

**AKAKI TSERETELI STATE UNIVERSITY
FACULTY OF ARTS**

With the right of manuscript

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**GRAMMATICAL WAYS OF EXPRESSING
MODALITY IN THE ENGLISH AND
GEORGIAN LANGUAGES**

10.02.04 – Germanic languages

AN ABSTRACT

**From the presented dissertation for obtaining the academic degree
Doctor of Philology**

**Kutaisi
2010**

The work has been conducted at the English Studies Department of Akaki Tsereteli Kutaisi State University

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The defense of the dissertation will take place on ----- 2010, at ----
- at the meeting of dissertation board of the Faculty of Arts at Akaki Tsereteli
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The dissertation will be available from the library of the Faculty of Arts at
Akaki Tsereteli State University (59 Tamar Mepe St., Kutaisi, 4600)

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GENERAL CHARACTERISTICS

The subject of the research is not the general linguistic modality, but the grammatical means of expressing modality in Georgian and English languages; more specifically, the emphasis is put on the so-called basic modals in the given languages.

Research aim. The present study is aimed to discuss, analyze and sum up the variety of opinions and approaches to linguistic modality, existing in the special literature, define the key means of expressing modality and their functioning in Georgian and English languages, and to study and identify their typological peculiarities.

Based on the mentioned aims, the present work is generally written using synchronic and descriptive methods, however, due to the specificity of the material, diachronic methods are sometimes used; the method of immediate constituent analysis is used in the typological part.

Justification for the study. Despite having a rich choice of the special literature, there is no work comprising the integrated discussions and summarization of controversial and often incompatible approaches and opinions on modality. However, such work might have been very useful not only for the theoretical approach to the issue, but also for typological studies, which could have been used as a future base for solving such problems of applied linguistics as translation and language teaching.

Scientific novelty of the dissertation. This is the first work where the controversial and often incompatible approaches and opinions on modality are discussed and summed up; the method of immediate constituent analysis is used in order to identify typological indicators of central modals in Georgian and English languages.

The theoretical value of the dissertation. The summarization of the controversial and often incompatible approaches to linguistic modality will be useful not only for the strict theoretical approach to the issue, but also for typological studies, which can be used as a future base for solving such problems of applied linguistics as translation and language teaching.

The 1 Chapter "Modality as linguistic phenomenon: Types, meanings, conceptions" describes the conceptual and terminological issues, rela-

ted to modality, presents various definitions and approaches since ancient times to nowadays, defined in the special literature.

The II Chapter “Grammatical means of expressing modal meanings in the Georgian language” highlights the terminological problems in the Georgian grammatical literature. Due to the fact that the problematic issues related to genetic and structural-typological differences in Georgian and English languages are closely linked to the different grammatical traditions and, consequently, to the specific features of the concepts and terms that is not of the least importance.

In the III Chapter “Grammatical means of expressing modal meanings in the English language” it is stated that the study of the means expressing modality in the English language has a long and productive history, and, therefore, the special literature abounds in works, discussing this issue.

The IV Chapter “The Typological analysis of grammatical means expressing modality” begins with the description and discussion of historical and theoretical peculiarities of the typological research, which sets the framework for the further evaluation of the linguistic material. It is noteworthy that the given chapter presents both, the synchronic and diachronic analysis.

The structure and scope of the work are defined by the research aims and objectives. The work consists of *the Introduction, four Chapters and the Conclusion*. Approved list of used sources and literature is attached to the main body of the dissertation.

ABSTRACT

Introduction

In order to discuss the peculiarities of modality and specific features of its expression in different languages, it is important to note that this concept and its correspondent term are used in different scientific fields: linguistics, philology, philosophy, logics, medicine, informational technologies etc.

It is also noteworthy that the concept of modality was first mentioned in the ancient Greek philosopher Aristotle's famous work “Metaphysics”.

It should be also taken into consideration that the definition of this term is ambiguous enough within the framework of linguistics itself: there are not only different, but also completely incompatible approaches to modality.

Moreover, the existence of different approaches leads not only to the various attitudes towards the same linguistic material, but also to the use of empirical material of different kinds, that causes even more confusion. The given situation was once wittily assessed by M. Perkins: the research on modality “is like moving in the overcrowded room, when it is very difficult to move without stepping on somebody's toes” (Perkins, 1983, p.4). Even looking through the special literature makes it obvious that the given issue is ambiguous enough. Let us discuss the more general classification as an example: as it is known, the study of modality in linguistics has a long tradition. There is a great number of works concerning modality problems, in which the concept of modality has various definitions. Therefore, it seems reasonable to discuss its types.

As a rule, the modality is discussed in both, wide and narrow sense. Some researchers distinguish the so-called general or constitutional modality that represents one of the categories of predicativity and belongs to the compulsory grammatical meaning of the sentence. Through general modality a speaker is able to confer the status of message, question, order or wish to the grammatical formula of the sentence, when realizing it in the expression, that corresponds to four types of the expression (declarative, interrogative, imperative and intentional). This “general” understanding of modality also corresponds to the conception of modus, which, in its turn, includes the modality concept in its narrow sense. As for the modality in its narrow sense, it inclu-

des the following semantic categories: objective modality, which defines the situation as real or unreal; epistemic or subjective modality, which defines the situation in terms of reliability as viewed by the speaker; intentional modality, which describes the consciousness of a person as intended towards the certain situation. When defining the situation as unreal in terms of objective modality, there are some meanings indicating the situation shift from unreal to real. Their component-based structure includes the sense of unreality as well as components such as, for example, voluntariness, graduality or categoricity.

The current situation makes the chosen research issue even more important, especially as quite often, the typological studies use the units of the different stages in the system as the empirical material for the comparable languages. It does not mean that such action is not appropriate, but, definitely, not always.

Therefore, the emphasis in the research is put not on the linguistic modality, but on the means of expressing modality in Georgian and English languages; more specifically - on the so-called basic modals in the given languages. The given study is aimed to discuss, analyze and sum up the variety of opinions and approaches to linguistic modality, existing in the special literature, define the key means of expressing modality and their functioning in Georgian and English languages, and to study and identify their typological peculiarities.

In order to achieve the above-mentioned, the researcher along with the national used rich foreign literature. It is noteworthy, that among them are works on modality already acknowledged as being standard.

Chapter I

Modality as linguistic phenomenon:

Types, meanings, conceptions

The given chapter describes the conceptual and terminological issues, related to modality, presents various definitions and approaches since ancient times to nowadays, defined in the special literature. Despite some of them being incompatible with each other, their knowledge is absolutely necessary in order to use all the positive aspects mentioned. In fact, the given chapter sets

the base to move to the discussion of the empirical material existing in the Georgian and English languages.

In spite of the fact that there is a wide variety of definitions of the term "modality" in modern linguistics and many of them are hardly the same, it should be said that despite their difference, there is an element of evaluation, a "view" or attitude, which is included in every definition. Two types of modality, subjective and objective, are distinguished according to the subject of evaluation in every given case - non-linguistic reality or the expression. The objective modality is grammatically defined in the majority of languages and is necessarily expressed in any expression, whereas the subjective modality is optional. This distinction is caused by the linguistic reality. Moreover, the above-mentioned types of modality are so different that it is reasonable to make their terminological distinction: the term "modality" can be used to determine the linguistic phenomena of "objective modality", and the term "emotionality" can be adopted for the "subjective modality". Therefore, two features of the expression, modality and emotionality can be discussed without terminological confusion. They are compared according to their obligatory and facultative characteristics. Based on such distinction, "modality" can be defined as following: modality represents the obligatory feature of the expression, which is defined by the attitude of the expression, expressed by the grammatical means, towards the linguistic reality.

The category of modality is one of the language universals: it may be expressed on different linguistic levels (morphology, syntax, intonation). It is also noteworthy, that in spite of its universality, different languages express various aspects of modality in different ways. However, the grammatical means of expression modality play the most important role and their description and analysis in such genetically and typologically distinct languages as Georgian and English is the most problematic issue of the given research.

When discussing the variety of expression of modal meanings in different languages, it is especially important to make the thorough analysis of all the data available and based on this analysis select the most appropriate (in this case, grammatical) material for the subsequent research and final findings.

Chapter II

Grammatical means of expressing modal meanings in the Georgian language

The given chapter starts with the paragraph, which highlights the terminological problems in the Georgian grammatical literature. Due to the fact that the problematic issues related to genetic and structural-typological differences in Georgian and English languages are closely linked to the different grammatical traditions and, consequently, to the specific features of the concepts and terms that is not of the least importance.

Therefore, one more meaning of "modality", which has already gained enough significance in the Georgian linguistic literature, is discussed here. This term in the syntactic works and textbooks indicates the nature of the sentence (according to the meaning). This "modality" has nothing in common with the "modalities" discussed above, however, in some cases, this so-called terminological polysemy might lead to some confusion. This paragraph (as well as the entire work) aims not to critically evaluate the current situation, but to describe the given situation in order to precisely distinguish different, though related concepts.

In this paragraph there is a discussion on one more aspect- the mood of the verb. It is noteworthy that the traditional grammar references often confuse not only the conceptions of modality and grammatical mood, but also the entire categories.

It is unacceptable to make any errors, resulting from the terminological or conceptual confusion, connected with either the modality or any other aspect; however, since the given work concerns the modality and the means of its expression, the ambiguity in this sphere makes our task even more complicated. However, the awareness of the type of errors, caused by the terminological or conceptual confusion, makes it easier to discuss and, therefore, successfully solve the existing problems. The type of the sentence is a syntactic category and defines the nature of the sentence according to its context; the mood is the morphological category of the verb and shows how the given action should be understood: as an undoubted fact or as a probability/supposition, or as an action to be performed. It is also noteworthy that there are numerous linguistic means of expressing the mood. As for modality, it is a functional-semantic category and expresses the relation of the content to the reality.

In these terms, it is reasonable to distinguish three types of modality: 1. The attitude of the doer towards the action 2. The attitude of the speaker towards what is said.3. The relation of content of what is said to the reality (in terms of reality or unreality). Based on the above-mentioned, it is very important to make a distinction between the modality of the text and of the expression that makes it easier to overcome possible polysemantic difficulties of "modality" when being discussed as a linguistic term.

The next paragraph in this chapter is dedicated to the problem of parenthesis. The issues of expressing parenthesis and modality are closely linked; however, the fact that not all the linguistic units used as parenthesis can be automatically defined as modality indicators is also taken into consideration. . It seems reasonable to indicate that the modality of the corresponding linguistic units enabled them to be used in the parenthetical structures.

In most cases, when discussing the phenomenon of modality, the English language is necessarily considered as a standard and, consequently, while studying the issues, concerning modality, there have been some attempts to find modal verbs in other languages as the only means of expressing modality. The unreasonableness or of the given approach can be seen from the description above: on the one hand, every language has its own distinctive means of expressing modality (for example, the fact that even interjections are used to express modal meaning in the Russian language). On the other hand, apart from modal verbs, there are many other means of expressing modal meaning in the English language itself. Obviously, it is not possible to find many similarities between such genetically and typologically distinct languages as Georgian and English. The problem is aggravated with the different grammatical traditions and the peculiarities of the terms system, which is not an issue of the least importance.

The third paragraph is about modal meanings, their systematic characteristics and their rendering into Georgian.

The various means of expressing modality belonging to different levels of the Georgian language create a unified system.

To characterize this phenomenon all existing units in the Georgian language are presented:

1. Morphological level (mood);
2. Morpho-lexical level: a) verbs with modal semantics (ქანთაბის, მისწრაფების, შესწავლის...) and some set expressions; b) modal words (რისაღ, რისაღ, რისაღ...)

ლსი, უნდა...).

3. Syntactic level: a) kinds of sentences according to modality (interrogative, imperative, exclamatory); b) Passive participial constructions; c) Some types of subordinate clauses and parenthesis.

Modality as a functional-semantic category in the Georgian language, creates a unified system presented on different levels of the language with the following semantic meanings: possibility, permission, prohibition, the degree of certainty/uncertainty and the relation towards reality.

The fourth paragraph presents the glossary based on dictionary of "Georgian Morphemes and Modal Elements" compiled by B. Jorbenadze, M. Kobaidze, and M. Beridze.

Chapter III

Grammatical means of expressing modal meanings in the English language

The given chapter consists of several paragraphs. At the very beginning, it is stated that the study of the means expressing modality in the English language has a long and productive history, and, therefore, the special literature abounds in works, discussing this issue.

The first discussion deals with the system of expressing modality in the English language; the researcher presents a wide range of views concerning the given linguistic phenomenon, critically evaluates existing classifications, defines some concepts and terms, a need for which was dictated by the special scientific literature. The mentioned aspects contribute to the adequate evaluation of the specific linguistic material.

The next paragraph describes the modal verbs in the English language as the key grammatical means of expressing modality; they are discussed from the synchronic as well as the diachronic points of view. In order to highlight the given material, the researcher used lexicographic sources. Both the theoretical and practical sources (including diachronic data) give evidence that the "true" means of expressing modality in the English language are the so-called central modals. The given discussion and conclusions serve as a base for the further typological analysis, presented in the next chapter.

It is interesting to mention L. Gogsadze and S. Bolkvadze's approaches, which consider mood in a wider sense. According to the mentioned approach, "Different languages have different means of expressing categories of moda-

lity. In English, the field of modality is created through such lexical-grammatical means as modal words, modal verbs and forms of subjunctive mood. It may seem that in Georgian, the field of modality is also formed of the same components; however, the differences should be also taken into consideration. The differences are noticed in the distribution and specific weight of components, which are included in the mentioned field. The category of mood in English, as well as in Georgian, forms the sphere of grammar (namely, syntax) of modality field. As for the modal words, particles, modal verbs and word combinations, they are included in the sphere of semantics.

It is noteworthy that R. Huddleston, J. Lyons and F. Palmer consider that the difference between the mood (grammatical category) and the modality (semantic category) is the same as the difference between the verb tense and the astronomical time. It is obvious that the category of modality drifts apart from the boundaries of the linguistic semantics and enters the sphere of logics, and philosophy, in general". (Gogsadze & Bolkvadze, 1988: 124).

We, of course, agree with the author that the interest towards modality exists in other fields, but it should be emphasized that this fact should not underrate the linguistic aspect of modality.

It is obvious that when we speak about the lexico-semantic means of expressing modality existing in any language and in English particularly, we mean the wide range of lexemes. As a rule, they are called modal words and represent the lexical units, which express the speaker's attitude towards the fact and reality, mentioned in the sentence. The lexemes that are called modal words in the special literature mostly represent the invariable parts of speech and generally perform the function of parenthesis.

As for the modal verbs, they are the main means of expressing the modal meaning. In terms of the aspects and approaches used in our research, the main fact is that in English, modal verbs represent the small group of defective verbs, which do not express the action, but the attitude towards action, expressed by the main verb – supposition, doubt, probability, necessity etc. The syntactic-morphological and semantic peculiarities are closely linked and also determine each other. They are not used separately and independently, but match the so-called "bare infinitives" and compose the compound verbal modal predicate, where infinitive expresses the action, which is possible, necessary or probable as considered by the speaker.

Semantically, modal verbs, as a rule, are divided into three main gro-

ups, which express ability/possibility/permission; obligation/necessity; supposition/will. It is also noteworthy that the majority of modal verbs are polysemantic; according to the context, each of them has several meanings, which are united by the category of modality.

Chapter IV

The Typological analysis of grammatical means expressing modality

The given chapter, though being large enough, is not divided into any paragraphs. This fact is preconditioned by its contents. The researcher begins with the description and discussion of historical and theoretical peculiarities of the typological research, which sets the framework for the further evaluation of the linguistic material. It is noteworthy that the given chapter presents both, the synchronic and diachronic analysis. The most homomorphous signs between Georgian and English languages are found exactly in terms of diachronic development of the grammatical modals, while the synchronic analysis presents more contrasting features. The key distinction is that grammatical modals in the English language are verbs, while in Georgian they are not. The grammatical modals in the Georgian language do not play any role in the predication scheme. While their status is clear and adequately defined in the English language, some prescriptive problems emerge in Georgian. Therefore, along with others, the given chapter deals with the above-stated problem within the corresponding typological framework.

Considering the mentioned context, in order to highlight the systemic-functional features of grammatical modals in Georgian and English languages in terms of synchronic analysis, the correspondent linguistic material is examined according to the principles of immediate constituent analysis. This is the first case of representing such analysis in the special literature (typological aspect is meant). The use of immediate constituent analysis of grammatical modals enables to expect accurate and reliable results in terms of revealing their specific systemic-functional features. Moreover, the given method makes it possible to use the more objective approach to the issue. The researcher's choice was underpinned by this extremely valuable for the study factor. It should be also emphasized that such approach greatly contributed to the better presentation of the main content of the given research.

The *Conclusion* includes the detailed summary of the conducted research

and all the assumptions stated as a result of the analysis of the chosen material.

Approved list of used sources and literature is attached to the main body of the dissertation.

The issues concerning the typological study of modality have always been in the center of attention and have constantly been the subject of the debates. Naturally, there are a number of difficulties connected with their typological study, however, in the course of the research on modality, the researchers encounter one more problem, connected with the choice of criteria. The criteria in this case are not exact and have an approximate character. This fact is acknowledged by the leading specialists in this field. However, this cannot be unexpected, as the researches often have to use such unscientific terms as unreality, non-factuality, probability, necessity, etc. The use of such concepts makes it difficult to ascertain exact criteria and their further adequate use. Considering the above-mentioned, the given typological study is based on strict structural criteria.

The means of expressing modality can be divided into two parts: universal and non-universal means. Universal means are identified within all types of expressions without any exceptions (for example, intonation). Another type, i.e. non-universal means are used only in some expressions. The means of expressing modality are used in order to relate the forms and conditions of its expression with each other. Non-universal means are used to make the appropriate conditions in order to change them into forms for expressing modality. The above-mentioned is also applicable in case of comparison between two unrelated languages. However, it should be noted that the given research is not focused on the description of universal means, as in terms of modality, it is represented by the intonation.

Which characteristic features can be discussed on the basis of the given material and its analysis? They are mostly of diachronic character and can be defined as follows:

- 1) The semantic peculiarities of the notional verbs, which gradually turned into modern grammatical modals, formed the base for the semantic change, i.e. the rethink of the meaning (the phenomenon of trans-semantization). The term trans-semantization was introduced into the linguistics by Z. Kikvidze in 1995: "The concept of trans-semantization is based on the evaluation of the word's semantic components, their fixation and variability.

During the process of trans-semantization, the semantic components of lexical unit are worn out, and as a result, only the core or the necessary specific component is left in order to make a base for the linguistic unit with a new meaning" (Kikvidze, 1995, p.17).

- 2) In Georgian as well as in English, the modern modals have changed a number of morphological and syntactic peculiarities. The given process most evidently resulted in the loss of the different morphological markers. This process is called clitization in the special literature;
- 3) Due to the mentioned processes, each of these words underwent various phonetic erosion (the changes of their sound forms), that contributed to their formation as a different linguistic units;
- 4) Trans-semantization (the loss of initial semantic features and semantic rethink), clitization (the loss of the initial morphological and syntactic peculiarities) and phonetic erosion (the subsequent change of their sound forms) determined their decategorization (the loss of initial categorical properties) and led to the transcategorization (acquiring the new categorical properties, resulting in their new grouping within the system of the parts of speech).

As a result of the transcategorization, Georgian and English grammatical modals were differently grouped within the system of the parts of speech: in the English language they formed the group of modal verbs, which is adequately reflected in the grammatical descriptions. As for the Georgian language, the linguistic units viewed as grammatical modals cannot be considered as verbs (even modal/auxiliary verbs). As it is known, they are included in the group of particles. This difference is more important, considering the fact that unlike English modal verbs, Georgian grammatical modals are not able to express predicativity, in spite of their verbal origin.

The modal verbs do not express the features of the parts of speech, and their function in the language is to express the variety of modal meanings. Due to their context, lexical environment, and meaning of syntactic structures, the errors related to the degree of their lexical meaning completeness are quite frequent. The above-mentioned mostly concerns the verbs **should** and **may**, which have lost the completeness of primary modal meaning when being used in subordinate clauses. Such cases were assessed by Z. Dolgoplova as follows: "In order to discuss this issue theoretically, it should be noted that the structures replacing modal verbs with weak meanings cannot be consid-

red as analytical forms of the mood belonging to the system of English verb conjugation." (Dolgoplova, 1961, p. 12). Modal structures are able to approximate to the forms of mood, however, it means that the auxiliary verb has to lose its semantic meaning and acquire the meaning of auxiliary element.

These are the formative peculiarities that distinguish modal verbs within the grammar system of the modern English language. It is noteworthy that due to the lack of some forms, which are characteristic for all other verbs, modal verbs are often referred to as anomalous, defective or insufficient. Apart from this, they do not have the forms of imperative mood, infinitive, gerund and both participles. The lack of infinitive and participle means that they do not have the forms of tense, mood and voice.

The fact that lexical meaning is rethought from non-modal into modal acquires distinct meaning from the typological point of view and the loss of the primary meaning results in the change of the character of syntactic connection between the given verbs and the infinitive.

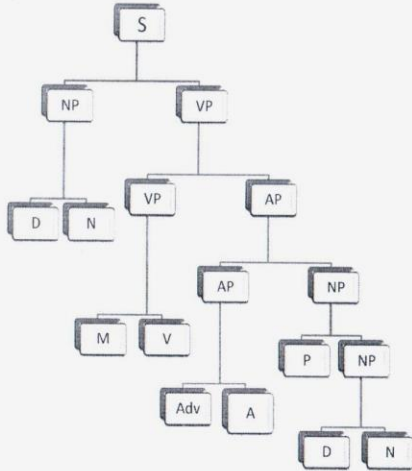
When defining the conjugation system of the modal verbs, the fact that negative and interrogative forms do not require the use of auxiliary verb **do** should be taken into consideration. This specific feature is one more factor distinguishing modals from notional verbs and making modals similar to auxiliary verbs. The mentioned fact, as well as their unstressed position and the lack of the ability to act as a predicate without the following infinitive, adds final characteristic traits to the portrait of the modal verbs. Modal verbs are able to perform their role, i.e. modulate the action expressed by the infinitive, with the system of grammatical categories and forms they have on the given synchronic stage.

Some facts on how the English language formed the verb group traditionally referred to as modal verbs are given below. It is possible to list the linguistic processes, which determined their evolution:

Desemantization, (semantic deterioration that means that they have lost their prior meaning, characterizing them as notional verbs); in spite of this, there are facts when the verb maintains the notional status and they coexist; one of M. Lima's articles can serve as a good example here: "The Peaceful Coexistence" of *to need* and *need*: Some Syntactic and Semantic Considerations of the English Modals of Necessity" (Lima, 1993); Clitization (the change of their morpho-syntactic peculiarities); Decategorization (lost of their primary categorical

properties); Transcategorization (acquiring new categorical properties, leading to their new grouping within the system of the parts of speech); Phonetic erosion (changes in their sound form).

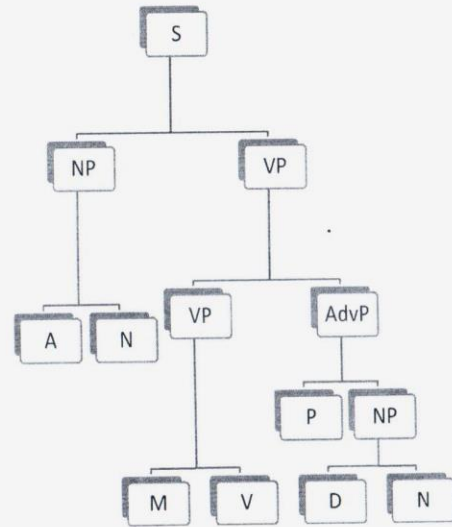
Table № 01



This pupil must seem incredibly intelligent to that teacher.

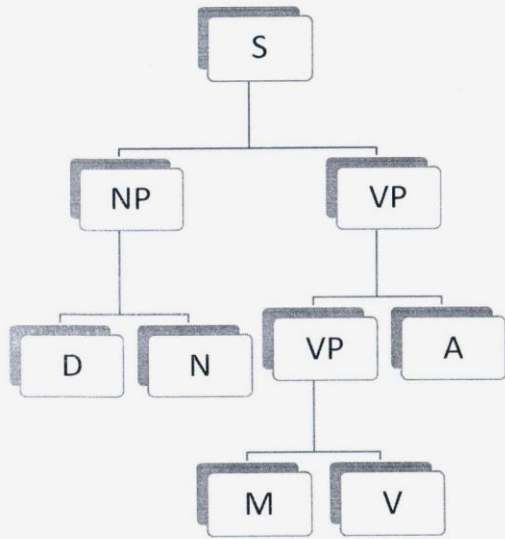
[D This] [N pupil] [M must] [V seem] [Adv incredibly] [A intelligent] [P to]
[D that] [N teacher]

Table № 02



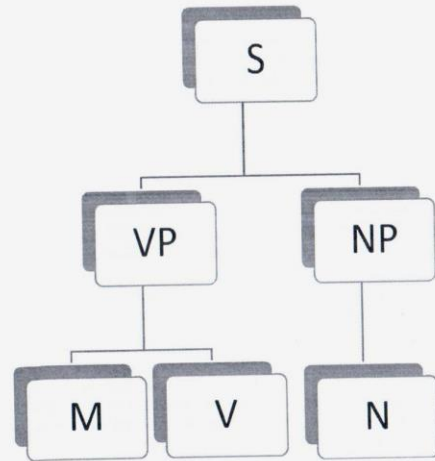
Pitched roofs must be built in the mountains.

Table № 03



These animals can be dangerous.

Table № 04



ღამის დამდნის ხორცეულია.

CONCLUSION

1. The semantic peculiarities of the notional verbs, which gradually turned into modern grammatical modals, formed the base for the semantic change, i.e. the rethink of the meaning (the phenomenon of trans-semantization). The concept of trans-semantization is based on the evaluation of the word's semantic components, their fixation and variability. During the process of trans-semantization, the semantic components of lexical unit are worn out, and as a result, only the core or the necessary specific component is left in order to make a base for the linguistic unit with a new meaning.
2. In Georgian as well as in English, the modern modals have changed a number of morphological and syntactic peculiarities. The given process most evidently resulted in the loss of the different morphological markers. This process is called clitization in the special literature.
3. Due to the mentioned processes, each of these words underwent various phonetic erosion (the changes of their sound forms), that contributed to their formation as a different linguistic units;
4. In spite of the noticeable and systemic parallelism of their diachronic development, following transcategorization (i.e. acquiring the new categorical properties), Georgian and English grammatical modals were differently grouped within the system of the parts of speech, which is quite natural: in the English language, they formed a group of modal verbs, what is adequately expressed in their grammatical description. Moreover, there is no problem of description and prescription collision. As for the Georgian language, it is obvious that the categorical units discussed as grammatical modals, cannot be considered as verbs (not even as modal/auxiliary verbs). They are grouped within the category of particles. In addition, it should be emphasized that unlike English modal verbs, Georgian grammatical modals do not form a predicative, in spite of their verbal origin.
5. While discussing the language units, in order to exclude subjectivity and achieve objectivity, it was decided to use the methods, which excluded the need of prescription. Therefore, the method of immediate constituents analysis was preferred. The method of immediate constituents analysis,

used in relation to Georgian and English grammatical modals, enables to receive fairly accurate and reliable results in terms of expressing their systemic-functional peculiarities. What is more important, the mentioned method makes it possible to use objective (not subjective) approach.

6. The schemes, drawn according to the immediate constituents analysis, make it evident that both, Georgian and English grammatical modals are identically marked. This fact clearly indicates their identical functional properties, which is a basis of the assumption that they perform the role of the modal grammatical actors within the sentence.

The main concepts of the dissertation are presented in the following publications:

1. M. Babukhadia – Grammatical means of expressing modality in the languages of different system, Akaki Tsereteli State University, faculty of Arts, International conference Language-Intercultural Mediator, Proceedings, Kutaisi, 2010
2. M. Babukhadia – Modality: Concepts and Terms in Georgian Linguistic Literature, Georgian Foundation for Development of Sciences and Society, Periodical Scientific Journal “Intelecti”, Tbilisi, #1(33), 2009
3. M. Babukhadia – The Structure of Modality as the Textual category in Georgian Language, Akaki Tsereteli State University, Proceedings of Faculty of Art, Linguistic series, Kutaisi, vol. IX, 2007
4. M. Babukhadia – The phenomenon of Sound Symbolism in Georgian and English Languages, Akaki Tsereteli State University, Proceedings of Faculty of Art, Linguistic series, Kutaisi, vol. VIII (I), 2006
5. M. Babukhadia – The functional-Semantic Category of Modality in English, Georgian Academy of Sciences, Arn.Chikobava Institute of Linguistics, “Linguistic Papers”, Tbilisi, vol. XX, 2005
6. M. Babukhadia – The Category of Modality in Language, Akaki Tsereteli State University, Proceedings of Faculty of Art, Linguistic series, Kutaisi, vol. VII (I), 2005