

**PRO-DROP IN FARSI:  
A CASE STUDY OF BILINGUAL SPEAKERS**

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**Abstract**

This research is meant to uncover some of the internal grammatical structure of bilingual Farsi speakers who have English as their dominant language. Bilinguals, whose mother tongue is Farsi but whose dominant language is English, are influenced by their dominant language on their mother tongue concerning *pro*-drop. One of the issues often seen in bilingual speakers of null subject languages is the use of *pro*-drop in languages such as Hungarian, Japanese, Chinese, Slavic languages, and Arabic. This paper will demonstrate how these bilingual speakers incorrectly use the null subjects in their sentences and in addition, how SEN children i.e. Autism Spectrum Disorder (ASD) understand and use the pronoun-dropping phenomenon. Choosing a null pronoun in the non-dominant language seems unacceptable to some speakers because their dominant language lacks *pro*-drop; therefore, in certain situations, researchers might say that these bilingual speakers do not sound as fluent in their native language as they do in their dominant language. The main focus of this research is the investigation into the preference of bilingual speakers as well as ASD children of English and Farsi and their use of *pro*-drop.

**Keywords:** bilingual, Farsi language, pro-dop

**Discipline:** linguistics, pedagogy

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**Absztrakt****A NÉVMÁSELHAGYÁS (PRO-DROP) A PERZSA NYELVBEN: ESETTANULMÁNY KÉT-NYELVŰ BESZÉLŐK NYELVHASZNÁLATÁRÓL**

A kutatás célja, hogy feltárja azon kétnyelvű, perzsa anyanyelven beszélők belső nyelvtani struktúráját, akiknek az angol a domináns nyelvük. Azon kétnyelvűek esetében, akiknek a perzsa az anyanyelvük, de a domináns nyelvük az angol, a domináns nyelv befolyással van az anyanyelvben megjelenő névmáselhagyásra (pro-drop). A null-szubjekt (null-subject) vagy pro-ejtő nyelvek kétnyelvű beszélőinél (mint például a magyar, japán, kínai, szláv és az arab nyelvekben) gyakran előforduló probléma a névmáselhagyás. A tanulmány bemutatja, hogy ezek a kétnyelvű beszélők helytelenül használják az üres alanyokat (null-subject) a mondataikban, valamint azt is, hogy az autizmus spektrumzavarral (ASD) élő sajátos nevelési igényű (SNI) gyerekek hogyan értik és használják a névmáselhagyás jelenségét. A nem domináns nyelvben az üres névmás (null-pronoun) választása bizonyos beszélők számára elfogadhatatlannak tűnik, mivel domináns nyelvük nem pro-ejtő nyelv; ezért egyes esetekben a kutatók azt mondhatják, hogy ezek a kétnyelvű beszélők nem beszélnek olyan folyékonyan anyanyelvükön, mint a domináns nyelvükön. A kutatás fő fókusza a kétnyelven beszélő, és az autizmus spektrumzavarral élő, angol-perzsa kétnyelvű gyerekek névmáselhagyás használatának vizsgálata. A kutatásban arra összpontosítunk, hogyan használják a SNI diákok a null-szubjekt formákat a perzsa nyelvben. A vizsgálat célja a nyelv névmási alanyai használatának feltárása kétnyelvű beszélők körében. A kutatás fő fókuszában a kétnyelvű beszélők, valamint az ASD gyermekek angol és fárszi nyelvi preferenciájának és a pro-drop használatának vizsgálata áll.

**Kulcsszavak:** kétnyelvű, perzsa nyelv, pro-drop

**Diszciplína:** nyelvészet, pedagógia

In this research, my focus will be on how Special Education Needs (SEN) students use null subject forms in Farsi. This investigation aims at uncovering the use of pronominal subjects of the language for bilingual speakers. My aim for this study is to investigate the complexity of the way bilingual Farsi speakers use the null subjects differently than compared to the native monolingual speakers of Farsi since it has a different syntactic system as well as Special Educational Needs bilingual children speakers of the language.

**What is Bilingualism?**

The term Bilingualism is hard to define. Many researchers have different views on what it truly means. However, it always comes down to one definition which is: "Any individual with the know-

ledge of at least two languages" (Byers-Heinlein et al., 2018). On the other hand, José-Luis Mendivil-Giró(2016) states that bilingual speakers do not work as 2 monolingual speakers but as an individual who has two systems joined together as a singular knowledge system.

According to François Grosjean (1975), knowing two different languages within an umbrella language is considered bilingualism or a person who learns both languages simultaneously as they grow up is bilingualism. There are many similar myths about bilingual speakers of any two languages. And while none of these definitions are wrong, it does become confusing along the way. For this purpose, the definition that this paper will proceed with is the first given, namely, Bilingualism is the knowledge of someone knowing 2 languages at the same

time with the same, or almost the same, fluency of the first language that they learned growing up (Grosjean, 1975).

This leads to the idea of Bilingualism being a phenomenon of a person who knows 2 languages at the same time. One would expect that every bilingual speaker would be fluent in both languages that they already know; this is a common misconception because there are people with a bilingual background who are fluent in both their mother tongue and native language; however, this is a myth since most prefer to use their dominant language which they have used almost daily because they are more comfortable using it. Many bilingual speakers do not learn their dominant language from their parents at home instead they tend to learn their native language at home and the other at school from a very young age. Most of the time, their dominant language is not their mother tongue, but rather the English language or any other one of the different languages that they learned at school and used throughout their lives constantly.

Agirdag (2016) observed that there is a significant difference between the brains of monolingual and bilingual children. In addition, he claims in his paper that the brains of bilingual children are better than the brains of monolingual children because bilingual children have better-trained minds. Dutch children are encouraged to learn more than one language aside from Dutch. He also mentions that Dutch Law encourages students to have one native language along with two more languages which led them to the (one+two) rule. This is where the natives and immigrants alike are meant to know more than one language. It should be their native language with the additional two languages learned at school. Even though there are many immigrants in European countries such as the Netherlands, Germany, the UK, etc. most of them do not want to lose touch with their ethnic backgrounds that connect them to where they came from.

Farsi is no exception to this phenomenon, many bilingual children with a non-dominant native language background are constantly encouraged by their parents or family members to keep the language as a part of their culture and themselves. Nevertheless, the more encouragement these children get, the more they tend to push their native language away resulting in their daily usage of English. This causes them to become a foreigner in their language; thus, resulting in errors in Farsi grammar. Most people begin to translate their dominant language into their non-dominant language (Grosjean, 1975).

With that kept in mind, it is important to say Grosjean (1975) states that bilingual speakers are not people who cannot speak properly in either language that they know. He also believes that bilingual speakers are just people who can think faster despite the delay in answering one's question or when it is the bilingual speaker's turn to speak. Often there are moments when the speaker might answer in the wrong language and this is deemed to be a normal mishap. This can be seen when the interlanguage begins to appear in the speech of the bilingual speaker. It does not mean that the speaker is not well-educated in the languages that they know but means that they are trying to understand the language in both languages and this causes them to take more time to think (Grosjean, 1975). It will take a bit more time than a monolingual speaker to reply to the other person.

One instance in which a bilingual speaker would have a problem is using the third-person plural along with the formal syntax in Farsi makes it sound ungrammatical and overly polite. Having a dominant language other than the mother tongue is inevitable when the speaker tends to use the second language more in their lifetime. Later, that language slowly transitions and becomes their native language or at least their dominant first language that is always operated in their daily lives. In the

next section, we will give a brief background on Farsi.

### Background to Language Acquisition

Language acquisition is the ability to gain the ability to perceive and comprehend a language. Since there are many different ways for children and adults alike to acquire languages, we cannot pinpoint one specific way of acquiring a language. According to Lado (1957), the solitary significant foundation of syntactic mistakes in grown-up second language execution was the person's first language. It is said that the errors are close to impossible to fix once a person is not in the Critical Period however, there is still a little room for improvement. Their language proficiency might not be as fluent as the native monolingual speaker but it will be close to it.

Heritage speakers, like the children who are learning the language when they first begin to cognitively formulate the sentences, are still incapable of being fluent in the language due to the CP ending. Yet, this is not to imply that bilingual speakers will never be able to master their mother tongue. They will have a hard time learning it fluently unless they are willing to learn the language. It will be a hard process, not an impossible one to achieve mastery of the mother tongue. Oftentimes, they tend to code-switch when they speak. It is common in bilingual or multilingual speakers' speech. The knowledge of more than one language results in the mix-up of syntax and morphology.

Grohmann et al.(2014) claim that the Linguistic proximity in many different languages that a child is exposed to is a third key factor that influences bilingual or multilingual turn of events and cross-linguistic exchange in their languages. This means that once a bilingual child is exposed to several languages, it results in their complex use of the language structures that they already know.

Farsi to these bilingual speakers becomes what other researchers call a Heritage Language, where

they may seem and sound fluent to others, but, they may still make errors here and there. Montrul (2008) states that Heritage speakers share similar characteristics in their language as L2 learners, including non-native-like attainment and transfer errors from the dominant language. Their mother tongue slowly transitions to an L2 instead of their L1. Heritage speakers (Levi, 2016) are also like the children, who are learning the language when they first begin to cognitively formulate the sentences but are still incapable of being fluent in the language due to the Critical Period ending. Yet, this is not to imply that bilingual speakers will never be able to master their mother tongue. They will have a hard time learning it fluently unless they are willingly wanting to learn the language. It will be a hard process, not an impossible one to achieve mastery of the mother tongue.

(20)

A:	Salam!	Shenidi	darbareye	Sara?	Bargasht-e!
	Hi!	<i>pro</i> Heard	about	Sara?	Returned- <i>pro</i> !
	"Hey!	Have you	heard about	Sara?	She's back!"
B:	Are!	Dirooz	didam(esh).		
	Yes!	Yesterday	<i>pro</i> I	saw.	
	"Yeah!	I	saw	her	yesterday."
A:	Vaghean?	Bayad	kheyli	hayejanzade	bood.
	Really? <i>pro</i>	Must	very	excited	was.
	"Really?	She	must	have been	excited."

As we can see in the example above, it is possible to make the pronoun "Oo" (She) null in a sentence. Nevertheless, to non-native speakers of Farsi not making the "Oo" covert in the context that is in casual and-sometimes-formal settings, will make the sentence ungrammatical no matter how polite they think they are being in a different language. This is a common error that appears in the speech of many bilingual speakers. For the reason that English is considered to be a polite language, they believe translating the same politeness from English into the target language will make them sound much more polite in the target language, as well. This is true for any bilingual language learner. Whereas, using the third-person

plural form in Farsi makes the speaker polite regardless. In the following section, we will see how the experiment was conducted.

### **Introduction to Autism Spectrum Disorder (ASD)**

In this section, there will be a brief insight on what an Autism Spectrum Disorder is. Autism Spectrum Disorder (ASD) is a developmental disability caused by differences in the brain (CDC: 2022). Many ways people with ASDs can be diagnosed and from any age. It is however harder to distinguish ASD in women than in men. There are several symptoms for specialists to see in people.

The first characteristic mentioned on the CDC website is Social Communication and Interactive Skills. For example, not being able to make and maintain eye contact, not being able to respond to their names at the age of 9 months within children, and avoid joining groups of other children to play with just to name a few.

The second characteristic mentioned is the Restricted and Repetitive Behaviors and Interests. This is where people with ASD have peculiar interests and habits that may seem strange to the other people around them. These habits or interests that are set by ASD separate them from others by stating the problems only in social communication and interaction.

For instance, in younger children these traits can be seen: Lining up toys or getting upset and frustrated when the order they wanted is changed, repeating words or phrases obsessively (this is known as echolalia), playing with the same toys in the same way every day, they focus on one or some parts of objects, i.e., car toy wheels, getting upset in minor changes around them, hyper fixation on their hobbies, moving around to be able to concentrate.

Finally, the third characteristic within ASD is commonly seen as delayed language skills, such as

speaking, and delayed movement skills where they seem to be seen as clumsy or lazy, they may even be hyperactive or impulsive in certain cases, there are cases where the children had epilepsy or seizure disorders, eating or sleeping unusually, emotional reactions to the simplest things.

According to a study done by Mohammadi et al. (2011), ASDs are not as widely researched in developing countries as it is in the already developed countries in the West and Europe. Although there have been attempts to research this issue in Iran, it does not seem to be enough to understand the full concept of why ASDs occur.

One instance that a bilingual speaker would have a problem is using the 3rd person plural along with the formal syntax in Farsi makes it sound ungrammatical and overly polite. Having a dominant language other than the mother tongue is inevitable when the speaker tends to use the second language more in their lifetime. Later, that language slowly transitions and becomes their native language or at least their dominant first language that is always operated in their daily lives. If this is the case then what does it mean for the SEN students' native language? In the next section, I will give a brief background on Farsi.

### **Background on Farsi**

Farsi is a language in the Indo-European family tree. It is divided into three mutually intelligible languages: Tajiki, Dari, and Farsi (Samvelian, 2006). Each of these languages is spoken in what was once part of the Persian Empire. Nowadays, Tajiki Persian is spoken in Tajikistan, Dari Persian is spoken in Afghanistan, and Farsi is spoken in what we now know as Iran.

The separation of these countries throughout history has resulted in people speaking a different form of the language that was once spoken when they were united. These languages are considered to be different dialects spoken by different speakers of the language. Farsi is known to be a con-

tinuation of Middle Persian that is commonly spoken in Iran specifically in the capital.

Some Farsi speakers around the borders of Armenia, Uzbekistan, and Turkey speak a variety of Farsi. Iran is a country with an 82.91 million population, many of them are bilingual speakers of Farsi and their dialects. However, the focus of this paper is on English and Farsi bilingual speakers and not the different varieties of spoken Farsi. Farsi is a language that can form sentences such as SOV, SVO, and in certain case markings, it sounds like VSO, which is fairly similar to the Arabic language that uses this word order.

As an example, it can be seen in (1) that “She/he ate the food” does not have an overt subject, yet it is implied by the case marking on the main verb:

- (1) Ghaza-sho khord.  
*pro* Food-ACC ate-NOM3 “S/he ate the food”

In the next Section, we will introduce the Sentence Structure in Farsi.

### Sentence Structure in Farsi

Farsi is known to be a free word order language in the world meaning that the subjects can move easily through the syntax compared to languages that do not have a free word order specifically for the subject of the sentence. However, after doing further research on this topic it seems that this phenomenon is not entirely true. The structure does have an ideal fixed position for the subject but the subject can be moved around. Therefore, it can be said that Farsi is a semi-free word-order language. The standard form of a sentence in Farsi is SOV. Additionally, it is possible to have the word order in SVO and in rare cases VSO as well. Indo-Iranian languages have a similar syntax. To illustrate this example, the sentences below illustrate how (2) has a subject and (3) is null, yet they both have the same meanings.

- (2) Man gorba-ro na-zadam.  
 I cat—that *neg*-hit1.  
 “I didn’t hit the cat.”
- (3) – Gorbaro na-zadam.  
*pro* cat-that *neg*. hit.  
 “I didn’t hit the cat.”

As we can see in both (2) and (3), the only difference that can be seen is the null subject in (3). The only visible difference that can be seen is the accusative marker on “the cat” and the nominative marker on the verb in both given sentences. Thus, if we were to drop subject I in (3), it would still make sense to native Farsi speakers; however, it might not be the same case for bilingual speakers of Farsi.

### Pronouns in Farsi

In Table 1 below, the focus is more on the standard characteristics of the pronouns used in Farsi that are also commonly found in literature. What we see in this table is the Literary pronouns that are used in formal settings. They are mostly used in poetry or by the older generations of native Farsi speakers.

In Table 2, what we see is the spoken forms of the pronouns that are commonly used by the younger generations. The pronouns Ounha and Ishun are mistaken for each other and in most cases used interchangeably. This is where things get complicated for most bilingual speakers. Later on, we will see that in the experiment conducted and the difference this repetitive error happens often among bilingual speakers of Farsi in more detail.

Table 1. The standard characteristics of the pronouns used in Farsi that are also commonly found in literature. Source: Authors.

Person	Singular	Plural
1st	Man	M
2nd	To (Inf), Shoma (For.)	Shoma (For.)
3rd	Oo (Animate) non-gendered, An (Inanimate)	Anha (Animate/InAnimate), Ishan (Animate only)

Table 2. The spoken forms of the pronouns that are commonly used by the younger generations. Source: Authors.

Person	Singular	Plural
1st	Man	Ma
2nd	To (Inf), Shoma (For.)	Shoma (For.)
3rd	Oo (Animate)non- gendered, An (Inanimate)	Anha (Animate/InAnimate), Ishan (Animate only)

It does not have any morphological changes to the actual verb, but the context does have tense on it that indicates the meaning of the word to us in the given sentence. As for the transitive phrase given above in (3), it is possible to say the example given in (4) by dropping the entire subject because of the enclitic at the end of the verb.

- (3) Man Didamesh  
I Saw-acc.1. 3 *pro*  
“I saw him.”
- (4) a. Intransitive verb: *khabidan* ‘rest’ Man khabid-am  
I Rest-NOM1  
“I rested.”
- b. Man khabandam-esh  
I Rest-NOM1-  
NOM3  
“I made him/her rest.”

If the bilingual speakers were not raised in that society, then it would be considered as a lack of language competence with the monolingual speakers of Farsi. The way language is used does have a role in the culture, therefore, it cannot be said that if the language is grammatical in the textbooks, then it will also be grammatical when people use it in their daily conversations.

Farsi is a Heritage language to them, and they have many to little issues depending on their language proficiency, starting with the use of overt pronouns in their mother tongue language. They drop the pronoun Oo/oon ‘he/she’ in formal contexts, while they do not drop it in informal contexts. As it is mentioned above, pronouns cannot be dropped in formal contexts. In the following last example given below which was used in the experiment, we will see that the social hierarchy at a workplace is always in a formal

format regardless of how close the two colleagues are with each other.

On the other hand, if the colleagues were not close then neither of them can use the informal speech with each other. The social context is important in the language. One cannot say that the language is enough without the social context taken into mind. Most languages in the Middle East heavily rely on language and social hierarchy. Later on, we will see a brief introduction on this matter.

- (5) B: Oon karo anjam dad-i?  
*pro* that task do did-2  
“Did you do the task?”
- E: Bale anjam dad-am bara-toon.  
Yes, *pro* do did-NOM.1 for.ACC. 2  
For.  
“Yes, I did the task you asked for.”
- B: Khoobe, bishtar kar kon.  
Good, more *pro* work do.  
“Good, do more work.”

The use of overt pronouns in Farsi does have a system that is unconsciously known by the native speakers of Farsi, whereas, bilingual speakers have a difficult time knowing where to place these pronouns within a sentence in an appropriate manner. In Farsi, the subject pronoun is null in the contexts where it is allowed. The object pronoun might be dropped in certain cases as well. In the upcoming section, I will briefly introduce the Formal and informal use of *pro*-drop.

### Formal and Informal *pro*-drop

Farsi is known to be a language that is heavily based on cultural appropriation just as many other languages in Asia and the Middle East are, as well. The nominal forms are used more often in speech than in writing, it is used between differences in age, gender, and status to name a few. This is taught from the moment a child can speak. The importance of such practices is that children must learn how to be respectful when they encounter someone in real life.

The Middle Eastern culture is heavily based on respect; therefore, this leads to the social hierarchy being visible in the use of pronouns: nominal forms can never be dropped. In Table 3, we will compare the German language and how they use a similar pronoun use to Farsi.

Table 3. German language pronouns. Source: Authors.

Formal	Informal
Du (1Sg)	Sie (1Sg)
Ihr (1Pl)	Sie (1Pl)

In German, both Sie are used in formal and informal contexts. In Farsi we use “Shoma”, both in informal and formal contexts to show respect to the person we are talking to. As a law (BBC UK, 2021), it is illegal to call a police officer “Du” one must always call the officer “Sie” because of their higher authority and power. This is also true if both people are strangers. Unless one of them states that it is okay to use “Du” then it is best to use “Sie”. This is similar to Farsi. As we can see in (6), a different situation results in a similar outcome. The example below will illustrate a setting with a mother and child who are discussing an unfortunate event.

(6) Mother to child

A:	Chetori	laptopet-o	shekond-i?
	How <i>pro</i>	laptop-2	break-do?
	“How did you	break	the laptop?!”
B:	Nemidonam!	Gorb-am	neshest!
	<i>pro</i> Don’t know!	Cat NOM1. on	<i>pro</i> sat.acc!
	“I don’t know!	My cat sat	on it!”

In Farsi, bilingual speakers prefer to use English because it has a familiar system that they are used to. Farsi is a Heritage language to them, and they have many to little issues depending on their language proficiency, starting with the use of overt pronouns in their mother tongue. They drop the pronoun oo/oon ‘he/she’ in formal contexts, while they do not drop it in informal contexts. As it is mentioned above, pronouns cannot be dropped in

formal contexts. In the next section, we will speak about pro-drop in Farsi specifically.

### Pro-drop in Farsi

*Pro-drop* is favoured over overt pronouns in informal use in Farsi. It is commonly used in casual settings amongst friends and family if they are close. When the social hierarchy becomes active, then the inflectional markings become visible in pronouns that the honorary forms are used and they are impossible to drop. It would make the sentence ungrammatical and strange. According to Carnie (2002), he differentiates between PRO and *pro* by stating that PRO is Caseless and is subject to the theory of control. On the other hand, *pro* takes Case and is often qualified by rich agreement morphology on the verb.

As we have seen in the previous section, Carnie’s (2002) example (15) illustrated above showed us how a *pro-drop* language needs a case in a sentence. Farsi is a free word order language except the Arabic sentence formation.

Farsi is a language that can form sentences such as SOV, SVO, and in certain case markings, it sounds like VSO, which is fairly similar to the Arabic language that uses this word order. As an example, it can be seen in (22) that “She/he ate the food” does not have an overt subject, yet it is implied by the case marking on the main verb:

(7) Ghaza-sho khord.  
*pro* Food-ACC ate-NOM3 “S/he ate the food”

We are introduced to the *pro-drop* case of the null subject phenomenon. In general, many people tend to use the *pro* form more often than the actual standard sentence structure that uses the subject in the sentences.

Null subjects are common in free word order languages such as Italian, French, and Spanish along with languages like Arabic, Urdu, Farsi, and some other Indo-European languages. English does not have free word order, hence it does not



allow null arguments like the Indo-European languages; whereas, in Farsi it is possible:

- (8) Khordam man noon-ra.  
Ate-NOM1 I bread-NOM1  
\*Eat I bread.

Many bilingual speakers use pronouns in ungrammatical situations such as dropping the “Oo” and the formal you “Shoma”. There are 2 main types of null arguments: Subject and Object, when given the chance either one of the categories can be null (Carnie: 2002).

This is one of the main reasons that most bilingual Farsi speakers tend to use overt pronouns in an ungrammatical way because they translate the English sentence into Farsi rendering the Farsi sentence ungrammatical. The lack of inflexions on verbs in English makes subject and object drop impossible. In the next section, we will present the hypothesis.

### Hypothesis

Initially, the hypothesis was that the Bilingual Farsi speakers, who have a non-dominant Farsi, will not drop the pronouns because their dominant language does not allow *pro*-drop. They either do not use it in a casual setting or they drop it in a formal setting which according to the culture is not acceptable grammatically. However having observed the SEN early childhood education students, what was evident was the two main hypotheses:

1. Adult participants in this research had some difficulties.
2. Unknown if SEN children will have an easier (or more difficult) time.

Final hypothesis: With the right materials and techniques, SEN will have an easier time. Many teachers and parents often have a pessimistic view once they come to realize that their children might not fall into society’s “norms” and most often become disillusioned by the fact that their children might never be able to live a “normal” life.

However, we believe that instead of becoming pessimistic or disillusioned, education systems and the teachers involved must change their tactics in teaching the children. There must be highly trained educators in this field to help SEN children and their parents feel as wanted and helped as they deserve to be. Next, we will see the results of the experiment for the adults and have a speculation on whether or not SEN children will have the same results.

### Conclusion

Out of the 25 people who participated, only nine of them chose to drop the subjects given in B in the target questions, the rest had chosen to give a subject in the given contexts. Mainly when it came to “Oo/oon” choices they could not drop the pronoun, I believe this was the reason why the participants felt it would not sound formal when they had to choose it in the given context.

On the other hand, when it came to first-person pronouns, they chose to make it overt as it kept getting repetitive. One of the participants kept choosing not to use a *pro* for the entire experiment which seemed a little strange. There are no genders in Farsi unlike Arabic, German, and Italian; therefore, it might have sounded strange not to keep the pronoun there in the sentence. Their choices were quite interesting to see since most of the bilingual speakers chose to drop the 1st person pronouns but misuse the 3rd person pronouns in informal and formal contexts. Some of the participants preferred to drop the *pro*, while others preferred to keep it in the sentences.

Either this one person had learned the language from the book in a prescriptive manner or they felt that it cannot be null just as it is meant to be in English. While the rest had chosen to omit the subjects or use the formal form of him/her “Oo” for the pronouns in the object positions. In both cases, it was interesting to see that the participant

who did not drop the subject opted for using it in their test.

The results that have been shown were not as expected since the majority of bilingual speakers dropped the third-person pronouns more than the second-person pronouns in the formal contexts and turn, the monolingual speakers dropped the null subjects whenever they could because it sounded natural to do so.

However, it is difficult to say whether children who do have ASD will have a difficult time understanding the *pro*-drop concept. Many ASD children hide their potential due to circumstances such as their surroundings, people or their will to not want to do anything. It is uncertain how the children will react to the experiments unless these experiments are carefully thought of and done in ways that do not make the children annoyed, overstimulated or bored. Future researchers must keep in mind the endless possibilities that can occur when conducting experiments for children as they require kindness, patience and much love.

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