**
Abstracts of Papers**

**5th International Scientific Conference**

**Structure / Function Interface**

***Georgian American University***

***Language and Cognitive Sciences Research Institute***

***Multi-Modality Discourse Studies Center***

**Tatia Bulalauri**

bulalaurit@gmail.com

**Georgian American University**

**Expressing Problematic Grammatical Tenses in Georgian and English**

Georgian is a complex language within its characteristics of both lexical and grammatical features. Even when we talk about building a simple sentence, we need to make sure that every component lies at the right place having the relevant meaning. Forming a language structure in grammar especially in Georgian is a pretty complicated when it comes to interpreting one specific sentence into different language with the same grammatical tense, since Georgian verb is generally based on 3 different series and 11 screeves. When it comes to comparing Georgian Verb forms to the English ones, we need to be careful as for the reason that while forming a sentence into one specific tense, even though we use key words for depicting that sentence should be, for instance in a past tense, it shall sound differently transforming it to another given language. Most Georgian students face difficulties while doing grammatical exercises based on the forms of Present Perfect and Simple Past since they find these two tenses to be quite similar when transferring the meaning of the sentence from English to Georgian. The research discusses the problematic tenses such as Present Perfect and Past Simple in both languages.

**Levan Dodashvili**

**levan.dodashvili@gau.edu.ge**

**Georgian American University**

**David Zakaidze**

**davit.zakaidze@gau.edu.ge**

**Georgian American University**

**Some Issues Regarding Defining Parts of Speech**

The research discusses the examples of differentiating criteria in three classes regarding the personal pronouns, verbs and inflectionally invariable words. The following questions are addressed:
example: 1) What are the criteria in defining words?

example: 2) What are the criteria of defining parts of speech?

The main issue: the criteria we use for determining parts of speech are not based on the meanings of words, but on its distribution.

The paper is going to consider the modern linguistics and the means of identifying parts of speech that are usually based on the three criteria (Semantic, formal and of course the Functional).

Regarding semantic criteria, we would like to talk about verbs, approximation, denotation of nouns and modification of adverbs as well. Besides, the following issues are raised: morphological criteria, classification of words, major and minor parts of speech, contemporary criteria for classifying words to parts of speech, Subcategorization of parts of speech, notional and functional parts of speech.

**Maka Durglishvili**

maka.durglishvili@gau.edu.ge

**Georgian American University**

**Berdia Burduli**

berdia.burduli@gau.edu.ge

**Georgian American University**

**Aisha Aikhverdovi**

aisha.akhverdovi@gau.edu.ge

**Georgian American University**

**Syntax as Science**

Though syntax is not the conventional type of science, the fact that it uses the scientific method, makes it a perfect candidate for being the one. The scientific method consists of three steps, which is the focus of research (observing data, making generalizations and developing a hypothesis, testing against some more data). Syntax as a science largely employs the usage of corpora which is the main source of data that helps make syntactic hypotheses and predictions.

The research first deals with observing and gathering data (such as corpora – gathering information from literary and internet sources). Thereafter, it discusses hypotheses and generalizations (ways of checking whether a hypothesis can hold water or not, testing them against more data). And finally, other means of acquiring data (sometimes corpora are not always the best source of data) are offered.

**Dika Gogua**

dika.gogua@gau.edu.ge

**Georgian American University**

**Lile Jamaspishvili**

lile.jamaspishvili@gau.edu.ge

**Georgian American University**

**Syntax in English Literature**

Research focus: Ways to use syntax in Literature and Examples of Syntax in Poetry. Syntax in Prose and in Shakespeare Syntax is the set of rules that helps readers and writers make sense of sentences. It is also an important tool that writers can use to create various rhetorical or literary effects. The rules of syntax can be quite complex and vary greatly by language (as well as by time period and place). Depending on the language you are speaking or writing in, these rules might be very restrictive, or quite flexible. When it comes to English syntax, there are four baseline rules to keep in mind syntax is also one of the key tools that writers use to express meaning in a variety of different ways. To get a sense of some of the ways writers use syntax to express meaning, it is interesting to examine a few famous examples from literature.

**Mzekala Jakeli**

Mzekala.jakeli@gau.edu.ge

**Georgian American University**

**The Language of Science**

The paper analyzes scientific language through media discourse, discussing grammatical, lexical, visual and audio features of on-line scientific and academic conferences.

It also identifies the metaphors used in the scientific discourse.

The research states that due to the spread of on-line communications, the scientific discourse is becoming increasingly informal.

**Alla Khatoeva**

alla.khatoeva@gau.edu.ge

**Georgian American University**

**Tamar Morbedadze**

tamar.morbedadze@gau.edu.ge

**Georgian American University**

**Linguistic Ambiguity**

The research discusses the definition and examples of different types of ambiguities. For example: lexical ambiguity, figurative ambiguity, syntactic ambiguity.

The research also analyzes why ambiguity appears in language and how it leads to misunderstandings and dubious interpretations.

Besides, the research discusses how syntactic trees allow us to capture syntactic ambiguities on the examples of garden path sentences and their tree structures.

**Miranda Kukava**

miranda.kukava@gau.edu.ge

**Georgian American University**

**Cultural Differences in Humor Perception**

Humor is a universal human activity that most people experience many times over the course of a typical day, in all sorts of social contexts. At the same time, there are obviously important cultural influences on the way humor is used and the situations that are considered appropriate for laughter. Humor is a universal phenomenon but is also culturally tinted. So much of what we find funny is socially ingrained. Sense of humor is attached to nationhood, our views and cultural background. Things that make us laugh, may not be funny to the representatives of other cultures. A lot of jokes are based on delivery, timing, nuance, and commonality.

 However, every culture has some idiosyncratic points that only the representatives of a particular culture are familiar with. Therefore, it is important to have a common understanding frame of reference for what that person is talking about.

 This research focuses on how culture impacts individuals’ humor perception and usage and why is it that what’s funny for people of one nationality may seem meaningless or even offensive to others.

**Sena Kurnaz**

senakkurnaz@gmail.com

**Istanbul Aydın University**

**IDIOMATIC AND CHALLENGING IMPERATIVES IN TURKISH**

In this study, we explore two types of imperatives in Turkish, namely Reduplicative Imperatives (RI) in (1), having an idiomatic taste as well as what we call Challenging Imperatives in (2). 1) [Bırak bırak], gidelim. Drop.IMP.2SG drop.IMP.2SG go ‘Leave it alone, let’s go.’ 2) Yiyor-sa ödev-i yap-ma. If you are brave enough homework-ACC. Do-NEG. ‘Do not do the homework if you are brave enough.’ Literal Meaning: Do your homework. The RI in (1) lacks the directive force and the external argument is not limited to the addressee. Although the 2nd person singular imperative form is used in (1), the main predicate can be of any person as it lacks number/person agreement. Like in Greek RI’s (Oikonomou, 2020), we claim that Turkish RI’s are evidential modifiers and the iterative aspect shows that the event is about to change. The second type of imperatives is what we call challenging imperatives whose semantics is close but not identical to Difficult Imperatives (Demirok & Oikonomou, 2019) as illustrated in (3). 3) Gel de bu gürültüde çalış come.IMP ADD this noise-loc study.IMP.2nd.Sig. Literal Meaning: It is difficult to study with this noise. They propose that the imperative is actually a MOODP, having a special mood feature that restricts the interpretation (Demirok & Oikonomou, 2019). Following the same reasoning, we also assume that the interpretation of challenging imperatives is via an operator, and the meaning is that “you should do your homework” although the word by word translation of the main clause would be “do not do your homework”.

**Nino Mikeladze**

nino.mikeladze@gau.edu.ge

**Georgian American University**

**The Language of The Fake News**

The use of fake news is becoming increasingly ubiquitous across the world and the purpose of spreading it very systematic according to the author. The aim is to detect the fake news before you share it with others in the view of the fact that fake news dissemination could be very harmful to the society. The main emphasis of the research is the language of fake news. The language of fake news may be the key to its detection based on linguistic cues that include structure of the language, grammatical and stylistic features that tell us many things about the truthfulness of the news. As far as there is a huge discrepancy between real and fake news, comparative analysis is the most relevant method to determine these differences. The main purpose of studying this issue is to understand how to be a thoughtful consumer of information. The research discusses the structure of the language of fake news and its function that mainly aims to deceive people.

**Mariam Nizharadze**

mariam.nizharadze@gau.edu.ge

**Georgian American University**

**Language Structure: English vs. French**

The French and English languages are related in a sense, because French is a Romance language descended from Indo-European with German and English influences, while English is a Germanic language with Latin and French influences. The English language was strongly influenced by the introduction of French at the time of the Norman invasion of Britain in the 11th century. As a result, the two languages share many grammatical features and contain many cognates. Perhaps more important, though, are the many differences, both major and minor, between the two languages. The paper compares the two languages and talks about general similarities and differences between them. The research includs: a brief history of these two languages: where did they come from and what changed? characteristics, phonological and lexical differences: sound systems, pronunciation, stress and etc. It also looks into general grammar similarities and differences as well as stylistic differences, such as word order, prepositions and gender.

**Michał B. Paradowski**

m.b.paradowski@uw.edu.pl

**University of Warsaw**

**Language Corpora in Teaching ESP and Professional Genres**

Teaching and learning language for special purposes can pose a challenge on multiple levels, beginning with building up familiarity with the relevant lexis, preferred structures and discursive conventions, through selection from the identified material, to its gradation. We will introduce insights from both self-compiled and already available (collections of) texts and concordancing tools in the language classroom. Drawing on concrete examples from two genres, namely legal documents and cookbooks (Author 2018), we shall see how corpus linguistics can reveal a plethora of information about the lexis, grammar, information structure, and cultural associations in the genres investigated, which often differ vastly from the conventions and principles of “general English”. In the domain of legal English, we zoom in on connectors, discourse markers, irregular past participles, pronouns, coordination patterns and synonymic chains, postmodifying participles, emphatic do, peculiarities in conditional clauses, causatives, and several other categories of forms that differ from the English as we know it elsewhere (Bázlik, Ambrus & Bęcławski 2010). In the corpus of recipes, in turn, we identify both intra- and cross-linguistic differences, spanning from collocations through information positioning, compression, and impersonal constructions to genre-specific ellipsis and information structure patterns.

**Eirini Ploumidi**

eirini.ploumidi94@gmail.com

**University of Crete**

**On The Acquisition of [Obstruent + Sonorant] Clusters in Greek: A Case Study**

This study investigates the acquisition of [Obstruent + Sonorant] clusters in child Greek taking the MoA, PoA and voicing of the realized cluster members into account. The research questions which are addressed are the following: i. Are [Obstruent + Sonorant] clusters well-formed at the same extent? ii. Among the [Obstruent + Sonorant] clusters which one(s) are acquired first? In the present study, we rely on the longitudinal data of one child acquiring Greek as L1 (S’s ages: 2;01.24 – 3;04.11, late talker). Child’s outputs show that [Obstruent + Sonorant] are produced since [Stop + Liquid] clusters (1) and [Fricative + Liquid] ones are realized (1b). The former clusters emerge before the latter ones. Faithful productions of [Stop + Nasal] and of [Fricative + Nasal] clusters are not attested in our data (1c-d). Stress and word-position are irrelevant in cluster production/acquisition. (1) Target Child’ Output Gloss Child Age a. a.e.ro.ˈpla.no a.e.ˈpʎa.no ‘airplane’-Neu.Nom.SG SPI 2;08,08 b. i ˈfra.u.la to ˈfla.o ‘small’-Fem.Nom.SG SPI 3;03,14 c. ka.ˈpnos ka.ˈpo ‘smoke’-Masc.Nom.SG SPI 3;01.02 d. pe.ˈxni.ðja pe.ˈmi.za ‘toys’-Neu.Nom.PL SPI 2;08.23 Our data are analyzed in the light of the Three Scales Model (henceforth TSM, e.g. Tzakosta 2010, 2012, 2019 among others.). The TSM evaluates cluster formation on the MoA, PoA and V(oicing) scale and clusters are perfect, acceptable or non-acceptable clusters. Data analysis shows that S. prefer cluster realization to be perfect and acceptable. All in all, we claim that i) the TSM provides a unified account regarding the attested in patterns in child Greek.

**Tekla Ratiani**

tekla.ratiani@gau.edu.ge

**Georgian American University**

**Theory of Mind**

Theory of mind” (ToM) has been described as the ability to attribute and understand other people’s desires and intentions as distinct from one’s own. There has been a debate about the extent to which language influences ToM development. Although very few studies directly examined linguistic influence on the neural basis of ToM, results from these studies indicate at least moderate influence of language on ToM.

**Irakli Tkhelidze**

irakli.tkhelidze@gau.edu.ge

**Georgian American University**

**The Blurry Line Between a Language and a Dialect**

The paper aims to use the example of Alemannic (henceforth under the umbrella term of Swiss German) to argue that Swiss German could be considered its own language on the grounds of mutual intelligibility, certain vocabulary traits, syntactic features and using parallel comparisons with languages such as Luxembourgish, Cantonese, etc.

**Anna Voskanian**

anna.voskanian@gau.edu.ge

**Georgian American University**

**How Does Social Media Language Impact Current Generation’s Linguistic Choices and Communication?**

Social Media is fast becoming a key area of linguistic research. The aim of the study is to take a closer look and determine how social media have changed our communication methods and most importantly, whether they have made our linguistic choices more simple or complex. Generation Z refers to the generation that was born between 1996-2010, following millennials. Generation Z is the first to have smartphones fully integrated into their childhood, therefore, they have been exposed to an extraordinary amount of technology in their upbringing. People of Gen Z or Gen Z-ers are naturally so comfortable with technology and social medium that it has become a significant proportion of their everyday lives. Since English is considered the Lingua Franca of the Internet world, it directly points to the fact that any change occurring in the language does not only influence its native speakers, but it also has an impact on anyone who uses English as a foreign language to mainly establish communication with people around the world via social media. The main data sources are going to be the applications such as Twitter, Tiktok, Instagram, Facebook which vividly reflect the process of the linguistic evolution that is going on. Through the analysis of comments and posts of people, the study tries to determine their impact on generation Z communication features. The methods of the analysis are media discourse analysis, multi-media analysis and corpus analysis.

**Mariam Zenaishvili**

mariam.zenaishvili@gau.edu.ge

 **Georgian American University**

**Artificial Intelligence: The Way to See The World**

This paper studies how artificial intelligence can enhance the regular lifetime of visually impaired individuals. They suffer a lot after they encoumter unexpected situations which they might not bear in mind. People are anxious about their safety after they walk alone within town. Sighted people can look out for any signs of danger, imagine the vision-impaired individuals who do not seem to be alert to their surroundings. To overcome this problem, the AI system recognizes what the nearby person is doing, if he is around to attack, the system will detect and warn the user that somebody is near attacking him and also it gives the instructions to undertake and do the mandatory action. Artificial Emotional Intelligence is additionally called emotion recognition and emotion detection technology. This technology is employed to detect the emotions of a person. AI technologies like image processing, deep learning, voice output, and voice recognition are conversant in building the system. Even Big data is commonly conversant in store images and voice files. Companies like Microsoft, Facebook, Accenture all work to help the blind using AI. Just recently, a research was conducted on vision-impaired students in Georgia, on how the vision problem obstructs getting a high quality education. The survey showed that every one of them possesses difficulty reading the textbooks and perceiving the colour. Thanks to software applications they will study the materials for college and obtain information about the colour by pointing the phone to the object.