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Argumentation in Pragmatics (2014–2024): A Linguistic Perspective on Themes and Impact

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ABSTRACT

The evaluation of research is of considerable importance in identifying the evolution and the potential direction of subsequent research. We conducted a bibliometric analysis of 262 studies published between 2014 and 2024, accessed through the Web of Science database. A visual representation of our performance analysis was generated using the VOS viewer program, and a scientific map was developed to illustrate the relationships between the bibliometric data elements. This study examined research trends in argumentation in pragmatics, focusing on the leading journals, keywords, and highly cited publications. The study aimed to provide a consolidated understanding of existing pedagogical research on teaching

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argumentation, including publications that have shaped the field. In particular, the study would draw attention to the key contributors and most significant identified works to influence future research and add to the development of effective pedagogical approaches to argumentation literacy. These findings would make a valuable contribution to educators and researchers interested in research studies and help advance the specialized knowledge of language instruction, and become more inclusive with research to contribute to advancing knowledge. It remains important for educators and researchers to try to disseminate the findings from their research and reach out to colleagues from across institutions and countries to ensure that their findings reach a larger audience. The bibliometric review has provided two pedagogical categories that are most effective in teaching argumentation: task-based argumentation pedagogy and AI technology-enhanced teaching. The review introduces the TAP-5 taxonomy of methodological strands and PACER, a five-stage integrative cycle, as its theoretical contribution to facilitating the organization and further development of research on teaching argumentation in pragmatics. These findings would add value and conclusions for educators and researchers interested in exploring the teaching of argumentation in other parts of the world.

Keywords: Bibliometric Analysis; Pragmatics; Pragmatic Competence; Argumentation; Discourse Analysis; English as a Foreign Language (EFL)

1. Introduction

Argumentation and pragmatics, as related fields, have increased scholarly engagement to understand how meaning, persuasion, and reasoning operate in context in recent decades. In other words, argumentation considers acknowledged forms and evaluative norms for reasoned discourse, while pragmatics thinks of how language is used in social interaction as contextualized. Arguably, together, argumentation and pragmatics have substantial potential to interpret how things are argued (as communicative acts) operate as cultural, rhetorical, and dialogical contexts of interaction, not formal logic[1]. Argumentation's origin as a distinct field derives from classical rhetoric, where Aristotle serves as a source author. Aristotle's rhetorical triangle, in which logos (the reason), ethos (the credibility), and pathos (the affective appeal), led to the later distinction between persuasive triangles. This scaffolding remains relevant today with respect to contemporary theoretical frameworks like pragma-dialectics, discourse analysis, and multimodal communication. "New Rhetoric" was the first movement to conceive of argumentation as audience-oriented reasoning; it considered rationality from the point of view of reasoners, at any given point in time, always emphasized acceptability and context over formal validity[2].

Although arguable, to a certain extent, contemporarily emerging from what is referred to as "pragmatics", pragmatics as a discipline emerged in the 20th century, particularly in the sociality of meaning concerning inference, implicature, presupposition, and speech acts. When the two exist together argumentation and pragmatics can be best understood as socially organized context-bound interactive activities that are also situationally dependent collaborative and/or strategic actions and when we apply a sequential viewpoint we avoid considering the text or the arguments alone and see them as situated in a series of fully developed and situated linguistic sequences, in terms of several genre expectations that make certain cultural events happen. A significant area of research that has developed at this intersection is strategic manoeuvring (a term developed in pragma-dialectics), which is the simultaneous pursuit of two goals in argumentation: that argumentation should be presented as reasonable while at the same time being persuasive. Scholars such as Macagno and Walton (2014) have also provided a way of theorizing the ways that using emotive language, manipulative discourse, and rhetorical devices can influence the evaluations of arguments in everyday and institutional contexts[3] These ideas have proved very useful in examining political debate, reasoning in law, advertisements, and media discourse. The importance of the relevance of argumentation and debate in pragmatics has also been relevant in educational research. Rapanta, Garcia-Mila, and Gilabert discuss argumentative competence as "the competence of constructing, justifying, and appraising arguments" and argue that it is an important social skill to develop, as well as an important skill in both academic and civic life[4]. Based on Fairclough's primary

research on classroom discourse, the development of critical thinking, and dialogic teaching demonstrates that awareness of pragmatics can enhance dispute resolution skills and foster metacognitive awareness[5]. The literature in this area manifests not only an increased level of theoretical sophistication but also an expanding epistemological plurality. Research is operating in multiple disciplines: philosophy of language, applied linguistics, communication studies, psychology, and artificial intelligence. In a recent point of progress in argumentation theory, we note a resurgence of interest in computational pragmatics and AI-based argument mining, where we gather traditional theories of dialogue and reasoning as an information cohort, which presents both opportunities and problems as we locate the agreed-upon meaning of argumentation in digital spaces[1]. Even with such flourishing interdisciplinary collaboration, there is still no formal mapping of the literature around the relationship between argumentation and pragmatics, and previous literature syntheses and reviews of research generally focus either on theoretical developments or on specific applications and usually do not attempt to synthesize bibliometrically salient developments. While there is a lot of literature on pragmatics and argumentation more generally, how they are tied together in terms of increasing coherence in pedagogy is not systematic. To encompass and critically analyse existing shortcomings, it will be necessary to conduct a bibliometric review of research in argumentation and pragmatics. Therefore, we chose a bibliometric review approach for the project, as this methodology allows for a data-driven review of scholarly productivity, influence, and an insight into the field's intellectual structure[6].

Furthermore, we have also seen a significant transition from traditional topics of argumentation, for instance, dialectics and inference, towards contemporary topics including manipulation, multimodality, polyphony, and pedagogical argumentative discourse. This thematical broadening is indicative of the transition in understanding argumentation as both a logical type of structure and the acknowledgement of argumentation as a cultural, pedagogical, and performative act that is contextually situated in its discursive ecology. Through weaving together all these different strands, we intend to answer the following orienting research questions:

1. What publication trends in argumentation in pragmatics have been established from 2014 to 2024?
2. Who have been the most productive and influential authors and countries in the domain of research?
3. What journals are the most published and cited in the domain?
4. What are the frameworks and emerging themes through keyword analysis?

Over recent years, bibliometric analysis has become more widely accepted as an effective research method because it can be used to quantify global scientific output in academic research and give you a detailed view of the literature[7–9]. This review intends to create a multi-faceted and comprehensive overview of the state of the field of academic research pertaining to argumentation in pragmatics. It will serve as a point of reference for both established colleagues and new people who are working through relevant conceptualities and methodologies in their disciplines. Bibliometric reviews attempt to provide a comprehensive overview of the literature, not just evaluate research quality or define words[10]. By implementing pedagogical principles, teachers may create more effective, inclusive, and engaging learning environments that encourage the achievement of all students[11].

2. Methods

The bibliographic data were downloaded from the Web of Science database, which was chosen because of the extent of its coverage for peer-reviewed literature for individual disciplines and in the area of linguistics, philosophy, communication, and social sciences specifically. The search was conducted in Web of Science with the following Boolean string: "argumentation" AND "pragmatics" (in title, abstract, and keywords). The search involved articles published from 2014 to 2024 to look at trends from more recent developments in this area over the previous decade. Document types were limited to include only journal articles, book chapters, conference proceedings, and reviews. Only documents in English were included. We utilized various tools to process and visualize the data, including a CSV file, Microsoft Excel 2021, RIS, VOS viewer, and Map chart, each serving a specific purpose in our analysis. After applying the inclusion criteria, while eliminating duplicates, the final number of records retained for analysis was 42. We excluded irrelevant topics, which included publications that referenced prag-

matics or argumentation but had not integrated them into pedagogy or linguistics (e.g., articles that studied only legal discourse, political rhetoric, or computational modeling of argumentation that were not related to pedagogy). Along with this, we excluded articles addressing unrelated areas (e.g., philosophy, logic, or computer science) without any linguistic or educational dimension. Lastly, we excluded published articles that did not sufficiently detail their methodology to allow for categorization. After applying all exclusion criteria, we ended up with a final corpus of 42 articles to analyze using bibliometrics and qualitative analysis. **Figure 1** demonstrates the methodology applied in the research.

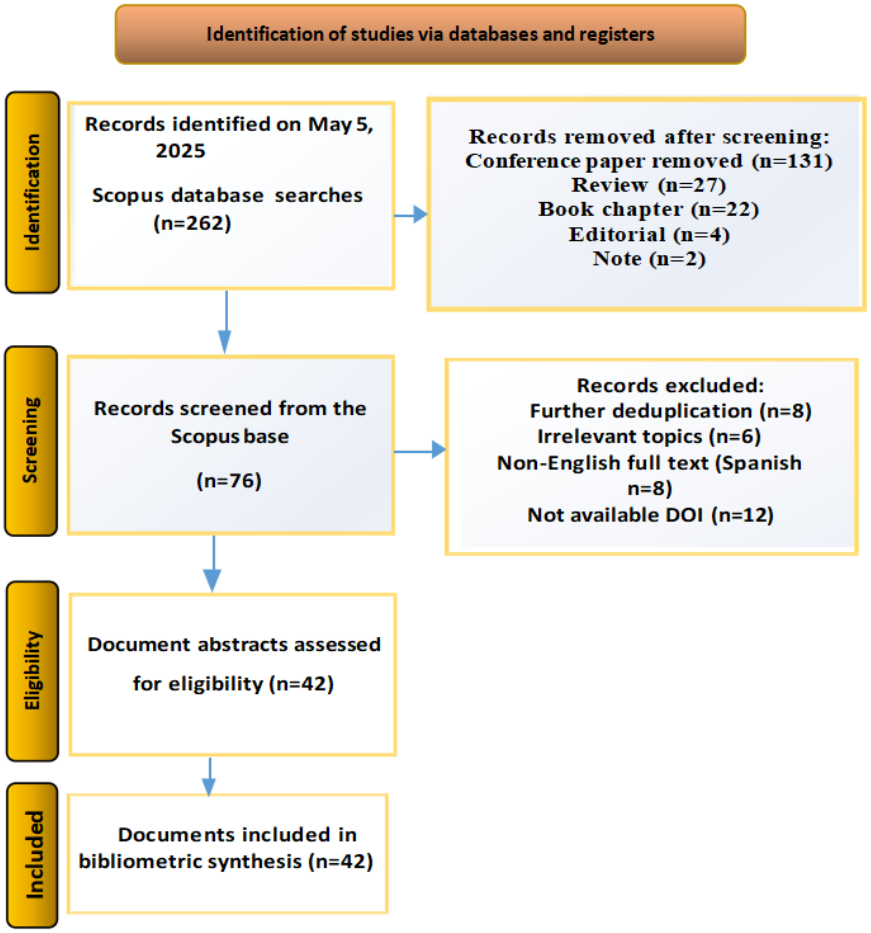

Figure 1. Methodology flowchart for research.

2.1. Eligibility Criteria for Article Selection and Review

To begin the search, we added relevant information to the spreadsheet, such as the keyword "argumentation" AND "pragmatics" and all articles in English. Article = ("argumentation" AND "pragmatics"), document type = "article," timespan = "2014–2024", Subject area = Linguistics, Discourse analysis, Pragmatics, Social Science, Education, and countries = all countries (see **Figure 1**, the flow of the chosen methodology for the research). The following exclusion criteria were then applied during the screening process.

1. Only the title and abstract of the article are in English, but the rest is in a different language.
2. Articles that are unrelated to our subject area.
3. Absence of definition of searching terms (stability, sensitivity, resistance).
4. Many articles were in instances of missing DOI and were very limited in locating articles.

In general, it was not possible to exclude these articles through the filter options in the Web of Science database.

3. Results

3.1. Publication Trend in Argumentation on Pragmatics

An annual publication was analysed to understand the development of teaching argumentation in pragmatics in **Figure 2**. A total of 262 papers were published between 2014 and 2024 on argumentation on pragmatics. The number of articles has generally grown over the period of 2014 to 2024, but at different rates. An increase in articles published in 2016, which recorded 25 articles that year, suggests an increase in research focus on the topic of argumentation in pragmatics. In 2022, the highest number of publications was reached during the analysis, 36.

Moreover, our study reveals that out of 262 papers, the largest number, 214, were research articles. This is followed by 23 book chapters and 14 proceeding papers. Review articles, book reviews, and early access pieces were among the others that only had one publication. (**Figure 3**).

3.2. List of Top Authors

The mapping of author productivity has shown some definitive leadership in the area of argumentation in pragmatics. **Figure 4** demonstrates that Macagno F has led the pack with 28 publications, with the other authors in this group behind him with far fewer. Macagno's sustained record of publications would indicate a dominance in the theoretical and applied areas of studies where these authors operate. The data suggest that a smaller core group of researchers is developing theoretical models and empirical analyses of argumentation in the pragmatics literature. Moreover, the authors in this study mostly depict a small set of authors, which suggests an opportunity to better diversify and collaborate in the future.

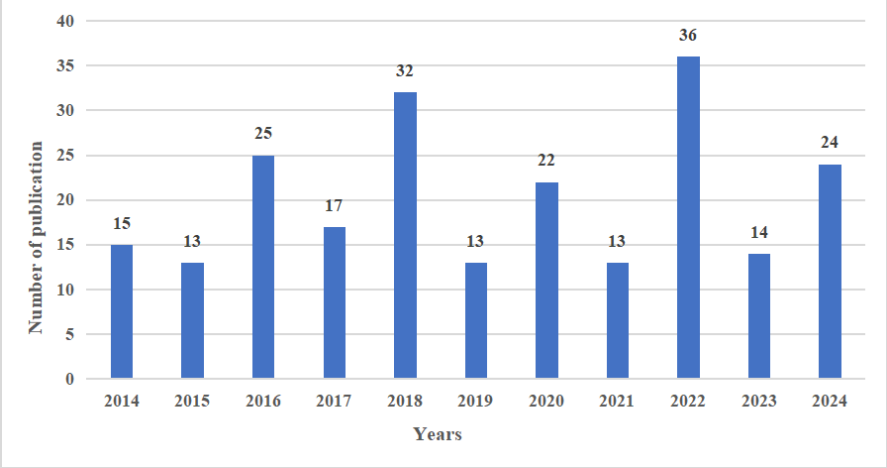

Figure 2. Distribution of articles from 2014 to 2024.

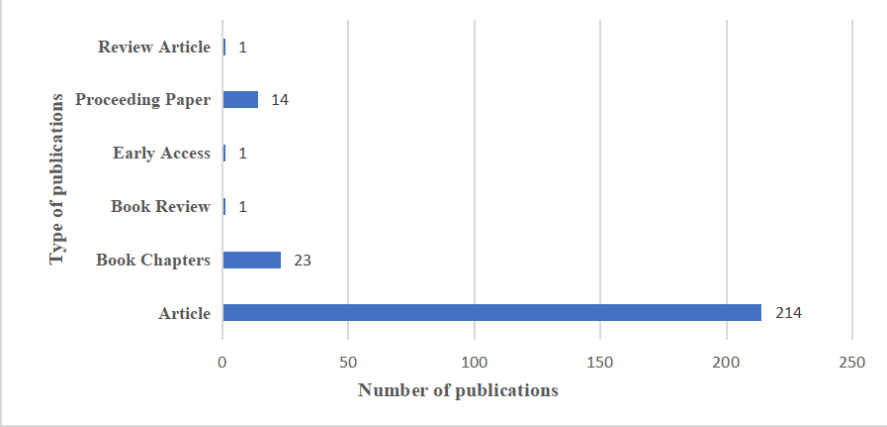

Figure 3. Publication type on argumentation in pragmatics.

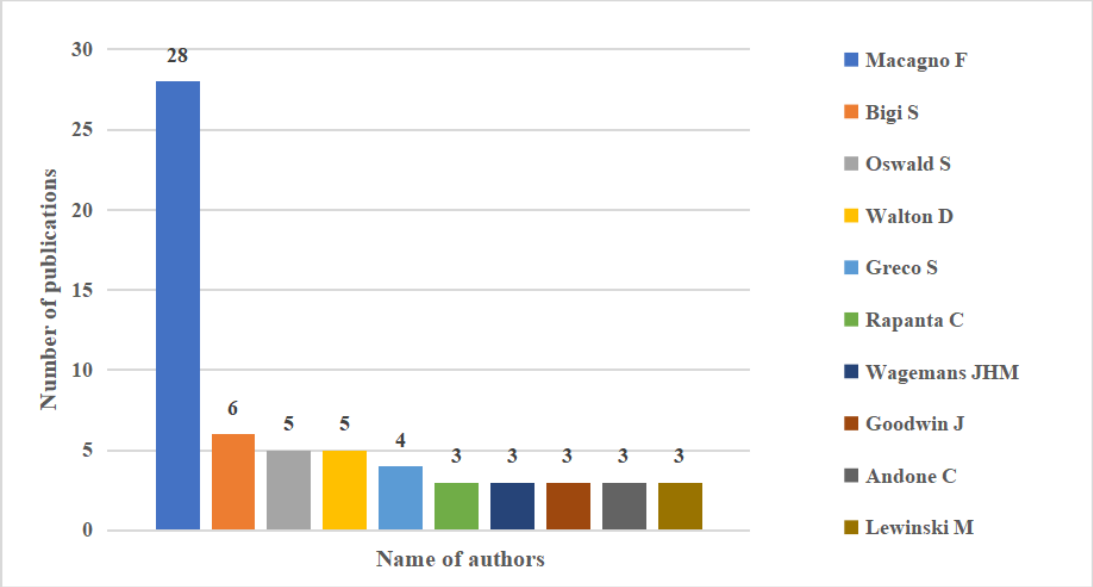

Figure 4. List of top authors on argumentation in pragmatics.

3.3. Geographical Distribution of Publications

The number of publications by the ten most productive countries in the field of argumentation on pragmatics between 2004 and 2014 is as follows: Spain dominated with 36 publications, followed by Portugal with 32, Netherlands with 24, Italy with 23, Switzerland with 18, The United States with 18, Poland with 9, Russia with 8, England with 8, and Canada with 7 (**Figure 5**).

3.4. Journals on Argumentation in Pragmatics

In Section 3.5, we analyze the top journals that published the most papers. Therefore, we decided to investigate the top-cited journals in the field of argumentation in pragmatics. First, we sorted the source names alphabetically using an Excel extension file containing 262 documents. Then, the step-by-step total papers' citations are summarized for each journal. Interestingly, we have updated the list with potential journal names. The initial ten journals were selected, as shown in **Figure 6**. Due to the high number of citations, the first-ranked journal, with 21 documents, emerged as the best journal based on publication rate. Five journals — Journal of Pragmatics, Argumentation, Pragmatics Beyond New Series, Journal of Argumentation in Context, International View of Pragmatics, Topoi an International Review of Philosophy —were ranked as top-cited journals. Four journals, Infomal Logic, Circulo De Linguistica Aplicada A La Comunicacion, Languages, and Intercultural Pragmatics have more citations. However, they have fewer articles on fostering argumentation and pragmatic skills issues worldwide.

3.5. Top-Cited Publications on Argumentation in Pragmatics

Table 1 shows statistics from the ten most referenced studies on training argumentation in pragmatics globally, such as Macagno, Eemeren, Walton, Sartor (2016), Bigi and Macagno, Lewinski, Macagno (2017), Ilie, Musi (2018), Reisigl (2021), and Oswald (2023). The most cited piece of work is "Identifying Argumentative Patterns: An Important Step in the Theory of Pragma-Dialectics" by Emeren in the Argumentation journal, with the work having 49 citations. As explained in oblique terms, the sense of this paper lays the groundwork for the practical-dialectical theory by identifying kinds of argumentation in argumentative discourse. Moreover, multiple pieces of work and authors like Macagno, Oswald, and Lewinski demonstrate the benefits of being recognised with an impact in more transitional areas such as legal reasoning, political discourse, and digital pragmatics. Overall, these ten publications, which include seven research articles, two proceeding papers, and two book chapters, have been referenced 246 times.

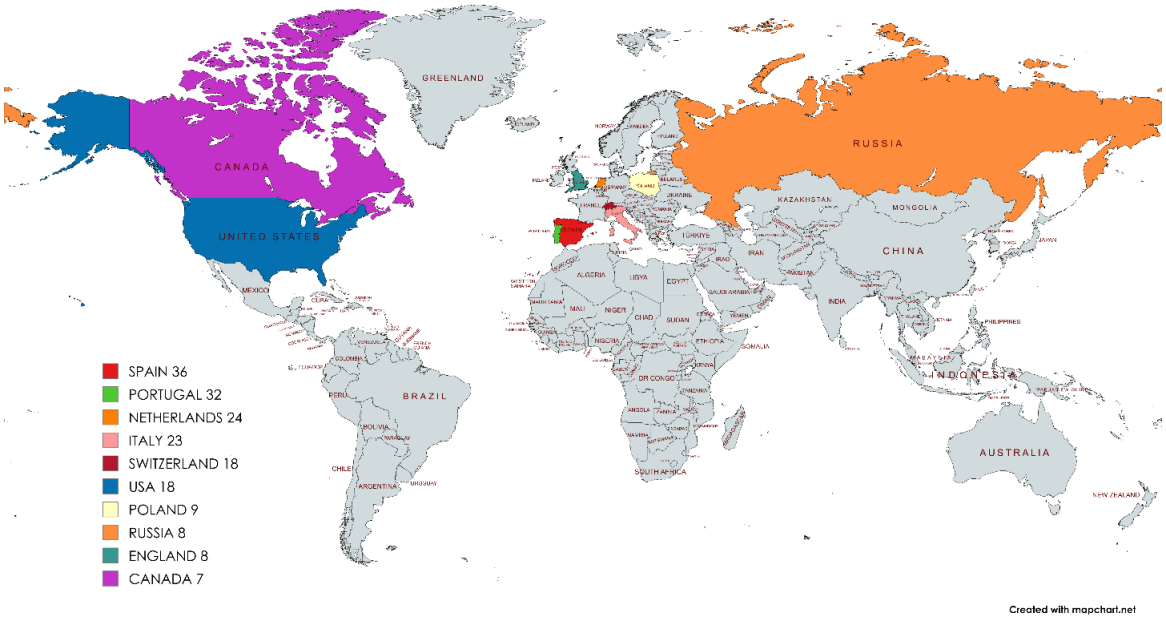

Figure 5. List of top countries in publishing papers on argumentation in pragmatics.

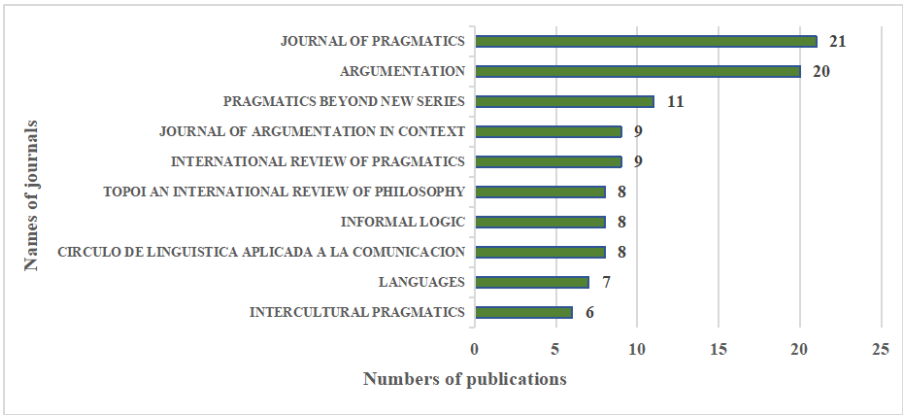

Figure 6. List of top journals on argumentation in pragmatics.

Table 1. List of top cited publications.

No	Title	Journal	Corresponding Author	TC	PY	Doc.type
1.	Identifying Argumentative Patterns: A Vital Step in the Development of Pragma-Dialectics	ARGUMENTATION	van Eemeren, FH	49	2016	Article
2.	Analysing the pragmatic structure of dialogues	DISCOURSE STUDIES	Macagno, F; Bigi, S	41	2017	Article
3.	An argumentation framework for contested cases of statutory interpretation	ARTIFICIAL INTELLIGENCE AND LAW	Walton, D; Sartor, G; Macagno, F	31	2016	Article
4.	Presupposition as Argumentative Reasoning	INTERDISCIPLINARY STUDIES IN PRAGMATICS CULTURE AND SOCIETY	Macagno, F	21	2016	Book Chapter

Table 1. *Cont.*

No	Title	Journal	Corresponding Author	TC	PY	Doc.type
5.	Pragmatics vs rhetoric Political discourse at the pragmatics-rhetoric interface	PRAGMATICS AND ITS INTERFACES	Ilie, C	20	2018	Book Chapter
6.	'Narrative! I can't hear that anymore'. A linguistic critique of an overstretched umbrella term in cultural and social science studies, discussed with the example of the discourse on climate change	CRITICAL DISCOURSE STUDIES	Reisigl, M	17	2021	Article
7.	Argumentation Theory Without Presumptions	ARGUMENTATION	Lewinski, M	16	2017	Proceedings Paper
8.	Pragmatics for argumentation	JOURNAL OF PRAGMATICS	Oswald, S	15	2023	Article
9.	THE LOGICAL AND PRAGMATIC STRUCTURE OF ARGUMENTS FROM ANALOGY	LOGIQUE ET ANALYSE	Macagno, F	16	2017	Article
10.	How did you change my view? A corpus-based study of concessions' argumentative role	DISCOURSE STUDIES	Musi, E	20	2018	Article

*TC- total citation
PY-published year

3.6. Top-Cited Journals on Argumentation in Pragmatics

The study evaluated journals' productivity and impact based on the number of articles published. **Figure 7** depicts the leading journals that published papers on teaching argumentative literacy in pragmatics. To investigate this field's most highly cited journals, we sorted the source names alphabetically in an Excel file containing 76 documents. We then counted the total number of citations for each journal. This approach resulted in an updated list of potential journal names. The top 10 journals were selected and are displayed in **Figure 7.** As expected, Argumentation leads with 130 citations, which not only supports it as a source for many outlets but also supports its influence as a source when placed within the study of argumentative practice and pragmatic reasoning. Discourse Studies received 61 total citations, which recognizes its theoretical commitments within the interdisciplinary study of discourse in highlighting the interactional dynamics involved in context-infused (conversational) interpretation of human action. The Journal of Pragmatics follows with third on this list, with 40 citations, as it also seems to be taking similar action to capitalize on productivity by appealing to processes of rate of scholarly output in the field.

3.7. Top Keywords on Argumentation in Pragmatics

There were 353 keywords from the keyword analysis. After removing the general keywords that had a low relevance score and keywords with low occurrence (initially, the minimum of 56 occurrences of a keyword was chosen to increase the co-occurrence results), the final 55 items were identified. Each of the resulting keywords is displayed as a node according to the total link strength. All the keywords create a network map. **Figure 8** illustrates the network map of the keyword co-occurrence of the top 55 authors. The size of the node indicates the degree of importance of the keyword. There are 55 items which spread across 10 clusters: cluster 1 (argumentative pattern, communication, convincing, dialectics, logic, multimodal argumentation, normative pragmatics, persuasive force, pragma-dialectics, pragmatic argumentation, prototypical argumentative pattern), cluster 2 (analogy, argumentation schemes, dialogue, dialogue types, discourse analysis, education, fallacies, legal argumentation, pragmatic structure, relevance), cluster 3 (argumentative activity type, authenticity, children, inference, language, meaning, science, talk, thinking), and cluster 4 (argumentation theory, disagreement, discourse

markers, implicatures, pragmatics, presupposition), cluster 5 (parliamentary debate, political discourse, questions, rhetoric), cluster 6 (argumentative discourse, hermeneutics, persuasion, persuasive discourse.), cluster 7 (argumentation, explanation, polyphony), cluster 8 (fallacy, manipulation, presumptions), cluster 9 (context, conversation, interaction), cluster 10 (advertising discourse, discourse). The total link strength is 323, with 222 links.

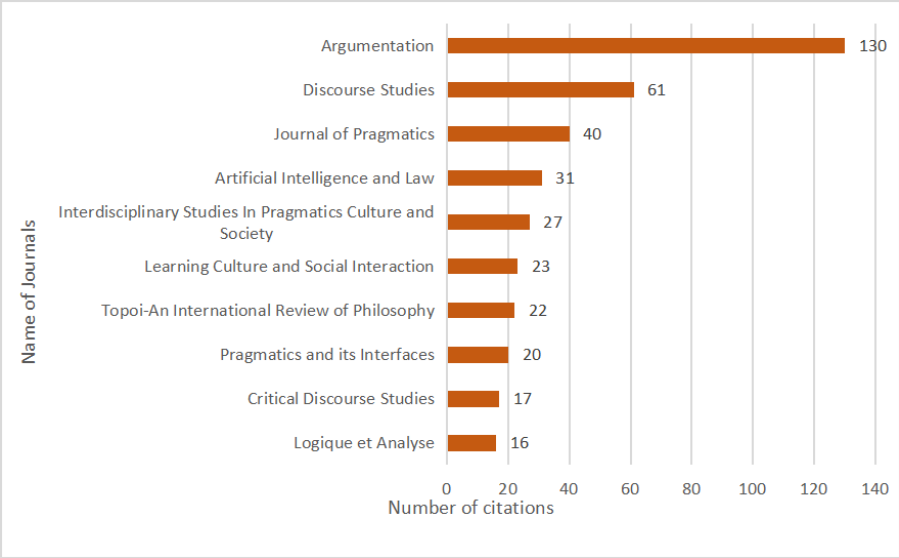

Figure 7. Top cited journals on argumentation in pragmatics.

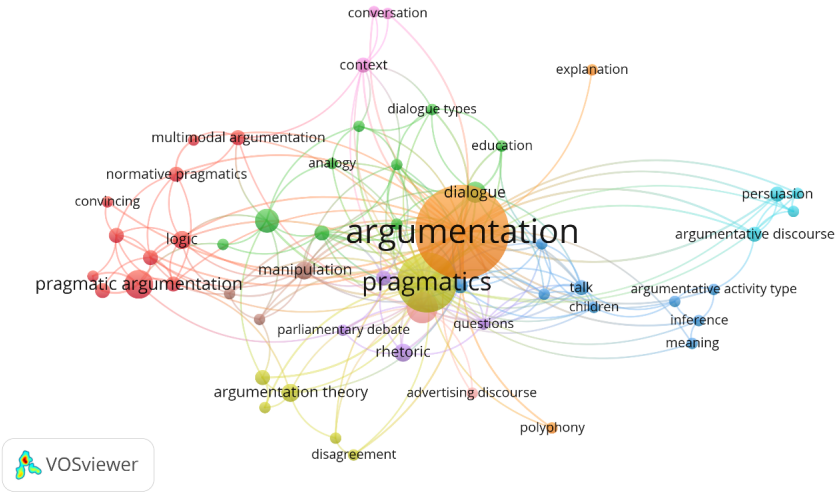

Figure 8. Network of top keywords based on the total link strength.

4. Discussion

4.1. Distribution of Articles across the Five Categories

The present study aims to analyse articles according to their use of methodological tools for teaching argumentation in pragmatics. We organized the information from the studies into five relevant categories based on the methodological approaches we analysed. **Tables 2, 3, 4, 5,** and **6** present the findings of categorized studies on teaching argumentation in pragmatics:

1. Corpus-Based Pragmatic Analysis

2. Task-Based Argumentation Pedagogy
3. Multimodal Argumentation Teaching
4. Technology-Enhanced Learning
5. Theoretical/Conceptual Frameworks

Synthesizing studies from the 2014–2024 period, we introduce the TAP-5 taxonomy (Teaching Argumentation in Pragmatics—Five Methodological Strands). This taxonomy portrays a broad range of methodological approaches taken by the field and its overall methodological strands: (1) Corpus-Based Pragmatic Analysis, (2) Task-Based Argumentation Pedagogy, (3) Multimodal Argumentation Teaching, (4) Technology-Enhanced Learning, and (5) Theoretical/Conceptual Frameworks. We offer TAP-5 not just as a descriptive typology, but as a conceptual scaffold to organize methodological variation and clarify strengths, weaknesses, and potential futures of each strand.

4.1.1. Corpus-Based Pragmatic Analysis

Of the nine reviewed studies that applied a corpus-based pragmatic analysis, the types of pragmatic components included argumentative markers, speech acts, question types, rhetorical strategies, and fallacy indicators (**Table 2**). The studies by Mazzi (2014) and Hautli-Janisz et al. (2022) are exemplary in outlining works that both pointed to the identifications of discourse indicators, question types, and speech act markers that organize argumentative discourse. Generally, thematic coding, taxonomies, contrasting corpus analysis, and pragma-dialectic frameworks were often used with various legal, political, academic, and media corpora. All studies examined tell us a great deal about the patterns of argumentation in the real world, but improvements were more apparent in the studies by Mazzi, Brevnikova, and Hautli-Janisz. These studies also articulated more direct experience to apply instruction to pragmatic awareness and argumentation skills. However, much of the work by Oswald (2013) and Santos (2024) remained theoretically framed and did not seem to address the aspect of directly teaching critical and analytical skills.

On the aspect of political speakers and how they simultaneously work with burden of proof shifts and evasive strategies, Andone (2015) provides students with contextual evidence to learn strategies of argumentative speech. Garcez and Pilar's (2020) study of linguistic markers identifying argumentative structures is a fascinating contribution that helps to develop students' argumentative writing and speaking skills. Garssen (2016) connects their findings of repeated argument structures with how speech operates in the spoken academic sphere, which is helpful for multilingual activity design. Thus, as students participate in corpus-based significant content, they are exposed to authentic speech, they notice pragmatic markers as action-oriented and in context to their intended meaning, they practice identifying argument strategies in permissible and descriptive translations to communicative situations, and this frames the theoretical and applied spectrum of language. To conclude, corpus-based analysis towards developing students' pragmatic awareness can support students who see real-life language patterns, support students in recognizing markers associated with argumentation, and teach language students some of the skills associated with the analytical and intercultural dimensions of linguistics education.

Table 2. List of articles enhancing argumentative literacy through corpus-based analysis.

Authors & Year	Teaching Method/ Pedagogical Approach	Results/Findings	Pedagogical Implications for Linguistics Education
Mazzi (2014) [12]	Corpus-based pragmatic argumentation analysis in legal judgments	Found recurring discursive indicators in Supreme Court opinions	Supports integrating legal discourse corpora into advanced linguistics curricula
Garces Gomez, Maria Pilar (2020) [13]	Corpus-based analysis of linguistic markers in argumentative speech	Found specific linguistic indicators that reliably signal argumentative structure	Recommends integrating corpus-based marker identification exercises
Breveníková (2016) [14]	Corpus-based contrastive study of political speech act markers	Identified pragmatic markers across English and Japanese political speeches	Encourages multilingual corpora for comparative pragmatics instruction
Garssen (2016) [15]	Corpus-based pragma-linguistic study of argumentative discourse	Identified recurring structures in spoken academic Spanish	Encourages using corpus-based tasks to illustrate pragmatic patterns

Table 2. *Cont.*

Authors & Year	Teaching Method/ Pedagogical Approach	Results/Findings	Pedagogical Implications for Linguistics Education
Santos (2024) [16]	Corpus-informed critical pragmatics using authentic news discourse	Revealed frequency of rhetorical mitigators and persuasion markers	Encourages news corpora for teaching rhetorical strategy
Hautli-Janisz et al. (2022) [17]	Taxonomy-based corpus analysis of questioning in argumentative dialogue	Established that questions function as key argumentative moves	Suggests integrating question-type analysis in linguistics courses
Andone (2015) [18]	Pragma-rhetorical analysis of political accountability discourse	Identified pragmatic strategies in parliamentary transcripts	Recommends political discourse analysis in linguistics education
Urbaniak (2024) [19]	Figurative-analogy + pragma-dialectical argument reconstruction	Demonstrated how figurative analogies support persuasion	Encourages figurative/rhetorical analysis in linguistic pragmatics classes
Oswald (2020) [20]	Pragma-dialectical framework applied to fallacies in argumentative discourse.	Identified how fallacies like straw man are pragmatically realized	Supports teaching fallacy recognition as part of pragmatics and argumentation courses

4.1.2. Task-Based Argumentation Pedagogy

In the articles reviewed on currently task-based argumentation pedagogy, the main pragmatic components developed are speech acts like disagreement and persuasion; argumentative markers like hedges and coherence markers; and dialogic strategies for interactional management **(Table 3**). All the studies demonstrated that students regularly develop a heightened awareness of how arguments work in real communication, given the opportunities and methods of formal peer feedback protocols, authentic scenario-based tasks, and scaffolding resources into the discourse. Some studies focused on syntax, or teaching in a more explicit manner, particular speech acts; other studies provide group projects or inferential models to support learners. In all instances, task-based activities will be beneficial as they afford students not only a standard practice of argumentation, but also opportunities to notice and consciously activate pragmatic features. Three articles that demonstrated particularly strong impact in the classroom: Rapanta & Macagno (2022), Korat (2018), and Wagemans (2016). Rapanta & Macagno (2022) provided evidence that control peer-structured discussion and task-based dialogic tasks led to significant improvements in students' argumentation quality and pragmatic awareness. Wagemans (2016) demonstrated that using task-based learning to combine explicit speech act modelling and persuasive strategies not only allows for the possibility to enhance L2 learners' argumentative fluency but also makes this a process widely applicable in language education. Wagemans (2016) illustrated the distinction between designing real-world argumentative tasks into L2 classrooms and how that relates to turning learners into active participants. Each of the studies provided much-needed insight and practical application, such as enhanced engagement in classroom tasks, increased learner joie de vivre, and marked improvements to coherence in the use of pragmatic features. All in all, this area of literature confirms once again that task-based argumentation pedagogy virtually offers a learning framework that supports the development of strong pragmatic competence, as it not only fosters students' regular practice of the structures of argument and encourages them to think critically regarding their discourse strategies, but also offers students the opportunity to engage with authentic communicative scenarios.

4.1.3. Multimodality

In the summarised discussions of multimodal argumentation, the authors routinely concentrated on delivering pragmatic components of multimodal argumentation such as multimodal discourse markers, strategies of visual persuasion, argument moves, non-verbal behaviours, and prosodic devices, examining how seeing, hearing, and symbols contribute to the making of arguments and our interaction with them (**Table 4**). In other examples, Tseronis and Pollaroli (2018) emphasised illocutionary force and argument structure by applying a multimodal genre analysis approach, using semantic mapping, and pragma-dialectical reconstruction of visual and

written textual structures. They presented how not all images or elements framed in visual texts will perform the same pragmatic function; they may express claims, support premises, and even develop the rhetorical features of images. Their proposed taxonomies may be directly relevant to informing linguistic learning by providing a framing of structured processes for usage in class. Bigi (2024) researched visual campaigns to show visual rhetorical strategies and the discourse coherence of the argumentative topics through a multimodal argument deconstruction. Santos and Pereira (2021) used visual-textual discourse analysis to examine selected political media to identify the various argumentative moves and speech acts involved in the argument, using visual-textual discourse analysis processes and taking examples that could include tasks for decision making in the classroom. Fernandez and Gomez (2018) explored cohesion across modalities in blended learning activities, where students deconstructed multimodal texts and completed peer evaluation tasks. Lastly, Author E (2023) focused on video data of political discourse that included non-verbal behaviours of prosody, gesture, and stance to study the pragmatic implications of these variables in experimental perception tests of intent. There are similarities in what constituted methodological approaches across all of these examples, including multimodal discourse analysis frameworks, pragma-dialectical approaches, classroom activity of argument deconstruction, and experimental-based modalities involving multimodal perception.

4.1.4. Technology-Enhanced Approach

Within the category of technology-enhanced teaching studies, though, the evaluation of the development of key dimensions of pragmatic competence relevant to argumentation was the focus of researchers within a technology-enhanced learning context **(Table 5).** The approaches and techniques included varying witnessed use, for instance: AI-enhanced feedback systems to make real-time suggestions on the structure and clarity of arguments, Lee & Taguchi (2022) technology-mediated platforms for peer feedback (a social constructivist pedagogic design) that guides pragmatic elements of writing and speaking, Hanan Gamal (2023) using synchronous online debate platforms to foster live dialogic interaction and pragmatic negotiation strategies, Hanan Gamal (2023) structured asynchronous forum interactions for extended argumentation and pragmatic practice, Helen Ryan-Atkin (2015) a blended learning approach that combined digital debate tools with classroom teaching. In summary, these studies showed that learners' pragmatic fluency, as well as structuring arguments and socially appropriate use of argumentative markers through technology-enhanced learning, resulted in gains in appropriate dimensions for the different technologies used in digital communication contexts.

Table 3. List of articles enhancing argumentative literacy through task-based pedagogy.

Authors & Year	Teaching Method/ Pedagogical Approach	Findings	Pedagogical Implications for Linguistics Education
Rapanta & Macagno (2022) [21]	Dialogic argumentation pedagogy with structured discussion and peer feedback	Improved argumentation quality and pragmatic sensitivity	Inclusion of dialogic argument modules in linguistics programs
Matuszkiewicz (2018) [22]	Task-based integration of speech acts and persuasion strategies	Enhanced L2 learners' argumentative fluency	Combined teaching of pragmatics and rhetoric in L2 linguistics curricula
Korat (2018) [23]	Task-based argumentation with structured peer reflection	Guided peer discussions improved clarity and coherence in student argumentation	Integrating peer-reflection tasks in linguistics courses
Rapanta & Macagno (2023) [24]	Design of scaffolding strategies for dialogical argumentation	Structured support improves learner use of pragmatic discourse markers	Using scaffolding tools (e.g., prompting frameworks) to develop dialogic competence
Ivlev (2015) [25]	Pragmatic intervention using scripted vs. authentic argumentation scenarios.	Authentic scenarios yield better uptake of disagreement strategies	Encourages the use of real-life argument scenarios in pragmatics tasks
Al-Aadili (2023) [26]	Reflective synthesis of peer argumentation across academic disciplines	Interdisciplinary argument tasks promote pragmatic awareness	Collaborative argumentation projects across linguistics and other departments

Table 3. *Cont.*

Authors & Year	Teaching Method/ Pedagogical Approach	Findings	Pedagogical Implications for Linguistics Education
Kribokova (2015) [27]	Argumentation-based instructional design using inferential configuration models	Inferential structures clarify complex argumentation for learners	Structured inferential model analysis in advanced argumentation and pragmatics courses
Wagemans (2016) [28]	Integrated argumentation-in-practice framework in L2 classroom settings	Real-world argumentative tasks increased learner engagement and pragmatic coherence	Embedding authentic argumentative tasks within language curricula

Table 4. List of articles enhancing argumentative literacy through multimodality.

Authors & Year	Teaching Method/ Pedagogical Approach	Results/Findings	Pedagogical Implications for Linguistics Education
Tseronis & Pollaroli (2018) [29]	Multimodal argument reconstruction: genre/context, semantic mapping, illocution coding	Clarified the interplay of visual and verbal elements in implicit argumentation	Recommends teaching argumentation through multimodal genre analysis
Bigi (2024) [30]	Multimodal argument reconstruction in visual campaigning materials	Analyzing visuals alongside text deepens learners' understanding of persuasive strategies	Recommends including multimodal discourse units in linguistics courses
Santos & Pereira (2021) [16]	Multimodal argument deconstruction using visual and textual media	Visual media prompts enhanced identification of argumentative moves	Recommends incorporating multimodal analysis tasks (images, video)
Gomez (2020) [13]	Blended learning module integrating multimodal argument analysis	Improved identification of argument components across visual and textual modalities	Supports including multimodal argumentation components (images, video)
Kertesz (2016) [31]	Analysis of multimodal political argumentation in video settings	Highlighted non-verbal cues as key components of effective persuasion	Encourages inclusion of multimodal discourse analysis tasks (video analysis)

Table 5. List of articles enhancing argumentative literacy through technology-enhanced approaches.

Authors & Year	Pedagogical Approach	Findings	Pedagogical Implications for Linguistics Education
Wagemans (2023) [32]	Tech-enhanced dialogic argumentation using AI-based feedback systems	Improved argument quality and learner progress	Recommends AI-driven feedback in advanced linguistics courses
Hanan Gamal (2023) [33]	Online collaborative debate using synchronous e-learning platforms	Enhanced interactive argumentation skills and pragmatic negotiation	Advocates online debate platforms for linguistics curricula
Helen Ryan-Atkin (2015) [34]	Teaching argumentation via digital forum discussions	Effective for developing argument structure and pragmatic politeness	Encourages moderated online forums in argumentation training
J. Wood (2022) [35]	Technology-mediated peer-feedback sessions focused on argumentative tasks	Improved use of hedges and rebuttals	Suggests online peer review tools in advanced classes
Vellanki (2021) [36]	Technology-mediated debate instruction using online platforms	Increased pragmatic competency and argument structuring	Recommends adopting digital debate tools in teaching

4.1.5. Theoretical Frameworks

Researchers examined key elements of pragmatics to provide a deeper theoretical consideration and instructional model of argumentation processes in the articles in the Theoretical / Conceptual Frameworks category (**Table 6**). We identified five predominant elements: argumentative speech acts, pragma-dialectical indicators, identifying fallacies, perlocutionary effects, and each of these is difficult to depict in manipulation strategies. The emphasis of these studies was to clarify how pragmatic indicators and principles, such as illocutionary force, argumentative indications, and discourse coherence, provided competent argumentation in writing, spoken, and argumentation as a modal basis for understanding how fallacies might occur. Techniques and approaches used in these theoretical studies were mostly composed of literature synthesis, development of models, and conceptual analysis, but were, for the most part, not empirical works. One example is that Goodwin & Innocenti (2019) conducted normative-pragmatic analyses of historical arguments to explore reasoning strategies. A tradition of Popa (2024) was a critical review of the role of non-verbal aspects in arguments. Informed by Lopez (2014), one works to synthesize argumentation schemes, creating a taxonomical synthesis of density for educational research.

Table 6. List of articles enhancing argumentative literacy through theoretical frameworks.

Authors & Year	Pedagogical Approach	Findings	Pedagogical Implications for Linguistics Education
Zarefsky & David (2020) [37]	Conceptual bridging via pragma-dialectical awareness activities	Integrating pragma-dialectical theory sharpens analysis	Suggests integrating pragma-dialectical frameworks into argument analysis
Goodwin & Innocenti (2019) [38]	Normative-pragmatic analysis of historical arguments	Making reasoning explicit impacts audience acceptance	Useful for designing linguistics modules on public discourse
Oswald (2023) [39]	Literature synthesis of the pragma-argumentation interface	Descriptive, normative, and explanatory contributions across 50 years of research	Encourages pedagogy connecting argumentation theory to practical discourse use
Hinton (2023) [40]	Conceptual note on argumentation theory's contribution to pragmatics	Argumentation theory enriches pragmatic understanding	Supports inclusion of theory-practice integration in pragmatics courses
Popa (2024) [41]	Critical pragma-dialectical review of perlocutionary effects	Identifies nonverbal evidence as central to genuine convincing	Encourages inclusion of nonverbal argument analysis in advanced pragmatics curricula
Koszowy (2014) [42]	Theoretical-pragmatic review of argumentative speech acts	Synthesized speech act strategies contribute to effective argumentation	Provides a theoretical foundation for teaching argumentation via speech acts
Vallauri (2022) [43]	Integrative discourse-pragmatic review of peer argumentation in classrooms	Peer feedback fosters pragmatic awareness	Encourages structured peer feedback frameworks in linguistics education
Touria Drid (2016) [44]	Pragma-dialectical analysis of argumentative indicators in academic writing	Specific indicators signal argumentative intent.	Recommends teaching argumentative indicators as part of academic writing modules
Moeschler (2016) [45]	Conceptual-pragmatic distinctions in deception and manipulation	Clarified how generalized deception operates linguistically	Encourages the design of classroom activities, analyzing manipulative discourse
Lopez (2014) [46]	Normative-pragmatic synthesis on argumentation schemes and discourse structure	Argumentation schemes support persuasion and conceptual clarity	Recommends teaching the argumentation scheme taxonomy

In the work we reviewed for the Theoretical frameworks category, work by Oswald and McBurney (2022) presented the most substantial contribution to research by providing an integration of pragma-dialectical theory into

fallacy strategies while explicitly teaching the theoretical contributions into pedagogical practice. Through their work, they synthesized key aspects of pragma-dialectics with applicable awareness activities in which learners are tasked to recognize fallacies and implicit argumentative structures in discourse. If distinguishing theory from practice is the common contribution of numerous conceptual works, Zarefsky & David (2020) presented a meaningful connection to illustrate both pragmatism as teachable and assessable competency. By framing argumentation pragmatics as a competent and clearly defined activity of analysis, Zarefsky & David (2020) provide linguistics educators with a concrete model for the development of curriculum materials for practitioner assessment that reflect analytical rigour as well as classroom practicalities; thus, providing a lasting contribution to both argumentation theory and the education of applied pragmatics. Except for Zarefsky & David (2020), no empirical classroom studies of implementing argumentation frameworks were explored. The studies we reviewed focused primarily on theoretical proposal models, conceptual frameworks, and argumentative taxonomies, and generally articulated some pedagogical basis for developing linguistics curricula to teach students theory and practice of pragmatics as it related to argumentation.

Many scholars emphasize a notable shift from traditional theoretical frameworks to student-centred, interactive, and technology-supported approaches to teaching argumentation within the domain of pragmatics research. The change reflects a wider push in applied linguistics and language education to emphasize the importance of communicative competence, including pragmatic fluency in a globally engaged formal and interpersonal context. The culmination of the bibliometric review suggests that the two most effective pedagogical categories in teaching argumentation are task-based argumentation pedagogy and technology-enhanced teaching. Benefits of task-based pedagogies (e.g., peer feedback, scaffolded writing, and classroom debating practices) were evident in providing reproducibility for learners with respect to pragmatic markers of hedges, rebuttals, and speech acts. Technology-enhanced pedagogies like AI feedback tools and online debate environments were particularly effective at promoting pragmatic fluency, dialogic interaction strategies, and argumentative coherence in digital communication practices. Conversely, while theoretical pedagogies offered some value as pedagogical foundations, their direct pedagogical application was limited in teaching. Corpus-based pedagogies were useful for developing awareness from analysis, but not for production development skills without incorporation into active classroom tasks. Similarly, although multimodal argumentation teaching pedagogies offered important notions for emphasis, it was still in early stages, and their effectiveness in classrooms had not reached consensus across varied educational contexts. In moving forward, future research should place a focus on the fusion of theoretical frameworks with technology-enhanced, task-based methods in classroom arguments. In addition, improved focus on multimodal argumentation, prosody, and consideration of intercultural variation must be developed to give learners meaningful skills associated with pragmatic argumentation in consideration of engaging in communicative practices in the real world for social, academic, and professional functional contexts.

4.2. From TAP-5 to PACER: Toward a Process Model of Teaching Pragmatic Argumentation

Building off TAP-5, we developed a PACER model (Prepare-Analyze-Co-construct-Enhance-Reflect) as a conceptual framework to explain how the methodological strands can be integrated into pedagogical practice (**Table 7**). PACER provides a developmental process: learners are first Prepared with conceptual scaffolds, then Analyze authentic corpora to heighten pragmatic noticing, Co-construct arguments through task-based interaction, Enhance performance through technology-mediated feedback, and finally Reflect multimodally to consolidate pragmatic awareness. PACER takes the TAP-5 strands and organizes them into a cycle and begins to provide a conceptual framework to support a transformation of the taxonomy into a theoretical process model that explains not just what exists, but how meaning is constructed, and learning occurs in pragmatic argumentation. The TAP-5 taxonomy indicates the primary methodological strands that exist in the wider field of pragmatic argumentation, while the PACER model represents the strands and organizes them into a developmental cycle across different contexts to provide a theoretical model of how to support pragmatic argumentation in classroom practices.

Table 7. The PACER model overview.

Stage	Description	Focus on Teaching	Contribution to Learning
1. Prepare (Theoretical/Conceptual Foundations)	Introduces pragmatic principles, argument structures, and interaction norms.	Metapragmatic orientation and conceptual scaffolding.	Provides learners with theoretical grounding for subsequent noticing and practice.
2. Analyze (Corpus-Based Pragmatic Analysis)	Learners examine authentic corpora for pragmatic features (hedges, rebuttals, prosody, stance markers).	Awareness and noticing of real-world discourse patterns.	Strengthens recognition of pragmatic features before active production.
3. Co-construct (Task-Based Pedagogy)	Learners engage in collaborative tasks (debates, peer feedback, scaffolded writing).	Dialogic negotiation and pragmatic fluency in interaction.	Enhances production skills, cognitive engagement, and argument coherence.
4. Enhance (Technology-Enhanced Learning)	Integration of digital tools (AI feedback, online debates, annotation platforms).	Rich, immediate, and scalable feedback.	Improves feedback uptake, refines pragmatic performance, and adapts to learner needs.
5. Reflect (Multimodal Argumentation Teaching)	Learners analyze and reflect on performances across modalities (text, audio, video, gesture).	Metapragmatic reflection and multimodal awareness.	Consolidates skills, supports transfer to diverse communicative and intercultural contexts.

The PACER model theorizes the study of pragmatics and argumentation research in three ways (**Figure 9**):

- Integration: While the TAP-5 taxonomy indicates five disparate methodological strands, PACER 'integrates' in place of 'isolates' the strands within a singular process model to illustrate the interrelation of the individual models.
- Mechanisms: The PACER model provided more than previous taxonomies, because it provided timeframe sequenced details in thinking on the conceptual preparation, the noticing (learners learning to notice the pragmatic features), the practice (to be placed in the 'players shoes'), the feedback, and the reflect by learners who engaged in their argumentation process in a timeframe that recognized the significant role of completing a theoretical of change in learning in classrooms.
- Transferability: The PACER model through the individual phases, invokes multimodality and technology evidence theory of transfer, of competencies in pragmatic argumentation, of contexts beyond the local, global, digital, and intercultural.

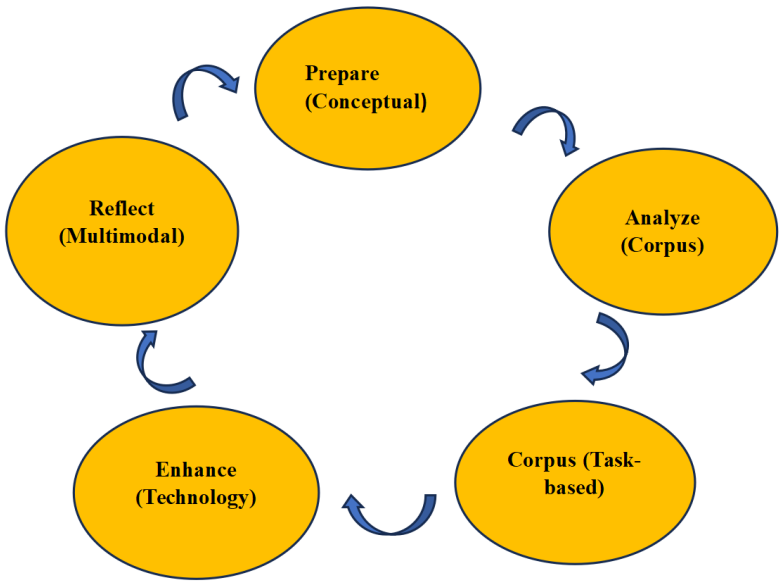

Figure 9. The PACER model: a five-stage integrative cycle for teaching pragmatic argumentation.

The PACER model builds to a practice and community of practice design, and research agenda: For the practitioners we provided a staged sequence as students moved through from noticing to production of various modes of argumentation with a reflective and feedback process throughout; and for the researchers we provided testable hypotheses into the development of competencies in pragmatic argumentation that include sequencing pedagogical interventions and rich performance feedback, and multimodality. Future research could examine and evaluate PACER preparedness in varying contexts, proficiency levels, and cultural contexts, and this may lead to evidence for the refinement of the PACER model while potentially providing other theoretical rationale.

5. Limitations

The validity of bibliometric analysis depends on both the inclusion of all relevant material and the exclusion of irrelevant material. However, it is not always easy to ensure this during the data preparation stage. Bibliometric analysis differs from thematic analysis in the way it engages with literature, as it leverages big data technology to examine literature. Data is collected and analysed using data-based software packages, which means the accuracy of this writing method will depend on the quality of the software and databases used. Although the data source is from Web of Science, which is undoubtedly comprehensive, it does not include all publications across the globe on teaching speaking skills. However, the selection of bibliometric records from the single most reputable global bibliographic database gives a reliable impression of what the overall documents and specific areas of literature in this space look like.

6. Conclusion

This bibliometric study examined research on the teaching of argumentation in pragmatics over ten years. The original research was categorized into five methodological categories. By formalizing the TAP-5 taxonomy and the PACER model, this review has gone beyond descriptive mapping by providing a conceptual framework and subsequent process model for future research and pedagogy in argumentation in pragmatics. The objective of this research was to clarify useful methodology and bring attention to the most productive ways in which published research has investigated phenomena related to teaching students the practice of argumentation. Overall, the findings from bibliometric analysis indicate a transition from traditional, lecture-based methodologies to more interactive, task-based methodologies that also took advantage of technology for teaching purposes, demonstrating a clear need for informative meaning. Regarding the methodology for argumentation skill pedagogies in pragmatics, five distinct methodological categories emerged: corpus-based, task-based pedagogies, multimodal argumentation teaching, technology-enhanced learning, and conceptual frameworks. Each category has its pedagogical merit - task-based and technology-enhanced pedagogies were particularly successful pedagogically, while corpus-based and theoretically realized an analytical or awareness-raising function. It is worth noting that the factoring in of multimodal components, prosody, and intercultural pragmatics is under-represented, and as such presents an avenue for future potential research. Additionally, international collaboration in argumentation pedagogy research would further enrich the field, particularly in linguistics and applied pragmatics communities.

Author Contributions

M.T.: Conceptualization, Methodology, Investigation, Validation, Software; N.K.: Supervision; D.U.: Methodology, Visualization, Validation; D.T.: Writing—Original Draft Preparation; K.G.: Resources, Software; O.A.: Writing —Reviewing and Editing. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare that they have no conflict of interest.

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