

COGNITIVE-PRAGMATIC INSIGHTS INTO LEXICAL DEVIATIONS IN AWL

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ABSTRACT

In this study, lexical inaccuracies are analyzed through a cognitive-pragmatic lens with the support of Relevance Theory, underpinned by corpus-based error analysis. The proposed cognitive-pragmatic approach represents an emerging paradigm in modern linguistics, providing a systematic model for the taxonomy and analysis of lexical deviations. This research focuses on the detailed interpretation of lexical deviations in Second Language (L2) academic vocabulary, specifically within the Academic Word List (AWL). The data consist of a corpus of pre-printed academic articles written by authors whose native language is Armenian. Within this Error Analysis (EA) framework, the application of key principles from Relevance Theory, which illuminate the foundations of human communication and cognition, enhances our understanding of lexical deviations and demonstrates how this theory manifests in linguistic inaccuracies. The aim of employing a cognitive-pragmatic framework, informed by Relevance Theory, is to elucidate the cognitive mechanisms underlying lexical inaccuracy production and to provide a more comprehensive and theoretically grounded analysis of errors in alignment with cognitive models.

Keywords: cognitive-pragmatic approach, Relevance Theory, lexical deviations, Academic Wordlist, Error Analysis.

Introduction

Second Language (L2) vocabulary knowledge is indisputably different from the native speakers' and mastering L2 academic vocabulary is a pivotal aspect in academic discourse. Vocabulary acquisition model is a complex and psycholinguistic process, which constitutes the development and presentation of the mental lexicon. Jiang's vocabulary acquisition model helps us categorize the lexical deviations in the current research [1]. Lexical deviation in academic vocabulary (AWL) is not merely a compilation of errors, but rather valuable information and data about language systems. It is crucial to identify the error sources, which are L1 (interlanguage) and L2 (intralanguage) and the affecting force, i.e., cognitive processes that take place during academic vocabulary production. As for the so-called "cognitive processes or cognitive strategies", it is essential to elucidate exactly what constitute these processes. Relevance theory and the assistance of Error Analysis help us understand deeper the mental and cognitive-pragmatic mechanisms used by L2 language users and give insight into the mental models, primarily into mental lexicon in the current study [2], [3].

Relevance theory adheres to the idea that information processing, where deciphering of the utterance takes place, should be realized through the principles of cost and benefit effect. The addressor seeks apt contextual output and it includes the amendments on the basis of individual information with minimum of cognitive processing. The interpretation of the cases of deviations in an utterance, in our case AWL words, is distinct from other cases of inference. The addressor's intention to communicate information is guided by two principles: cognitive and communicative principles. As for the cognitive principle-it adheres to the fact that human beings are biologically inherent to process the most relevant information. Whereas communicative principle stands for analysis of utterance within pragmatic aspects, which is the main focus of our study. Current research focuses on the communicative principle, guided by the "optimal relevance" idea. It in its term is defined in the following way: 1) the ostensive stimulus

is relevant for the addresser to make an effort and process it (“ostensive” – which means make something obvious in communication and “stimulus” – verbal signal), 2) the ostensive stimulus is the most relevant for the communicator in comparison with other ostensive stimuli based on his individual choices. As mentioned in Brown’s research, the communicator cannot go against his or her preferences. There may be a relevant meaning of the word, that they are hesitant or incompetent to produce. In our study we try to prove by means of lexical deviation occurrences how a communicator or L2 language user is guided by the above-mentioned principles of Relevance Theory [4], [5], [6].

In this study, as mentioned above, for analyzing lexical inaccuracies, we implement a cognitive-pragmatic approach underpinned by Relevance Theory and corpus-aided analysis. Regarding taxonomy and classification of the lexical inaccuracies, we apply a vocabulary acquisition model based on Jiang’s psycholinguistic model of lexical representation. According to Jiang vocabulary acquisition, there is a clear-cut distinction between four lexical “compartments” or domains: syntax, semantics, morphology and forms (orthographic and phonological) [7].

Methodology

In this study, we focus on lexical deviations in semantics and syntax, which are represented as one of the domains in the mental lexicon. Jiang’s four domains mentioned above are in line with the lexical error taxonomy suggested by Dodigovic et al. [8]. In semantic types of deviations, contextual and collocational lexical errors were elicited and analyzed through the lenses of pragmatics and Relevance Theory. Moreover, syntactic errors (misuse of prepositions or words that require certain syntactic structures) were also analyzed using Relevance Theory and the cognitive-pragmatic approach to error analysis. For sequential data analysis, it was essential to follow up the steps of analyzing lexical deviations, referring to Gas and Selinker’s Error Analysis steps [9].

In advance of discussing the procedure of analysis of lexical deviations, tools and data source, the research goals of the current study should be outlined. First, what are the causes or affecting factors of lexical deviations in AWL based on cognitive-pragmatic perspectives? Second, how can Relevance theory help, boost Error Analysis procedure and explain the causes of lexical deviations in AWL? AWL (Academic Wordlist) contains 570 words families, which are crucial in both academic vocabulary acquisition and academic texts [10]. There have been a lot of studies on academic writing, and specifically on academic vocabulary error analysis. However, few studies implement a cognitive-pragmatic approach, taking into account Relevance Theory for in-depth analysis of lexical deviations in AWL. Moreover, for a deeper understanding of not only the sources of lexical deviations (L1 and L2), but the *affecting factors* of those errors, the given new strategy and analysis may shed light on Error Analysis. Besides, researchers can integrate a cognitive-pragmatic approach and apply this strategy in their further studies.

Current research aims to highlight the descriptive cognitive-pragmatic analysis and interpretation of lexical deviations in pre-printed articles written by Armenian authors, whose L1 is Armenian and English is their L2. The pre-printed articles were taken from arxiv.org. Furthermore, from Yerevan State University repository, pre-reviewed and early-stage preprints were also analyzed. The corpus consists of articles from different fields, such as Computer Science, History, Linguistics. The current corpus in total consists of 13635 tokens and 1123 AWL words, which cover most academic texts. As the articles were pre-printed, not peer-reviewed and were not official works published in journals, a number of errors in academic vocabulary were expected.

Data Analysis

In data analysis, it is important to outline the tools used for analyzing the corpus and the steps of data analysis. To analyze the data or corpus that was compiled, containing 13635 tokens (words), lextutor.ca site was used

to compile the corpus and analyze each retrieved article. To start with, the tool that was used from the site was Vocabprofile element. It was implemented with VP-classic section. This tool helped in highlighting AWL words in the context and understanding the total number of AWL words used in the context. Besides, the frequency of occurrence of types of AWL and AWL families were also detected for a full image of the frequency of AWL usage. For identifying the lexical deviations in AWL, Online Collocation Dictionary was used (which consists of 100 million words British National Corpus, where around 50.000 examples demonstrate how certain words collocate with each other in context and with register information). Corpus Concordancer tool with its British Academic Written English corpus of 6.5 million words (a record of proficient University level academic writings) assist in identifying the different contexts in BAWE corpus, where the chosen academic words may occur and whether they match with our corpus context. For extra reliability, Online Cambridge English and Merriam Webster dictionaries were used to check the definitions and different contexts where the chosen academic words may occur. Besides, identifying affecting factors of deviations, sources of misused AWL words were also detected (L1 and L2). Online Nayiri Armenian Dictionary helped to check the translation and understand the source of deviations. In addition, to ensure valid results and inter-rater reliability, Yerevan State University (YSU) professor double-checked and proof read the deviations in AWL and analysis of the data.

Data analysis steps and classifications

This part of the research presents clear step by step analysis, classification, and explanation of the data. The steps for data analysis were taken and adapted from Gass and Selinker's lexical error steps division. For analysis and reasoning of the lexical deviations in AWL, Brown, Nicolle and Włosowicz's possible pragmatic explanations were taken and integrated into the perspective of Relevance Theory. And finally, taking into account Dodigovic's lexical error taxonomy, which is based on word

knowledge depth, and Jiang's lexical model of vocabulary acquisition, lexical inaccuracies in AWL were classified and categorized [11], [12], [13], [14], [15].

Table 1.

Steps of analyzing lexical deviations in AWL

Numbers of steps	Steps	Step explanation	Instances
1	Compile a Corpus of pre-printed academic articles	Collect articles and submit them to lextutor.ca site.	Preprints taken from arxiv.org and YSU repository
2	Detecting and categorizing lexical deviations in AWL	Highlighted AWL words	Semantic, syntactic deviations
3	Calculate the lexical deviations in AWL	Identifying the total number of deviations in AWL and their sources – L1 and L2	Number of deviations in AWL in each category-L1 and L2
4	Analysis of the inaccuracies in AWL	Possible affecting factors of deviations (cognitive-pragmatic analysis)	Paying attention to the meaning of the word, but disregarding the prepositional rules

Note. This table is adapted from Wlosowicz and Gass & Selinker.

For data classification and analysis Jiang's mental lexicon model was taken and adapted, incorporating Dodigovic's lexical error taxonomy based on the breadth and depth of academic vocabulary knowledge.

Table 2.

Classification of lexical deviations in AWL

Criteria	Clarification	Instances	Remediation
Semantics	Contextual and collocational deviations	It helps <i>inter-data</i> exchange over the training process between small student models.	Electronic data interexchange
Syntax	Structural deviations	The article also touches on the <i>reasons of</i> emigration	touches on the reasons for emigration.

Note. This table is adapted from Jiang and Dodigovic.

Results and Discussion

The findings of the current research highlight semantic and syntactic lexical inaccuracies in AWL. Moreover, the types of semantic inaccuracies that occur in the current corpus are underscored and syntactic lexical deviations are also discussed. All types of lexical deviations are calculated and presented to cast light upon the most frequent ones. In addition, the sources of these deviations, whether they are L1 interference/ influence or L2, are demonstrated in the data. And finally, the causes or cognitive strategies that affect the L1 or L2 lexical deviations are also shown.

In Table 3, semantic deviations obviously surpass syntactic ones. It indicates that, in terms of pragmatics (contextual and collocation), words have not been fully internalized yet. Knowing a word means not only giving the full definition of the word, but also knowing how these words function in a context and how their meaning may vary depending on the context. From the Relevance Theory perspective, the addresser failed to reach adequate contextual effect.

Table 3.

Statistics of lexical deviations in AWL

Deviation Category	Frequency	%
Semantics	18	90 %
Syntax	2	10%
Total number of deviations in AWL	20	
Total number of tokens in AWL	1123	
Total number of tokens	13635	

According to Relevance Theory, the addresser seeks reasoning while trying to be relevant in their speech act. What causes L2 language users in this study to deviate in their attempts to be relevant in L2 context? One of the possible reasons is that the addresser tries to add new ideas that are already known or familiar to him/her. In other words, AWL implementation aligns with the pre-existing contextual knowledge of the addresser and reinforces what the addresser already thinks or knows [16], [17]. The cognitive processing seems to be less activated, as already familiar word knowledge doesn't require mental effort. Lexical deviations in AWL may also result in the fact that, while writing academic articles, the addressers do not pay much attention specifically to AWL words and don't seek to put more cognitive effort checking pre-existing knowledge. Researchers need to pay more attention, taking into account the aforementioned cognitive-pragmatic representation of Error Analysis, and consider that raising the level of contextual effect usually takes much effort and time [18].

The pie chart demonstrates the frequency of mistakes, which occur in different categories based on word knowledge depth. Contextual and collocation deviations fall under the category of semantics (taking into consideration Jiang's vocabulary acquisition model) and structure deviations align with syntactic information of the mental lexicon. It becomes obvious that the lack of pragmatic competence in academic vocabulary triggered the aforementioned deviations in the pie chart, as pragmatic competence incorporates the ability not only to comprehend the

meaning, but also convey the appropriate information with the context [19]. In other words, pragmatic competence requires a deep understanding of how words function in different communicative context, which aligns with Dodigovic’s productive vocabulary knowledge and word knowledge depth and breadth [20], [21].

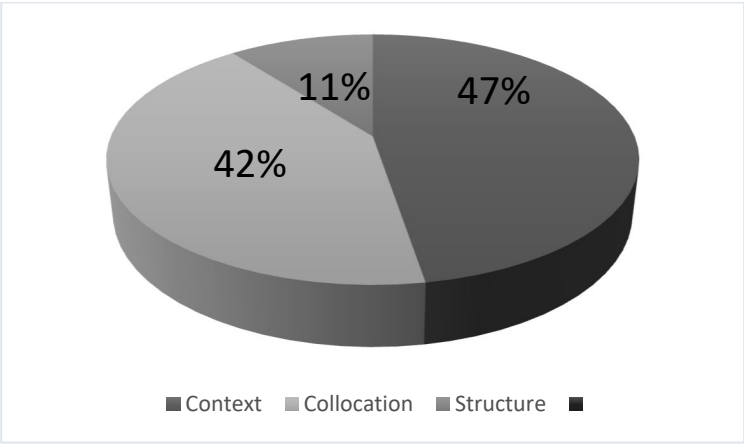


Figure 1: The frequency of the misused AWL words.

Table 4.

Number of deviations based on the source of occurrence

Category	Interlingual (L1)	Intralingual (L2)
Semantics	12	6
Syntax	2	0

In Table 4 L1 and L2 caused lexical deviations are illustrated. Most of the deviations are L1 influence and some of them are L2, which were expected as each lexical item has some degree of connection between L1 and L1 [22]. These findings align with Choi’s lexical domains. It shows that L2 lemma information (semantic and syntactic knowledge) is shared by the existing L1 system. It is also essential to highlight that the current study

supports the concept of differentiating the “sources of deviations”, which are solely L1 and L2. Under the term “affecting” or “influencing factors” we cover cognitive mechanisms and strategies implemented by the language users that influence the lexical deviations in AWL.

Lexical Inaccuracies in Semantics

The “affecting factors” encompass communication strategies, learning strategies and cognitive mechanisms of language production among others [23], [24], [25]. In the category of Semantics, we found the following affecting factors of lexical deviations: the communicative strategies (transfer, overgeneralization) and some of the cognitive strategies (analogy, paraphrase, assumed synonyms). Under the umbrella term “semantic”, we consider contextual and collocation deviations. As it was shown above, L1 source of errors is more dominant than L2. Here are some examples provided from the current corpus study that demonstrate the source of lexical inaccuracies and underlying factors or causes, supported by Relevance Theory explanation:

- Through all studies, the evaluations are done on the ScanNet V2 dataset, which is **concentrated** on indoor 3D scans. (focused centered on) L1
- It helps **inter-data exchange** over the training process between small student models (data exchange, information exchange, or interchange of data) L2
- Also, there are approaches when multiple teacher models train smaller student models, and student model loss is decided by cross-function with weights to distill knowledge from multiple teacher models, and **approximate information in students** (mimic, imitate teacher outputs in the student models) L1

- In Smaller3d, we use numerous classic, and a mix of classic methods, **to analyze** and get a better version of Knowledge Distillation (evaluate) L1
- Student model loss is decided by **cross-function** with weights to distill knowledge from multiple teacher models, and approximate information in students (cross-entropy function) L2

Firstly, the policy of Islamization of the local Armenian population was **conducted** for centuries (*implemented or pursued*). L1

Calling the mass deportation of Armenians voluntary and at the same time **refuting himself** (contradicting himself) L1

In the city population reduced to terrible **proportions** (is reduced to a terrible low level, or declined dramatically) L1

During the years of the Hamidian massacres, forced conversion had reached catastrophic **volumes** (catastrophic levels) L1

The problem became so important that **initiatives were started** (initiatives were undertaken) L1

It **enables to easy use of** state-of-the-art Knowledge (enables easy use of) L1

These two trends have sometimes run parallel, sometimes **dominated over** one another (dominated one another) L1
- **Activation of emigration** rates (increase or rise) L2
- Migration was **deemed to be** with families (involving families) L2
- Due to the lack of starvation and the lack of basic conditions to **sustain** existence (sustain life) L1

Speakers have necessarily become more **equality oriented** (oriented toward equality or egalitarian) L2
- The availability of option a rather than option will be an **emergent consequence** of constraints present in the intrapersonal and

interpersonal domains (will be a consequence emerging from constraints) L2

- The **availability** of option rather than option will be an emergent consequence of constraints (the choice of option) L1

The above-mentioned deviation *concentrated on indoor 3D scans (focused, centered on)* is not naturally used in this context. Usually, it refers to physical density according to the Cambridge Dictionary and concordance, mentioned earlier in this study. We implemented them to find the frequency of occurrence of this specific example. While describing the content or scope of data, it is more common to use “focused” and “centered”. This is obviously a communicative **transfer strategy**, as in Armenian **կենտրոնանալ** is used with a meaning focus, center, concentrate. In terms of cognitive strategies, the language user implemented an analogical word from Armenian. Hence, it falls under the category of **analogy**. It indicates that lemma information of L2 is shared with L1 mental lexicon. In the next examples, *to distill knowledge from multiple teacher models*, and ***approximate information in students*** (*mimic, imitate teacher outputs in the student models*), the language user mistakenly turned the verb *approximate* (to imitate) into a noun phrase *approximate information*. In the Armenian language, after the word *approximate*, usually follows a noun (**մոտավոր տեղեկություն**) and it could explain the reason for the semantic misuse in the English context. Another instances of deviations which can be described as **transfer strategy** and relying on **analogical** semantic meaning of the Armenian language are the following: population reduced to terrible *proportions* (low level). In this case “terrible proportion” is more likely taken from the L1 pattern “catastrophic size”. Conversion had reached catastrophic *volumes* (catastrophic levels) – in this case we observe another transfer from the mother tongue.

We have mentioned the cases of communicative transfer strategy with analogical semantic patterns taken from the mother tongue. There are also inaccuracies within the analogy category, but with L2 source of deviation. There is a systematic attempt by the author to convey meaning and try to

align with the target language rules, which have not been fully formed yet. Consequently, the deviation occurred because of the lack of knowledge in the target language. In the example *inter-data exchange*, the author borrowed the analogous word “interconnection” from the target language existing pattern. *Cross-function* example is an attempt to model familiar patterns such as “cross-functional” or “cross-cultural”, and because of the familiarity of the mathematical term, the author applies the closest concept. Thus, these deviations reflect the constraints in the lexical retrieval process, a lack of academic vocabulary knowledge, by using **analogy** [26], [27].

Another communicative strategy manifested in some of the examples is “**overgeneralization**”. Usually, overgeneralization in errors is regarded as L2 influence [28]. It is the implication of the lexical item or rules of the target language in an incorrect target language context [29]. However, in our study, the words *analyze* and *started* are influenced by mother tongue and used broadly in both contexts. Overgeneralization occurred as the word *analyze* – վերլուծել and *start* սկսվել, սկսել is used in broader contexts in Armenian than in English. Another instance of overgeneralization is *enables to easy use of* (թույլ է տալիս հեշտուրձամբ կատարել) instead of *enables easy use of*. It is an overgeneralization of the infinitive pattern with “to”. Another cognitive strategy applied in lexical deviations in the category of Semantics is **assumed synonyms**. Here are some of the following deviations: The policy of Islamization was *conducted* by (implemented), refuting himself (contradicting), The word “conducted” is assumed by the language user that it is the synonym of “carry out” or “implement” in the current context. The word doesn’t collocate with “policy”, although it overlaps with meaning. The word “refute” is synonymously related to the word “contradict” as they both incorporate the idea of opposition to a statement. According to Cambridge Dictionary “refute” means to say that a statement is wrong or false, while “contradict” means to say the opposite of what someone has said. Another inaccuracy is the *availability* of option (the choice of option). It is the result of wrong choice of synonyms too. Availability means “accessibility”, “the fact that something can be reached”. Choice means “the possibility of choosing

among alternatives”. Thus, “accessibility” and “the possibility of choosing” can be easily overlapped. Regarding error in the following expression-*sustain* existence (*sustain* life), the words “life” and “existence” are semantically related, but not appropriate in this context. All the aforementioned **assumed synonyms** are in line with works by Rababah and Carrio-Pastor [30],[31].

Some of the deviations of the L2 source in the current corpus are **paraphrased expressions**. According to Rababah, paraphrasing is trying to restate a phrase or word in different words. This is another cognitive strategy manifested in written production. *Equality oriented* (oriented toward equality or egalitarian), an *emergent consequence* of constraints (will be a consequence emerging from constraints). In these examples, because of the attempt to sound academically relevant, language users tried to implement more complex structures and words and it leads to errors [32].

From the Relevance theory perspective, we can conclude that all of the above-mentioned deviations are not just the indicators of language failures, but rather the evidence of the cognitive-linguistic manifestation, pragmatic efficiency, an attempt of the human brain to select potentially relevant linguistic elements due to the constant pursuit of the increase of efficiency and productivity. In Brown’s work, the mental activity of picking up the most relevant stimuli is a biologically rooted ability. It is not only external, but also internal representation of thoughts. Thus, selection of relevance is guided by the cognitive principle of relevance [33]. As mentioned earlier, in the current study, the focus is on the communicative principles applied by the language users, and it is one of the principles of relevance. From the deviations in the current corpus, it can be assumed that cognitive and communicative strategies that are applied in these deviations, such as overgeneralization, transfer and analogy, can be explained with the communicative principle of relevance. The language user attempts to be relevant, which matches his/her own preferences or interests and language users cannot go against familiar language structures.

Other cognitive strategies applied, like paraphrase “equality oriented”, “emergent consequence”, ad hoc (specific to that context only)

effect is manifested. It is an attempt to refer to an encyclopedic meaning of the word and highlight features that are salient in that exact context, which leads to pragmatic failure. On the other hand, language users not only construct meaning through ad hoc, but also sometimes confuse synonyms such as “conducted by”, “refuting himself”, through manipulating concepts. Thus, the failure to recognize the procedural meaning of the word means to implement different concepts incorrectly [34], [35], [36], [37].

Lexical inaccuracies in Syntax

Syntactical deviations in the current corpus occur with the erroneously used prepositions. Current research is in line with Harutyunyan study, where syntactical deviations were less with the prevailing amount of context and collocation. In contrast, the current study incorporates syntactical, particularly prepositional misuse of the academic lexical words, and the scope of the study is focused solely on academic vocabulary-AWL. Prepositional deviations occur not only in academic vocabulary, but also in different types of corpora [38]. Nonetheless, the goal of the current research is to focus on the number of occurrences of deviations within each mental model category and to underpin the importance of cognitive-pragmatic processes that take place within the context and demonstrate the Relevance Theory perspective on the deviations. In the following example, *the article also touches on the **reasons of** emigration* (the reasons for emigration), we can observe the prepositional complementation of the language user’s mental model. It is a **literal translation** cognitive strategy. From the perspective of Relevance Theory, referring to Nicole and Włosowicz’s works, the language user tries to find the correct contextual effect, based on the cost versus benefit principle. This principle is also called “optimal relevance”, where the language user tries to communicate to the intended audience through a verbal signal or stimulus. Hence, the communicator adheres to the existing or familiar L1 mental model *reason of*. It costs less cognitive effort, and the mental model is already stable and fixed. Switching from *reason of* to *reason for* requires reconsideration of the existing model.

As for another deviation taken from the corpus, *these two trends have sometimes run parallel, sometimes **dominated over** one another* (dominated one another), it is worth mentioning that this expression is the analogy taken from the Russian expression “доминировать над”. It proves that language user’s academic word knowledge is not only influenced by Armenian, which is their first language, but also by the Russian language [39], [40].

The analogy cognitive strategy implemented is the current corpus, which leads to erroneous patterns applied from L1. It demonstrates that human processing of information should seek for more additional pragmatic or contextual information in order to choose correct syntactical pattern. Based on Brown’s research, the aforementioned deviations illustrate that language users try to be relevant in communication, as the syntactic patterns show L1 Armenian language structure. Although relevance is correlated to the cognitive effect positively, the relevance in these particular instances is correlated negatively as non-native syntactic structures increase processing effort. Nonetheless, the intended meaning of the syntactic structure can be deduced, and a non-standard pattern, which increases cognitive effort, can normalize the pattern and adapt to L2 syntax [41], [42], [43].

Conclusion

The aforementioned results demonstrate how lexical deviations are manifested in AWL, referring to the cognitive-pragmatic perspective, incorporating Relevance Theory as a descriptive and explanatory framework. The outcome of the study reveals that lexical deviations are particularly contextual and collocational, which fall under the category of Semantics. Whereas syntactic inaccuracies occur comparatively less frequently in the current corpus. Thus, it indicates that pragmatic knowledge of AWL words is insufficient. The reliance on L1 mental lexicon shapes the lexical choice in academic discourse. In addition, the developmental inaccuracies (L2) in academic discourse, particularly in AWL, indicate analogy and paraphrase strategies implemented by language users. In response to the first research question, the affecting factors of AWL lexical

deviations from a cognitive-pragmatic perspective are overgeneralization, transfer, analogy, paraphrasing, assumed synonymy and literal translation. The implementation of familiar lexical patterns, which require less cognitive load, is one of the principles of Relevance Theory. The language users depend on the entrenched structures and existing mental models. This leads to the second research question, which says how Relevance Theory can reinforce Error Analysis of lexical inaccuracies in AWL. The descriptive nature of Relevance Theory helps to understand that a human brain is inclined to apply familiar patterns maximizing contextual or pragmatic effect. Overall, Relevance Theory deepens our understanding of cognitive mechanisms that lie behind mistakes and underscores the importance of the pragmatic competence in AWL.

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КОГНИТИВНО-ПРАГМАТИЧЕСКИЙ АНАЛИЗ ЛЕКСИЧЕСКИХ ОТКЛОНЕНИЙ В АКАДЕМИЧЕСКОМ СПИСКЕ СЛОВ

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АННОТАЦИЯ

В данном исследовании лексические ошибки анализируются с когнитивно-прагматической точки зрения, опираясь на теорию релевантности и корпусного анализа ошибок. Предлагаемый когнитивно-прагматический подход выступает как формирующаяся парадигма в современной лингвистике и

обеспечивает системную модель классификации и анализа лексических отклонений. Данное исследование нацелено на детальную интерпретацию лексических отклонений в академической лексике второго языка, в частности в Академическом списке слов. Материал исследования является корпус предварительно опубликованных академических статей, авторами которых являются носители армянского языка. В рамках данного анализа ошибок применение ключевых принципов теории релевантности, раскрывающих основы человеческой коммуникации и познания, расширяет понимание сути лексических отклонений и демонстрирует проявление теории релевантности в языковых ошибках. Цель использования когнитивно-прагматического подхода, основанного на теории релевантности, заключается в выявлении когнитивных механизмов, лежащих в основе возникновения лексических отклонений, а также в предоставлении более всестороннего и теоретически обоснованного анализа ошибок в соответствии с когнитивными моделями.

Ключевые слова: когнитивно-прагматический подход, теория релевантности, лексические отклонения, Академический список слов, анализ ошибок.