

**COMPOUND WORDS IN CHILDREN'S BOOKS TITLE AS A MEAN  
TO ACCELERATE CHILDREN VOCABULARY ACQUISITION**

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**(Naskah diterima: 1 Juni 2019, disetujui: 28 Juli 2019)**

***Abstract***

*This study deals with compound words in the children's books title. It aims to identify the element constructing of compound words, to classify types of those, to determine the meaning conveying in children's books title, and to learn how compound words can help children in enriching vocabularies. The technique used in data collection was the documentation method with note-taking techniques. As a qualitative descriptive, this study applied the descriptive technique to analyze classified data. The result of this study indicate that: (1) compound word constructions might consist of a noun, verb, and adjective; (2) three types of compound words are found in children's book titles, namely endocentric compounds, copulative compounds, and exocentric compounds; (3) the construction bring new concepts into words; and (4) construction, free morpheme with a new concept of meaning, enriching children's knowledge of the words*

***Keywords:*** Compound Words, Children's Book, Titles, Vocabulary, Acquisition

***Abstrak***

Penelitian ini membahas kata majemuk dalam judul buku anak-anak. Ini bertujuan untuk mengidentifikasi elemen yang membangun kata majemuk, untuk mengklasifikasikan jenis kata-kata itu, dan juga untuk menentukan makna yang disampaikan dalam judul buku anak-anak dan bagaimana kata-kata majemuk dapat membantu anak-anak dalam memperkaya kosakata. Teknik yang digunakan dalam pengumpulan data adalah metode dokumentasi dengan teknik mencatat. Sebagai deskriptif kualitatif, penelitian ini menerapkan teknik deskriptif untuk menganalisis data rahasia. Hasil penelitian ini menunjukkan bahwa: (1) konstruksi kata majemuk mungkin terdiri dari kata benda, kata kerja, dan kata sifat; (2) tiga jenis kata majemuk ditemukan dalam judul buku anak-anak, yaitu senyawa endosentris, senyawa kopulatif, dan senyawa eksosentris; (3) konstruksi membawa konsep baru ke dalam kata-kata; dan (4) konstruksi, morfem bebas dengan konsep baru makna, memperkaya pengetahuan anak-anak tentang kata-kata.

**Kata Kunci:** Kata Majemuk, Literatur Anak, Judul, Kosakata, Pemerolehan Basa

## **I. INTRODUCTION**

**N**owadays, Children's Literature is one of the most broadly read among children or adults who read it to the children. One of the things that are interesting for children when reading a book is to see the title and the cover of the book. There is a categorization scheme for children's books. This is based primarily on the age/reading level - for example, in the early years, the first reader, and the teenager. Children's books are very influential in knowledge and enrich the vocabulary of children. Compound words are great for a beginning reader to focus because it provides an opportunity for children to explore word combination, use context clues to understanding the meaning, and one particular initial consonant blend or two or three at once. Making a word connection can increase children to be aware of many different kinds of words. It also helps children in introducing the complex nature of language and help acquire essential language skills.

Chomsky (2006) explained that humans have something called a language acquisition device, or LAD in their brain that allows them to learn languages. So the language acquisition tool will enable children to understand the types of words and organizations in a sentence

for any language. There is a critical period that is usually considered from birth to the age of eight or nine years, and that is the period in which a child is most capable of learning languages. That is because LAD only operated during that critical period. According to Rescorla (1980), there are stages of children in acquiring language. Children will use language gradually starting from simple words like mom, dad, eat, and hat. In contrast to the facts of perception, children generally seem to produce words with the primary stress in the correct location as soon as they start talking, even if they omit some syllabic words (i.e., nana for banana) Vogel (2002). Children have extraordinary tendencies such as quickly and effectively acquiring their words by chance in their daily activities and these words show children have not made language construction until finally, they learn complex languages.

Howe (1976) elaborated the first-word combination made by children is the possessive constructions; compiling words into my mama and my father. Semantically, early combinations in children express mainly possessive relations between a head and a modifier. With a child's cognitive development, the use of complex language in children continues to grow. After the word possessive word, ap-

appears another structure of complex language, phrase then compounds words. In the phrase, children learn the word like a beautiful girl or smart boy. Children seem to understand compound construction early in various languages, usually before they can produce well-formed compounds such as a rainbow or cupcake. However, in language activities, children often experience confusing on understanding them; if they are compound words, with new concepts, or phrases. That leads to misinterpretation. For example; the word Whitehouse in compound words the definition is the workplace and official residence of the President of the United States. However, a phrase and compound words have different sense and concept. In the phrase, the word Whitehouse is a house that has white paint. A phrase consists of two words which have a head and modifier.

Meanwhile, compound words also have two words, but it is as a singular noun. Regardless of the language children will understand compound words and phrase as streaking of words. Berman (2009) elaborated 'Knowledge necessary to distinguish between the compound and phrasal stress is very different from and more abstract than the ability demonstrated by young children when they produce new compounds with the correct stress pattern. Al-

so, it seems that children can produce compounds with appropriate stress patterns at the age of two Clark (1985). It suggested that the command compound versus stress phrasal in a language like English requires knowledge of constituents prosodic high level and the rules that govern them, and then in the development 'is a pattern of stress separated from morphological operations that combine lexical items individually into lexical items larger (ie., compound words).

Plague (2018) the internal structure of compound words, that words are constructed of more than one significant element. Thus saying that these compounds are not decapitated or have external heads as long as they are misleading. It also missed critical points about how language is used.

Furthermore, there are several studies which are to the present study, such as research conducted by Carlisle (1995) discussed the development of linguistic awareness in the morphology of specific areas in kindergartens to second-grade. Similarly, Anglin (1993) has shown the importance of words derived for growth vocabulary; in a study designed to estimate the level of children's knowledge of psychological basics and various types of complex morphological words, he found that first-

grade students knew several derivative forms, but the derivative forms were fewer than root words and inflected forms. In the third grade, the number of derivative forms known to children is significantly greater than the number of basic words or forms of inflection, and this difference is much clearer for fifth graders. Anglin found that solving morphological problems contributed to student performance; for example, they sometimes mention morphemic constituents and basic morpheme and suffix meanings as a way of knowing complex word meanings. Such a process can help students when they find unfamiliar morphological words in reading. Silvestri (1977) examined the acquisition of compound words about receptive vocabulary and grade level. Ten students, matched according to age, gender, class level, and socioeconomic status, were chosen from each class from kindergarten to fourth for a total of 50 subjects. The findings show that the acquisition of compound words comes from the conception of the unity of words to which is based on awareness and understanding of the meaning of the components and the meanings intended in the form of composites. Clark (1985) entitled "compounds noun and category structure in young children." She uses the compound nouns as expe-

riments in children to understand combination words in children age. Chen (2009) entitled "The role of compound awareness in Chinese children's vocabulary acquisition and character reading." It investigated the ability children to identify heads of compound nouns and the ability to build new compound words from familiar morphemes where the results indicated that plural awareness plays a central role in the development of Chinese children's literacy, especially in vocabulary acquisition. Mellenius in his study concluded from observations of two children that compounding was the preferred way of forming new words in Swedish and, in fact, children around the age of 3 to 6 'combined words into compounds in an unrestricted way millenius (1997). There is also research conducted by Rumiya (2015) concludes that deals with compound words used in the novel, which show that there are three types of compound words; exocentric, copulative and endocentric compounds. Thus, this study concerned with the words created through the process of word formation, especially compounding words in children's book title and describing the element constructing and types the compound word that aims children enrich vocabulary and to accelerate

child's vocabulary acquisition comprehension in complex language.

## **II. THEORITICAL REVIEW**

Veronika (2011:116) has discussed the basic concepts of compound words in English. The noun builds most English compound words, and they are modified by another noun, verb, and adjective. According to Katamba (1993: 311), there are three types of compounds endocentric compounds, Exocentric compounds, Copulative compounds. Endocentric compounds Katamba (1993: 311) explained that most compounds in English usually are endocentric which they have a head. In some compounds, the head element shows as the rightmost constituent of the word. The endocentric compound has specific characteristics such as contain a constituent that the function as the head. The head categories percolate to the entire compound word. Also, there is a tendency for the semantic relation between the head and no head to be one modification. The semantic endocentric compound showed a sub-grouping in the head entity class shows Exocentric compounds do not have compound heads that do not contain elements that function as head semantics that is modified by non-active components. In exocentric, the characteristic is the meaning opaque. Copula-

tive compounds are compounds which have two words that are paired or conjoined. Ullmann (1972: 81) describes each compound as containing arbitrary and opaque words, without a relationship between sound and reason, and the other which is at least to some degree motivated and transparent. Transparent words are the meaning of predictable words. Opaque words mean that they cannot be predicted to determine the meaning of their constituents.

## **III. RESEARCH METHOD**

This study used the qualitative descriptive method in nature to analyze the constructions, type, and function compound words as a mean to children vocabularies acquisition. Qualitative descriptive method is applied to analyze data so that they can provide a more in-depth explanation descriptively. Qualitative research further used to show the meaning, description of the data in context and often use words rather than numbers.

The data in this study was taken from Children's book titles. The research data was in the form of sentences containing compound words, and the data source was children's literature. This research was conducted on data taken from three children's storybooks which were published by three different authors, namely Tony Milton, Joanne Oppenheim, Nadya

Klimenko and Brian P Cleary. The books were designed for children aged (3-7 years old) as storybooks or bedtime stories, and this book can be read online as well as in printed books that can make children accelerate to understand and obtain new vocabularies that is more complex in a more fun way.

To collect data, the author used documentation. The technique used in collecting data is:

1. Finding children's book titles that contain compound words that are easily understood by children of 3-7 years old.
2. Data that was systematically chosen according to the research problem.

Content Analysis Method was referred to this research by systematically evaluating the Children's book titles text. The study used descriptive analysis to type and the meaning of the compound words. The steps to analyze the data were as follows:

1. Identify composite word construction by the rules
2. Describe our compound word types with related theories
3. Analyze the meaning of compound words
4. Describe the number of words that the children know in children book's title.

#### **IV. RESEARCH RESULTS**

The discussion presents an analysis of the element constructing and types, meanings of compound words found in children's books titles.

##### **4.1 Constructions**

In the children's books titles, the selection of titles is crucial. Titles can attract readers as well as children. Children tend to choose something short, simple and easy to understand. That is why children's book titles are usually in the form of phrases or compound words. In this study focus on how compound words can help accelerate children to acquire vocabularies and know the construction of compound words. In order to, comprehend and produce compounds, children need a note to attend to the particular features of construction. Another factor in compound acquisition concerns the linguistic functions served by this construction. In research on English and other languages, the compound acquisition has been dealt with primarily as a means for forming new words. Compounding is a combination of (nouns, adjectives, verbs, or prepositions) to produce a more significant word O'Grady (1996). The constructions are formed by word class N= Noun, A= Adjec-

tive, V= Verb, P= Preposition. The data classification is shown in Table I.

Table 1. Elements of construction

Construction Compound Words		
Endocentric	Exocentric	Copulative
[N N]	[A N]	[N N]
[V N]	[V N]	[V V]
[N A]	[V A]	[A A]
[A N]	[P N]	
	[N N]	

In this study, compound words are a combination of two or more of the elements of construction that create one meaning. Table 1 shows the most of construction are noun, verb, and adjective. It is also supported by (Robbins & Ehri, 1994) described noun, verb, and adjective are considered three classes of words that have been proven "learnable" by children.

#### 4.2 Type

##### 1. Endocentric Compound

The endocentric compounds describe as entity sub-classifications expressed by the noun head Benczes (2006). Endocentric also can be defined as the group of new words that produced from the two words that have the same or different class of words. And, the meaning of the new word is obtained from both of words class, it tends to have a clear meaning; the meaning is derived from both combi-

nation. Besides, this type is a compound by the presence of internal center or head constituent. For example, it can be seen in Figure 1.

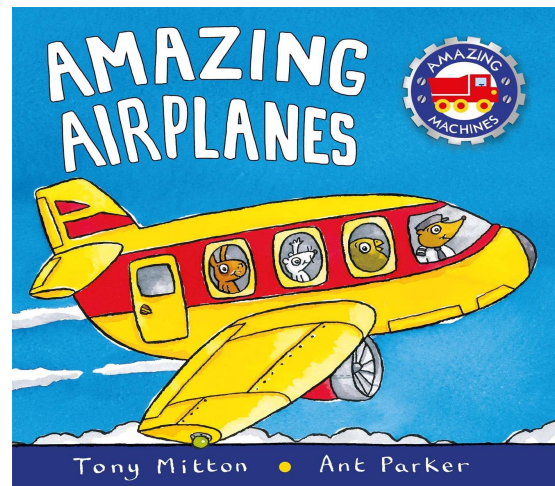
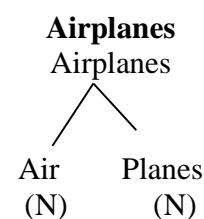


Figure1. Endocentric Compound

Source:<https://www.amazon.com/Amazing-Airplanes-Machines-Tony-Mitton>



From the tree diagram above, It can be seen that the word airplanes consists of two elements air (Noun) and plane (Noun). Of all compounds, those constructed from two root nouns (NN) are especially numerous. Comprehension and production of compound construction (mainly noun + noun) in children were the subject of significant research many years ago Berman (2009). Air is the Earth's atmosphere, and the plane is a vehicle desi-

igned for air travel. Those words create the new word airplane which the meaning is a vehicle that can fly in the air has a fixed wing and is powered by a jet. The word air is as a modifier and planes as a head. It is a right-headed compound because the meaning is generated from the right elements of the compound words that is the word plane. The word air as a modifier to describe kinds of vehicle that can fly. The word airplane has shown the meaning plane itself, but the addition word air it emphasizes the plane in the air. The structure AB is a derivative of B. It shows that the airplane is endocentric compound and it shows something is hyponym from the head element.

From the above definition can be seen that when the children know the word airplane, they learn three words at the same time, air, plane, and airplane. This means that they are accessing three concepts of words at the same time. Therefore, learning compound words is indicated to accelerate the learning of new word because the compound word provided children with several concepts at the same time.

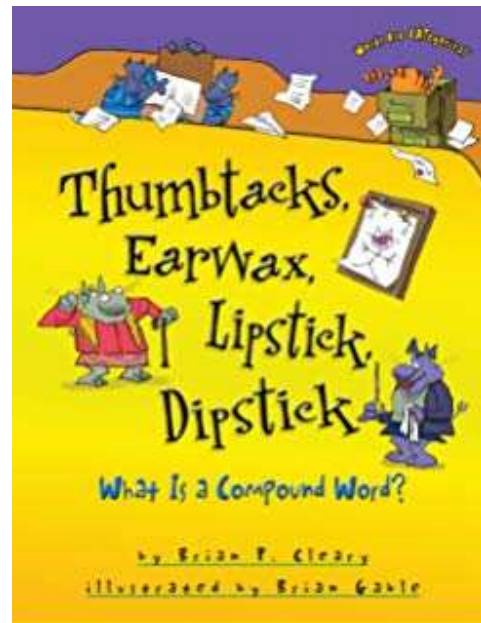


Figure 2. Endocentric compound

Source: <https://www.amazon.com/>

Thumbtacks	Earwax	Lipstick	Dipstick
Thumb Tacks	Ear Wax	Lip Stick	Dip Stick
(N) (N)	(N) (N)	(N) (N)	(N) (N)

The words thumbtacks, earwax, lipstick, and dipstick are made up of two elements (noun) and (noun). Those words create a new meaning; are noun since the function is as a noun. In those compound, one of the constituents become the head of construction. The head of these four constructions is the left-headed. Thumbtack consists of thumb and tack. Thumb means the first digit of the hand; meanwhile, tack is small nails, sharp broad-headed. So, the meaning of thumbtack is small flat-headed pins used to fasten paper to walls or other surfaces. Earwax consists of ear and

wax. The ear is an organ to hear sound and wax is a yellowish sticky substance released by honey bees as honeycomb material; bees-wax. Thus, the meaning earwax is yellow protective wax that is released on the outside of the ear. The word lipstick is combined two words lip and stick. Lip is one of the two ends of the mouth that is soft and red meanwhile stick is something long and thin; the result creates a new word lipstick that means colored cosmetics are applied to the lips from small compact sticks. Furthermore, dipstick consists of dip and stick. The dip is short swim and sticks something from the wood and long. Dipstick means measuring rod for measuring the depth of liquid, mainly oil on a vehicle engine. From the resulted meaning of these compound words, it can be seen that this meaning can still be traced back from the constituents, these construction is said to be endocentric. Children, in this case, can understand about twelve meaning of words at the same time.

## 2. Exocentric compound

Exocentric compounds are headless compounds (the absence of head constituent) that do not contain functioning elements as modified by non-head elements. The components in exocentric compounds do not have a modifier of the semantic relationship Katamba

(1993: 311). That central or semantic head is external from the compound itself. The exocentric also defines as two words that combine into one that is formed by the different class of words, and it usually has unpredictable meaning. For example, it can be seen in Figure 3.

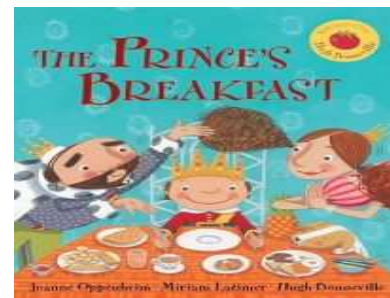
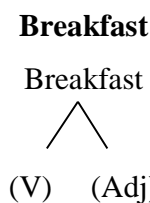


Figure 3. Exocentric Compound

Source: <https://www.publishersweekly.com>



In the second tree diagram above, it can be seen that Breakfast is formed of two elements which have different categories Break (V) and Fast (Adj). The meaning of the word break is separate into pieces cause of shock, blow and interrupts and fast is moving at high speed. Those words create a new word Breakfast which the meaning is a meal that people often eat in the morning. It is also called breakfast because you may have to eat it fast when you rush to school. Based on the description the word breakfast kind of exocentric

compound because the head is not expressed semantics explicitly. It shows the meaning of the verb and adjective words when combined does not produce the sense of the two elements, but the new definition that results from the external context. Thus cannot be a hyponym of a head of the compound. Also, It shows the type of the exocentric compound is noun made of up of a verb+ adj from the word breakfast. There is no noun involved in breakfast, yet the construction as a whole is a noun. So, in the title above, children can understand that there are three words which they can acquire the words break, fast and breakfast. The structure AB is not A or B (but C is somehow related to A and B).

From the title above, breakfast compound words combine two words into words with new forms or new concepts that make children learn three words at once, namely hours of break, fast and breakfast. This means that children access words with three classes and different word meanings. This gives children a combination of words that makes them understand the various concepts of words in compound words.

### 3. Copulative Compound

Copulative compounds are compound words that have two words combined, and the

combined elements are the same status (headless), but the meaning is not idiomatic Katamba (1993:311). Copulative is also called as a couple or (conjoined) words which they have the same structure. On the other hand, include a coordinative relationship between two constituents so that both concepts are based on the same reference. For example, it can be seen in figure 4.

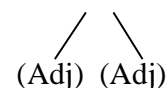


Figure 4. Copulative Compound

Source: <https://uae.souq.com/ae-en/bittersweet-holidays>

**Bittersweet**

Bittersweet



In the third tree diagram, it shows that the words contain two elements with the same categories Bitter (Adjective) and Sweet (Adjective). The word bitter means Bitter is an

emotion or a negative attitude, similar to being tired, cynical or negatively influenced by experience and the word sweet is has a distinctive taste or taste of sugar. Bittersweet is a feeling that is happy and sad at the same time. The two words combine to create a new word bittersweet which in the semantic the two elements have equal status. The word bittersweet is classified as a copulative compound. The concept is that AB is A and B. The word bittersweet. That makes the child understand the three words bitter, sweet, and bitter words at once which have other meanings in each word. This can help them learn the vocabulary and concepts of compound words that have the same entity.

### **4.3 The Meaning**

Additionally, this study was to determine whether the meaning of the word in a child's book title, contained in the meaning opaque and transparent, was accessed during the processing of the compound. The classification of compounds as opaque or transparent is based on the linguistic criteria. There are two meaning in the compound words:

#### **a. Transparent**

Transparent is a meaning that predictable from the context. It also denotes as the morpheme meaning that is related to some ex-

tent, to the whole meaning of the word. For the example, as discussed above the word, the airplane is categories as an endocentric compound which it has transparent meaning. Air and plane are connected to semantics representation of the airplane. This meaning is semantic representation of the two transparent compound constituents associated with the semantic representation of the compound.

#### **b. Opaque**

Opaque is a meaning that unpredictable from the context. The meaning for opaque compounds will always be inconsistent with conventional meanings. Those are not semantically related to the meaning of the whole word. The words that have opaque meaning are Exocentric compound. The words Breakfast was classified as opaque because it is a type of eating in the morning, rather than the type of rest.

This example suffices to give the general nature of the private meaning that children might have about words in their vocabulary. Rowe (2012) explained that children vary greatly in the level of acquisition of words. Compound words allow children to explore the meaning of words and enrich their vocabulary because the access to meaning is faster and easier to understand. As children become

increasingly capable of analyzing and manipulating modifiers and head roots, knowledge of the semantic relationship between these roots begins to emerge Nicoladis (2002). Once children have acquired the meaning of a head morpheme and understood its role in compound words, they can use this knowledge to comprehend and produce many different compounds words Chen (2009). Children is found to improve various aspects of literacy skills, such as reading words, spelling, vocabulary, and understanding text. Compounding will be a good source for children in supporting their learning. For instance, the child that knows head morpheme like a ball or man as many basic compound. They can say football, baseball, volleyball, basketball, and fireman, Spiderman and Batman. Children will be able to memorize the meaning of relevant compound words quickly. It is because they already know half of the words. In children's vocabulary, It is also possible for children to use compound words correctly and never notice that they are made of two separate and meaningful elements Berko (1958). It shows the exposure of new vocabulary through children's book titles that contain compound words affecting children's word learning and the

words in context can accelerate vocabulary growth.

Also, Clark (2009) stated that Children need to learn about the structure of words. Words can be complicated and consist of several building blocks, sometimes with suffixes or prefixes that are added to the root form. This building block also allows the construction of new words to express new meanings, which means that there is no conventional form. As long as children understand and can use compound words correctly, they can assign any meaning they like to the constituent elements, and they can incidentally acquire new vocabulary. Also, the findings indicate that construction and the meaning compound words contribute to accelerating and develop the vocabulary of children.

Moreover, children also need to master different types of compound words. That is because insights about the meaning and formation of words can facilitate children to get the vocabulary. The association between compound words and vocabulary likely become increasingly reciprocal as children's language and literacy skill are advanced. This task taps the ability to understand the structure and the meaning of compound words as a combination of two or more constituent morpheme. This is

the aspect of morphologic compound words is vital for children vocabulary development for several reasons, first when children encounter a new compound word. They are likely to be familiar with some or all of the constituent morphemes. Second, the knowledge about compounding rules and morpheme meaning enable children to produce a large number of compound words with a limited number of familiar morphemes.

## V. CONCLUSIONS

This study shows that the use of compound words in the titles of children's books is useful for children to explore combination words. The analysis shows that children's book titles can contain compound words that help children to express their ideas using complex concepts in their age. Researchers also found types of compound words in children's book titles that have three endocentric, exocentric, and copulative, and can be divided into two meanings that are transparent and opaque and I promote that compound words as a title in children's book might accelerate the children vocabulary acquisition

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