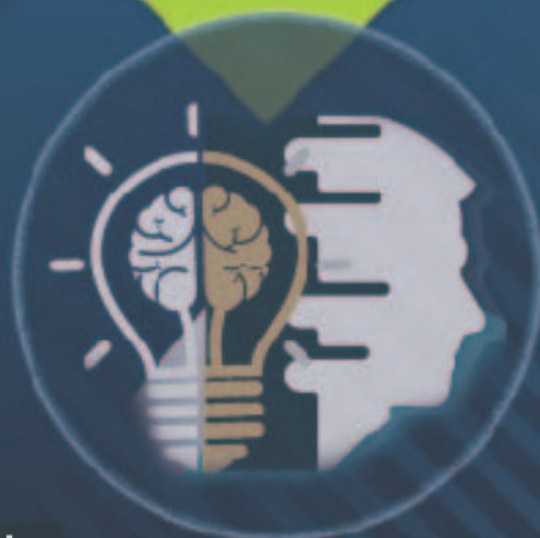




جامعة حائل
University of Ha'il

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



السنة الثامنة، العدد 28
المجلد الأول، ديسمبر 2025

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة حائل

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للتواصل:

مركز النشر العلمي والترجمة

جامعة حائل، صندوق بريد: 2440 الرمز البريدي: 81481



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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حيث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة البحث

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشرعية والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزَوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلماً لبحثه.
3. في حال اعتماد نشر البحث تؤل حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أُنجز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملاً أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.
5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.
6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسية التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.
7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.
8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).
9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..
10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمنها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

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- Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). The Saudi Journal of Special Education, 18 (1): 19-48

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic.... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره - إن وجد - أسفله.
13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.
14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظلمة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامساً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
ب. البحث الذي تقدمت به ليس مستلاً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراه.
ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
د. مراعاة منهج البحث العلمي وقواعده.
هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملفياً.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين) من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.
12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.
14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
18. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.



المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. هيثم بن محمد السيف

هيئة التحرير

رئيس هيئة التحرير

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Pragmatics and Vocabulary Acquisition: A Systematic Framework for the Development and Enrichment of EFL Students' Linguistic Competence

البراغماتية واكتساب المفردات: إطار منهجي لتطوير وتعزيز الكفاءة اللغوية لدى متعلمي اللغة الإنجليزية كلغة أجنبية

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Abstract

This study explores the relationship between pragmatics and vocabulary acquisition in the context of learning English as a second or foreign language, with a particular focus on how social and contextual aspects of language use enhance learners' ability to acquire and apply vocabulary effectively. It employs a qualitative discourse analysis of a televised conversation between a young magician and the judges on Britain's Got Talent. The study employs a content analysis methodology to analyze the discourse linguistically. The study illustrates how pragmatic features contribute to lexical development. The findings reveal that vocabulary learning extends beyond rote memorization and requires an understanding of how words function within real-world communicative contexts. Key pragmatic elements—such as speech acts, politeness strategies, and contextual framing—were found to enrich students' lexical competence. The study concludes by proposing pedagogical strategies for integrating pragmatic awareness into vocabulary instruction, ultimately supporting learners' communicative proficiency and meaningful language use. Future research could investigate how the integration of pragmatic vocabulary influences learners across different age groups, proficiency levels, and instructional settings.

Keywords: Pragmatics, Vocabulary Acquisition, EFL Instruction, Discourse Analysis, Communicative Competence.

المستخلص:

تستكشف هذه الدراسة العلاقة بين البراغماتية واكتساب المفردات في سياق تعلم اللغة الإنجليزية كلغة ثانية أو أجنبية، مع تركيز خاص على كيفية إسهام الجوانب الاجتماعية والسياقية لاستخدام اللغة في تعزيز قدرة المتعلمين على اكتساب المفردات وتوظيفها بفعالية. وتعتمد الدراسة على تحليل نوعي للخطاب من خلال محادثة متلفزة بين شاب ساحر وأعضاء لجنة التحكيم في برنامج Britain's Got Talent. وقد استخدمت الدراسة منهجية تحليل المحتوى لتحليل الخطاب لغوياً. تُبرز الدراسة كيف تسهم السمات البراغماتية في تطوير الحصيلة المعجمية، حيث كشفت النتائج أن تعلم المفردات يتجاوز الحفظ الآلي — أي الحفظ دون إدراك للسياق أو الاستخدام — ويتطلب فهماً لكيفية عمل الكلمات ضمن سياقات تواصلية واقعية. وقد تبين أن العناصر البراغماتية الأساسية — مثل أفعال الكلام، واستراتيجيات التهذيب، والإطار السياقي — تُثري الكفاءة المعجمية لدى المتعلمين. وتختتم الدراسة باقتراح استراتيجيات تربوية تهدف إلى دمج الوعي البراغماتي في تعليم المفردات، بما يعزز الكفاءة التواصلية للمتعلمين واستخدامهم للمادة. كما توصي بإجراء أبحاث مستقبلية لفحص تأثير دمج المفردات البراغماتية على المتعلمين عبر فئات عمرية مختلفة، ومستويات كفاءة لغوية متعددة، وبيئات تعليمية متنوعة.

الكلمات المفتاحية: البراغماتية، اكتساب المفردات، تعليم اللغة الإنجليزية كلغة أجنبية، تحليل الخطاب، الكفاءة التواصلية.

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understand the social and cultural nuances associated with word use (Shively & Cohen, 2008; Cohen, 2019). By fostering pragmatic awareness, educators can help students internalize vocabulary in ways that reflect the realities of interpersonal communication, thereby enhancing fluency and confidence.

Accordingly, this study explores the relationship between pragmatics and vocabulary acquisition by analyzing an authentic, high-stakes conversation from the popular TV show *Britain's Got Talent*. The performance features a young magician engaging with a panel of judges, offering a unique example of how language is used for storytelling, persuasion, humor, and emotional connection. Through this case, the study investigates how pragmatic features can enrich lexical knowledge and promote communicative competence, particularly in EFL contexts.

Problem Statement

Despite possessing a wide vocabulary, many students in the English Language Program at Al-Baha University's Department of Foreign Languages struggle to articulate their ideas clearly and fluently in real-life situations. A significant gap persists between their lexical knowledge and their communicative performance, highlighting a need for instructional approaches that bridge this divide.

Importance of the Study

This study offers practical insights for language educators seeking to enhance vocabulary instruction by embedding pragmatic principles. By focusing on how language is used in authentic, socially meaningful contexts, the study provides a model for teaching vocabulary in ways that promote deeper learning, contextual awareness, and improved communicative performance. It further underscores the value of pragmatic awareness in enabling learners to internalize vocabulary and apply it appropriately across diverse situations.

Novelty of the Study

While vocabulary acquisition and pragmatics have often been examined independently in language learning research, this study bridges the two domains by illustrating how pragmatic competence can serve as a scaffold for vocabulary development. Through the analysis of naturally occurring conversation, the study introduces a comprehensive, context-driven framework for

Introduction

Vocabulary acquisition plays a pivotal role in language learning, serving as a foundation for effective communication and comprehension across a wide range of contexts (Antoniou & Michaelides, 2023). Learners' ability to use words appropriately and fluently in real-life situations is a key determinant of their overall communicative competence (Shively & Cohen, 2008; Cohen, 2019; Winke & Brunfaut, 2021). However, traditional vocabulary instruction often emphasizes rote memorization, focusing on the meanings and forms of words in isolation, rather than on how these words function in authentic discourse (Mohammed, 2019; Schmitt, 2020; Winke & Brunfaut, 2021). As a result, many learners, despite having substantial lexical knowledge, struggle to apply vocabulary effectively in meaningful communication (Rivers & Golonka, 2009). This challenge underscores the importance of vocabulary instruction that emphasizes contextual usage and communicative appropriateness, both of which are essential to pragmatic competence (Taguchi, 2019).

Emerging research suggests that integrating pragmatic instruction into vocabulary teaching can significantly enhance language learning outcomes (Kuo-Yu et al, 2024; Ren, Li, & Lü, 2023). Pragmatic features—such as speech acts, politeness strategies, and humor—not only support vocabulary acquisition but also help learners understand how words function in social interactions (OSHIMA, 2018). For instance, Abdulaziz (2024) found that Saudi EFL learners who received explicit pragmatic instruction demonstrated superior vocabulary retention and more effective language use. Similarly, Qari (2021) reported that targeted instruction in request strategies significantly improved the pragmatic competence of Saudi learners, reinforcing the practical value of teaching pragmatics in language classrooms. These findings are further supported by Alhoza-li (2023), who noted that pragmatic instruction contributes to improved communicative competence among language learners.

In parallel, research has emphasized the importance of contextualized vocabulary instruction, which encourages students to learn vocabulary through its use in natural communicative events rather than through isolated exercises (Deda, 2013; Wei & Li, 2023; Syarifudin & Rahmat, 2021). This method supports a more meaningful acquisition process by helping learners

(1969, 1976), categorizes utterances into functional units, such as requesting, apologizing, and asserting. These pragmatic functions shape vocabulary acquisition by situating words within the context of purposeful communication, thereby enhancing their understanding and application. Watts, Ide, and Ehlich (1992), Tarone (1994), and Khosh et al. (2022) note that speech acts are inherently contextual, requiring not only appropriate vocabulary but also sensitivity to tone, register, and social distance.

Politeness strategies further enhance pragmatic competence by guiding word choice in socially sensitive interactions. In classroom contexts, encouraging students to practice politeness formulas (e.g., “Would you mind...”, “I was wondering if...”) cultivates both lexical diversity and interpersonal awareness (Brown & Levinson, 1987).

Humor, Indirectness, and Identity in Interaction

Humor and indirectness serve as complex pragmatic tools that rely on shared cultural understanding and flexible language use. Attardo (2017) argues that humor often operates through mechanisms such as exaggeration, sarcasm, and irony—devices that demand nuanced vocabulary use. Clark (1996a) adds that these forms of indirectness require learners to interpret language pragmatically, thereby enriching their lexical and interpretive abilities.

At the same time, pragmatic language constructs identity and social roles. Giampapa (2016) emphasizes that language choices, including lexical ones, reflect how individuals position themselves socially and culturally in interaction. In contexts such as classroom discussions, identity work influences vocabulary selection and overall communicative behavior.

Intercultural Pragmatics and Lexical Awareness

Effective communication across cultures necessitates an awareness of differing pragmatic norms. Liddicoat (2024) highlights that intercultural pragmatics involves navigating unfamiliar politeness systems, humor conventions, and social expectations—factors that influence both the form and function of vocabulary.

vocabulary instruction that reflects real-world language use.

Research Questions

Grounded in the intersection of vocabulary acquisition and pragmatic competence, this study aims to investigate how learners can benefit from the use of contextualized language in real-life discourse. The analysis centers on a naturally occurring conversation to examine the pedagogical value of pragmatic features in enhancing vocabulary learning. Accordingly, the study addresses the following questions:

1. To what extent can the pragmatic features identified in this study be generalized to other conversational interactions, such as those in educational or professional settings?
2. What are the implications of using pragmatic features to support vocabulary acquisition in language learning?

Literature Review

The Role of Pragmatics in Language Learning

Pragmatics, as the study of language in use and context, is fundamental to communicative competence. It enables learners to go beyond grammatical correctness to produce language that is appropriate to social and cultural norms. According to Cutting (2002), pragmatics plays a central role in decoding meaning, managing interaction, and understanding implicit cues such as irony and indirectness. This broader communicative competence is particularly relevant for vocabulary learning, where the meaning and appropriateness of lexical choices are context-dependent.

Brown and Levinson’s (1987) politeness theory provides a foundational framework for understanding how speakers mitigate face-threatening acts in communication, which in turn influences vocabulary selection and usage. Politeness strategies not only reflect social awareness but also reveal the speaker’s linguistic range in negotiating meaning and maintaining interpersonal relationships.

Speech Acts, Politeness, and Vocabulary Use

Speech Act Theory (SAT), initially proposed by Austin (1975) and later developed by Searle

Schmitt (2020), Cai and Li (2021), and Winke & Brunfaut (2021) emphasize the importance of contextualized vocabulary instruction as a means to help learners understand lexical collocations, connotations, and discourse functions. Embedding words in meaningful dialogue, narratives, or task-based learning activities fosters a more profound understanding of lexical knowledge than isolated word lists.

Contextual Factors Influencing Pragmatic Vocabulary Instruction

A growing body of research highlights the importance of pragmatic instruction in enriching vocabulary acquisition across diverse educational contexts. Learners often face challenges not in acquiring vocabulary *per se*, but in applying it appropriately and meaningfully within real-life communicative settings. This gap emphasizes the need for vocabulary teaching approaches that embed pragmatic competence as a core instructional objective.

Studies conducted in various regions confirm the positive impact of integrating pragmatic elements, such as speech acts, politeness strategies, and humor, into language instruction. For example, Pérez-Hernández (2020) found that explicit instruction in pragmatics significantly enhanced students' ability to use vocabulary more appropriately in context. Similarly, Taguchi (2015) showed that exposure to authentic communicative environments, whether in classrooms, online platforms, or study abroad programs, plays a critical role in developing pragmatic awareness and lexical retention.

A study by Sharif et al. (2017) investigated the effectiveness of teaching the speech act of requests. They found that students who received pragmatic instruction were more adept at selecting appropriate vocabulary for polite and socially acceptable interactions. Rafiq and Yavuz (2024) supported these findings in their examination of EFL classrooms, emphasizing that teacher preparedness, the availability of instructional materials, and institutional support are key factors influencing the success of pragmatic instruction in vocabulary teaching.

Beyond formal instruction, the use of culturally rich materials—particularly literary texts—has proven effective in language learning. Ali, Ali, and Hussain (2021) emphasized that incorporating literature into classroom instruction not

Goddard and Wierzbicka (2013) stress the importance of lexical semantics, noting that word meanings are not fixed but culturally embedded. Their work in *Natural Semantic Metalanguage* illustrates how cultural values shape vocabulary usage, making context essential for proper word interpretation. This insight is crucial for EFL learners, who often rely on literal meanings rather than socially appropriate usage.

Kecskes (2014) further argues that intercultural communication places heightened demands on learners' pragmatic competence, particularly in adjusting vocabulary use across social settings. These adjustments are vital for learners operating in multilingual or multicultural environments, where pragmatic failure can lead to miscommunication even if vocabulary is technically accurate.

Relevance Theory and Conversation Analysis

Wilson & Sperber (2006) and Ifantidou (2024), in relevance theory, highlight how speakers and listeners allocate cognitive effort in interpreting meaning, particularly when encountering indirect language and making pragmatic inferences. This framework complements vocabulary acquisition by showing how word choice is tied to communicative efficiency and contextual interpretation.

Conversation analysis, as outlined by Battistella et al. (1995), offers a practical methodology for examining real-life language use. Their focus on turn-taking, adjacency pairs, and repair strategies demonstrates how vocabulary is mobilized in structured and dynamic ways during conversation. This aligns well with classroom-based language learning, where real-time interaction offers opportunities for pragmatic development.

Pragmatics and Vocabulary Acquisition: A Pedagogical Nexus

The connection between pragmatics and vocabulary acquisition has become increasingly salient in language pedagogy. Taguchi (2019) argues that vocabulary learning must be rooted in communicative purpose, as word retention improves when learners engage with language in authentic contexts. Nation (2022) supports this by highlighting the role of cognitive mechanisms, such as attention and memory, in internalizing vocabulary through pragmatic exposure.

2014; Battistella et al., 1995).

Data Source and Rationale

The data for this study is derived from a segment of a televised conversation between a young magician and a panel of judges on the show *Britain's Got Talent* (see Appendix 1). This authentic, unscripted interaction is characterized by its spontaneous nature, emotional intensity, and communicative diversity. The magician's use of language integrates humor, politeness, narrative, and strategic interaction, making it ideal for examining how pragmatic strategies influence vocabulary use and communicative effectiveness.

This segment was selected based on its:

- Rich display of pragmatic features (e.g., requests, compliments, hedging, face-saving),
- Frequent use of emotionally expressive and socially sensitive vocabulary, and
- Relevance to classroom-like communicative contexts.

Data Collection and Preparation

The video segment was transcribed verbatim, capturing all utterances, pauses, emphatic expressions, and paralinguistic cues (e.g., laughter, intonation shifts). Speakers were clearly labeled by turn and role. The complete transcript, which forms the primary dataset for analysis, is included in the appendices (see Appendix 1).

Analysis and Findings

This section presents the analytical outcomes of a qualitative discourse analysis of the magician's performance on Britain's Got Talent. The findings are organized thematically to highlight the observable pragmatic features, followed by an interpretation and discussion of their pedagogical relevance in the context of EFL vocabulary instruction. The analysis is grounded in the study's research questions, which focus on the generalizability and instructional value of pragmatic features in vocabulary learning.

Observed Pragmatic Features in Context

a. Speech Acts and Politeness Strategies.

The magician frequently employed indirect

only broadens learners' vocabulary but also enhances their pragmatic awareness by highlighting linguistic variation, speech styles, and cultural subtleties. Literature also supports students in grasping cultural nuances, fostering greater engagement, and promoting vocabulary development (Hamane, & Guetatlia, 2022). Furthermore, it contributes to teaching core language skills, including vocabulary, grammar, and pronunciation (Zubair, 2022). In addition, literary texts have been found to improve learners' cultural awareness, stimulate creativity, and cultivate critical thinking skills essential for developing pragmatic competence (Okyar, 2021).

Supporting this international evidence, research in Arabic-speaking English as a Foreign Language (EFL) contexts has yielded similar insights. Abdulaziz (2024) found that learners who received pragmatic-focused instruction outperformed peers in vocabulary retention and contextual language use. Alhozali (2023) noted an improvement in communicative confidence among learners exposed to pragmatic strategies, while Al-Qahtani (2020) and Kaderli & Razi (2023) emphasized the influence of curriculum design and teaching practices on pragmatic development. Fadel and Al-Bargi (2018) highlighted the role of humor in facilitating relaxed and spontaneous language use, advocating for direct instruction in politeness strategies and speech acts as tools for vocabulary enrichment.

Taken together, these studies demonstrate that effective vocabulary instruction must be embedded within pragmatic and cultural contexts. Whether through explicit classroom strategies, culturally responsive materials, or immersive experiences, pragmatic instruction helps learners internalize vocabulary not as isolated lexical items but as tools for meaningful, context-sensitive communication.

Methodology

Research Design

This study adopts a qualitative discourse analysis approach to investigate the relationship between pragmatic features and vocabulary acquisition in authentic spoken interaction. Discourse analysis is suitable for this study, as it enables an in-depth examination of language use in context, focusing on how speakers convey meaning, manage interaction, and construct identity through pragmatic and lexical choices (Gee,

These examples model real-time evaluative expressions, which are highly relevant for classroom activities involving peer feedback and performance commentary.

e. Task-Oriented Vocabulary in Interaction

Instructional language was embedded in goal-oriented discourse:

"Before you eat the sweets, I'd like you to guess how many jelly beans are inside the jar."

Here, procedural verbs and concrete nouns appear in natural, interactive formats—supporting task-based learning principles.

Interpretive Insights and Thematic Implications

The analysis demonstrates that pragmatic features—such as politeness, metaphor, emotional language, and indirectness—not only enrich vocabulary input but also contextualize vocabulary use, making it more memorable, relevant, and transferable for EFL learners.

These findings affirm that vocabulary acquisition is enhanced when learners encounter words in socially meaningful interactions rather than isolated word lists. This supports pedagogical perspectives from Schmitt (2020), Taguchi (2019), and Winke & Brunfaut (2021), who advocate for meaning-driven and communicative approaches to vocabulary instruction.

Pedagogical Relevance in EFL Contexts

The observed features provide concrete models that can inform vocabulary instruction in the EFL classroom:

- Speech acts and indirectness help learners practice socially appropriate requests.
- Narrative vocabulary supports personal engagement and reflection.
- Evaluative language enables learners to give and receive feedback effectively.
- Humor and politeness model how to manage interactional dynamics.

Such discourse-based instruction not only improves lexical competence but also builds learners' pragmatic awareness, allowing them

directives and polite requests, using modal verbs and mitigation strategies such as:

"Could you please remove the lids and reveal the gift inside?"

"Could you please remind everyone what that card was?"

These utterances model cooperative, face-sensitive language and demonstrate real-world use of vocabulary in socially appropriate forms. They align with Schmidt's (1990) noticing hypothesis, as learners are more likely to attend to functional lexical chunks presented in interactive contexts.

b. Personal Narrative and Expressive Vocabulary

The magician constructed an emotionally engaging narrative, using introspective language:

"I was unable to interact with people. I felt a bit empty. Incomplete. I felt invisible."

Such emotionally charged vocabulary promotes deeper cognitive processing and memory retention. The metaphorical expression—*"like a light switch came on inside my head"*—further reflects figurative competence, supporting learners' narrative and identity-linked vocabulary development.

c. Humor, Indirectness, and Face-Saving

Instead of direct correction, the magician used humor and suspense to maintain rapport:

"Wrong. Sometimes, everything is not quite as it seems. Watch."

This illustrates Brown and Levinson's (1987) politeness strategies, where indirectness helps manage social face and demonstrates how learners can adopt pragmatic strategies for conflict-avoidance and indirect communication.

d. Evaluative Language from Judges

The judges' feedback contained praise using intensifiers and affective vocabulary:

"You are unbelievably talented."

"Phenomenal showmanship."

"You have a fantastic future ahead of you."

communication. These pragmatic strategies not only shape how vocabulary is used but also contribute to learners' ability to maintain interpersonal harmony—a key component of communicative competence.

Furthermore, the findings align with Schmitt's (2020) argument for meaning-focused vocabulary instruction, as well as with Taguchi's (2019) emphasis on integrating pragmatic elements into communicative teaching. These perspectives collectively support an instructional approach that highlights not only what words mean but also how and when they are used appropriately.

Pragmatic Relevance in EFL Contexts

The emotional and narrative elements in the magician's discourse—particularly metaphorical and introspective expressions—demonstrate how vocabulary acquisition can move beyond rote memorization into meaningful internalization. In EFL settings, where learners may struggle to personalize language, such emotionally anchored vocabulary offers a pathway to deeper engagement and retention, echoing the observations of Taguchi (2015) and Goddard and Wierzbicka (2013).

In addition, the use of humor and face-saving illustrates pragmatic fluency as more than just grammatical control. Learners benefit from exposure to how language is used strategically—not only to convey meaning but to build rapport, soften corrections, and manage misunderstandings, which aligns with the perspectives of Haugh et al. (2018) and Clark (1996b).

Authentic Feedback and Evaluative Vocabulary

The judges' responses—"You are unbelievably talented," "Phenomenal showmanship," and "You have a fantastic future ahead of you"—provide authentic examples of affectively charged, evaluative vocabulary. Such expressions demonstrate how adjectives, intensifiers, and metaphors are used in real-time interpersonal contexts, supporting the views of Fadel and Al-Bargi (2018) and Alhozali (2023), who emphasize the pedagogical value of exposing learners to naturally occurring evaluative language.

Incorporating such examples into classroom practice—through role-plays, media analysis, or peer evaluation tasks—can help students not only understand what to say but also how to convey

to navigate real-life communication with greater confidence and fluency.

Discussion

This study set out to explore how pragmatic features within naturally occurring televised interactions can support vocabulary acquisition among EFL learners. The analysis revealed recurring strategies, including indirect requests, personal narratives, face-saving techniques, evaluative language, and task-oriented discourse. Although drawn from a performance context, these features reflect communicative practices that extend beyond entertainment and into educational and professional domains, highlighting their broader relevance for language learning.

The findings suggest that pragmatic features contribute to vocabulary development not merely by presenting new lexical items, but by embedding them within socially meaningful and context-rich discourse. This highlights the importance of integrating pragmatic awareness into instructional practices and provides actionable insights for classroom-based applications.

Building on these findings, the following sections offer a more focused examination of the theoretical underpinnings, pedagogical relevance, and classroom applications of the observed pragmatic features. By connecting the analysis to established frameworks and instructional models, the discussion illustrates how these features can inform vocabulary instruction and promote pragmatic competence in EFL contexts. These coded patterns, documented in Appendix 2, support the argument that vocabulary instruction is most effective when embedded within context-rich, communicative interaction.

Theoretical and Pedagogical Integration

The findings reaffirm central theories in pragmatics and vocabulary acquisition. For instance, Schmidt's (1990) noticing hypothesis is supported through the prominence of salient lexical chunks embedded in functional discourse, such as polite requests and emotionally expressive statements. Learners are more likely to internalize language when it is linked to interactional purpose and affective meaning.

Likewise, Brown and Levinson's (1987) politeness theory provides a framework for understanding how indirectness, mitigation, and face-saving enhance social appropriateness in

rote memorization toward an integrated approach that reflects real-life discourse. Language learners benefit from exposure to authentic spoken interaction where vocabulary is tied to intent, audience, emotion, and cultural norms. Such integration provides learners with the tools to understand not only the meaning of words but also how to use them purposefully and appropriately across contexts.

Pedagogical Implications

Based on the findings of this study, several recommendations emerge for language educators and curriculum designers aiming to integrate pragmatics into vocabulary instruction—particularly in EFL contexts where vocabulary is often taught in isolation from communicative practice (Pérez-Hernández, 2020; Taguchi, 2015; Abdulaziz, 2024). The magician's interaction illustrates how vocabulary becomes more impactful when embedded in real discourse marked by emotion, interaction, and social purpose.

Instructors are therefore encouraged to:

1. **Integrate pragmatic instruction** into vocabulary teaching using authentic dialogues that highlight speech acts, politeness strategies, humor, and narrative framing.
2. **Incorporate multimedia sources** such as performances, interviews, and spontaneous interactions to expose learners to real-world vocabulary use across diverse registers and social settings.
3. **Design guided discourse tasks** that allow learners to practice pragmatic elements such as requests, hedging, turn-taking, and humor in communicative activities.
4. **Encourage learners to produce and analyze spoken discourse** that reflects interactional goals, emotional tone, and audience awareness, thus linking vocabulary to real-time communicative needs.
5. **Use assessment tasks** that evaluate not only vocabulary accuracy but also contextual and pragmatic appropriateness.
6. **Foster intercultural awareness** by helping learners understand how meaning and usage vary across different cultural and social contexts, in line with insights from Liddicoat (2024) and Kecskes (2014).

it convincingly and appropriately within social interactions.

From Pragmatic Discourse to Classroom Application

The findings point to a pedagogical shift: vocabulary instruction should not isolate words from their communicative contexts. Instead, teachers can incorporate discourse-based activities such as:

- Media clip analysis (e.g., from talk shows or performances)
- Role-plays involving politeness and indirectness
- Narrative writing using emotional vocabulary
- Peer feedback tasks emphasizing evaluative expressions

Such practices reflect the authentic discourse patterns observed in this study and are consistent with Winke and Brunfaut's (2021) advocacy for contextualized and communicative input in language instruction. These practices also contribute to more holistic language learning, where lexical, pragmatic, and affective dimensions are integrated.

These findings provide a foundation for future research into the instructional role of pragmatic features in vocabulary development, which is further considered in the concluding sections of this study.

Conclusions and Implications

This study investigated the role of pragmatic features in facilitating vocabulary acquisition through an analysis of an authentic spoken interaction between a young magician and judges on *Britain's Got Talent*. The findings reveal that vocabulary learning is most effective when lexical items are embedded in socially and emotionally meaningful contexts. The magician's use of indirect speech acts, politeness strategies, narrative reflection, and humor exemplifies how pragmatic awareness enhances not only communication but also the retention and contextual use of vocabulary.

The study confirms that vocabulary instruction should move beyond isolated word lists and

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Together, these strategies support a more dynamic, situated approach to vocabulary teaching—one that equips learners with the lexical and pragmatic resources needed for meaningful communication.

Recommendations for Further Research

While this study focused on a single, rich conversational episode, future research could:

- Examine how pragmatic instruction affects vocabulary retention across different age groups and proficiency levels.
- Explore the longitudinal impact of pragmatic-vocabulary integration on students' communicative competence.
- Investigate learners' awareness and attitudes toward pragmatic features and their role in vocabulary acquisition.
- Compare the effects of explicit versus implicit pragmatic instruction in vocabulary teaching across different EFL contexts.
- Implement the Context-Based Pragmatic Framework for Vocabulary Development, as proposed in the present study, in classroom settings to evaluate its impact on learners' vocabulary acquisition and communicative competence using pre- and post-test experimental designs.

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Appendix 1: Transcript of the Magician's Performance (12:20–19:14)

Magician: Simon, think of a playing card. Don't say it, just think of it.
What is it? It doesn't matter if I get it wrong.

Simon: Seven of diamonds.

Magician: Wrong. Sometimes everything is not quite as it seems. Watch.
The black hole... a journey... that begins where everything ends.
I'd like to bring you on my journey.
I've learned that having no accessibility is not a disability.
It's an ability. When I was younger, I was unable to interact with people.
I felt a bit empty. Incomplete. I felt invisible. But after discovering magic, my life changed.
It was like a light switch came on inside my head.
I found a way to interact with people—through my magic. No way the milk's not in there.
It is. You know. Magic is my universe—and my life is now whole.
I don't have a pet. But in each page are some of my favorite sweets.
Have a look and see. Say stop.

Simon: Stop.

Magician: Could you please call out the treat you stopped on?

Simon: Jelly beans.

Magician: I left a special gift for you. Could you please remove the lids and reveal the gift inside?

Simon: Sure. Oh my God. Wow.

Magician: Now Simon, before you eat the sweets, I'd like you to guess how many jelly beans are inside the jar.

Simon: 2,500.

Magician: Would you be impressed if I told you you've guessed right?

Simon: Yeah, that's impossible.

Magician: Could you please remove the lid and read the note I placed inside before the show?

Simon: What? That's amazing. That's unbelievable.

Magician: Earlier, I asked you to think of a playing card. Could you please remind everyone what that card was?

Simon: Seven of diamonds.

Magician: Seven of diamonds. Could you please remove the one face-down card?

Simon: Yep, got it.

Magician: Please show it to everyone.

Simon: Here we go.

Magician: Thank you.

Alesha: You made me feel emotional. Your passion, your story, your message—it was all beautiful.

Simon: You are unbelievably talented. That absolutely freaked me out. There's something really, really incredible about you. I do believe in magic—and you're such an amazing performer.

Amanda: You've made me an emotional mess. Phenomenal showmanship. I'm so glad magic has changed your life and given you confidence. But above all, you are a little superstar.

Bruno: I was totally captivated. For someone so young, you're incredible. You have a fantastic future ahead of you.

Simon: Brilliant.

Appendix 2

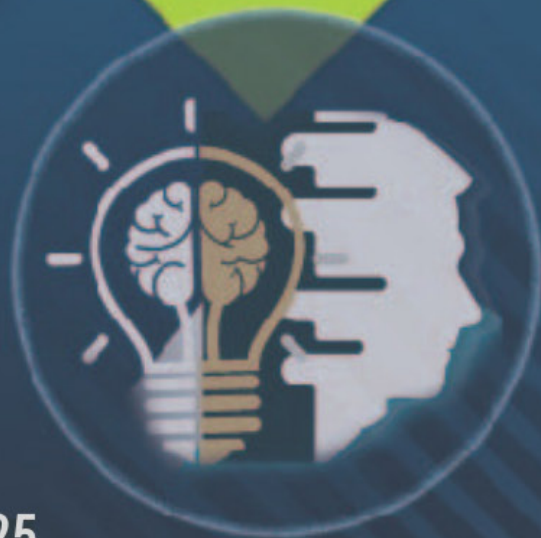
Systematic Pragmatic Coding Summary

Excerpt	Pragmatic Feature	Type	Explanation
Could you please remove the lids...	Speech Act	Indirect Request (Directive)	<i>Polite request using modal + mitigation (Searle, 1969; Brown & Levinson, 1987)</i>
Wrong. Sometimes everything is not quite as it seems.	Humor / Face-saving	Indirect Correction / Irony	<i>Avoids direct negation; uses irony to preserve face and shift to surprise</i>
I felt a bit empty. Incomplete. I felt invisible.	Expressive Speech Act	Personal Narrative	<i>Evaluative and emotional language conveys vulnerability and identity</i>
Phenomenal showmanship.	Evaluative Language	Praise / Positive Politeness	<i>High-intensity adjective used to affirm and connect positively</i>
When I was younger, I was unable to interact with people. I felt a bit empty. Incomplete. I felt invisible.	Expressive Speech Act	Narrative Identity / Affective Language	<i>Emotional and self-revealing language used to create a personal narrative.</i>
It was like a light switch came on inside my head.	Figurative Language	Metaphor / Pragmatic Fluency	<i>Lexical creativity used to convey insight and transformation.</i>
Wrong. Sometimes everything is not quite as it seems. Watch.	Humor / Face-saving	Indirect Correction	<i>Avoids confrontation and softens correction using mystery and irony.</i>
You are unbelievably talented.	Evaluative Language	Praise / Intensifier	<i>High-affect praise using intensifiers to reinforce interpersonal positivity.</i>
Before you eat the sweets, I'd like you to guess how many jelly beans are inside the jar.	Speech Act + Task Language	Instructional / Procedural	<i>Engages listener in an interactive task using concrete nouns and action verbs.</i>
Magic is my universe—and my life is now whole.	Figurative Language	Identity Metaphor / Emotional Expression	<i>Metaphorical description of transformation and identity through language.</i>
You made me feel emotional. Your passion, your story, your message—it was all beautiful.	Evaluative Language / Empathy	Affective Response	<i>Judges' emotionally resonant praise reflects evaluative and interpersonal vocabulary.</i>
You have a fantastic future ahead of you.	Evaluative Language	Encouraging Future Projection	<i>Positive appraisal through predictive language that motivates and affirms.</i>
Simon, think of a playing card. Don't say it, just think of it.	Speech Act	Indirect Directive	<i>Polite instruction inviting imagination while softening command.</i>
What is it? It doesn't matter if I get it wrong.	Supportive Discourse	Mitigation / Reassurance	<i>Reduces social pressure; mitigates possible failure.</i>
The black hole... a journey... that begins where everything ends.	Figurative Language	Metaphorical Framing	<i>Creates suspense and depth using cosmic metaphors.</i>
I've learned that having no accessibility is not a disability.	Reframing Language	Empowerment through Contrast	<i>Transforms perceived weakness into strength.</i>
It's an ability.	Declarative Identity	Positive Redefinition	<i>Concise, affirmative redefinition of ability/disability.</i>
No way the milk's not in there.	Performance Commentary	Affective Exclamation	<i>Expresses disbelief to heighten dramatic impact.</i>
Have a look and see.	Speech Act	Gentle Directive	<i>Encourages engagement through exploration.</i>
Say stop.	Instruction	Interactive Cue	<i>Simple imperative promoting audience participation.</i>
That absolutely freaked me out.	Emotive Response	High-Affect Evaluation	<i>Expresses an intense emotional reaction with a strong verb.</i>
You've made me an emotional mess.	Affective Language	Hyperbolic Compliment	<i>Reinforces impact through exaggeration of feeling.</i>
But above all, you are a little superstar.	Evaluative Language	Superlative Compliment	<i>Affirms identity using affectionate superlative praise.</i>
I was totally captivated.	Evaluative Language	Engagement Descriptor	<i>Highlights the performer's ability to hold attention.</i>



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