The Comprehension of Differences between Simple and Complex Words in 7 to 12-year-old Persian Speaking Children

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ABSTRACT--- *The aim of this paper is to study the comprehension of the differences between two groups of words in language; i.e. simple and complex words from the point of the 7 to 12-year-old Persian speaking children. The method of the research is descriptive- analytic and for collecting data, the documentary resources and the course book of elementary students "Bekhanim" have been used. The comprehensive results of this research show that children, in all cases, separate the meaningful units to recognize and comprehend the simple and complex words and they utilize surface structure of the words. Some factors such as 1. space or lack of space, 2. meaningfulness and the independence of each word in a compound, and 3. remaining meaningful or becoming meaningless, when children separate one part of a word, help them recognize the structure of the words. To sum up, children consider a base form for certain words which absolutely is the simple form of each word and accordingly they make complex words or compounds.*

Keywords─morphology, word formation, simple, derived, compound

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1. INTRODUCTION

Morphology is a branch of linguistics that studies the word internal structure and the dominated relationships between words. It is, also, the study of different forms of words and their structure in language (Shaghaghi,2007:9). In linguistics,morphology is related to a mere intellectual system of making words, or to a branch of linguistics that deals with the words, their internal structure and how they areformed (Aronoff and Fudeman, 2005: 1-2). The study of internal structure of words is called morphology (Katamba and Stonham, 2006: 3). Morphology is the study of words and their internal structure (Haspelmath and Sims, 2010: 1). In other words, in morphology, various parts and forms of words and the way in which they are formed, is studied. It must be remindedthat according to authors of this article, the words "morphology" and "word formation" are different in meaning and applying. The method of the research is descriptive-analytic and for collecting data, the documentary resources and the course book of elementary students "Bekhanim" have been used.Data analysis and evaluation of the results show that 7 to 12-year-old Persian speaking children consider simple words or morphemes as the basis of derivation and compounding.Since this study examines these children's comprehension of simple and complex words, all of these words have been extracted from the first to sixth grade books and they have been studied. Then,according to each grade, six different kinds of tests have been prepared. In a way that the test of first and second grades contains twenty two-choice questions, the test of third and fourth grades contains twenty-five three-choice questions andthe test of fifth and sixth grades contains thirtythree-choice questions.These tests have been taken from twenty-five boy students and twenty-five girl students respectively in the regions of two and nine in the city of Tehran. Due to the limited size of the research, just a brief amount of data has been presented in this article which is comprehensive. The main motivation for doing this research is to study the word, as one of the most key units of

the morphological studies. In this manner, the main question of the research is that how children in these ages can recognize simple words from complex words.

2. THEORETICAL FRAMEWORK

In this paper, the structure of simple and complex words is examined with a morphological approach. For this purpose, in this section some of the key concepts in morphology are described and then the framework, which is introduced by Haspelmath and Sims (2010), is presented. In this framework, the differences between compounds and phrases (which is related to this study), and also the differences between derived structures and clitics have been raised.

2.1. Morphology

Morphology is a part of grammarwhich analyzes the word structure. In the structure of a word, there are two layers. Thus, morphology, which focuses on both layers, is divided into two parts consisting of inflectional and derivational morphology. In inflectional morphology that part of word which is directly dealing with its syntacticfunction, is studied. For instance, the word [mardhɑ] in Persian, "men", has two morphemes;[mard] and [hɑ], or the word [miravam] in Persian, "I go",has three morphemes;[mi-], [-rav-] and [-am].These morphemes are related to the syntactic function of each word. In derivational morphologythat part of word which belongs to the word itself, regardless of its syntactic function, is studied. For instance, the words [ʝoldɑn] and [cɑrχɑne] in Persian, which respectivelymean "vase" and "factory",consist of two morphemes [ʝol] and [-dɑn], [cɑr] and [χɑne]. This is called derivational study (Kalbasi, 1992: 19-20).

Words,on the basis oftheircomponents,are dividedinto two groups:simpleand complex (or non-simple). Simple wordsof a languageare not decomposed to theirconstituents. Thesewordshave different lexical and grammaticalcategories. For instance,in Persian, nounssuch as [miz]"table" or [ʝorbe]"cat"; adjectives such as [ʝerɑn] "expensive" or [talχ]"bitter"; and adverbs such as[ʔɑheste] "slow" are madeof only onemorpheme. Complex words can be divided into their constituents. Thesewordshave, at least, one or two roots, and a morpheme which is called affix.Sometimesthe meaningof complex words can be realized through putting their individual components together. So the meaning of word is considered compositional, such as the word [mɑhiʝir] in Persian, "fisherman" which means "the haunter of fish". Sometimes the meaningof word is unpredictable. In this case, it is not considered compositional, but it is idiomatic in meaning; such as the word [dandɑnʝir] in Persian,"valuable". Complexwords are the result of productive word-formation processeslike compounding, derivation and recursion.These types of words can be represented as Table 1 (Shaghaghi, 2007: 33-34):

Table 1:Types of Words (ibid: 35)

Types of Words				
simple	complex			
	derived	compound	Derived-compound	recurrent

In other words, from the point of view of derivational structure,words are classified in three different groups consisting of simple, derived and compound (Kalbasi, 1992: 35). Simple words are free morphemes, therefore they do not have morphological structure, and they can just appear as base or simple elements in morphological structures; such as the words [nic] and [cɑr]in Persian, which respectively mean "good" and "work". Compounds are madeof two or more free morphemes; such as the words[nicdel] and [camcɑr] in Persian, which respectively mean "benevolent" and "shirker". And derived words are made ofthe combination of one or more free morphemesand one or more derivational affixes; such as the words[nicdeli] and [camcɑri] in Persian, which respectively mean "benevolence" and "shirking" (ibid: 35-36).

2.2. Compounds versus phrases

In this section, some of compounds' properties are mentioned and described. Compounds may consist of two (or more)lexeme stems that are juxtaposed in a single word-form (Haspelmath and Sims, 2010: 190). Some compounds have a specific indication of being compound. Compounds have the following properties:

1. In most cases, by using spacebetween the components of a compound, itcan beeasilydetected from a phrase which is made of at least two words.In other words, there is no spacebetween the components of a compound, but phrases havespace between their components and in Persiansometimes an additional "-e" is used to show this space between the components of a phrase; such as the word [taχtesijɑh]in Persian,which means "blackboard" and it is a compound, but the word [taχte-je-sijɑh]in Persian,which means "black board" and it is a phrase.

2. In some compounds, there is an infix; such as "-ɑ-" in Persian words like [damɑdam] "momently", [sarɑsar] "throughout", and [labɑlab] "replete", which cannot be seen in phrases(ibid).

3. The most striking property in compounds is that they are idiomatic. In other words, their meaning cannot be determined from the meaning of their constituents. So idiomaticity is a typical property of compounds. For instance, the word [dastcadʒ] in Persian means "pilferer, thief" which cannot be determined from the meaning of its constituents and it is used practically in this sense. Whereas this is not true for phrases(ibid:191).

4. Almost all compounds have a dependent noun that does not denote to a particular referent the entire class; in other words, a dependent noun in a compound is not referential but generic (ibid:191). In contrast, there is a fully referential noun in phrases. For example, the Persianwords [cetab] "book" and [loɢat] "word", respectively in compounds [cetabχane] "library" and [loɢatname] "dictionary", each one does not refer to a particular "book" or "word" and each of them does not have a particular referent. Whereas there is a particular referent in phrases; for instance in the phrase [ceʃti-je-nuh] "Noah's ship" which has an additional "-e", the word [ceʃti] "ship" is a particular referent.

5. According to the phonological criterion, in English and also in Persian, each word hasone main stress, so main stress on only one member of a compound like expression suggests that it is a word (ibid: 192). In other words, just as the stress of a simple word in Persian is locatedon the last syllable, compounds in Persian havelast syllable stress. For example, the compoundsin Persian like[riʃsefíd] "elder"and [noχostvazír] "prime minister" have last syllable stress.

6. Each compound has a lexical category. For example, the compound [madarbozorɉ] in Persian,"grandmother",is made of a noun andan adjective, butthelexical category of the compoundisa noun and it does not have two differentlexical categories. Another example is the compound [ʃahpasand]in Persian,"verbena", in which a noun and a verbal stem were combined together butit has just one lexical category and it is a noun.

7. Morphological cohesion can give us decisive criteria for word status. In the relevant examples, a morphological pattern clearly takes the whole compound in its domain rather than just the head (ibid: 193). Consider plural suffix [-ha] in Persian which is added to the whole of a compound and not to each component of the compound. In other words, each compound is considered a single semantic unit, although it has two free morphemes.Consider below examples in Persian; [madarbozorɉ]"grandmother" and [arremahi] "sawfish":

[2.1][madarbozorɉ] + plural suffix [-ha] = a. [madarbozorɉha] / b. *[madarhabozorɉ]

[2.2][arremahi] + plural suffix [-ha] = a. [arremahiha] / b. *[arrehamahi]

Note: An asterisk (*) placed before a structure indicates that it is not a possible or well-formed structure in the language.

In [2.1.a], the word [madarbozorɉ] is made of a noun and an adjective, that the plural morpheme[-ha] is added to the whole of it and this morpheme has changed the number of the word. But in [2.1.b], the plural morpheme is just added to the noun of the compound and this made the compound ill-formed. Due to the compound containing the plural morpheme must indicate the meaning of "some grandmothers", as in [2.1.a] and not "some mothers", as in [2.1.b]. Also, in [2.2], the plural morpheme[-ha] must be added to the whole of the compound.

8. The criteria of syntactic cohesion can, also, differentiate between compounds and phrases. Most obviously, syntacticphrases and compounds differ with regard to separability: phrases are often separable, whereas compounds are inseparable. This means that other words cannot intervene between compound members (ibid: 193). In other words, a noun, an adjective or any other components cannot be inserted in a compound; such as [2.3] in Persian:

[2.3] a. [madarbozorɉ] "grandmother" / *[madar ɢaʃanɉ bozorɉ] "grand pretty mother"

 b. [cetabχane] "library" / *[cetab i χane] "a library"

      But a word or a morpheme can be inserted in phrases; for instance the Persian phrase [in cetab] "this book"/ [in do cetab] "these two books"/ [in har do cetab] "each of these two books ", also the Persian phrase [cetab e cutʃac] "the small book" or [cetab i cutʃac] "a small book". In other words, compounds are inseparable and they are considered as one semantic unit. This is a kind of syntactic criterion. This feature, also, shows another feature in phrases. Thus, another clear indication of phrasal status is expandability of the dependent element, because dependents in compounds cannot generally be expanded by modifiers such as adjectives or adverbs (ibid: 194). For instance in Persian, [pedarbozorɉ] "grandfather" is a compound and cannot be used as *[pedar besijar bozorɉ] "grand very father", whereas [baɢe bozorɉ] "big garden" is a phrase, so another inserted element like [besijar] "very" does not make it ill-formed;[baɢ e besijar bozorɉ] "very big garden".

9. In compounds, the head noun cannot be replaced by an anaphoric pronoun (an anaphoric pronoun refers back to some noun that has already been introduced in the sentence or discourse.). For instance, English allows [2.4.a], but

not [2.4.b]. "Silversmith" must be a compound (ibid: 194).

[2.4] a. My aunt had one gold watchand three silver ones (i.e. three silver watches).

b. *My aunt knows one goldsmith and three silver ones(i.e. three silversmiths).

Also, in [2.5.a] from Persian, [ʔɑlu je zard] "yellow plum" is a phrase and [ta] "one" refers to the word [ʔɑlu] "plum" but in [2.5.b], [zardʔɑlu] "apricot" is a compound in Persian and it is inseparable. So in [2.5.b], [ta] does not refer to the whole of the compound because [zardʔɑlu]is considered a semantic unit and it cannot be red, which in this case the sentence is incorrect.

[2.5] a.[jec ʔɑlu je zard va se tɑ ɢermez χordam.]

I had a yellow plum and three red ones.

b. *[jec zardʔɑlu va se tɑ ɢermez χordam.]

* I had an apricot and three red ones.

10. Phrases can exhibit coordination ellipsis, meaning that one of two identical elements in coordinated phrases can be optionally left out. By contrast, a compound member generally cannot be deleted in this way; compare [2.6.b] to [2.7.b] (ibid: 194-195).

[2.6]a. Large fish and small fish were mistakenly placed in the same tank.

b. Large Ø and small fish were mistakenly placed in the same tank.

[2.7] a.Flying fish and small fish were mistakenly placed in the same tank.

b.*Flying Ø and small fish were mistakenly placed in the same tank.

"Flying fish" must be a compound because deleting the word "fish" makes it ill-formed. Also consider[2.8]from Persian in which deleting the word [bozorɟ] "big" may cause changing in meaning([2.8.b]) and this indicates the word [mɑdarbozorɟ] "grandmother" is a compoundin Persian; whereas in [2.9.a], [cetɑb e cutʃac] "small book" is a phrase in Persian due to the word [cetɑb] "book" can be optionally left out from the coordinated phrases [cetɑb e cutʃac] "small book" and [cetɑb e bozorɟ] "big book" ([2.9.b]).

[2.8]a. [mɑdarbozrɟ va pedarbozorɟ ʔamadand.]

   "Grandmother and grandfather arrived."

b. *[mɑdar va pedarbozorɟ ʔamadand.]

"Ømother and grandfather arrived."

[2.9] a.[cetɑb e cutʃac va cetɑb e bozorɟ ruje miz hastand.]

"The small book and the big book are on the table."

b.[cetɑb hɑje cutʃac va bozorɟ ruje miz hastand.]

"The small Ø and the big book are on the table."

It should be noted that in order to distinguish between compounds and phrases, taking into account not only one but all of the above-mentioned properties is required. A summary of these different properties between compounds and phrases are shown in Table 2.

Table 2: Phrasesversus compounds (ibid: 195)

	Phrases	Compounds
semantic	dependent noun may be referential head may be replaced by an anaphoric pronoun	dependent noun virtually always generic head may not be replaced by an anaphoric pronoun
phonological	less cohesion	greater cohesion e.g. compound as domain of stress assignment
morphological	no cohesion	greater cohesion e.g. compound as domain affixation
syntactic	separable dependent noun expandable coordination ellipsis possible	inseparable dependent noun not expandable coordination ellipsis impossible

3. DATA PRESENTATION AND DISCUSSION

In this section, a brief amount of data accompanied by the related analysisbased on children's comprehension of simple and complex words, and also their reasons for selecting the correct choice among the other choiceshave been presented. The innovation of this study is the way of analyzing the data with regards to morphological and semantic point of view in thistheoretical framework.

Table 3:Simple words versus Derived words

Row	Pronunciation	Gloss
1	[irɑn]	Iran
2	[irɑni]	from Iran
3	[ʔasemɑni]	from the sky
4	[tʃeʃm]	eye
5	[tʃeʃmɑn]	eyes
6	[ʃenavɑ]	hearing
7	[honar]	art
8	[honarmand]	artist
9	[ɢatrehɑ]	drops
10	[teʃne]	thirsty
11	[tanaʃ]	its body
12	[teʃneɟi]	thirstiness
13	[neʃaste]	seated

According to the Table 3, the simple words [irɑn] "Iran", [tʃeʃm] "eye", [honar] "art" and [teʃne] "thirsty", respectively, exist in the complex words [irɑni] "from Iran", [tʃeʃmɑn] "eyes", [honarmand] "artist" and [teʃneɟi] "thirstiness". In other words, these complex words, respectively, have been derived from or made of "irɑn + -i", "tʃeʃm + -ɑn", "honar + -mand" and "teʃne + -ɟi", and based on the form of each word, it can be easily recognized that a simple word has been combined with an affix, either prefix or suffix, like the plural suffix in Persian. Whereas the other data in Table 3, such as [ʔasemɑni] "from the sky", [ʃenavɑ] "hearing", [ɢatrehɑ] "drops", [tanaʃ] "its body" and [neʃaste] "seated", are not respectively derived from thePersian simple words [irɑn], [tʃeʃm], [honar] and [teʃne]. In order to analyze these kinds of data, children apply the notion of remaining meaningful or becoming meaningless in case of separating the derivational part of the simple word. They, also, consider a base form for each word which is its simple form.

Table 4:The plural suffix "-ɑn"

Row	Pronunciation	Gloss
1	[ɟusfandɑn]	sheep
2	[diɟarɑn]	others
3	[ʔasemɑn]	sky
4	[dandɑn]	tooth
5	[ʔensɑn]	human
6	[dʒujbarɑn]	brooks

According to the Table 4, the words [diɟarɑn] "others" and [dʒujbarɑn] "brooks" have similar structure to the word [ɟusfandɑn] "sheep", in which a simple word has been combined with the Persian plural suffix "-ɑn" and it refers to more than one. In other words, this suffix givesplural meaning to a singular word. The plural suffix "-ɑn" in Persian is usually separate from the base form of the word. It should be noted that "-ɑn" at the end of the words such as [ʔasemɑn] "sky", [dandɑn] "tooth" and [ʔensɑn] "human", in Table 4, is not the plural suffix but it belongs to the word and separating it from the base form of the word makes it ill-formed and meaningless; such as the word [dandɑn= *dand + an], whereas the words containing the plural suffix "-ɑn" are meaningful even without this suffix. In order to analyze these kinds of data, children apply the notions of existence or non- existence of the space between the base form of the word and "-ɑn", and remaining meaningful or becoming meaningless in case of separating "-ɑn" at the end of the word.

Table 5: The suffix "-ɹɑh"

Row	Pronunciation	Gloss
1	[nɑmɑjeʃɹɑh]	exhibition
2	[neɹɑh]	glance
3	[forudɹɑh]	airport
4	[ʔɑɹɑh]	aware

According to the Table 5, the Persian suffix "-ɹɑh" is added to those words which remain meaningful even if the suffix is separated from it. In other words, the remaining word is familiar and meaningful for children; like the words [nɑmɑjeʃɹɑh] "exhibition" and [forudɹɑh] "airport". In these words, the suffix "-ɹɑh" is added to the base form of the word, i.e. [nɑmɑjeʃ + -ɹɑh] and [forud + -ɹɑh]. So both words [nɑmɑjeʃ] "exhibit" and [nɑmɑjeʃɹɑh] are meaningful, either with this suffix or without. Moreover, their meaning is related to each other. In contrast, the words like [neɹɑh] "glance" and [ʔɑɹɑh] "aware" do not remain familiar and meaningful for children after separating "ɹɑh", because "ɹɑh" in these words belongs to them and it is not a suffix. In order to analyze these kinds of data, children use the test of remaining meaningful or becoming meaningless in case of separating "-ɹɑh" at the end of the word.

Table 6: The prefix "nɑ-"

Row	Pronunciation	Gloss
1	[nɑnvɑ]	baker
2	[nɑʔɑrɑm]	nervous
3	[nɑʔomid]	hopeless
4	[nɑm]	name
5	[nɑz]	cute
6	[nɑʃenɑs]	unknown
7	[nɑhije]	region
8	[nɑzer]	observer

According to the Table 6, using the prefix "nɑ-" at the beginning of the words gives negative meaning to them; for instance the word [nɑʔɑrɑm] "nervous" is completely different in meaning with the word [ʔɑrɑm] "calm". On the other hand, both of them are meaningful and they remain meaningful even in case of separating the prefix "nɑ-", while this is not true for the other data in Table 6, such as [nɑnvɑ] "baker", [nɑm] "name", [nɑz] "cute", [nɑhije] "region" and [nɑzer] "observer"that in case of separating "nɑ" from thebeginning of these words, they would be meaningless; *[nɑ + m]. In order to analyze these kinds of data, children use the test of remaining meaningful or becoming meaningless in case of separating "nɑ-" at the beginning of the word.

Table 7: The suffix "-hɑ"

Row	Pronunciation	Gloss
1	[dɑʃthɑ]	plains
2	[bahɑr]	spring
3	[deraχthɑ]	trees
4	[ɹolhɑ]	flowers
5	[dʒahel]	ignorant
6	[nɑmʔavarɑn]	famous people
7	[ʔamirzadehɑ]	prince's offspring
8	[toʃactʃehɑ]	cushions

According to the Table 7, the words [dɑʃthɑ] "plains", [deraχthɑ] "trees", [ɹolhɑ] "flowers", [ʔamirzadehɑ] "prince's offspring" and [toʃactʃehɑ] "cushions" have the plural suffix "-hɑ". This suffix at the end of any word displays the meaning of "more than one". In order to analyze these kinds of data, children apply the notions of existence or non- existence of the space between the base form of the word and the suffix "-hɑ", remaining meaningful or becoming meaningless in case of separating "-hɑ" at the end of the word. In addition, children assign plurality to those words with the suffix "-hɑ", and not to the words that "-hɑ" belongs to their base form; such as the word [bahɑr] "spring".

Table 8: The prefix "bi-"

Row	Pronunciation	Gloss
1	[bicɑr]	jobless
2	[bidɑr]	awake
3	[biʔadabɑn]	impolite people
4	[biʃtar]	more
5	[biɢɑjat]	extremely

According to the Table 8, the prefix "bi-" is added to the words [bicɑr] "jobless", [biʔadabɑn] "impolite people" and [biɢɑjat] "extremely" but not to the words [bidɑr] "awake" and [biʃtar] "more"; because in case of separating this prefix from the beginning of the former words, the remaining words is still meaningful like [bi- + cɑr] ([cɑr] means "job"). Besides, there is usually no space between "bi" and the rest of the word which does not contain the prefix "bi-" and "bi" actually belongs to the base form of the word, so *[dɑr] and *[ʃtar] respectively in *[bi + dɑr] and *[bi + ʃtar] are meaningless. Needless to say, the prefix "bi-" in Persian shows a kind of "lacking", whereas this is not true for the words like [bidɑr]and [biʃtar]. The prefix "bi-", as the same as prefix "nɑ-", has a negative meaning. In order to analyze these kinds of data, children apply the notions of existence or non- existence of the space between the base form of the word and the prefix "bi-", remaining meaningful or becoming meaningless in case of separating "bi-" at the beginning of the word.

Table 9: The prefix "ham-"

Row	Pronunciation	Gloss
1	[hamiʃe]	always
2	[hamcelɑsi]	classmate
3	[hamɢazɑ]	having the same food
4	[hamze]	the consonant /ʔ/
5	[hame]	all
6	[hamneʃin]	companion
7	[hameɟi]	altogether
8	[hamciʃɑn]	coreligionists

According to the Table 9,the prefix "ham-" is only in the words such as [hamcelɑsi] "classmate", [hamɢazɑ] "having the same food", [hamneʃin] "companion" and [hamciʃɑn] "coreligionists". Most of the time, there is a space between the base form of the word and the prefix and also this prefix is not considered belonging to the words, thus in case of separating it from the beginning of the words, the remaining words is still meaningful like [ham + ɢazɑ] in which the word [ɢazɑ] "food" may be used in other structures. While this is not true for the words such as [hamiʃe] "always", [hamze] "the consonant /ʔ/", [hame] "all" and [hameɟi] "altogether".In order to analyze these kinds of data, children apply the notions of existence or non- existence of the space between the base form of the word and the prefix "ham-", remaining meaningful or becoming meaningless in case of separating "ham-" at the beginning of the word.

Table 10: The suffix "-ɟɑn"

Row	Pronunciation	Gloss
1	[ʃenavandeɟɑn]	audiences
2	[bɑrɑn]	rain
3	[ɟorosneɟɑn]	hungry people

According to the Table 10,the words [ʃenavandeɟɑn] "audiences" and [ɟorosneɟɑn] "hungry people" have the same structure and both of them are derived and plural words in which the suffix "-ɟɑn" is added to the simple and singular words [ʃenavande] "audience" and [ɟorosne] "hungry", and it changes them to derived and plural form. In fact, this suffix is as the same as the plural suffix "-ɑn".On the other hand, the word [bɑrɑn] is a simple word in which "ɑn" belongs to the word itself. Besides, the word [ɟorosne] refers to one person and the word [ɟorosneɟɑn] refers to more than one person, whereas the word [bɑrɑn] is singular. Apparently, the suffix "-ɟɑn" is common in both words [ʃenavandeɟɑn] and [ɟorosneɟɑn].In order to analyze these kinds of data, children pay more attention to the number and meaning of the words.

Table 11: The suffix "-ɑt"

Row	Pronunciation	Gloss
1	[hejvɑnɑt]	animals
2	[nabɑt]	sugar candy
3	[nedʒɑt]	rescue

According to the Table 11, only in the word [hejvɑnɑt] "animals", the pluralsuffix "-ɑt" is added to the simple word [hejvɑn] "animal" and has changed it to plural form. Needless to say, separating the suffix does not make the word meaningless and just the number changes to singular. So, in these kinds of words, "-ɑt" is a plural suffix and does not belong to the word. While this is not true for the words [nabɑt] "sugar candy" and [nedʒɑt] "rescue" in which "-ɑt" is not a plural suffix but belongs to the word. In order to recognize the difference between these kinds of simple and complex words, children apply the notion of remaining meaningful or becoming meaningless in case of separating "-ɑt" from the endof the word.

Table 12: The suffix "-i"

Row	Pronunciation	Gloss
1	[χajjɑti]	sewing
2	[ʔaccɑsi]	photography
3	[bini]	nose
4	[sini]	tray
5	[sanɹi]	stony
6	[ranɹi]	colored
7	[saʔj]	endeavor

According to the Table 12, the words [χajjɑti] "sewing", [ʔaccɑsi] "photography", [sanɹi] "stony" and [ranɹi] "colored" have the same structure, because the suffix "-i" is added to them and it does not belong to the words. While "i" at the end of the words [bini] "nose", [sini] "tray" and [saʔj] "endeavor" belongs to them. So separating "i" from the end of these words results in becoming meaningless. Besides, a "sewer" is a person who can sew and a "photographer" is a person who can take photosand the words [sanɹi] and [ranɹi] are adjective which describe nounsbut this is not true for the simple words [bini], [sini] and [saʔj] in Table 12. Also, the words[χajjɑti], [ʔaccɑsi], [sanɹi] and [ranɹi] are meaningful with or without the suffix "-i"; i.e. [χajjɑt]"sewer", [ʔaccɑs]"photographer",[sanɹ] "stone" and [ranɹ] "color", whereas the words [bini],[sini] and[saʔj]are not meaningful without "i" because it belongs to these words. In order to analyze these kinds of data, children apply the notion of remaining meaningful or becoming meaningless in case of separating "-i" from the endof the word.

Table 13:The suffix "-ɑ"

Row	Pronunciation	Gloss
1	[ɹarmɑ]	warmth
2	[derɑzɑ]	length
3	[ʔaʔzɑ]	members
4	[pahnɑ]	width

According to the Table 13, the words [ɹarmɑ] "warmth", [derɑzɑ] "length" and [pahnɑ] "width" have the same structure in which the suffix "-ɑ" is, respectively, added to the simple words [ɹarm] "warm", [derɑz] "long" and [pahn] "wide". So these words are meaningful even in case of separating the suffix "-ɑ" from the end of the words. While inthe word [ʔaʔzɑ] "members", which does not contain the suffix "-ɑ", separating "ɑ" may cause meaningless because "ɑ" at the end of the word belongs to the word itself. In order to analyze these kinds of data, children apply the notion of remaining meaningful or becoming meaningless in case of separating "-ɑ" from the end of the word.

Table 14: The suffix "-ɟar"

Row	Pronunciation	Gloss
1	[ʔaɟar]	if
2	[sofɑlɟar]	potter
3	[benɟar]	behold

According to the Table 14, the suffix "-ɟar" is only added to the word [sofɑlɟar] "potter" and "ɟar" at the end of the words like [ʔaɟar] "if" and [benɟar] "behold" belongs to the words. Moreover, in Persian, the words [sofɑlɟar] "potter", [roftɟar] "street sweeper" and [mesɟar] "coppersmith" have the same structure because the suffix "-ɟar" is respectively added to the simple words [sofɑl] "earthenware", [roft] "sweeping" and [mes] "copper" that each one refers to a special job or an occupation. Separating the suffix "-ɟar" from the end of the words [sofɑlɟar], [roftɟar]and [mesɟar] does not result in meaningless but just the meaning is changed. Whereas separating "ɟar" from the end of the words like [ʔaɟar]and [benɟar] not only results in meaningless but also changes them to non-words; for instance *[ʔa + -ɟar].In order to analyze these kinds of data, children apply the notion of remaining meaningful or becoming meaningless in case of separating "-ɟar" from the end of the word.

Table 15:The suffix "-ɑr"

Row	Pronunciation	Gloss
1	[ɟoftɑr]	speech
2	[raftɑr]	behavior
3	[ʔentezɑr]	wait
4	[ceʃdɑr]	elastic
5	[ɟereftɑr]	captured
6	[doʃvɑr]	difficult
7	[nadʒdʒɑr]	carpenter

According to the Table 15, the words [ɟoftɑr]"speech" and[raftɑr] "behavior" have the same structure. There are, also, some other words in Persian with this structure such as [didɑr] "meeting" and [ɟereftɑr] "captured". In these kinds of words, the suffix "-ɑr" is added to a verbal stem, for example [ɟoft+ -ɑr], [raft+ -ɑr], [did+ -ɑr] and [ɟereft+ -ɑr]. These words are meaningful either with the suffix or without the suffix. While the words [ʔentezɑr] "wait", [ceʃdɑr] "elastic" and [doʃvɑr] "difficult" without "ɑr" at the end are not meaningful anymore. Thus, in these words "ɑr" belongs to them and it is not a suffix.In order to analyze these kinds of data, children apply the notion of remaining meaningful or becoming meaningless in case of separating "-ɑr" from the end of the word.

Table 16:The suffix "-eʃ"

Row	Pronunciation	Gloss
1	[dʒuʃeʃ]	boil
2	[ʃeʃ]	six
3	[ceʃmeʃ]	raisin
4	[dɑneʃ]	knowledge
5	[navɑzeʃ]	patting
6	[rizeʃ]	pouring
7	[ɟardeʃ]	outing

According to the Table 16, the words [dʒuʃeʃ] "boil", [dɑneʃ] "knowledge", [navɑzeʃ] "patting", [rizeʃ] "pouring" and [ɟardeʃ] "outing" have the same structure. Because in case of separating the suffix "-eʃ" from the end of the words, they are still meaningful and they can be applied in forming other words; for instance the stem "dɑn" in the words [dɑneʃ] without the suffix "-eʃ" is used in the Persian words [dɑna] "wise" or [midɑnam] "I know". Children change these words to [bedʒuʃeʃ] "boil it", [bedɑneʃ] "know it", [benavɑzeʃ] "pat it", [berizeʃ] "pour it" and [beɟardeʃ] "take it out" by adding "be-" to the beginning of them and then they come to the conclusion that this is not applicable for the words like [ʃeʃ] "six" and [ceʃmeʃ] "raisin", due to "eʃ" in these words belongs to the words themselves and in case of separating it from the end of these words results in meaningless. Besides, they conclude that the word like [bedʒuʃeʃ] has an imperative meaning but this is not true for the word [ʃeʃ] which is a noun.In order to analyze these kinds of data,

children apply the notion of remaining meaningful or becoming meaningless in case of separating "-eʃ" from the end of the word.

Table 17:Compounds

Row	Pronunciation	Gloss
1	[tʃeraɢχab]	night light
2	[deldard]	stomachache
3	[partʃe]	cloth
4	[cetabχane]	library
5	[daruχane]	drugstore
6	[χanande]	reader
7	[dʒavanmard]	gallant
8	[ɢafel]	ignorant
9	[zaʔifraʔj]	having weak vote
10	[sepas]	thanks
11	[tohimaɢz]	stupid
12	[maɢzi]	cerebral
13	[ɢavipandʒe]	mighty
14	[tʃiredast]	skillful

According to the Table 17, the words [tʃeraɢχab] "night light", [deldard] "stomachache", [cetabχane] "library", [daruχane] "drugstore", [dʒavanmard] "gallant", [zaʔifraʔj] "having weak vote", [tohimaɢz] "stupid", [ɢavipandʒe] "mighty" and [tʃiredast] "skillful" altogether have the same structure in Persian, because each of them contains two free morphemes or two simple words that they have an independent and idiosyncratic meaning and they can be used in any sentence independently such as [tʃeraɢ] "light", [cetab] "book", [χane] "home" and etc. These words are combined together although there is space between them. Also, when these two semantically independent words combine together, they are considered as one linguistic unit, and they refer to just one concept in the world, not two different concepts; for instance, however in the word [daruχane] "drugstore" there are two different meaningful words, they are considered a compound. This compound does not refer to [daru] "drug" or [χane] "home" but refers to a total meaning of the two words; "a place for keeping and selling the drugs". In order to analyze these kinds of data, children pay close attention to the existence or non- existence of the space between the two components of a compound, meaningfulness and independence of the components in a compound and some of the properties of compounds such as idiomaticity, separability, expandability and impossible coordination ellipsis.

4. CONCLUSION

In this article, the comprehension of the differences between two groups of words in language; i.e. simple and complex words from the point of the 7 to 12-year-old Persian speaking children has been studied. According to the main question of the research; "how can children in these ages recognize simple words from complex words?", the comprehensive results show that children, in all cases, separate the meaningful units to recognize and comprehend the simple and complex words and they utilize surface structure of the words. Some factors such as 1. space or lack of space, 2. meaningfulness and the independence of each word in a compound, and 3. remaining meaningful or becoming meaningless, when children separate one part of a word, help them recognize the structure of the words. To sum up, children consider a base form for certain words which absolutely is the simple form of each word and accordingly they make complex words or compounds.

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