BRIDGING COGNITIVE PROCESSES AND LANGUAGE DEVIATIONS: A CORPUS-BASED STUDY OF ACADEMIC WRITING

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Abstract: *The present study adopts a Cognitive-pragmatic approach, supported by corpus-based analysis, to enhance Error Analysis (EA) by providing a detailed classification and explanation of lexical errors. This Cognitive-Pragmatic framework, which is a relatively new and evolving paradigm in linguistics, offers a robust model for the taxonomy and analysis of lexical errors. The research specifically focuses on applying this framework to the analysis and classification of lexical errors within the Academic Word List (AWL). The goal is to uncover the cognitive processes underlying error production and to provide insights into the cognitive models that influence error classification. By highlighting issues related to language acquisition and academic writing, this approach seeks to raise awareness of AWL deviations and their cognitive foundations. The study analyzes a corpus of academic essays written by students at the American University of Armenia, employing inductive methods to classify and interpret AWL lexical errors.*

Keywords: *Cognitive-pragmatic Approach, corpus-based analysis, Error analysis, lexical error taxonomy, lexical error analysis, cognitive model, cognitive factors, Academic Word List*

Introduction

Academic writing has long been a central focus in second language acquisition (SLA) and language studies. Similarly, academic vocabulary is regarded as a critical component of learning a foreign language. To effectively acquire these words, it is essential to understand how the mental lexicon is structured within our cognition, the processes involved in word acquisition, and the factors influencing

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these processes. In addition, the study of lexical errors provides researchers with valuable insights into not only interlanguage but also the organization of the mental lexicon and the development of second language (L2) vocabulary. To better understand the processes involved when L2 users produce lexical errors, it is important to consider the components of lexical development models, such as Jiang's L2 acquisition model (Choi, 2019; Jiang, 2000). This study focuses on syntactic and morphological errors, which are key components of the L2 mental lexicon, alongside syntax, semantics, morphology, and orthography. Furthermore, beyond analyzing syntactic and morphological errors, we aim to provide a qualitative analysis of errors, incorporating factors beyond lexical domains. These include *cognitive vehicles* such as communication strategies, cognitive aspects (e.g., conceptual errors), and pragmatic competence in language production.

This study focuses on errors within the Academic Word List (AWL) in the context of academic writing. The concept of the 2,000 most frequent general words appearing in written texts is foundational in language studies. Combined with the 570 academic words that comprise the AWL, these form a core vocabulary of 2,570 words, integral to language learning and teaching (Richards & Rodgers, 2001). The AWL, covering the majority of academic texts, plays a critical role in the academic success of students in English-medium universities.

While extensive research has been conducted on vocabulary teaching and learning techniques, the productive use of academic vocabulary remains underexplored (Dodigovic, 2015). Few studies specifically address lexical error analysis within this aspect of academic writing, and research on the productive knowledge of academic vocabulary – encompassing speaking and writing – is similarly limited (Carrio-Pastor, 2013; Hemchua, 2006).

This study aims to not only identify lexical errors in the AWL found in essays written by students at the American University of Armenia but also to analyze these errors from a cognitive-pragmatic perspective within the framework of Error Analysis (EA). By employing corpus-based analysis, the research identifies and examines the most frequently occurring lexical errors, particularly those associated with specific elements of the mental lexicon, in the context of academic writing.

Methodology

The following study is descriptive and aims to outline Cognitive-Pragmatic theories related to language processing, specifically how these theories manifest in language deviations during writing production. This research includes exploratory analyses, incorporating elements of qualitative research, and employs inductive methods to quantify errors by counting each occurrence of misuse of Academic

Word List (AWL) words in terms of syntax and morphology. Drawing on Gass and Selinker's (2008) five steps of Error Analysis (EA), this study uses these steps as a framework to organize and develop the research stages.

Prior to discussing the data source, tools and procedure of data collection, it would be apt to refer to the research goals. AWL encompasses the most useful words that are required in academic disciplines especially in writing. Lexical deviations in AWL may affect the quality of students' writing. For a better understanding of the reasons behind those deviations that cause problems, it is essential to outline in this study these main aspects*: sources of errors* and *causes* or *affecting factors* of the errors and how they can be classified and analyzed. Consequently, it is apt to underscore two sources that are widely accepted by various scholars L1- interlingual errors and L2- intralingual errors (Carrio-Pastor, 2013; Dodigovic, 2015; Hemchua, 2006; James, 1998). However, it became obvious through analysis and observations that a possible third source of deviations can be overlapping with L1 and L2 errors, like conceptual errors, communication-based strategy errors, and induced errors caused by the teacher's instructions. In current research it is suggested that cognitive vehicles can be applied as *factors* in cognitive processing that cause language deviation which will be discussed later in this study (Choi, 2019).

Additionally, Jiang's (2000) L2 vocabulary acquisition model, which is grounded in key cognitive linguistics principles of language production, along with Dodigovic et al. (2014), who discuss the depth of word knowledge—including meaning, form, associations, referents, register, grammar, collocations, and semantic relationships—can serve as a foundation for error taxonomy. This includes considerations of syntactic patterning, orthographic and morphological knowledge, phonological awareness, and pragmatic rules.

From cognitive linguistic perspective, two components develop in mental lexicon - lemma and lexeme: lemma contains syntactic and semantic properties of the word, whereas lexeme contains morphological and orthographic/phonological elements. In this study we elicit syntactic and morphological properties of lexical deviations.

In addition, the corpus-aided analysis of language deviations in the Academic Word List (AWL) aims to raise awareness among language scholars about lexical deviations in academic writing. The insights gained from analyzing these deviations are valuable for several reasons. First, they provide an understanding of how foreign or second language learners acquire L2 vocabulary and the cognitive strategies they employ. This includes whether learners consider pragmatic aspects, how cognitive-pragmatic theories aid in analyzing the data, and how these theories manifest in AWL deviations. Second, the analysis highlights the cognitive-

pragmatic processes involved when learners produce academic words and sheds light on the lexical processing that occurs.

Furthermore, errors in AWL can serve as evidence of learning and help scholars assess academic proficiency. They also allow researchers and linguists to identify gaps in knowledge and emphasize the importance of addressing these lexical deviations. For educators, understanding AWL deviations can highlight problematic areas, enabling them to use the findings to inform teaching practices and improve pedagogical strategies (Agustín-Llach, 2017).

The first step for data analysis and EA was a compilation of corpus 39 essays. Then the essays were integrated into a Corpus Builder Software. To identify errors in the Academic Word List (AWL), the Vocabprofile tool was used to highlight academic words, which were then manually reviewed. All potential lexical deviations from the AWL were analyzed token by token. These deviations were coded as errors involving incorrect syntactic or morphological choices. To ensure accuracy, the Lextutor collocation tool was also employed to verify the identified deviations. This tool references the British Academic Written English (BAWE) corpus, which contains 8 million words and supports the identification of lexical errors. Originally comprising 1 million words, the BAWE corpus was expanded and updated in 2018 to enhance its utility for researchers and scholars. The corpus also includes data from 30 academic disciplines.

Additionally, to ensure the reliability of the findings, the deviations were cross-checked using the Cambridge Online Dictionary and the Macmillan Dictionary. To further validate the results and assure inter-rater reliability, an MA TEFL professor from the American University of Armenia (AUA), a native English speaker, and a professor from Yerevan State University (YSU) collaborated in reviewing, classifying, and confirming the identified deviations.

The third step in Error Analysis, based on Gass and Selinker's (2008) framework, involves identifying syntactic and morphological deviations. This process draws on Dodigovic et al.'s (2014) concept of depth of vocabulary knowledge and Jiang's L2 vocabulary acquisition model, which includes the structure of the mental lexicon. Within this framework, a distinction is made between the lemma and lexeme, with the current analysis focusing on a single component of the lemma.

The next step consists of quantifying deviations in AWL. The frequency of deviations was calculated, and the total number of lexical deviations in AWL syntax and morphology was identified. Additionally, the total number of tokens in the AWL and the entire corpus was counted. The most frequent lexical errors in AWL, specifically in morphological and syntactic structures, were identified

through the corpus analysis. Deviations were further categorized based on their source, distinguishing between L1 and L2 errors. The percentage of all L1 and L2 deviations in the AWL was also calculated. Regarding syntax and morphology, the results highlighted the categories with the highest frequency of L1 and L2 language deviations.

The final step involves data analysis and remediation. Lexical errors in academic vocabulary are discussed and analyzed from a cognitive-pragmatic perspective. Detailed examples of AWL deviations identified in the corpus are provided, with explanations based on mental models and Relevance Theory. According to this theory, a communicator or language user selects words guided by relevance. Human cognition naturally prioritizes stimuli that are contextually significant, enabling the communicator to represent thoughts and intentions that are most relevant to the situation. In essence, the theory posits that language users choose words or sentences that align with accessible interpretations in the given context, favoring the one deemed most appropriate or meaningful. (Yus, 2006). The analysis also considers cognitive vehicles (strategies employed), cognitive aspects (such as confusion or incorrect concept selection), and cognitive interpretations of language use, based on the reviewed literature (Włosowicz, 2015). Additionally, the findings are compared with the results from similar studies conducted by other scholars.

Results and Discussion

The outcome of the study shows syntactical and morphological lexical deviations in AWL. Besides, the words that are most prone to occur erroneously in essays are demonstrated too. The source of those errors whether they are L1 or L2 and affecting factors, i.e. cognitive vehicles implemented by language users that cause deviation and a cognitive-pragmatic approach to the analysis of data can also be found in this part.

Errors in AWL

Table1
Descriptive Statistics of Lexical Errors in AWL Based on their Categories

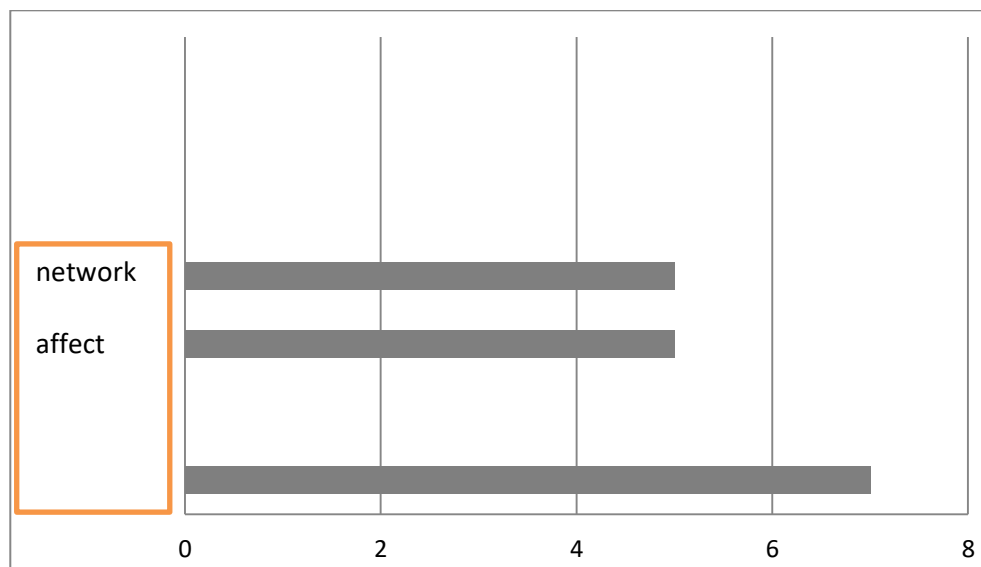| Error Category	ƒ	%
Syntax	14	66.66
Morphology	7	33.33
TNT in AWL	2111	
TNT	28.065	
Total Number of Errors in AWL	21	

Figure 1. Most frequently misused words in Syntax and Morphology.

Table 2
Number of Lexical Errors in AWL According to the Source of their Cause

Criteria	ƒ of Interlingual errors	ƒ of Intralingual errors
Syntax	10	4
Morphology	5	2

Lexical Syntactical Deviations

Lexical-syntactical deviations in academic vocabulary, particularly in the category of Syntax, are among the most frequent errors identified. Many of these errors stem from the incorrect usage of prepositions with words such as *access* and *affect*. Notably, L1 interference surpasses intralingual errors, as expected. Some deviations in the data arose from confusion between verbs and nouns, as well as from the misuse of prepositions with academic terms (Bardakci, 2016). The findings suggest that AWL deviations in Structure may result from a lack of awareness regarding academic word families, paradigmatic and syntagmatic relationships between words, and the linguistic patterns that emerge within specific contexts. These factors collectively contribute to the depth of academic vocabulary knowledge (Agdam, 2014; Bardakci, 2016). The errors identified in academic essays are analyzed here through the lens of cognitive-pragmatic relationships in academic discourse.

It is essential to consider the cognitive strategies employed in writing and the resulting negative transfer. From this perspective, we can infer that not only

negative transfer – a communication-based strategy – contributed to the errors, but also literal translation, a compensatory learning strategy (Tarone et al., 1983; Rababah, 2022). A particularly notable finding is that many syntactical deviations were due to literal translations by EFL students from Armenian into English. This pattern is consistent with findings from Shalaby et al. (2009).

Some of the salient instances of direct translations from L1 to L2 in Structure are provided below:

1. In certain countries even the access of social media is strictly prohibited *access to-* Որոշակի երկրներում նույնիսկ **սոցիալական կայքերի մուտքը** խստիվ արքելվում է.

2. As we have already witnessed in a country like…the access **of** information showed that *access to-* Ինչպես մենք արդեն ականատես եղանք՛ այնպիսի երկիր, ինչպիսին է…. **տեղեկատվության մուտքը** ցույց է տալիս որ….

3. The usage of Social Media has enlarged the ability to access **of** information *access* L1- Սոցիալական մեդիայի կիրառումը մեծացրել է **տեղե- կատվության հասանելիության** հնարավորությունը:

4. People find various methods to access **to** social media *access* L1-մարդիկ տարբեր մեթոդներ են կիրառում որպեսզի **մուտք գործեն** սոցիա- լական կայքեր:

5. Iranians cannot **access to** that account *access* L1- Իրանցիները չեն կարող **մուտք   գործել** այդ հաշիվը:

Let us examine examples of negative transfer caused by literal translation, analyzed from a cognitive-pragmatic perspective with reference to Relevance Theory, as illustrated in the sentences below.

In certain countries even the access **of** social media is strictly prohibited *access to* L1 (սոցիալական մեդիայի հասանելիությունը).

In this example, we observe the incorrect application of the genitive case, transferred from Armenian into English. Similar to the earlier examples, such as *the access of information* and *access of social media,* this suggests that the mental model of the Armenian language has not been adapted to align with the English language's mental model. Consequently, we can infer that if the correct structure and a new mental model are explicitly introduced and emphasized, the speaker or writer will adjust their original mental model to conform to the new structure

(Włosowicz, 2015, p. 19). This mistakenly applied model may also indicate that the cognitive effort required to use the correct prepositional phrase leads to errors. From a pragmatic perspective, and considering contextual understanding, the errors in phrases such as *access of social media* and *access of information* highlight the difficulty language users face in aligning specific language units with their intended contexts. Pragmatics, which emphasizes communicative context (Deda, 2013), reveals that the English prepositional phrase *access to* conveys the ability to utilize or apply something. In contrast, Armenian uses a different structure where the possessive case is appropriate, but this does not translate effectively into English.

According to Relevance Theory, these errors demonstrate a failure to achieve the intended contextual effect. While the language users aimed to convey relevant meaning by drawing from their L1, they struggled to adapt this relevance to the English context. The background knowledge of Armenian-speaking users affects their language transfer, resulting in the application of fixed L1 structures to L2 expressions. This reflects an attempt to maintain relevance; however, as Sperber and Wilson note, individual perceptions of relevance can vary. In this case, Armenian-speaking users likely unconsciously transferred their L1 relevance framework to the L2 structure (Włosowicz, 2015, pp. 17–18).

In the case of the sentences with *People find various methods to access **to** social media (access)* and *Iranians cannot access **to** that account (access that)* again we observe Armenian pattern reflected in English language. In the Armenian language, the expressions *հասանելիություն ունենալ ինչոր բանի նկատմամբ, ինչ-որ բանի հասանելիություն ունենալ,* are usually used as the preposition phrases by adding *to* in certain contexts and it is **typical** for the action of accessing to involve the preposition *to* in Armenian syntax. This mentioned language structure is directly passed to English sentences by Armenian speakers, thus carrying *to* from L1 into L2. From the cognitive-pragmatic perspective, the language users did not prioritize or overlooked the main or salient meaning of *access* which should be applied as a verb in English in this case and without preposition. Moreover, formulaic chunks of *access* and *access to* are not comprehended and are employed erroneously without assembling appropriate expression, which is common in the case of the lack of communicative competence.

The next examples vividly reflect mental models of the language users and reflect the choice of syntactical structures which are relevant to L1 and do not correspond to the English language patterns.

1. That **affect** negatively **on** the whole essay *affect L1-* Դա **ազդում** է ողջ շարադրության **վրա**

2. This **affects s**tudents **on** failing the course   (affects   students'   chances   of   failing the course (L1)- Դա **ազդում** է ուսանողների ձախողման **վրա**

These deviations indicate to the unawareness of mental models of English prepositional phrases and words. Besides, the usage of *on* in the second example language users probably didn't take into account the relevance of the prepositional phrase in this specific context. From pragmatic perspective first and foremost we should underscore pragmatic competence that affects these deviations and contextual relevance. It is stated by Deda (2013) that pragmatic competence incorporates different types of competencies one of which being Communicative Competence, which helps us to see how it can be reflected in above mentioned errors. While we analyze L1-influenced deviations, it becomes clear that pragmatic competence of the users of L1, in our case Armenian, is mirrored in the discourse. The case of the error *affect on* applied in two different sentences indicates that pre-assembled pattern of the Armenian language is adjusted and applied to fit the context. Despite the fact that this pre-assembled structure is used in Armenian correctly, it does not fit in English context and structure at all. Communicative competence is about adjustability of language patterns, structures and rules. It is the ability of the communicator or language user to adapt various types of language patterns and structures in discourse. What we observe in these two examples is incorrectly applied prepositional phrases which indicate the lack of communicative competence.

The next erroneously used language structure *encounter with* is an indicator of convoluted mental models of the language user, as neither in Armenian nor in English prepositional phrase *encounter with* is correct. The transfer likely occurs from Russian to Armenian and then into English, or directly from Russian to English. This can be due to the fact that English phrase *encounter that problem* is influenced by Russian mental model, and the collocation *столкнуться с* is transferred to English structure. Empirical evidence shows that Russian is widely taught in Armenian schools, highlighting the significant role of this third language. However, the corpus used in the current study comprises academic writings by language users whose first language is Armenian.

I also **encountered with** that problem *encounter* L1-Ես նան բախվեցի այդ խնդրի հետ (Ես նան բախվեցի այդ խնդրին)։

 From a contextual perspective, the pattern reflects an attempt to align an utterance with a specific context, albeit one relevant to Russian language structures. Although we observe only one instance of a Russian language pattern transferred into English, it is important to note that a key component of pragmatics

involves not only the contextual comprehension of language models but also intercultural and social communication. The fusion of Armenian, Russian, and English language patterns indicates the interaction among these three languages, highlighting the continued dominance of Armenian and Russian in the Armenian education system since the Soviet era and even after its collapse in 1991. Additionally, the later integration of English into the Armenian educational framework points to the social and intercultural interferences among these languages, which are reflected in this misused language structure (Karjikian, 2017; Deda, 2013).

Lexical Morphological Deviations

Another group of misused words in the Academic Word List (AWL) relates to morphology, specifically the incorrect forms of verbs and nouns. Confusion of concepts and erroneous associations of words are significant aspects of this analysis and discussion. Some of the deviations identified in academic writing were not the result of literal translation but stemmed from the misunderstanding of *social networking*; language users often interpret it not as a process or usage of social media but rather as a specific social media site or network. Additionally, incorrect affixation occurred due to the application of the *-ing* suffix, transforming nouns into gerunds, a common pattern among Armenian speakers. Examples are provided below:

1. It is free social **networking** and you are able to see different news *network* L2
2. The social **networking** like Facebook or Twitter *networks* L2
3. In Syria it is very serious problem connecting by the social **networking** *networks* L1
4. One of the famous social **networking** is Facebook *networks* L1
5. The high usage of non-Armenian social **networking** takes control over personal standards *network* L1
6. Moreover creating a **revising** checklist is also helpful as it is a lot easier to go point by point your common **mistakes** *revision* L1
7. Creating a **revising** checklist or finding another way to correct or prevent those mistakes *revision* L1

It is important to note that, according to studies by Levonyan (2015) and Aleksanyan (2010), Armenian EFL learners often confuse gerund and infinitive forms of words. An example of this is the incorrectly used AWL term *revising*

checklist, which results from a literal translation (ստուգաթերթի վերանայում), indicating that the concept of a *revision checklist* has not been adequately formed. In the context of Armenian essay writing, the term *revision checklist* is not commonly practiced or implemented. Moreover, regarding other examples of incorrect usage of *–ing* endings influenced by L1, it can be explained that in the Armenian language these two forms of noun and gerund have one Armenian equivalent with one form: **social networking-social network** (սոցիալական ցանց) and **revising-revision** (վերանայում). This could help explain, as noted in the studies by Aleksanyan (2010) and Levonyan (2015), why Armenian learners tend to misuse nouns and gerunds.

The above-mentioned deviations can be explained from the cognitive-pragmatic perspective addressing Włosowicz (2015) approach. The confusion of word forms in the current study and alleging given examples showcase the mental models of gerund and infinitive among Armenian language users and demonstrate that both forms are identical if analyzed from the perspective of Armenian word form. The forms haven't been adjusted yet to correspond to the English mental model. Besides, it makes the process of adapting more difficult when two different word forms appear identical in L1 which can be the reason for these types of deviations in L2 so frequently. Another plausible explanation is disregarding the morphological rules but at the same time focusing on meaning which is relevant in the context. Although the choice of words is done correctly within a context, the functional aspect of pragmatics is not fully grasped and comprehended. The situational context (pragmatics) of English words should be exposed more frequently as the usage of language forms occurs differently in terms of context in both languages. The conceptual word form of gerund in Armenian expresses the specific feature of the Armenian language. Thus, any grammatical and syntactical patterns are dependent on the cognition of foreign language users (Cuenca, 2003).

From the perspective of vocabulary development and cognition vocabulary integration of Armenian students based on these types of errors is in the second stage -The L1 mediation stage. According to Jiang (2000). There are three stages: formal stage (phonology/orthography), the lemma stage (semantics, syntax) and L2 integration (morphology, semantics, syntax, orthography/phonology). Morphological mismatch of L1 and L2 leads to lexical errors and according to Jiang most of the L2 language users remain on the second stage. The L2 integration takes place with native-like speakers. Referring to the Mental Lexicon and considering Jiang's (2000) research, which aligns with the current study, it is suggested that in some cases, bilinguals share a single mental model within the conceptual sphere of their lexicon, leading to a hierarchical model of bilingual

memory storage. According to this model, bilinguals share conceptual information within their L2 mental lexicon. In the deviations involving the words *networking* and *revising,* the pre-existing concepts from the L1 are linked to the mental lexicon of the L2. The word association hypothesis supports the current findings, as bilinguals often rely on translation to access conceptual information, particularly at lower proficiency levels. This process, known as the *lexical intermediary,* involves lexical translation and direct lexical equivalents (Choi, 2019, p. 56). In contrast, language users with more advanced proficiency have direct access to the conceptual representations of words. As a result, the connection between words and concepts strengthens, facilitating the retrieval of meanings in the L2. These findings highlight deviations in morphological forms, indicating that both L1 and L2 users do not have direct access to a shared conceptual representation, a trait more typical of proficient language users.

Conclusion

In conclusion, a cognitive-pragmatic descriptive analysis of lexical deviations provides insight into the cognitive processes reflected in these errors. By categorizing lexical deviations in the Academic Word List (AWL) using the Mental Lexicon framework, we can more clearly identify major groups of deviations. These deviations reveal underlying mental processes and highlight the cognitive strategies employed by language users, including communication and compensatory strategies, as well as conceptual misunderstandings. They also reflect attempts to be relevant within context and indicate the level of pragmatic competence, illustrating the adjustability of linguistic rules. This study emphasizes the stage of development of the mental lexicon. It is crucial to note that while literal translation as a cognitive strategy contributed to lexical errors in academic vocabulary, developmental deviations in L2 also arose from insufficient knowledge of the language.

Thus, this study enhances Error Analysis by incorporating cognitive-pragmatic theory in the context of lexical deviations. It offers a new perspective on categorizing AWL deviations through the Mental Lexicon model. Furthermore, it is important to recognize that these lexical deviations in academic vocabulary serve as evidence of the vocabulary acquisition process. The results indicate that L1 deviations are more prevalent than L2 errors, suggesting that language users rely heavily on their mother tongue's mental lexicon. This reliance indicates that most L2 learners are still in the second stage of language acquisition, as full integration of L2 vocabulary has not yet occurred.

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Մ. Վարդանյան – *Լեզվական շեղումների ճանաչողական-գործաբանական հենքը. գիտական գրավոր խոսքի կորպուսային վերլուծություն.* – Ճանաչողական լեզվագործաբանությունը ժամանակակից լեզվաբանության համեմատաբար նոր և արդիական մոտեցում է, որը հնարավոր է դարձնում իրականացնել լեզվաբանական հարցերի համալիր քննություն: Սույն հոդվածում փորձ է կատարվում գիտական գրավոր խոսքում տեղ գտած լեզվական շեղումները դիտարկել և բացատրել հենց այդ մոտեցման տեսանկյունից: Ուսումնասիրության նպատակն է բացահայտել սխալների առաջացման ճանաչողական գործընթացները և վերհանել այդ սխալները պայմանավորող ճանաչողական մոդելները: Ամերիկյան համալսարանի հայ ուսանողների անգլերեն գիտական էսսեների կորպուսային վերլուծության արդյունքում բացահայտված բառային, քերականական, կառուցվածքային սխալների դասակարգումն ու մեկնաբանությունը լեզվաճանաչողական-գործաբանական մոտեցման հենքի վրա հնարավոր է դարձնում ավելի համապարփակ մոտեցում ցուցաբերել անգլերեն գիտական խոսքի զարգացմանը հայկական միջավայրում: Հոդվածում մասնավորապես մատնանշվում է ակադեմիական բառացանկի կիրառության ընթացքում հայ ուսանողների

կողմից հաճախակի կրկնվող սխալների պատճառները և ուրվագծում դրանց շտկելու և դրանցից խուսափելու հնարավորությունները:

Բանալի բառեր. *ճանաչողական-գործաբանական մոտեցում, կորպուսային վերլուծություն, սխալների վերլուծություն, բառային սխալների դասակարգում, բառային սխալների վերլուծություն, ճանաչողական մոդել, ճանաչողական գործոններ, ակադեմիական բառացանկ*

М. Варданян – ***Когнитивно-прагматический аспект языковых отклонений: корпусный анализ академического письма.*** – В данном исследовании используется когнитивно-прагматический подход в сочетании с корпусным анализом, который дополняет анализ ошибок (Error Analysis). Данный метод анализа включает классификацию и детальное объяснение лексических ошибок. Когнитивно-прагматический подход к анализу ошибок, являющийся относительно новой и развивающейся парадигмой в лингвистике, предоставляет обоснованную модель для таксономии и анализа лексических ошибок. Цель исследования — применить этот подход для анализа и классификации лексических ошибок в академическом списке слов (AWL). Исследование направлено на выявление когнитивных процессов, лежащих в основе ошибок, и изучение когнитивных моделей, влияющих на их классификацию. Подчеркивая проблемы усвоения языка и академического письма, данный подход способствует повышению осведомленности об отклонениях в академическом списке слов и их когнитивных основах. В исследовании анализируется корпус академических сочинений, написанных студентами Американского университета Армении, с использованием индуктивных методов для классификации и интерпретации лексических ошибок в академическом списке слов.

Ключевые слова: *когнитивно-прагматический подход, корпусный анализ, анализ ошибок, таксономия лексических ошибок, анализ лексических ошибок, когнитивная модель, когнитивные факторы, академический список слов*