

Fostering Pragmatic Competence through Video-Based Language Learning: A Systematic Literature Review

Nagamurali Eragamreddy

University of Technology and Applied Sciences, Oman

Nagamurali.Eragamreddy@utas.edu.om

 <https://orcid.org/0000-0003-1026-183X>

Abstract

This study, drawing on the growing interest in multimodal tools for language learning, explores the relation between Voscreen and pragmatic competence. With the dataset received from ERIC, Scopus, Web of Science, and Google Scholar, the scope of the present analysis was delimited to English-language, peer-reviewed literature investigating the intersection of Voscreen and second language acquisition. Data were extracted and subjected to analysis to spot research method patterns, research themes, and pragmatic content. The results demonstrate the significant gap in the literature: the current Voscreen studies are so biased in their emphasis that they focus heavily on receptive language skills, i.e., vocabulary and listening, but pay little attention to the building of pragmatic competence. While Voscreen provides multimodal, authentic, and contextualized input associated with pragmatic development, this review study does not operationalize and measure pragmatic competence as a key outcome. Voscreen can be considered a theoretically promising resource whose role in pragmatics needs to be empirically proven. Only through theoretically and methodologically sound designs can the pragmatic potential of Voscreen be empirically ascertained.

Keywords: Voscreen, pragmatic competence, MALL, language learning

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Introduction

Pragmatic competence is essential in second language (L2) learning within the framework of communicative competence. It relates to language use according to social and cultural norms (Kasper & Rose, 2012; Thomas, 1983). Despite the importance of pragmatic competence, language teaching has focused on linguistic form, e.g., lexical knowledge and grammar. This limits sensitivity to language in contexts, including aspects of speech acts, politeness, and implicature (Taguchi, 2011). Hence, it is important to provide opportunities to enhance the pragmatic aspects of the target language. An emerging model is Video-based Mobile-Assisted Language Learning (MALL). It is a promising approach to provide multimodal and contextualized input. Taguchi (2015) and Omar and Razi (2022) argued that multimedia resources can offer a means of gaining access to paralinguistic elements (tone, gesture) and sociocultural signals that inform pragmatic understanding. In this context, Voscreen is a popular tool that provides short video clips from movies, TV shows, and documentaries to aid in language learning (Çelik, 2022; Merzifonluoğlu, 2023), providing a spectrum of language use in authentic contexts.

Despite recognition of Voscreen for pragmatic development (authentic input, multimodality, contextualised communication), research has yet to systematically assess pragmatic competence as a primary focus. Topal (2025) measured receptive skills, especially listening comprehension and vocabulary. Any mention of contextual understanding or everyday communication is usually implied rather than defined or measured as aspects of pragmatics. This suggests a gap in existing research. Voscreen studies implicitly align with pragmatics but systematically avoid measuring it. This means that while Voscreen may have considerable potential to increase socio-pragmatic and pragmatic linguistic competence, this is largely implied rather than explicit. In the absence of explicit operationalization of pragmatic categories, such as speech act performance, interpretation of implicatures, or politeness strategies. It is hard to ascertain whether Voscreen exposure contributes to improving context-aware language use.

This systematic review explores Voscreen regarding pragmatic competence in L2 learning. It consolidates the studies to describe their documentary and methodological features, how pragmatic elements are tackled implicitly or explicitly, and key gaps in theory and experimentation. Through synthesizing fragmented evidence, this study aims to shift the focus from potential to empirical research into pragmatic development in video-based language learning.

Research Questions

1. What are the documentary characteristics (e.g., publication year, author geography, publication type, focus areas) of studies that mention Voscreen in the context of pragmatic learning?
2. What methodological approaches (e.g., research design, data collection tools, sample populations) have been employed in studies investigating Voscreen and pragmatics?
3. What perceived pedagogical affordances and drawbacks of Voscreen for pragmatic competence are cited in the analyzed literature?
4. Based on the review, what are the critical gaps and future directions for research on Voscreen and pragmatic competence?

Method

The design of the study was a Systematic Literature Review (SLR), and PRISMA 2020 (Preferred Reporting Items to Systematic Reviews and Meta-Analyses) was used to conduct the review (Figure 1). The SLR model was embraced due to its rigor and its ability to identify, evaluate, and integrate the evidence available in several sources. The framework permitted a

comprehensive charting of how Voscreen had been investigated in second language pedagogy, an area that was still disjointed and under-theorized. PRISMA's rigid protocol facilitated replicability, selection bias reduction, and increased interpretive credence in the synthesis (Moher et al., 2015). The design was therefore found to be the most appropriate for distilling cumulative learnings and outlining gaps in this nascent area. Supplementing the SLR, a Qualitative Content Analysis (QCA) was conducted on the complete texts of studies included to extract, interpret, and code schemes concerning pragmatic competence. Aligning with Mayring's (2014) inductive-deductive process, QCA allowed systematic coding of textual data, allowing subtle investigation of pedagogic affordances, theoretical constructions, and contextual forces inherent in each study.

Each data instrument was synchronized with the research questions as follows: a bibliometric data extraction form addressed to RQ1, collecting documentary features like publication year, geography, and focus areas; a methodological mapping table will addressed to RQ2, unearthing research designs and participant profiles; a framework for theme-coding investigated RQ3, interpreting reported affordances and disadvantages; and a gap-analysis table addressed to RQ4, summarizing limitations and suggesting future work directions. As a set, these instruments provided both breadth and analytical depth, exploring Voscreen's pedagogical recourse with pragmatic competence.

Data Sources and Search Strategy

The systematic and reproducible search strategy was used on four large academic databases, which included ERIC, Google Scholar, Scopus, and Web of Science, to cover all the locations and maintain consistency in methods. The choice of these databases was due to the wide sphere of coverage and the applicability of the databases to language education, applied linguistics, and educational technology. To overcome the scarcity of studies specifically studying pragmatics in Voscreen, the search strategy also encompassed the studies that dealt with pragmatics implicitly, i.e., the studies that dealt with contextualized language use, sociolinguistic awareness, or authentic communication. This strategy guaranteed a deeper insight into the possible correlation between Voscreen and pragmatic competence. Their coverage was a maximization of the likelihood of accessing peer-reviewed journal articles and credible conference proceedings that studied Voscreen in a pragmatic or contextual language learning model, containing the terms that referred both to the tool and the target construct: (Voscreen OR Voscreen app) and (pragmatic competence OR pragmatics OR language in context or speech acts OR sociolinguistic competence or implied meaning).

This logical structure was inclusive because it included terminological variations that were usually applied in both empirical and theoretical studies of pragmatics and the application of language. The query was also run through the title, abstract, and keywords fields as opposed to titles only, to remain open to the emergent nature of the topic. The wider range was more likely to find articles where pragmatics was not the research focus but was addressed substantially in the discussion. The data obtained shall therefore make the thematic and methodological synthesis of the review a robust empirical one.

Inclusion and Exclusion Criteria

This systematic literature review was developed critically and carefully, such that the inclusion and exclusion criteria were conceptually specific, methodologically rigorous, and could capture the entire range of the scholarly literature that was available. Peer-reviewed journal articles, conference proceedings, and review articles were the inclusion criteria since they were reputable and verifiable, and therefore, they were up to the standards of scholarship and transparency in the process of their accomplishment. Since the study on Voscreen remained in its early phase of development, the use of diverse academic formats also ensured that no new empirical evidence and theoretical conversations were left out. To ensure linguistic homogeneity and to ensure the

correctness of the thematic and methodological interpretation, only publications in the English language were considered. Besides, the chosen studies had to investigate Voscreen in the context of second or foreign language learning since this area was directly related to the pedagogical orientation of the reviews. One of the conditions of inclusion was that the studies had to directly discuss pragmatic competence, sociolinguistic variables, or contextualized language use in relation to Voscreen, since these variables were the conceptual center of the study. No date limitations were enforced to capture the foundational as well as the recent contributions, providing a diachronic perspective of the scholarly developments.

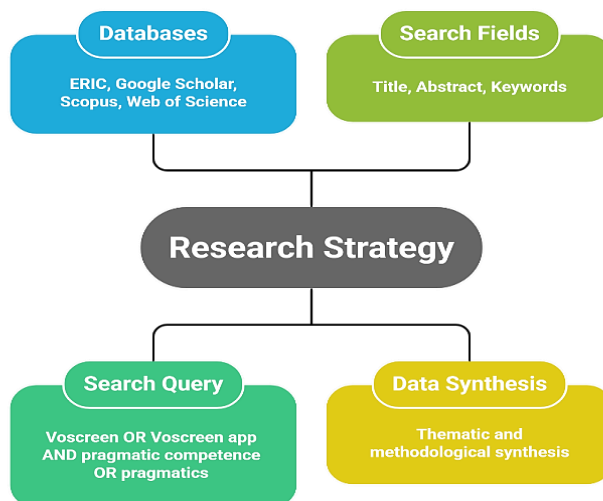


Figure 1: PRISMA flow diagram

The exclusion criteria excluded non-English articles, duplicate articles, and articles that were not related to the field of education, e.g., those based on the computational design of the software engineering domain. Besides, sources that mentioned Voscreen briefly or did not include an analytical discussion were also excluded, and so were sources that were not available as full-text sources, to sustain depth and verifiability (Figure 2). These criteria preserved the balance between inclusiveness and thematic rigor, so that the synthesis of the review was based on the methodologically valid and contextually applicable literature.

Data Extraction and Analysis

Data extraction and analysis were rigorously organized so that methodological transparency and analytical richness were met. Following the PRISMA 2020 model, the review adopted the use of a flow diagram (see Figure 1) to record every phase of the research identification process- identification, screening, eligibility, and inclusion- and hence ensured reproducibility and reduction of bias in the process of data selection. Such formalized documentation enabled the review process to be auditable and transparent, and enabled the reader to follow the development of the dataset from the first search up to the last inclusion phase. The study was designed by creating a data extraction form that was elaborate, based on the Paper Classification Form (PCF) that was employed in the original study, to extract significant dimensions of each of the selected publications. The form consisted of three clusters of variables. Bibliometric data were captured in the documentary features as author(s), year, type of publication, journal name, indexing status, number of citations, country of origin, and keywords that gave an understanding of the geographical, temporal, and disciplinary spread of studies on Voscreen. The

methodological features included the categorization of the research design (qualitative, quantitative, or mixed methods), education setting (tertiary or secondary), the size of the sample, instruments of data collection (tests, surveys, interviews), and the methods of analysis, therefore, enabling a comparative representation of the methodological rigor and variety across the studies.

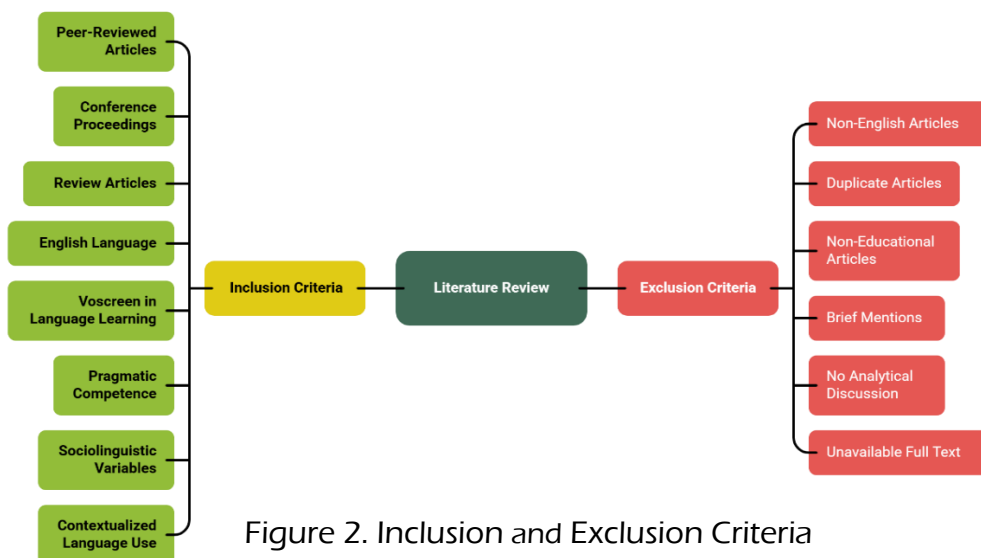


Figure 2. Inclusion and Exclusion Criteria

To conduct the content analysis, a qualitative coding scheme was used to group the studies in terms of explicit and implicit interactions with pragmatics. Explicit references consisted of explicit references to pragmatic constructs, e.g., speech acts, politeness strategies, or implicature. Implicit mention refers to indirect reference to pragmatic awareness, like context, real-life communication, tone, or cultural understanding. Also, the affordances were coded to reflect positive pedagogical possibilities of Voscreen that included authentic exposure, multimodal input, or cross-cultural sensitivity, and limitations such as a lack of sufficiently long context, the absence of interaction, or cultural scaffolding were catalogued.

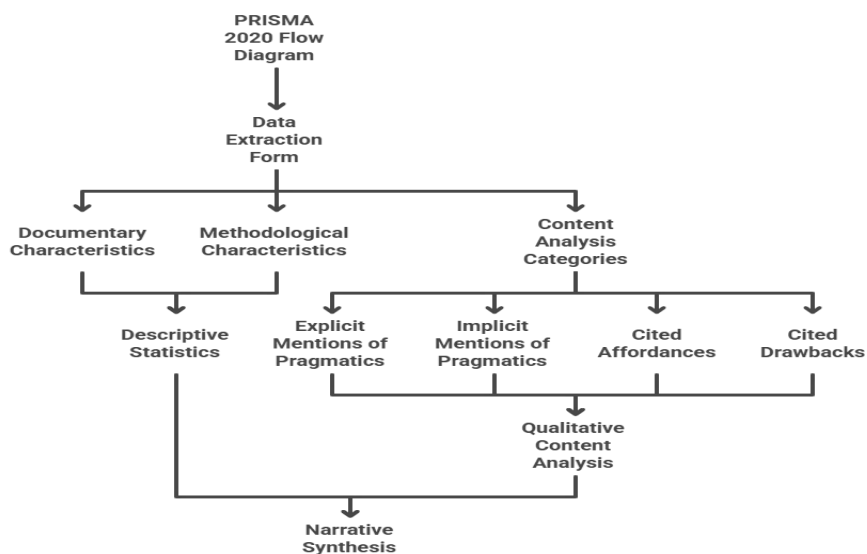


Figure 3. Data Extraction and Analysis

The methods and approaches of the documentary were summarized using descriptive statistics (frequencies, percentages, and distributions) to offer a quantitative description of the research environment. Complementary, an inductive-deductive logic was used to complement qualitative content analysis of identifying, coding, and synthesizing repeated themes and subthemes on pragmatic competence. These patterns were critically incorporated in the resulting narrative synthesis with their effect on theoretical orientations, the strengths and gaps in the empirical aspects, and future researchers' directions for video-based pragmatic instruction using Voscreen.

Results

The PRISMA 2020 flow diagram was used to illustrate the document selection process and showed that the body of literature devoted directly to Voscreen and pragmatic competence was extremely small. Many initial studies were narrowed down to 12 that were included in the sample. This lack stems from the underutilization of pragmatic teaching through video-based applications. As a result, the scope of inclusion was expanded to include studies that implicitly covered the field of pragmatics, including contextualized language use, sociolinguistic awareness, or authentic communicative practice. This process of adaptation ensured a broader synthesis, at the same time maintaining conceptual coherence with the study goals. As shown in Table 1, the study selection process was systematic, such that the corpus was first narrowed through a series of screening and eligibility tests to ensure that only those studies that satisfied the explicit or implicit pragmatic criteria were finally incorporated.

Table 1. Document Selection Summary

Stage	Description of Process	No. of Records
Identification	Records retrieved from ERIC, Scopus, Web of Science, and Google Scholar	72
Screening	Duplicates removed and abstracts reviewed	21
Eligibility	Full-texts assessed for relevance to Voscreen and pragmatics	51
Inclusion	Studies meeting explicit or implicit pragmatic criteria	13

Table 2. Documentary Characteristics Summary

Year	Author(s)	Country	Type	Focus Area
2025	Topal, I. H.	Türkey	Research Article	Research on Voscreen in English language education
2023	Merzifonluoğlu, A.	Turkey	Research Article	Listening, pronunciation, vocabulary, accents, and real-life conversations.
2023	Yılgin, F.	Turkey	Software/ Review	Vocabulary, listening, gamification, and motivation.
2023	Silva, R. F.	Brazil	Research Article	Listening, reading, pronunciation, and vocabulary.
2022	Altuğ, S. A., & Önal, A.	Turkey	Research Article	Vocabulary, listening, pronunciation, and intercultural competence.
2022	Celik, B.	Iraq	Research Article	Self-regulation, listening, translation, vocabulary.
2022	Nushi, M., & Momeni, A.	Iran	Media Review	Listening, reading, grammar, vocabulary, pronunciation, and paraphrasing.

2021	Abu-ghararah, B. A.	Saudi Arabia	Research Article	Grammar and language skills.
2021	Topal, İ. H.	Turkey	Conference Paper	Listening, pronunciation, translation, pragmatic competence, vocabulary.
2021	Yüçetürk, D., & Bergil, A. S.	Turkey	Research Article	Listening, comprehension, vocabulary.
2020	Alhawad, A. & Almunif, S. A.	Saudi Arabia	Research Article	Oral performance, vocabulary, pronunciation, grammar.
2020	Ekinci, E., & Ekinci, M.	Turkey	Research Article	Listening comprehension, accent recognition, and vocabulary.
2018	Taylan, U.	Turkey	Review Article	Listening, pronunciation, vocabulary, and motivation.

The analysis reveals several apparent trends in the current Voscreen literature. It can be observed that there is an evident preponderance of receptive skill-oriented research, as most of the studies are concerned with listening and vocabulary development. Although studies mention aspects like real-life dialogue or contextualized language application, these are implicit uses of pragmatics instead of direct analysis. Pragmatic competence, in turn, does not have a significant place in the research environment, even though it is indirectly integrated into the constructs studied. First, the area of research is geographically clustered, with most of the studies having taken place in Turkey, with a few other countries like Brazil, Saudi Arabia, Iran, and Iraq making contributions. This focus indicates that Voscreen studies are still regionally based, and little cross-cultural verification has been done. Further, there is a high level of thematic convergence in literature with respect to receptive language skills, precisely, listening and vocabulary development. Voscreen is generally examined in research as a contributor to the improvement of comprehension-based performance that can be linked to pronunciation, accent recognition, and the improvement of the language in general. This uniformity reflects the limited conceptualization of the pedagogical role of the platform.

Though recent research demonstrates a slow increase in the direction of more contextual and communicative aspects (e.g., real-life conversations or intercultural competence), little attention has been paid to pragmatic competence. Direct study of pragmatics is infrequent, and all but a few references are interspersed in larger linguistic or communicative studies, rather than addressed as an object of study. Additionally, the popularity of empirical research, the ones using an experimental or quasi-experimental design, can also be viewed as a sign of the presence of a broader trend to concentrate on quantifiable linguistic outcomes. Nevertheless, this methodological inclination even strengthens the marginalization of pragmatics that needs more discourse-based and interactional approaches. The review discloses that receptive skill-oriented research prevails evidently, and most of the studies deal with listening and vocabulary development. Although the elements, like real-life conversation or situational language use, are mentioned in some studies, they are implicit interactions with pragmatics and do not constitute an analytical focus. As a result, pragmatic competence is a peripheral concept in the research scene, although indirectly, it is entrenched in the constructs discussed.

These tendencies suggest that Voscreen studies are in line with general trends in MALL, where linguistic benefits are predetermined, and pragmatic development is poorly studied. This lack of balance illustrates that there exists a serious gap in the literature and that there must be more theoretically based and pragmatics-focused studies.

Methodological Characteristics

The description of the methodological analysis of the selected articles presented in Table 3 indicates that the research design, data collection instruments, and the nature of the participants differ significantly and can be explained by the fact that the Voscreen pedagogical potential is investigated on a multidimensional level. Using experimental and quasi-experimental designs, especially with the pre-test/post-test designs, to assess the learning gains in listening, vocabulary, or pronunciation (e.g., Abu-ghararah, 2023; Altug & Onal, 2022; Yüçetürk & Bergil, 2021) is the dominant methodological trend across the corpus. In such studies, comparison was typically done between control and experimental groups and tertiary-level EFL (English as a Foreign Language) conditions, and these may imply that the studies are aimed at measurable language performance, but not more deeply rooted pragmatic engagement.

Table 3. Methodological Features

Study (Focus Area)	Research Design	Data Collection Tools	Sample Populations
Abu-ghararah (2023) (Grammar Education)	Experimental study (Pre-test/Post-test design)	Pre-and post-tests	Forty EFL students from Taibah University (20 control group, 20 experimental group)
Alhawad & Almunif (2020) (Oral Perform)	Descriptive-analytical method	Questionnaire (Data analyzed using SPSS)	40 students selected randomly from different levels at Shaqra University
Altug & Onal (2022) (Vocabulary Learning)	Experimental (Pre-test/Post-test design with experiment and control groups)	Vocabulary achievement test (administered as pre-test & post-test)	82 preparatory class students, A2 proficiency level (divided into experiment and control groups)
Celik (2022) (Self-Regulation/User Opinions)	Evaluation study (Qualitative approach)	Interviews (Data analyzed using content analysis)	12 people of different ages using the Voscreen application
Da Silva (2023) (Listening and Reading Skills)	Bibliographical study of a descriptive nature	Analysis of studies developed by scholars	Not applicable (The study is a literature review)
Ekinci & Ekinci (2020) (Listening Aid/Perceptions)	Evaluation/Perception Study (distinct groups)	Survey and Questionnaire; Semi-structured Interviews	30 EFL students divided into 2 groups (elementary and intermediate level)
Merzifonluoglu (2023) (Promoting Listening Skills)	Mixed-methods pre-test/post-test design	(quantitative) Evaluation and Suggestion Form (qualitative)	45 EFL learners at the tertiary level
Nushi & Momeni (2022) (Review of Voscreen App)	Media Review / Descriptive Analysis	Not applicable (Review of a Mobile Learning Application)	Not applicable (Review Article)

Taylan (2018) (Voscreen Online Foreign Language Learning Environment)	Review Article / Descriptive Introduction	Not applicable (Review Article)	Not applicable (Review Article)
Topal (2021) (critical evaluation of Voscreen as a microlearning tool)	Critical evaluation /descriptive analysis	Not applicable (theoretical/evaluation paper)	Not applicable (critical evaluation/theoretical paper)
Topal (2025) (Systematic Review of Voscreen Research)	Systematic Literature Review and Content Analysis	Review and content-wise examination of publications (research articles, reviews, conference papers) on Voscreen	12 English-language publications (research articles, reviews, conference papers)
Yılgin (2023) (Exploring Autonomy and Engagement)	Software review article	Analysis and investigation of the features and application of the Voscreen technology	Not applicable (The study is a software review/article)
Yüçetürk & Bergil (2021) (Impact on Vocabulary Achievement)	Experimental (Pre-test/Post-test method with experiment and observations)	Pre-test and post-test (used to assess listening and comprehension)	25 in the experiment group and 25 in the observation group, consisting of 4 th -grade students

To supplement these quantitative designs, several studies incorporated quantitative or mixed-method designs to recreate the perceptions and self-regulatory behaviours of the learners (Celik, 2022; Merzifonluoglu, 2023). Interviews, surveys, and reflective forms were used as data collection instruments to obtain more interpretative observations of how learners interacted with the interface of Voscreen, their perceived motivational affordances, and their awareness of the context. However, these qualitative components rarely go to the actual analysis of pragmatic proficiency, which proves to have a methodological deficiency in identifying the contextual usage of language. Moreover, reviewed and evaluative studies (Topal, 2021, 2025; Taylan, 2018; Nushi & Momeni, 2022) offered meta-analytical and theoretical viewpoints but were not based on empirical data of the participants. Taken together, these results show that although the research presented by Voscreen has shown a variety of methodological approaches, the idea of pragmatic competence is not represented as a primary analytical concern. Most designs that exist are based on the use of linguistic accuracy and understanding, which is an indication that it is time to have empirical research utilizing a discourse-based or interactional approach towards gauging the pragmatic outcome of learning.

Perceived Pedagogical Affordances and Drawbacks

The rise of literature on Voscreen, comprising 13 studies that are connected, demonstrates some clear differences between the perceived effective pedagogical outcomes of the application and the quantitative evidence of its initial effect on pragmatic competence. The literature review

and the systematic reviews (Topal 2025) and the user perception studies (Celik 2022, Ekinci & Ekinci 2020) all introduce Voscreen as a positive tool to enhance discrete skills, such as vocabulary and listening, but only indirectly indicate the possibility of its application in the context of advancing pragmatic understanding. The results can be evaluated critically within the context of the three suggested themes of implicit potential of pragmatic input, the affordance of audiovisual cues, and constraints to profound pragmatic practice.

Implied Pragmatic Input Possibility

Provision of authentic language and cultural snippets through short clips from movies and TV series is the most mentioned pedagogical affordance of Voscreen that is discussed in both review articles (Taylan 2018; Yilgin 2023) and empirical research (Altug & Onal 2022; Abu-ghararah 2023). The existence of this implicit possibility of pragmatic development is recognized because real-life material is required to expose the learners to real-life situations, speech acts, and the socio-cultural conventions of language use. An example is that, although Altug and Onal (2022) quantify vocabulary gains, they put it in the context of not only the simple definitions but the comprehension of when and to which person a word is properly applied, an obvious allusion to pragmatic awareness. The critical consensus, which is supported by the literature, which mostly quantifies grammar (Abu-ghararah, 2023) or vocabulary (Yüçetürk & Bergil, 2021), is, however, that researchers do not go to the level of measuring pragmatic gains empirically. The studies conclude gains in linguistic or receptive competence, and the hypothesis about the pragmatic benefit is not tested.

Affordance of Audiovisual Cues

One of the key strong points that is often mentioned in the literature, especially in those revolving around the topic of listening skills (Merzifonluoglu 2023; Ekinci & Ekinci 2020), is that the app is audiovisual. This is an important affordance to pragmatics as it offers learners abundant audiovisual feedback, the paralinguistic characteristics that are necessary to decipher the illocutionary power, and the actual meaning of a speech (what is meant in addition to what is said). Indicatively, by observing the body language of the speaker, a student can notice the difference between an enthusiastic sure and a sarcastic sure, even if the student does not even know what the phrase sure means. The advantages of this exposure to non-verbal communication are direct advantages to pragmatic development. One of the most important affordances of Voscreen is that it uses original audiovisual resources that offer valuable multimodal content that is necessary to decode the meaning beyond the text. This input, including paralinguistic and sociocultural input, is a solid theoretical basis for pragmatic development. Nevertheless, although this is the case, the research that has been carried out does not operationalize or measure these features in terms of pragmatic results but rather constrains assessment to receptive linguistic benefits.

Limitations of Profound Pragmatic Practice

Even with these affordances, the fundamental design of Voscreen has major constraints on the profound pragmatic practice that is typically generalized in the literature on the review (Topal 2021; Nushi & Momeni 2022). The primary impediments are the short clip time and task focus, as illustrated in Table 4. Although the format of microlearning is encouraging, the fact that the clips contain a very short fragment of a speech episode prevents the situation, the identity of the speakers, their interaction, and the context of their interaction, which is essential to making the right pragmatic decisions. In addition, the main task involves correspondence of the clip with the translation or meaning, which puts more emphasis on decoding as opposed to pragmatic appropriateness. This emphasis overlooks the necessity of metapragmatic teaching and practice (Nushi & Momeni, 2022), in which students are active in generating language, considering the

social variables of their production, and are provided with opinions on the efficacy of communication. Finally, although Voscreen is an excellent contributor to real input, the literature of analysis presents the closed, receptive format of the source as not being able to provide the conscious reflection and practice of production that is necessary in higher pragmatic competence.

Table 4. Limitations for profound pragmatic practice

Pragmatic Limitation	Description Cited in Literature	Supporting Studies
Short Clip Duration	Hinders full situational and conversational understanding needed for true pragmatic context.	Celik (2022), Topal (2021)
Focus on Translation/Meaning	The multiple-choice task forces learners to prioritize lexical or structural comprehension over pragmatic appropriateness.	Topal (2021), Nushi & Momeni (2022)
Lack of Metapragmatic Instruction	Absence of a mechanism for learners to produce language or receive explicit feedback on the social appropriateness of their choices.	Nushi & Momeni (2022)

Critical Gaps and Future Directions

The synthesis of the analyzed studies demonstrates the lack of connection between the perceived pedagogical potential of Voscreen and its empirical validation in the development of pragmatic competence. As shown in Table 5, the identified critical gaps are of theoretical, methodological, pedagogical, contextual, and empirical levels. According to the literature, although Voscreen does a good job in terms of receptive and lexical development, its influence on context-sensitive language use has been speculative. Only a limited number of research studies have directly looked at pragmatic competence, and those that have done so tend to refer to it incidentally in the larger context of listening or vocabulary development. This theoretical underrepresentation highlights the lack of a conceptual framework between video-based micro learning and pragmatic development. Methodologically, quantitative pre-test/post-tests, where the research is concerned with measurable language results, have been mostly used, offering no reasons as to why pragmatic aspects of speech act realization, politeness strategies, or implicature interpretation are not investigated. Another interesting gap is the discourse-based and interactional research designs that are necessary to measure pragmatic production and awareness. Also, the recent framework of Voscreen, which focuses on micro learning and understanding activities, limits the possibility of practicing or thinking about the pragmatics, as pragmatics is also called, and the combination of pedagogical efforts with clear teaching and reflection activities is necessary. Future studies should thus focus on mixed-methods designs and experimental designs integrating qualitative discourse analysis, eye-tracking, or think-aloud protocols to achieve pragmatic processing in real-time. Generalizability will be empowered by the increase in the participant demographics outside of Turkey and the Middle Eastern context. Moreover, implementing Voscreen into the framework of task-based and context-related classroom interventions might shed more light on how learners master pragmatic norms with the help of digital media. The key issue in making Voscreen a useful tool in teaching pragmatics in L2 education is a multi-pronged agenda, including empirical validation, pedagogical innovation, and cross-cultural expansion, as summarized in Table 5.

Table 5. Critical Gaps and Future Directions

Critical Gap	Description	Suggested Future Directions
Theoretical Gap	Lack of a coherent framework linking video-based microlearning with pragmatic competence.	Develop integrative models connecting input exposure,

		interaction, and pragmatic internalization.
Methodological Limitation	Overreliance on quantitative pre-test/post-test designs focusing on receptive skills.	Employ mixed methods approaches incorporating discourse analysis and pragmatic assessment tools.
Pedagogical Constraint	Voscreen tasks emphasize comprehension over pragmatic production.	Integrate reflective, task-based, and metapragmatic activities within Voscreen-based instruction.
Contextual Restriction	Studies concentrated in Turkey with limited cross-cultural perspectives.	Expand research across diverse educational and sociolinguistic settings for generalizability.
Empirical Deficit	The lack of direct measurement of pragmatic gains or awareness is one of the largest gaps in the literature, and most studies use proxy variables such as listening or vocabulary.	Design longitudinal and experimental studies assessing pragmatic development over time.

Discussion

The results indicate a clear gap between Voscreen's theoretical claims and its empirical research. Despite providing real-life, multimodal, and contextualized input, factors often associated with pragmatic development, the studies reviewed primarily focus on listening comprehension and vocabulary learning. This misalignment is symptomatic of research in MALL, where affordances that might contribute to pragmatics are recognized but not defined or measured. As a result, Voscreen's contribution to context-aware language skills is implicitly acknowledged but rarely measured. A more accurate reading of this review is that research on Voscreen implicitly aligns with pragmatics but does not explicitly assess it. The mention of contextual knowledge, authentic communication, and intercultural competence suggests implicit awareness of pragmatic elements. But these aspects are seldom operationalized as constructs, theories, or instruments. Thus, pragmatic claims are largely inferential. This review also contributes to the field by documenting the bibliometric, geographical, and subject-matter distribution of Voscreen studies, an aspect previously overlooked. The results reveal a nascent but uneven field, where pragmatic potential is spoken about but not proven.

The documentary characteristics reveal a geographically clustered and conceptually diverse field of study. Most of the research comes from Turkey, with some studies from Iran, Iraq, Saudi Arabia, and Brazil. This is consistent with the geographical spread of educational technologies (Triyono & Dirham, 2023) but has implications for the transferability of research. Pragmatic competence is inherently socio-cultural (Mokoro, 2024), so the use of data from specific geographic regions hampers the potential to make wider claims about language use in context. Further, the predominance of empirical studies over theoretical or discourse-analytic approaches indicates a field that favors quantitative over interpretive approaches. This reflects an under-theorization of pragmatics in Voscreen research, which includes contextual language use without exploring it. As a result, socio-pragmatic variability and metapragmatic awareness, which are integral to communicative competence (Thomas 1983; Kasper & Rose, 2012), are underdeveloped. Moving forward, research needs to expand beyond localized and descriptive approaches by taking a cross-cultural and multilingual approach. It is crucial to broaden the scope to situate Voscreen within the global trends in teaching pragmatics rather than as a localized innovation.

The array of methodological approaches indicates a bias towards quantitative and quasi-experimental designs, especially pre-test/post-test designs measuring vocabulary, pronunciation, and listening skills (Abu-ghararah, 2023; Altug & Onal, 2022). These designs provide measurable results but lack the capacity to capture the full spectrum of pragmatic skills, such as understanding implicature, politeness, and socio-pragmatic flexibility (Taguchi, 2011). This approach limits the scope of the field, as it reduces language learning to measurable gains, neglecting interactional and context-dependent aspects. While some studies include qualitative or mixed methods (Celik, 2022; Merzifonluoglu, 2023), these are generally used to elicit perceptions. Therefore, empirical knowledge of learners' pragmatic meaning-making is limited.

Voscreen studies are methodologically more conservative than pragmatics studies, which also incorporate discourse analysis, ethnography, and task-based approaches (Ishihara & Cohen, 2021; Omar & Razi, 2022). This reinforces the problem: pragmatic competence exists but has not been methodologically investigated. On the other hand, the value of Voscreen's accessibility should not be underestimated. Its micro lesson format and mobile delivery make the input of audiovisual language accessible for all, especially in settings where native speakers are scarce (Hui et al., 2024). But access does not ensure pragmatic learning; without the right methods, its effects can't be measured. Research is therefore needed that moves towards longitudinal, discourse- and interaction-based designs that track the way learners understand and use pragmatic norms.

Pedagogical affordances and drawbacks

The studies reviewed here consistently consider Voscreen to be authentic, multimodal input, facilitating exposure to speech acts, implicature, and sociocultural norms (Merzifonluoglu, 2023; Omar & Razi, 2022). This is consistent with theoretical assertions about the benefits of contextual audiovisual input for pragmatic processing (Taguchi, 2015). In this respect, Voscreen can be seen to promote pragmatic awareness. Yet, its educational strengths are also apparent. The brevity of the clips, non-interaction, and non-feedback limit the potential for pragmatic practice and reflection. These limiting factors suggest Voscreen offers implicit pragmatic input rather than explicit or productive pragmatic competence. According to pragmatics research, real learning involves opportunities for interaction, feedback, and meta-pragmatic reflection (Ishihara & Cohen, 2021). Critics argue that online tools with video-based explanations cannot substitute for interactive instruction, which includes negotiation of meaning and feedback (Roever, 2021). This is a valid concern, but it risks creating a binary. Recent research indicates that digital tools can be used to supplement traditional instruction by providing access to authentic discourse (Hui et al., 2024). Therefore, Voscreen should not be judged in isolation but in relation to a larger pedagogic landscape. It can provide scalable input with a rich context, but it needs to be combined with task-based, reflective, and interactional activities. Therefore, hybrid approaches that combine exposure with practice are likely to promote pragmatic balance.

Theoretically, this review reveals an obvious mismatch: instructed pragmatics maintains that rich multimodal contextualized input underlies the acquisition of socio-pragmatic and pragmalinguistic competence (Kasper & Rose, 2012; Taguchi, 2015), but MALL research (Voscreen research inclusive) has focused predominantly on narrow receptive achievements like vocabulary and listening (Hui et al., 2024). An alteration of Voscreen as a pragmatic-input tool shifts research foci from lexical achievements to pragmatic noticing, implicature processing, and speech-act production, and makes the case for mixed-method and discourse-analytic research designs to test them (Omar & Razi, 2022). Practically, the synthesis provides teachers with an equilibrated checklist of the strengths (authentic audiovisual signals, wide availability) and weaknesses of Voscreen (episodic fragments, limited feedback) and makes some specific product features for the designers (pragmatic-focus playlists, longer context notes, interactive scenario activities) to transform implicit input into teachable and assessable pragmatic knowledge.

The review's primary limitations are methodological and coverage. Pragmatics is seldom the clear target of primary studies, so analysis relies on implicit references and interpretive coding (Taguchi, 2015). Empirical designs feature short pre-/post measures with little discourse-analytic, production, or longitudinal data; regionally clustered samples; and the search/inclusion criteria (ERIC, Scopus, Web of Science, Google Scholar; English only; peer-reviewed forms) volunteer language and publication bias that probably excluded relevant non-English or gray literature (Hui et al., 2024). These limitations inhibit generalizability, and conclusions should be viewed with reserve pending focused empirical work (Omar & Razi, 2022).

The review highlights several interrelated theoretical, methodological, and empirical gaps. While Voscreen supports multimodal learning, studies have not consistently investigated pragmatic awareness and production, but only linguistic comprehension (Topal, 2025; Merzifonluoglu, 2023). This focus on receptive measures hampers the comprehension of pragmatic learning and use. In terms of geography, the Turkish-based focus also constrains generalizability, given the socio-cultural nature of pragmatic competence (Ishihara & Cohen, 2021). Methodologically, the lack of longitudinal and interactional data hinders the exploration of pragmatic development over time and in interaction.

To overcome these limitations, future studies should take mixed methods approaches that include real-time and process-based tools such as think-aloud, eye-tracking, and multimodal discourse analysis. Significantly, pragmatic concepts need to be defined and operationalized to avoid claims based on assumptions. However, lessons from critiques of video-based learning suggest that technological advances should be complemented with pedagogic considerations (Roever, 2021). Although Voscreen enables exposure to authentic input, it is ineffective without pedagogic designs. Thus, future pedagogies should integrate Voscreen's immersion with reflection, production, and feedback to facilitate pragmatic development.

Conclusion

The purpose of this systematic review is to investigate the connection between pragmatic competence and Voscreen in video language learning studies. The review demonstrates a pattern: while Voscreen provides multimodal, authentic, and contextualized input that is associated with pragmatic development, the current research does not operationalize and measure pragmatic competence as a key outcome. The research continues to focus primarily on receptive language development (listening and vocabulary). Therefore, the main contribution of this review is to highlight that Voscreen studies implicitly align with pragmatics but avoid its measurement. This restrains the field's progress from theoretical assumptions to empirical knowledge. Although there are indications of contextualized language use and authentic language use, these are not expanded into explicit constructs, analyses, and assessment procedures. Consequently, claims about the contribution of Voscreen to the development of pragmatic competence need to be tentative. The existing evidence is insufficient to prove how and to what extent learners gain context-adapted language skills from Voscreen. This is not only due to the platform itself, but especially the methodological approaches adopted in research. Researchers should therefore give preference to the explicit definition of pragmatic competence, including discourse-based, interactional, and mixed-method approaches that allow for the capture of pragmatic awareness, interpretation, and production. Only through theoretically and methodologically sound designs can the pragmatic potential of Voscreen be empirically assessed. Therefore, Voscreen should not be considered an empirically proven pragmatic intervention but a theoretically promising resource whose role in pragmatics needs to be empirically proven.

Disclosure Statement

I (the author of this paper) hereby declare that research ethics and citation principles have been considered in all stages of this paper. I take full responsibility for the content of the paper in case of a dispute. I confirm that the manuscript has been created by the author(s) and not an AI tool/Large Language Model (LLM).

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Author:

Nagamurali Eragamreddy is a research scholar in applied linguistics and language education. He has a background in teaching writing at various levels, from first-year to advanced academic, to business and technical writing. He also works in the cross-disciplinary fields of myth and speculative fiction, linking language and literature. The author's research has focused on improving teaching practices and research in language, communication, and literature studies.