصله* ( juncture ), and *کشش* (lengthening). Examples:

↑ *shoma: Ira:ni hastid*, “Are you Iranian?” (rising intonation)

*be xub-í va bad-yé in tarh fekr konid*, “Think about the advantages and disadvantages of this plan.” (Stress)

*to gofti man+ zur da:ram*, “You said you were strong.” (juncture between *man* and *zur*)

*ha:la: ka:r da:ram, bād biya:*, “I’m busy now. Come later.” (lengthening on *bād*)

سرنوشت  
از قلبم پرسید: سرنوشت را بر تو بنویسم؟  
گفت: می ترسم بشکنم.  
“Destiny

Asked my Heart: ‘Shall I decide your Fate and inscribe on it?’  
It said: ‘I fear I might break it.’” (Mitra Kamyabpour)

**LA.** The child seems to be tacitly aware of these features because he uses a rising intonational pattern with yes-no questions. In addition, he places the primary stress on the last syllable of nouns and the first syllable of verbs -- *ba:z-í*, “game” and *mí-ram*, “I go.” The way he pronounces *barun*, “rain” indicates that there is no pause between the first and second syllable, as opposed to *ba:+run*, “with the thigh.” The lengthening feature is shown in the word, *bād*, “later.” These features are the earliest items acquired by children due to their “acoustic saliency.”

(See Soheili, 1988; Hagh Shenaz, 2014; Afrashi, 2008; Mohajer, 2009; Radford, 1990; Lambton, 1976).

آواهای گفتار / *a:va:ha:ye gofta:r* / اسم - جمع

### speech sounds, n., pl.

The sounds made by human languages, which are finite in number and can be analyzed in terms of their phonetic properties and phonological functions. For instance / p / is a voiceless, aspirated, bilabial stop in word-initial position in Persian, like, پیر [p<sup>h</sup>ir], “old.” Phonologically, it may be contrasted with its voiced counterpart / b / in the word با, / ba: /, “with.”

(See Jazayeri & Paper, 1961; O’Grady, et al., 1997).

آهنگ جمله / *a:hange jomle* / اسم

### sentence intonation, n.

The pitch patterns of a sentence are افشان (falling) in statements but خیزان (rising) in yes-no questions. Examples:

↓ *hava: sard ast*, “It is cold.”

↑ “Is it cold?” *hava sard ast*

میان من و تو کوهی است  
دریایی است  
می شنوی؟

“Between you and me, there is a Mountain,  
There is an Ocean,  
Do you hear me?” (Shamsi Ghorouri)

**LA.** The child first acquires the falling pitch pattern, which is followed by a rising tonal development. Examples:

,. *mada:d-a: bede*, “Give me the pencil.”

؟ *ba:tri xaridi*, “Did you buy a battery?”

آواهای زیر زنجیری

(See Soheili, 1988; Mahutian, 2006; Mohajer, 2009; Lambton, 1976).

آمیختگی، اسم

\* آمیختن، اسم

**Fusion, n.****fuse, v.**

Some linguistic elements may merge with other elements in words like inflections, the plural marker *-ha:*, or the Case-marker *-ra:* in:

می خواهم, *mixa:h-am* > *mixa:-m*, “I want”

, بچه ها, *bacha-ha:* > *bach-a:*, “children”

کتاب را, *keta:b-ra:* > *keta:b-a:/o*, “the book”

پریا جمع بشید، قصه بگید

یه پیر مرد مو سپید

دوستشو، رفیقشو، جون جونیشو

همه را از دس داده.

“O’ Fairies! Get together and tell a story

About an old white-haired Man

His friend, his companion, his darling

Has lost all of them together.” (Tahere Adibpour)

**LA.** Children usually fuse the elements in order to produce them easily.

Example:

The copula *است*, *ast*, “is” fused with the previous word and is realized as *-e*. Examples:

, این بزرگه. *in bozorge-e*, “This is big.”

, ماشین منه. *mashine man-e*, “It’s my car.”

(See Soheili, 1988; Samadi, 1995; Zandi, 2015; Mohajer, 2005; Slobin, 1985; Radford, 1990).



اطلسی

الف

ابدال / *ebda:l* / ، اسم

\* بدل کردن ، فعل

**assimilation**, n.**assimilate**, v.

It is a phonological process in which a sound, a vowel, or a consonant becomes like its neighboring sound. It is divided into *پسرو* (regressive) and *پیشرو* (progressive) types. In the first type, a consonant becomes like the following one, and its reverse occurs in the second type. Examples:

*shanbe* > *shambe* “Saturday”

*sadta* > *satta* “a hundred”

See *بدتر*, *badtar* > *battar*, “worse than” in this poem:

آدمی را بتر از علت نادانی نیست.

“There is nothing worse than Ignorance.” (proverb)

**LA.** The child uses both progressive and regressive types of assimilation. Examples:

*dastam* > *dassam*, “my hand”

*روسی*, *rusi* > *susi*, “Russian”

\* بدل کردن ، فعل

(See Soheili, 1988; Habibian, 2002; Ghanbari, 2003; Arlotto, 1972; Afrashi, 2008).

ابزار زبان آموزی / *abza:re zaba:n a:muzi*، اسم

### Language Acquisition Device (LAD), n.

In Chomsky's theory, children are endowed with *قوه ی فطری زبان* (innate language faculty), which provides the children with a procedure for constructing a grammar of their native language. Language acquisition does not occur by imitation, but children will observe how the people around them speak the language and the contexts in which it is used. This constitutes the input to their language faculty, and the output of the language faculty is the language they are acquiring.

(See Chomsky, 1965; Radford, 1998; 1990; Smith & Wilson, 1990).

ابهام / *ebha:m*، اسم

\* مبهم ، صفت

### ambiguity, n.

### ambiguous, a.

It refers to a word or sentence which expresses more than one specific meaning. For instance, the word *شیر*, *shir*, in Persian is three-way ambiguous between “lion,” “milk,” and “faucet.” This is an instance of *ابهام واژگانی* (lexical ambiguity). The following sentence shows *ابهام ساختاری* (structural ambiguity):

*man Mayam-ra: bishtar az to dust daram*, “I love Maryam more than you / more than you love her.”

In this sentence, the pronoun *to* may be interpreted as the subject or object of the verb *to love*.

دال زلف و الف قامت و میم دهنش      هر سه دام اند و بدان صید جهانی چو منش  
 “The **dal** of her tress, the **alef** of her height, the **mim** of her mouth  
 All three are da:ms (traps) laid for a game like me.” (Baba Kamal Khojandi)

(See Gholam-'Alizadeh, 1995; Kazzazi, 1995; Cuddon, 2014).

اتباع / *etba:*’ ، اسم

\* متبوع ، صفت

**reduplication**, n.

**reduplicative-reduplicated**, a.

It is a morphological process in which a word is repeated most commonly with a different initial sound, like / m /, / p /, or possibly others in Persian. Examples:

کتاب- متاب , *keta:b- meta:b*, “book”

رخت- رخت , *raxt- paxt*, “clothes”

Some reduplicative forms may be coordinated like:

کتاب و متاب , *keta:b o meta:b*, “book and stuff”

رخت و پخت , *raxt o paxt*, “clothes and stuff”

درهم و برهم , *darham o barham*, “helter-skelter”

Reduplicative forms may be subclassified into three categories, depending on whether the second element has a clear meaning, does not a clear meaning, or is totally nonsensical.

وقت است کز فراق تو و سوز اندرون آتش در افکنم به همه رخت و پخت خویش

“It’s time your Separation and internal Suffering

Make me set fire on me and the whole covering.” (Hafez)

**LA.** There is no evidence of reduplication in our language acquisition data.

(See She’ar & Hakemi, 1969; Pezhman Bakhtiari, 1998; Matthews, 1997; Robins, 1989).

اثر / *asar* / ، اسم

**trace**, n.

It is an empty category out of which an element moves. The trace left behind must have the same grammatical categories as the moved constituent. Example:



کی به نظر می رسد ت بتواند این معما را حل کند؟ *ki be nazar mirasad betava:nad in mo'mma:-ra: hal konad?*, “Who seems to be able to solve this problem?” In this sentence, ت (*t*) is the trace left behind by the movement of *ki* to the front position or *edge*.

(See Miremadi, 1997; Haegeman, 1995; Ouhalla, 1999).

اجباری ، صفت

**obligatory**, a.

The presence of some elements is normally obligatory for the well-formedness of the sentence. In Persian, for instance, the transitive verb خواندن, *xa:ndan*, “to read,” takes an obligatory complement.

من کتاب را خواندم. *man keta:b-ra: xa:ndam*, “I read the book.”

Some other verbs, like دادن, *da:dan*, take two obligatory complements:

من کتاب را به خواهرم دادم. *man keta:b-ra: be xa:haram da:dam*, “I gave the book to my sister.”

Similarly, the obligatory complementizer transformation introduces *ke* - into deep structures of noun phrase complements:

همه می دانند که ویروس کرونا خطرناک است. *hame mida:nand ke viruse korona xatarna:k ast*, “Everybody knows that the coronavirus is dangerous.”

شب چو یادت را به خلوتگاه دل مهمان کنم  
دیده را بر هم نهم اندیشه را عریان کنم.  
“When I summon your memory to the silent session of Heart,  
I close my eyes and lay bare my whole Thoughts apart.” (Vida Karimi)

**LA.** The acquisition of obligatory complements occurs through several stages of development.

(See Soheili, 1988; Samadi, 1995; Tabib-Zadeh, 2007; Farshidvard, 2005; Karimi, 2005; Mohajer, 2009).

متعم See

اجزاء صوتی ، اسم ، جمع

### Sound segments

The term refers to individual speech sounds, like vowels and consonants. Each sound segment is produced by articulatory gestures, including the movements of the tongue and the lips. Consider the pronunciation of کم, *kam*, “little.” The back of the tongue moves up to touch the roof of the mouth for the production of [k] and then comes down for the following vowel / a /. Finally, the lips come together to produce the last segment, which is / m /.

**LA.** Longitudinal studies show that Persian children acquire the sound segments of the language by producing / a / followed by other front and back vowels. The emergent order of consonants may be established as stops followed by fricatives and affricates.

(See Soheili, 1988; Hagh Shenasi, 2014; Ladefoged, 2006; O’Grady, et al., 1997).

اختصار / *extesa:r* /، اسم

\*مختصر ، صفت - مختصر کردن ، فعل

**abbreviation, n.**

**abbreviate, v. – abbreviated, a.**

It refers to a morphological process in which a new word is generated from the initial letters of some existing words in the language. Example:

، نالجا *NAJA* (Law Enforcement of the Islamic Republic of Iran)

، نزالجا *NAZAJA* (Ground Force of the Islamic Republic of Iran)

(See Afrashi, 2008; Meshkat al-Dini, 2012; Farshidvard, 2011; Stageberg & Oaks, 2000).

اختیاری ، صفت

\* اختیار، اسم

**optional, a.****option, n.**

Some verbal complements and transformations, such as extraposition in noun phrase complements and relative clauses, are usually optional, as the following examples show:

ما خانه را ( به او ) اجاره دادیم. *ma xa:ne-ra: ( be u ) eja:re da:dim*, “We rented out the house (to him).”

فرشی که خریدم گران بود. *farshi ke xaridam gera:n bud*, “The carpet which I bought was expensive.”

همه می دانند که ویروس کرونا خطرناک است. *hame mida:nand ke virus korona: xatana:k ast*, “Everybody knows that the coronavirus is dangerous.”

دوست دارم خنده باشم بر لبان زندگی

“I love to appear as smiles on the lips of Life.” (Faride Jowkar)

**LA.** A child’s speech productions show that he/she is aware of the difference between obligatory and optional elements in his/her utterances. Examples:

اینجا بخون. *in-a: bexun*, “Read this.”

چیزی بخر که خوبه. *chiz-i bexar ke xub-e*, “Buy something which is good.”

See **متمم**.

(See Soheili, 1988; Samadi, 1995; Tabib-Zadeh, 2007; Farshidvard, 2005; Karimi, 2005; Mohajer, 2009; Jacobs & Rosenbaum, 1986).

ادغام / *edqa:m* /، اسم

\*ادغام کردن ، فعل

**geminat**ion, n.

**geminat**e, v.

A sequence of two identical consonants, which is pronounced with emphasis or *tashdid*.

شپیره , shappare “bat”

بتر , battar “worse”

The term also refers to a process of word formation called *blending* in which the first part of one word combines with the last part of another. Examples:

فوتسال , *futsal* → سالن + فوتبال , *futba:l* + *sa:lon*

In Persian, we use مثل , *motel*, but we may not know that it is a blended word:

موتل , *motel* → هتل + موتورست , *hotel* + *motorist*

(See Afrashi, 2008; Stageberg & Oaks, 2000).

ارتقاء / *erteqa:ʔ* /، اسم

\* ارتقاء دادن / یافتن ، فعل

**raising**, n.

**raise**, v.

In a complex sentence, the subject of the complement may move into the subject position of the main clause. Vowel raising may also happen when a back vowel is raised to a higher position. Examples:

رضا قرار است - برود. , *Reza qara:r ast beravad*, “Reza is supposed to go.”

خانوم > *xanom* , lady”

غم عشقت بیابون پرورم کرد      هوای بخت بی بال و پرم کرد.

“The sorrow of your Love made me wander the desert  
 Destiny clipped my wings and me relentlessly hurt.”  
 (Baba Taher)

**LA.** There are many examples of vowel raising in a child’s early grammar:

نان, *nan* > *nun*, “bread”

باران, *baran* > *barun*, “rain”

همان, *hama:n* > *hamun*, “the same”

(See Darzi, 2005; Miremadi, 1997; Vahidiyan Kamyar, 2006; Shafe’i, 2001).

**LA.** The acquisition of obligatory complements occurs through several stages of development.

(See Soheili, 1988; Samadi, 1995; Tabib-Zadeh, 2014; Farshidvard, 2005; Karimi, 2005; Darzi, 2005; Miremadi, 1997; Vahidiyan Kamyar, 2006; Shafe’i, 2001; Jacobs & Rosenbaum, 1968).

ارجاع دوگانه / *erja: 'e dogane* , اسم

**i-within-i filter**, n.

According to this filter, two pronouns having the same antecedent cannot be coindexed and occur together in a sentence. In other words, it rules out a construction in which A contains B and where A and B share the same index . Example:

او<sub>1</sub> / *u* , *tabibe u ast*, “He<sub>1</sub> is his<sub>1</sub> physician.”

In this sentence, the subject *he* and the second pronoun refer to the same individual, and the sentence is inadmissible. When we replace the second pronoun with the possessive suffix *-ash*, the suffix may be coindexed with the subject or another entity in the universe of discourse.

او<sub>1</sub> / *u* , *osta:de xodash ast*, “He<sub>1</sub> is [his<sub>1,2</sub> physician]<sub>i</sub>.”

We may also add the anaphor خود, *xod*, “self,” together with the possessive suffix *-ash*:

او<sub>1</sub> / *u* , *tabibe xod-ash ast*, “He<sub>1</sub> is [his<sub>1,2</sub> own physician].”

In this sentence, the coindexed subject and *xod-ash* yields two acceptable interpretations.

A Persian linguist argues that the following sentence is ungrammatical. Why?

\* ما کارای مارو کردیم.

(See Vahidiyan Kamyar, 2006; Miremadi, 1997; Chomsky, 1981; Haegeman, 1998).

اختصار / *extesa:r* ، اسم

اختیاری، صفت

### Optional, a.

The term covers those elements that are usually optional for the well-formedness of the sentence. For instance, the verb *اجاره داد*, *eja:re da:dan*, “to rent out” may take an optional indirect object:

*man xa:ne-ra: (be a:nha:) eja:re dadam*, “I rented out the house (to them).”

Similarly, some transformational rules may usually be optional, too. A relative clause may be extraposed to the end of the sentence:

*u a:dam-i nist ke be zudi sora:qe man-ra: begirad*,

“He’s not a type of person who enquires after me so soon.”

در گلشنی که رشگ بهشت است ساختش ای دل، جمال آن مه تابانم آروست

”In a rose-garden, of which is envious Paradise

O, heart! I yearn to see that shining Moon rise.” (Rabe’e Esfahani)

**LA.** The child seems to be “aware” of this optional rule due to its central-embedding difficulty:

*mixa:m ye chizi begam ke xeyli qashange*,  
“I want to say something which is very funny.”

See **متمم**.

(See Soheili, 1988; Tabib-Zadeh, 2014; Shari’at, 1989; Mohajer, 2009).