

Investigating the Difficulties Faced by Iraqi EFL Learners in Using Light Verbs

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Abstract

This study deals with light verb constructions as being syntactically functional and semantically bleached. It aims at investigating the difficulties faced by Iraqi EFL Learners (fourth-year university students) in recognizing and producing this kind of constructions. Thus, to achieve this aim, it is hypothesized that Iraqi EFL Learners are unable to collocate the light verb with its proper noun phrase both at the recognition and the production levels. And in order to achieve the aim of the study and examine its hypothesis, the following procedures are adopted: (1) Presenting a theoretical background about light verb constructions including their definition, structure, and their relationship with collocations, (2) Designing a diagnostic test to investigate the difficulties that might face the learners while being exposed to these constructions, (3) Analyzing the findings of the test to reveal the learner's recognition and performance in dealing with light verb constructions.

Keywords: Light Verb Constructions, Collocations, Difficulties

1. Introduction

The light verb construction has inspired research in a large number of languages, from a vast range of theoretical perspectives that result in a diverse set of terminology and definitions. The light verbs have a particular combination of syntactic and semantic properties making it difficult to class them either with function words or with proper lexical verbs. However, they have been considered as a class in their own right. Morphologically, the light verb is inflected, but the following noun phrase “tends to have a fixed number and a preference for determiner type.” For example, *make amends* receives full verbal inflection (*make/ makes/ made/ making amends*), but the following noun phrase cannot be used in its singular form (**make amend*). Syntactically, the light verb construction is highly flexible, i.e. it can be made passive, for instance, an *offer was made* and it can also be used with an internal modification, e.g. *make an irresistible offer* (Baldwin and Kim, 2010: 277). Besides, light verbs offer a wider range of expressive possibilities than many proper lexical verbs (do a translation (of), get a view (of), give a hand, have a look, make a decision (on), offer an apology, put a stop to, take a look). They can be combined with nouns to behave just like their non-light counterparts. As such, in part two the literature about light verbs is reviewed. Then, the study takes an account of light verb constructions introducing their definition in part three and their structure in part four. As for part five, it presents the possible collocations of the light verbs with their nouns. Besides, the study employs a diagnostic test, occupying part six, in an attempt to investigate the difficulties faced by Iraqi EFL learners (fourth-year university students) in recognizing and producing this kind of constructions.

2. Literature Review

Light verbs are studied by a variety of scholars from different theoretical and practical perspectives. Most studies view light verbs as a special type of multi-word expressions that have a functional role (Tan et al., 2006: 49; Vincze et al., 2011: 116; and Tu and Roth, 2011: 31).

According to Tan, et al. (2006:49) a light verb construction is “a verb-complement pair in which the verb has little lexical meaning (is “light”) and much of the semantic content of the construction is obtained from the complement. ” Thus, they focused on the identification of the light-verb constructions in English. They suggest a corpus- based approach to find out whether a verb-object combination is regarded as a light verb construction. By their corpus-

based method, they have shown that most of the semantic meaning is expressed by the object. In addition, they identified light verbs as a set of closed class verbs. This feature helps to identify light verbs from non-light verbs when used with the same noun complement, namely the verbs that express possession, direction, aspect, and causation (Ibid: 56).

Tu and Roth (2011:31) denote that light verb constructions are formed from a verb and a noun phrase as its object. They describe them as being semi-compositional. They proposed a case study on the recognition of light verb constructions focusing on the most frequently used light verbs in English. They find that contextual features help recognize better light verb constructions (Ibid: 38).

As for Vinceze et al (2011: 116), light verbs are verb and noun combinations in which the meaning of the verb is impoverished to be carried by the noun. They studied them in relation to noun compounds identifying them as syntactically flexible, i.e. the verb is inflected and the noun can be pluralized and modified, as in: She *gave* him *a doubting smile*.

To summarize, these studies agree upon the fact that light verb constructions are semantically bleached and have a functional role only. However, they contradict one another in the identification of the light verb construction. The earlier study deals with light verbs as being part of syntax identifying them as closed class verbs. They depend on their syntactic features to classify the verb- object construction as being literal or idiomatic. Vincze et al. (2011: 116), on the other hand, identified them as open- class verbs focusing on the most frequently used verbs in English. Like the previous work, Tu and Roth (2011:32) focused on those verbs that are documented as being light in English. They depend on both statistical measures and local context in their analysis.

2. Light Verbs: Definition

Jespersen (1949: 117) first coined the term *light verb* when he applied it to English V+ NP constructions as in (give a sigh, have a rest, take a breath). He found out that in modern English there is a general tendency to add a verb before a noun that has a real semantic meaning and this verb is inflected for person, tense, and aspect. As being an important linguistic phenomenon, light verbs have aroused the interest of the scholars; thus they are mainly studied in terms of structuralism (Ren, 2013: 90). They are said to be 'light' because although these verbs follow the standard verb complement schema in English, the bulk of the semantic content is carried almost entirely in the noun phrase that follows. In other words, it is typically but not perpetually to be paraphrased by simple verbs corresponding to the predicate noun phrase, for example, it is not actually physically for one to *take a plunge* but rather one *plunges*. However, this does not mean that they are completely devoid of semantic predicative content, i.e. they neither retain their full semantic predicative content, nor are they semantically completely empty. Rather, they appear to be semantically *light* (Butt, 2010: 48). Such constructions are also known as *eventive objects*, *stretched verbs*, *multi verbs*, or *verbo- nominal constructions* (Davides, et al., 2014: 15). Following Jespersen (1949: 117), this study sides with the term *light verbs*.

A light verb construction can also be defined by different scholars. According to Leech (2006: 60), a light verb is:

*“a common and versatile lexical verb that is weak in many of its uses, and can be combined with nouns in constructions such as **do the cleaning**, **give (someone) a hug**, **have a drink**, **make a decision**, **take a break**. The whole construction often seems equivalent to the use of a single verb: **make a decision**= *decide*.”*

Similarly, Crystal (2008: 281) defines a light verb as a verb whose meaning is so unspecific that is why it needs a complement to function effectively as a predicate. In English the verbs *make*, *have*, *give*, and many others are used as light verbs in phrases like, *she made a sign*, *we had a look*, and *they give an answer*.

As for Wittenberg (2014: 3), a light verb is a complex predicate in which the verb is semantically bleached, and merely represents the aspect of the predicate. In a sentence like *She gave her teacher an answer*, what is associated with the subject (She) is not transferring a concrete thing into the possession of the object (her teacher), as the verb *give* implies. Rather, *give an answer* describes the same event as the base verb *answer*. In other words, the event nominal *answer* is part of the predicate and assigns semantic roles to the subject, just like the non-light verb *give* (Ibid.).

Put in the same way, [Ten, et al., 2006 cited in (Dai, 2016: 134)] defines a light verb as a verb-complement pair in which the verb has little lexical meaning and it obtains much of its semantic content from the complement with which it is combined. In other words, it is a verb of general meaning followed by a complement generally takes the form of a deverbal noun considered semantically an extension of the verb carrying the major part of the meaning. A deverbal noun is derived from a verb or a verb phrase and functioning as a noun, not a verb; for example, 'walk' in the construction 'take a walk' is a deverbal noun. According to Quirk, et al. (1985: 750), this deverbal noun is usually an indefinite direct object having a similar function as an eventive object. Semantically, the latter is an extension of the verb bearing the major part of the meaning. It can sometimes be related to a cognate object in that it substitutes for the major lexical of the verb whereas the cognate object repeats the lexical meaning:

1. They fought for a long time. (verb + adverbial)
2. They fought a long fight. (verb + cognate object)
3. They had a long fight. (verb + eventive object)

(Ibid.)

The widest definition of light verbs is that of Huddleston and Pullum (2002: 290) who point out that light verbs are "semantically 'light' in the sense that their contribution to the meaning of the predication is relatively small in comparison with that of their complements". Peters, et al. (2009: 140) remark that the verb in such constructions might complete the noun without changing the meaning, or where a common verb is added to a noun that has no single-word verb as its equivalent. That is, this definition makes no condition on the form of the noun.

3. Light Verbs: Structure

Grammatically speaking, in a light verb construction, the verb participates in different structures. It is syntactically functional (as being the main verb V) followed by a noun phrase (NP) which is verbalized differently. The noun phrase is in all cases an eventive noun that carries the meaning usually carried by the corresponding verb. In such a structure, the light verb is known as a helping predication of V+ NP (Blanco, 2011: 24). For instance:

4. He is *having a rest*.

In the sentence above, the structure *having a rest* does not mean 'to own a rest', but the NP is used predicatively by virtue of being the complement of the light verb *have* which is responsible for the syntax and semantics of the complex predicate. However, the verb has syntactic import but 'light' semantics (ibid.).

This structure is "the basic form" [Live, 1973: 32 cited in (Bergs, 2005: 211)]. It consists of a *light verb* contributing a grammatical function, and a verb-stem noun. The NP is derived from a corresponding verb by conversion (ibid.). As far as form is concerned, the NP, in this case, is identical to the simple verb which is in its turn synonymous to the light verb construction (LVC): *do a twist~ to twist, give a talk~ to talk, have a walk~ to walk, make a turn~ to turn, take a shower~ to shower*.

The NP can also be a deverbal noun derived through other derivational processes like suffixation (-ion, -ent, or the gerunds -ing), stress shifts, or changes on the stem (e.g. *do a translation, offer an apology, have a meeting, make a protest, give a thought, put trust in,*

take action). This NP is described as a pseudo expanded predicate carries, too, most of the semantic load of the predicate. Such LVCs can be replaced by corresponding simple verbs, such as *to translate, to apologize, to meet, to protest, to think, to trust in, to act*. However, *to give an impression* does not correspond to the simple verb *impress*, but is morphologically derived from it (*ibid.*).

Moreover, the light verb can be completed by a markedly different nominal complement. It could be a compound NP that is difficult to be replaced by a simple verb: *do somebody's homework~ to work, have a heart-attack~ to attack* (*ibid.*: 212).

It is also important to note that such verbs are complex multiword verbs whose meaning is lexically stored by the object nominal that donates the thematic roles to the verb throughout a process of complex predicate composition (*ibid.*: 109). Thus, whether the verb is followed by two noun phrases as objects is determined by its complement and not by the verb itself. For example, the verb *give* normally takes two NP objects, but the light verb *give* takes two NP objects only if the direct object is the type of noun that requires an indirect object, as in (Anitescu, 2017: 115):

5. She *gave him a kick* in the teeth.

As *kick* is the complement of the verb *give*, then it requires a second NP to be as its indirect object. In contrast, a noun like *sigh* does not seem to appear with another NP object with *give* as a light verb (*ibid.*):

6. She *gave* a sigh.

However, Huddleston and Pullum (2002: 293) point out that even such nouns allow an indirect object with the light verb *give*:

7. She turned and *gave the audience a deep sigh*.

8. She blushed and *gave us an embarrassed laugh*.

(*ibid.*)

Likewise, the verb *take* permits an indirect object:

9. She *took him a drink*.

As for Deane (1992:10), the light verb in a light verb construction can be followed by an abstract noun like *claim, hope* and a phrasal modifier of the noun carrying most of the content of the sentence, as in the following typical examples (*ibid.*):

11. John *made the claim that he was happy*.

12. Mary *has hopes that she will win the championship*.

Furthermore, the NP in this construction can be modified in a way that is not allowed for the corresponding simple verb (*ibid.*):

13. She *gave him a well-earned pat on the back*.

* She *patted* him on the back *well-earnedly*.

14. He is *taking another of his seemingly frequent shower*.

* He is *showering* again *seemingly frequently*.

In addition, it allows for conflicting adverbs that are not available to the corresponding simple verb, for instance (*Ibid.*):

15. The man's wings *slowly gave a quick flap*.

* The man's wings *slowly flapped quickly*.

5. Light Verbs and Collocations

Verb- noun combinations are of different kinds. Collocation, namely the lexical collocation, is one of them. The latter can be defined as habitual co- occurrence of individual lexical items (Crystal, 2008: 86). Among the common collocations are that of a light verb and a noun where the former is, in the given sense, to some degree arbitrarily restricted to certain nouns usually derived from verbs (Quirk, et al., 1985: 751):

Do a dance, a dive, a left/ right turn, a report, a sketch, a somersault, a translation, some

work, some drawing, some cleaning, some knitting, some painting, some sewing, some thinking, some writing.

Get access to, a glance (at), a look (at), a shot at, a view (of).

Give advice, an answer, a cheer, consideration (to), a cough, a cry, a definition, a description, encouragement, an explanation, help, (to), a kick, a kiss, a laugh, a nod, permission, a push, a reply, a sigh, a smile, a wash, a wave.

Have an argument, a bath, a dream, a drink, an effect, a fight, a guess, a holiday, an influence (on/ over), a look (at), a meeting, a rest, a seat, a shave, a shower, a swim, a talk, a taste, a walk, a wash.

Make an accusation (against), an agreement (with), allowance (for), an attack (on), a bargain (with), a call (on), a choice, a comment, a contribution (to), a copy (of), a criticism (of), a decision, a discovery (that), an escape, a guess, an inquiry (into/ of), an impression (on), an improvement (on), an investigation (into/ of), a note (of), an objection (to), an observation (that), an offer (that), a payment, a promise (that), a proposal (that), a recommendation (that), a reduction in, a reference to, a report (on), a request (that/ for), a start, a suggestion, a turn, use of.

Offer an apology, one's resignation, a suggestion.

Pay attention (to), a call (on), a visit (to), pay tribute to.

Put emphasis on, an end to, a question to, a stop to, trust in.

Take a bath, a breath, care (of), a dislike to, a dive, a drink, a glance (at), a guess, a look (at), a note (of), notice (of), offence (at), a photograph (of), pity (on), a rest, a risk, a seat, a shower, a shave, a sleep, a smoke, a swim, a vacation, a walk, a wash.

It is to be noticed that several noun phrases collocate with *have* and *take* as well, where *have* is the typical British verb and *take* is the typical American verb (ibid.).

6. Data Collection and Analysis

6.1. Data Collection

This section presents the data collection instruments adopted to achieve the aim of the study. The data collection instruments include a test of two questions: an MCQ that investigates the knowledge of Iraqi EFL learners of light verbs and another question which investigates their use of light verbs. Most of the items of the test are taken from Close's *A University Grammar of English* (Work book). The items are chosen in such a way to represent each portion of the study. Besides, the test is applied to a sample of 40 fourth-year university students of the Department of English (2018- 2019), College of Education, University of Karbala¹.

6.2. Data Analysis

To achieve the aim of the study, the following table is presented to show the number and percentage of the correct and incorrect responses of the verbs as they are recognized by the sample as far as Question One is concerned:

¹The present test is approved of by the following experts:

1. Prof. Riyadh Tarik Al- Ameedi (Ph. D.)
2. Asst. Prof. Salih Mehdi Addie (Ph. D.)

Table (1): The Findings of the Recognition of the Sample in Question One

Verbs	No. of Correct Choices	Percentage %	No. of Incorrect Choices	Percentage %
Offer	5	12.5	35	87.5
Put	9	22.5	31	77.5
Make	9	22.5	31	77.5
Do	8	20	32	80
Give	17	42.5	23	57.5
Have	13	32.5	27	67.5
Take	6	15	34	85
Get	6	15	34	85
Pay	33	82.5	7	17.5
Do	3	7.5	37	92.5
Total	95	27.25	295	72.75

According to the results shown by the table above, it is clear that the light verbs are difficult to be recognized properly. Thus, the number and percentage of the correct responses are much less than the incorrect ones. They are (95, 23.75%) and (295, 76.25%), respectively.

Item 1: We regret the error and we..... our apology.

The number and percentage of the correct responses are (5, 12.5%) and they are less than the incorrect ones (35, 87.5%). According to these results, it is clear that students face difficulty working out the correct verb-noun collocation, i.e. the majority of the students choose *have* or *do* instead of choosing the verb *offer* which is the correct verb that completes the light- verb construction, "offer apology", in this combination.

Item 2: They promised to..... an end to unfair policies.

As for item 2, the number and percentage of the correct responses are less than the incorrect ones. They are (9, 22.5%) and (31, 77.5%), respectively. It seems that students have not come across such verb-noun collocation "put an end to". Most of the students select the verb *give* rather than *put* to complete the light verb construction.

Item 3: I need to..... a phone call.

Likewise, the light- verb construction in this item has the same number and percentage of the correct (9, 22.5%) and incorrect (31, 77.5%) responses as the previous one. The students fail to collocate the verb, *make*, with its noun, *phone call*, in this construction because they do not know about this verb- noun combination. Thus, they select "get a phone call" and "do a phone call" instead of "make a phone call".

Item 4: They may learn to..... somersault in the water.

As for item 4, the number and percentage of the correct responses are less than the incorrect ones. They represent (8, 20%) and (32, 80%) respectively. These results make clear the fact that the students face difficulty selecting the verb that completes this light- verb construction. They resort to the guessing strategy to collocate the verb with the noun because they are unfamiliar with the light-verb construction "do somersault".

Item 5: My parents..... me every encouragement to try something new.

In this item, nearly half of the students choose the correct verb. The number and percentage of the correct responses are (17, 42.5 %) and they are still less than the incorrect ones (23, 57%). This means that students are also not that familiar with this light verb

construction and they use the light verbs interchangeably, such as selecting "offer encouragement" instead of "give encouragement".

Item 6: They an argument.

Most students fail to collocate the light verb with its noun in this light verb construction. 13 of them respond correctly and they form (32.5%) of the whole number of students. The rest of the students guess the verb because they do not come across such verb-noun combination. For example, they choose "make an argument" and "do an argument" rather than "have an argument".

Item 7: Why do you a risk of your life?

In this item, very few of the students choose the correct verb *take* to complete the light- verb construction. In terms of percentage, they represent (15%). Thus, it is clear that the majority of the students face difficulty recognizing that the light verb *take* collocates with the noun *risk* resulting in "take a risk" as a light- verb construction and they choose the verbs "do a risk", "get a risk", and "put a risk" instead.

Item 8: From the top, you..... a panoramic view of the city.

The number and percentage of the correct responses (From the top, you get a panoramic view of the city) in this item are exactly the same as in the previous one. And they are much less than the incorrect ones. They are (6, 15% and 34, 85%), respectively. It seems that the influence of the majority of student's first language (L1) dominates their choice of the verb. As a result, they choose "have a view" (From the top, you have a panoramic view of the city) instead of "get a view" which is the correct verb that collocates with the noun *view*.

Item 9: I hope you.....attention, because you will be tested later.

As the results show, this item has the highest number and percentage of the correct responses. They are (33, 82.5%). This means that the majority of the students are familiar with this light- verb construction. They collocate the verb *pay* with its noun *attention* to complete the light- verb construction "pay attention".

Item 10: She is.....some knitting.

On the contrary, this light verb construction has the least number and percentage of the correct responses. They are (3, 7.5%), respectively. Only 3 of the students choose the verb *do* to complete the light- verb construction "do knitting". Thus, it is very clear that the majority of the students do not know that the verb *do* collocates with eventive nouns as well.

As for the performance of students, another table is introduced below to show the number and percentage of the correct and incorrect responses of the sample in terms of the light- verb constructions:

Table (2): The Findings of the Performance of the Sample in Question Two

Verbs	No. of Correct Choices	Percentage %	No. of Incorrect Choices	Percentage %
Make	7	17.5	33	82.5
Take	3	7.5	37	92.5
Give	3	7.5	37	92.5
Pay	23	57.5	17	42.5
Get	17	42.5	23	57.5
Make	2	5	38	95
Do	6	15	34	85
Put	2	5	38	95
Offer	3	7.5	37	92.5
Have	8	20	32	80
Total	74	18.5	326	81.5

The results in the table above show that light- verb constructions are difficult to produce for the students. Thus, the number and percentage of the correct responses are much less than the incorrect ones. They are (74, 18.5%) and (326, 81.5%), respectively.

Item 1: The scientists investigate the effect of diet on fighting cancer.

The number and percentage of the correct responses are much less than the incorrect ones in this item. They are (7, 17.5% and 33, 82.5%), respectively. This is ascribed to the fact that very few students know about the light verb that collocates with the noun *investigation*, which is *make*. However, the majority of the students resort to the guessing strategy to respond producing faulty collocation, such as "give investigation" and "get investigation" rather than "make investigation".

Item 2: My remarks offended him.

Almost all students are unable to produce a correct light-verb construction in this item. There is a preference for using the verbs *get* and *give* over the verb *take* with the noun *offence* because they use the guessing strategy. This is because of the fact that they do not know the verb that is combined with the noun *offence* to form the light- verb construction "take offence". Only 3 (7.5%) of them have produced the correct light-verb construction.

Item 3: She thinks about it deeply.

Similarly, students fail to collocate the verb *give* with the noun *thought*. They produce "take a thought" and "do a thought" instead of "give a thought" because of the transfer of their L1 on their production. In addition, none of the students is aware of the fact that the noun used with the verb *give* in this light- verb construction is to be premodified by an adjective derived from the adverb *deeply*. As such, the number and percentage of the correct responses are (3, 7.5%) and those of the incorrect ones are (37, 92.5%), respectively.

Item 4: I visited her.

In contrast, most of the students respond properly to this light verb construction. It seems that they are familiar with this verb- noun combination. Hence, most of the them are able to collocate the verb *pay* with the noun *visit* producing a proper light-verb construction which is "pay a visit" (I paid a visit to her). Thus, the number and percentage of the correct responses are (23, 57.5%) and those of the incorrect ones are (17, 42.5%), respectively.

Item 5: People came from all the world to view her work.

In this item, the number and percentage of the correct and incorrect responses is exactly the opposite of those in the previous one, i.e. (17.5, 42.5%) and (23, 57.5%), respectively. These results show that this light verb construction is difficult to produce. Students produced faulty collocations such as "take a view" and "have a view" rather than "get a view" (People came from all the world to have a view of her work/ People came from all the world to take a view of her work). As such, it is noted that there is a preference for using one verb over another due to transfer from student s' L1 on their production.

Item 6: Jane commented on what her teacher had written.

Only two students produce a correct light- verb construction in this item. In terms of percentage, they constitute (5%). This low percentage is ascribed to the transfer of the student s' L1 on their production. They use "give a comment" and "have a comment" instead of "make a comment".

Item 7: They dance together.

The number and percentage of the correct responses are less than the incorrect ones. They are (6, 15%) and (94, 85%), respectively. These results make it clear that the light- verb construction "do a dance" is difficult to produce for the students. Due to their being not come across such a verb- noun combination, the students produce faulty collocations as they resort to the guessing strategy to select the verb, as in "make a dance" and "have a dance".

Item 8: They emphasize how little is known about the disease.

Similar to the light verb *make*, the verb *put* has the least number and percentage of correct responses. They are (2, 5%). The students have preference for certain verbs over others, like "make emphasis", "get emphasis", and "give emphasis". This can be the result of the transfer of the students' L1. In this way, the majority of the students fail to produce such light- verb construction.

Item 9: They apologized.

In this item, the verb *offer* has a very low number and percentage of correct responses in comparison with the incorrect responses. They are (3, 7.5%) and (37, 92.5%), respectively. Almost all students fail to collocate the verb *offer* with the noun *apology*. Their inability to produce such a light verb construction is due to the transfer of their L1 on their production. They use the verb "give an apology" rather than "offer an apology".

Item 10: Maybe we will meet again sometime.

Finally, there is the light verb *have* which has a low number and percentage of correct responses. They are (8, 20%). This result shows that the students do not know which verb is to be collocated with the noun *meeting*. Thus, their L1 knowledge influenced their production making them to use the wrong verb with the noun producing faulty verb- noun collocation. for example, "get a meeting" and "make a meeting" instead of "have a meeting".

7. Conclusions

The practical side of this study reveals the following conclusions:

1. The results of the first question show that the correct responses (27.25%) are less than the incorrect ones (72.75%). As such, the first part of the hypothesis of the study is validated.
2. The verbs *offer* (12.5%) and *do when followed by an eventive noun* (7.5%) are the most difficult verbs to be recognized on the part of the students.
3. The results of the second question also show that the correct responses (18.5%) are much less than the incorrect ones (81.5%). This validates more the hypothesis of the

- study.
4. The verbs *make when followed by an eventive noun* (5%), *put* (5%), *offer* (7.5%), *take* (7.5%), and *give* (7.5%) are the most difficult to be produced on the part of students.
 5. On the whole, the students face more difficulty producing the light-verb constructions than recognizing them.

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Appendix

Appendix 1. The Test Questions

Q1/ Complete the following sentences by choosing the suitable light verb from the box below:

Do get give have make offer pay put take

1. We regret the error and we..... our apology.
2. They promised to..... an end to unfair policies.
3. I need to..... a phone call.
4. They may learn to..... somersault in the water.
5. My parents..... me every encouragement to try something new.
6. They an argument.
7. Why do you a risk of your life?
8. From the top, you..... a panoramic view of the city.
9. I hope you..... Attention, because you will be tested later.
10. She is.....some knitting.

Q2/ Re- write the following sentences keeping the same meaning by using one of the following light verb constructions (do+ NP, get+ NP, give+ NP, have+ NP, make+ NP, offer+ NP, pay+ NP, put+ NP, or take+ NP**) instead of the underlined verbs:**

1. The scientists investigate the effect of diet on fighting cancer.
2. My remarks offended him.
3. She thinks about it deeply.
4. I visited her.
5. People came from all the world to view her work.
6. Jane commented on what her teacher had written.
7. They dance together.
8. They emphasize how little is known about the disease.
9. They apologized.
10. Maybe we will meet again sometime.