**The Extralinguistic Aspect of the Correlation of British and American English on the Level of Lexicology**

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In the study of lexicology, the significance of extralinguistic factors cannot be overstated, particularly when analysing the lexico-semantic differences between British and American English. The linguistic level presupposes analysis within the system of language mainly using dictionaries, whereas the extralinguistic level includes sociolinguistics, psycholinguistics, stylistics, comparative linguistics, historical linguistics, etc. Thus, besides the purely linguistic dictionary data, there are extralinguistic methods of finding and defining the essential features of the referent: corpora-based, contextual and cognitive approaches. As for the key terms in this discussion, they include *context, concept, referent, Briticism,* and *Americanism*.

In connection with the study of Briticisms and Americanisms, A.D. Shveitser believed that it requires particular attention to the function of the word in different contexts. For some lexical items, to define the context of their reference, i.e. the extralinguistic knowledge, the awareness of the actual things they stand for, is of great importance. Many words are used in both varieties of English, but they may have different meanings or connotations depending on the context. In this regard, the notion of hybridizationof the two varieties on the lexical level should be recalled. Thus, the lexico-semantic variants (in professor Shvetser’s terminology), which reveal the convoluted system of meanings and contexts, come to the fore in this kind of investigation.

Admittedly, the meaning of a word largely depends on “socially conscious and well-established contexts of its use” [Виноградов, 1953: 6]. Therefore, it is crucial to turn to extralinguistic factors that enable us to recognize the nature of differences between the meanings of lexical units. Professor N.B. Gvishiani mentions a complex mutual dependency between the word as a bilateral unit, meaning and the concept of the reflected object [Гвишиани, 2019: 76]. In this connection , the notion of concept should play an essential role as, according to professor Smirnitsky, it is represented by something that corresponds to what is denoted, something that distinguishes one meaning from another and makes it possible to recognize the object or phenomenon the word relates to. [Смирницкий А.И., 1956: 1511]

 Moreover, by making observations about sociolinguistic and cognitive aspects in language development, it is possible to delve into the actual interaction between British and American culture since the language reflects characteristic traits of both British and American mentality. According to the cognitive approach, the word exists not only as linguistic but also as a cognitive reality that incorporates the diversity of our knowledge of the world.  This perspective highlights the crucial role of referents (objects and entities in the external world) in shaping word meanings, as any shift in knowledge or beliefs about these referents can influence semantics and lead to changes in usage. [Гвишиани, 2025: 222] Besides, one referent can have many representations, i.e. a concept consists of many other units, and a word interacting with the semantic area of other words creates a paradigm of conceptual relations.

The evolving nature of language is evident in the mobile boundaries between the British and American varieties. In this regard, corpora data provide valuable insights into converging or diverging tendencies. It is particularly important to analyse the contextual meaning of a concrete lexeme in order to identify trends at a more global level later on. From this point of view, contextual meaning can be perceived as the representation of social consciousness of a given speech community.

When it comes to the idea of an object, images and pictures are often of great help as a clear understanding of the designated phenomenon can be reached through visual representations. Therefore, we can speak of multimodality as a device in analysing British and American English in terms of clarifying the context and, therefore, defining the word’s referent.

To give an example, let us turn to the lexico-thematic area of houses and residential architecture. We suggest analysing lexemes, such as ‘*townhouse’*, ‘*terraced houses’*, ‘*row houses’, ‘lounge’, ‘block of flats’, etc.* These lexical units incorporate both British and American meanings and, in a few cases, they demonstrate the process of hybridization and highlight the role of the extralinguistic aspect of the investigation. The results of contextual, sociolinguistic and cognitive analyses demonstrate that the general concept of row houses as expressed by these lexical representatives reveals not only linguistic differences, but also those that are rooted in the respective referents and how they are apprehended in the British and American cultures.

In conclusion, the analysis of Americanisms and Briticisms is characterised by multidisciplinarity as we are dealing with the intercultural communicative space. Thus, to fully grasp the intricacies of the interaction between British and American English, one should consider the extralinguistic aspect in the interaction of words and concepts.

Literature

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