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Pedagogical Stylistics in Language Learning and Teaching Contexts: A Research Review

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Abstract

Despite the fact that there exists a considerable amount of literature on pedagogically-oriented stylistics, a significant number of the often-cited articles turns out to be based on trust and intuition. This is what has been accentuated by prominent figures as Hall (2007), Carter (2007, 2010), Zyngier and Fialho (2010), among others, while calling for more robust empirically-based studies. The present study is undertaken to review 13 studies published from 2015 to 2022. In doing so, an adaptation of a coding framework was employed to serve as guideline for this review study. In this vein, three overarching themes were detected: 1) stylistics as accessible toolkit for teacher training, 2) stylistics' significance in curriculum and syllabus development and 3) stylistics as an opportunity for cooperation between higher education and language teachers. By detecting these emergent themes some uncharted areas of stylistics-inspired pedagogies as well as some rectified issues were revealed. Despite this, there still remains the issue of underreporting which is indeed undermining to the credibility of pedagogical stylistics. Thus, a set of recommendations were accordingly provided for further advancement in studies concerning pedagogical stylistics.

Keywords: empirical studies, language learning, language teaching, pedagogical stylistics, research review.

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1. Introduction

Since Charles Bally has published his treatise, *Traité de stylistique française,* in 1909, a large number of studies have been invested in stylistics and its cognate disciplines, as pedagogic stylistics, corpus stylistics, discourse stylistics, cognitive stylistics, computational stylistics, expressive stylistics, feminist stylistics, formalist and functional stylistics, forensic stylistics and many others, to substantiate its great versatile potency. Such a multidisciplinary approach has not only been of a great help in opening up new horizons but has also brought about a situation wherein the ample opportunities usually missed in merely unidimensional approaches are truly met. Indeed, this may be assumed as the main reason behind undertaking each of the aforementioned research domains and pedagogical stylistics is no exception in this respect.

As stated above, the roots of the aforementioned disciplines all reach back to their parent discipline, i.e., stylistics. Indeed, due to its comprehensive application, "stylistics as an umbrella term focuses broadly on the analysis of the linguistic, dialogic and sociocultural features of literary and non-literary texts" (Fogal, 2015a, p. 55). However, this should be taken into account that a domain of study that has well contributed to language awareness via employing literature in language classrooms is stylistics. In this vein, pedagogical stylistics is defined here as the "application of stylistic techniques in teaching" (McIntyre, 2011, p. 10).

Previous studies (e.g., Paesani, 2006; Plummer & Busse, 2006; Timucin, 2001; Yañez Prieto, 2010, etc.) have demonstrated the efficacy of pedagogical stylistics as a highly regarded instructional tool within the field of language teaching and learning. As reported by Fogal (2015a), three recurring themes have been proposed for the potentiality and practicality of pedagogical stylistics. These themes were enumerated as "stylistics as a tool for improving L2 performance, stylistics' contribution to building language awareness and stylistics as a tool for building academic skills beyond L2 acquisition" (Fogal, 2015a, p. 67-68). Yet another crucial issue to be taken into account here is relying on intuition. It can be said that such an issue has primarily emanated from Hall's recurrent arguments since 2005. Indeed, there exists a long list of scholars (i.e., Carter, 2010; Edmondson, 1997; Fialho et al., 2012; Paran, 2008; Verdonk, 2002; Zyngier & Fialho, 2010), among many others, who bring the same attitude. i.e., insufficiency of intuitively-based claims, to attention. It can be said that the underlying reason for such a consensus of opinion, i.e., compensating merely intuitively-based claims, is the bunch of studies suffering from lack of rigorous approach, particularly dearth of relevant data.

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In light of the above, the primary aim of this paper is to review recent research from 2015 to 2022. Indeed, this time span has been designated so as to measure the progress of more recent studies in view of the widely-held concerns, especially those put by Fogal (2015a), regarding the authenticity and feasibility of employing pedagogical stylistics within a foreign language teaching and learning context. In so doing, this study aims to shed light on some usually remained obscure intricacies and in this way hopes to give momentum to further studies on pedagogical stylistics while highlighting the yet understudied areas. With this in mind, after providing a brief overview of pedagogical stylistics and its scope of inquiry, this study takes an analytic lens toward some predetermined studies to address the following research questions:

1. What are the new pedagogical stylistics-inspired themes throughout the literature from 2015 to 2022?
2. Can the reviewed studies help address Fogal's (2015a) concerns regarding underreporting?
3. What revisions to pedagogical stylistics research agenda might ameliorate the shortage of empirical research?

2. Literature Review

Primarily rested on the work by Widdowson (1975), the first convention of a special interest group concerning pedagogical stylistics (PED-SIG) was held at the 1997 Poetics and Linguistics Association (PALA) annual conference. This group, i.e., PED-SIG, announced the main objective of pedagogical stylistics is to raise learners' language awareness and thus several studies then focus on the influence of pedagogical stylistics on language awareness (e.g., Clark & Zyngier, 2003; Fogal, 2010; Kellem, 2009; Timucin, 2001; Zyngier et al., 2007), just to mention some. However, the PED-SIG also raise doubts about the efficiency of pedagogical stylistics in improving language proficiency, which, indeed, leads to a great deal of studies in this regard (e.g., Abdullah, 2021; Al-Jarf, 2007; Allen, 2009; Badran, 2012; Cushing, 2018; Davies, 1998; Fillemon, 2021; Fogal, 2010, 2015b; Gheni, 2020; Giovanelli, 2022; Gordon, 2022; Jaafar & Ganapathy, 2022; Jaafar & Hassoon, 2018; Lambrou, 2015, 2020; Lin, 2010; Mohammadzadeh, 2017; Paesani, 2006; Plummer & Busse, 2006; Saugera, 2011; Timucin, 2001; Viana & Zyngier, 2017; Warner, 2012; Yañez Prieto, 2010; Zerkowitz, 2012). That is to say, the existing research recognizes the efficacy of pedagogical stylistics. However, there has been little studies concerning a systematic review of how pedagogical stylistics empirically contributes to language performance.

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Indeed, stylistics has gone through many ups and downs to reach its current status. After approximately a century of paradigm shifts to refine its practicality, stylistics can now proudly substantiate itself as a rigorous academic discipline in a sense that as Carter (2007) contends "it is up to others to worry about where they stand in relation to stylistics" (p. viii). Due to this fact, stylistics has been used ubiquitously within a wide realm of perspectives be it sociocultural, psychological, pedagogical, etc. When it comes to pedagogic turn, there exists a vast array of literature on both pedagogically-based commentaries on stylistics (i.e., Brumfit & Carter, 1986; Carter & McRae, 1996; Durant & Fabb, 1990; Short, 1988; Widdowson, 1975, 1992, etc.) and textbooks (Leech & Short, 1981; Short, 1996; Simpson, 1997; Wales, 2011, etc.) published in this context.

To name and expound on such a massive amount of literature not only is a labor-intensive and time-consuming task but also is beyond the purview of the present study. With this in mind, the researchers narrow the existing studies down to encompass those empirically-based studies surrounding stylistics-inspired pedagogies. This is done after Fogal's (2015a) work which indeed serves as a blueprint for the present study. That is to say, Fogal's (2015a) was the sole counterpart conducted throughout the prior literature in this regard. The underlying reason for such an attempt was the fact that the researchers strive to replicate and build on those premises claimed by Fogal (2015a) due to their enlightening and edifying role. In this vein, a predetermined set of studies are reviewed briefly throughout the following paragraph.

The key contentions of these studies are summarized in the table 1 provided below. However, a concise account of the journey they have passed would not be devoid of merit. The first study by Fogal (2015b) is a doctoral dissertation conducted within an ESL university level context. To give expression to feasibility and credibility of pedagogical stylistics in capturing academic writing performance and authorial voice construction, he incorporates a concept-based instruction (CBI) into his study and then meticulously elaborates on the details. The second study by Lambrou (2015) ambitiously offers an insight into the education of English teachers in their transition from MA students to ELT teachers, knowing that it gives rise to the general tendency to capture attention and appreciation to and of pedagogical stylistics as a useful approach in their career path.

To underscore the practicality of pedagogical stylistics via implementing Text World Theory, throughout the third study, Mohammadzadeh (2017) brings several notions, namely language awareness, creative reading skills as well as reader-response skills, to attention. Throughout the next study, the researchers see Viana and Zyngier (2017) present a literary awareness (LitAw) workshop to account for

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how stylistically-crafted text, be it literary or not, would affect EFL high school students' mindsets. Ian Cushing (2018) in "Stylistics goes to school" sets out what he terms "re-contextualisation of stylistics" as a turning point for the collaboration between academics and English teachers so as to put theories into practice. Jaafar and Hassoon (2018) in their study exemplify how the commitment of pedagogical stylistics to improve literary awareness relies on systematically paying heed to the language of poetry or generally literary language.

To corroborate the real contribution of pedagogical stylistic, Gheni (2020) is after making the readers aware of a series of intricate concepts, namely intuition, motivation, linguistic and grammatical knowledge, to be positively affected by integrating stylistically-inspired pedagogies. Lambrou (2020) focuses initially on flipping the classroom, i.e. incorporating collaborative strategies by exposing students to stylistics-related pedagogies in advance, to delineate minute details of the implementation process via action research. Abdullah's (2021) work is a typical study of proving the impact pedagogical practices of stylistics have on language proficiency in an EFL context. As an MA thesis Fillemon's (2021) study meticulously explores the difficulties stylistics-related pedagogies, from teaching methods to syllabus and curriculum development, have encountered in an ESL secondary phase context.

Follows from the fact that stylistics-informed pedagogies have prominence even in secondary phase, Giovanelli's (2022) work once again accentuates the value of cooperation between higher education and here secondary teachers. Gordon (2022) places pedagogical stylistics within an interactive literary study talk to develop insight into the co-constructed interpretation such an interaction brings about. And the last study in this selection by Jaafar and Ganapathy (2022) focuses on how pedagogical corpus stylistics (PCS) leads to an independent learning of poetic language. The aforementioned selection both consolidates stylistics' status and raises important concerns to be answered throughout the following sections.

Table 1

Summary of Studies

Study (by year)	Context	Focus of Study	Main Findings
Fogal (2015b)	University ESL	The influence and relationship of pedagogical stylistics and concept-based instruction (CBI) on academic writing	Highlighting the value of stylistics for improving authorial voice in high-stakes essay writing contexts and for developing analytic skills that

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	Canada, Japan	performance and authorial voice construction	may transfer into other (L2) learning contexts
Lambrou (2015)	University ELT UK	To explore students' perceptions of the usefulness of literature for teaching English language, to gain insights into the value of the micro-teaching throughout students' transition from MA student to ELT teacher	Pedagogical stylistics as a useful approach for language teaching via the use of literary texts as the medium for language focus
Mohammadzadeh (2017)	University ELT NR†	To propose some pedagogically-oriented stylistic activities as a teaching model using Text World Theory to teach literature for ELT students	The pedagogical stylistic application of this theory enhance ELT students' language awareness, creative reading skills, reader-response skills and deepen the interaction between readers and texts
Viana and Zyngier (2017)	High school EFL Brazil	Examining students' appraisals of a literary awareness (LitAw) workshop, focusing how stylistically-crafted texts stirs readers' thoughts and feelings	Providing a framework for promoting students' awareness of verbal art through their responses to creative texts – literary or not
Cushing (2018)	School L1 English UCL‡	Designing and implementing a training course about stylistics for teachers	Offering teachers an accessible toolkit for teaching language and literature via stylistics' re-contextualization
Jaafar and Hassoon (2018)	University EFL Iraq	Examining pedagogical stylistics' efficacy in increasing students' literary awareness	Significance of stylistically-related pedagogies to pay heed to the language of poetry or literary language in general
Gheni (2020)	EFL context NR	Investigating the application of pedagogical stylistics in teaching poetry as a device to improve students' knowledge of language learning	Pedagogical stylistics contribution to the realization of language learning through literary text, students' intuition, motivation, linguistic and grammatical knowledge

† Not Reported
‡ University College London

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Lambrou (2020)	University stylistics workshop UK	Investigating stylistically-related pedagogies via flipped classroom and collaborative strategies using action research	Offering insights into the impact of given pedagogies on students' experience through a systematic approach for reflection
Abdullah (2021)	EFL classes NR	Pedagogical practices of the stylistic approach	Enhancing language proficiency via introducing the stylistic approach
Fillemon (2021)	Senior secondary school ESL Namibia	Examining the difficulties, importance, and methods of pedagogical stylistics in literature teaching and learning	The significance of stylistic approaches in the curriculum and syllabus
Giovanelli (2022)	Secondary English classroom England	Drawing on principles and concepts from stylistics in teaching of reading and writing	Value of stylistics-informed pedagogy in the secondary phase, partnership work between HE and secondary teacher
Gordon (2022)	Primary, secondary and tertiary education NR	Presenting a pedagogical stylistics of intertextuality in interactive literary study talk	using intertextual invocations to develop insights, position the responses of others and sustain co-constructed interpretation
Jaafar and Ganapathy (2022)	University EFL Iraq	Examining pedagogical corpus stylistics (PCS) in providing linguistic evidence through objective poetic analyses	Independent learning about poetic language via discovering language patterns using corpus tools

Table 2 provides a brief and concise assessment of what the aforementioned studies have done surrounding pedagogical stylistics so far. As mentioned before, the given coding framework, that is an adaptation from Plonsky (2011), has been elicited from Fogal's (2015a) work which indeed acts as a building block for analyzing these studies and thus providing firm responses to the research questions. This is highly due to the fact that such a framework enables the researchers to touch on some main areas of concern such as participants, instruments, data collection and analysis procedures, etc. all of which facilitate the synthesizing process.

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Table 2

Summary of Research Methods and Data Collection

Study (by year)	Participants	Research Design	Independent Variable(s)	Area of Focus (dependent variable(s))	Instrument(s)
Fogal (2015b)	7	Sequential mixed-methods	Pedagogical stylistics and concept-based instruction (CBI)	Academic writing and authorial voice construction	Worksheets, audio recordings, stimulated recall and semi- structured interview, etc.
Lambrou (2015)	10-26	Case study	Pedagogical stylistics and micro-teaching	Students' perceptions of the value of literature and micro-teaching	Questionnaire
Mohammad zadeh (2017)	9-12	Focus group	Pedagogical stylistic application of Text World Theory (TWT)	Language awareness, creative reading skills and reader-response skills	Semi-structured interview
Viana and Zyngier (2017)	28-40	Exploratory field study	Stylistics-inspired pedagogy	Literary awareness on iconicity	Reflective accounts, questionnaires
Cushing (2018)	12	Descriptive report	Contemporary stylistics as a pedagogy	A text-driven, reader-response informed grammar	Questionnaire, teachers' comments
Jaafar and Hassoon (2018)	40	Pre-post test	Pedagogical stylistics in teaching literature	students' literary awareness	Questionnaire
Gheni (2020)	NR	Treatment and test	Application of pedagogical stylistic activities	Students' awareness and competence in knowledge and skills (reading, speaking and writing)	Close test, multiple choice and other exercises

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Lambrou (2020)	6-26	Action research/ case study	Collaborative activities i.e., stylistic analysis within a flipped classroom	Learning, confidence and preparation for the assessment	Questionnaire
Abdullah (2021)	NR	Descriptive report	Categories of stylistic approach, i.e., lexical and grammatical categories, and figures of speech	Language competence and foreign language learning	NR
Fillemon (2021)	4-30	Mixed methods/ case study	Pedagogical stylistics in literature teaching and learning	Linguistic significance of literature, its difficulties and approaches in an ESL context	Questionnaire, interview
Giovanelli (2022)	NR	Case study	Cognitive stylistic models, i.e., Text World Theory and Cognitive Grammar project	Expertise in language and stylistics as a pedagogical tool	NR
Gordon (2022)	2	Case study	Pedagogical stylistics with a conversation-analytic mentality	Intertextual invocation in talk	Literary study conversation
Jaafar and Ganapathy (2022)	60	Experimental, pre-post test	pedagogical Corpus stylistic (PCS)	Analyzing poetic language	Questionnaire, focus group interviews (FGIs)

2.1. Theoretical Framework

Primarily built on the premises of then a newly-established group called PED-SIG, pedagogical stylisticians special interest group, convened in 1997, pedagogical stylistics has flourished and gradually prospered under the auspices of many prominent figures, especially Henry Widdowson, Ronald Carter and Geoff Hall. As its two-part name indicates, pedagogical stylistics comes from an amalgamation of

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literature as an indispensable part of stylistics and language pedagogy as a subfield of applied linguistics. However, due to its prevalence and also broad application across an approximately infinite spectrum of research domains, providing a comprehensive working definition for stylistics and its sub-disciplines seems to be a daunting task which requires investing more than expected time and effort to come up with a clear-cut definition. However, there still exist several separate yet overlapping definitions at hand currently. In this respect, what Wales (2011) presents can be regarded as one of the most comprehensive definitions of pedagogical stylistics.

> To help raise student awareness of how texts work linguistically and ideologically, stylistics came to be used as a significant teaching tool in language and literature studies for both native and foreign speakers of English: what can be termed pedagogical, practical or applied stylistics. (p. 401)

In light of this, it seems the primary aim of pedagogical stylistics is what those involved in language learning and teaching are after for approximately a long time, i.e., affording as far as feasible pedagogic opportunities. However, as is often the case with many newly-established pedagogical approaches, there exists a long list of pros and cons surrounding the raised issues, e.g. the efficacy of pedagogical stylistics in language performance. For instance, the problem addressed by Paran (2008) can be considered undermining to stylistically-oriented pedagogies since in his view such a pedagogical intervention leads to "a situation where the concerns of stylistics seem remote from the concerns of the language teacher in the classroom" (p. 486). Such a caveat may be further augmented as PED-SIG raised concerns surrounding the practicality of pedagogical stylistics in the sense that "raising language awareness does not equate with improved L2 proficiency and that as a teaching tool pedagogical stylistics cannot justify gains in L2 proficiency as a result of stylistics-based instruction" (Fogal, 2015a, p. 56). Yet, as Fogal (2015a) duly notes undermining the credibility and reliability of stylistically-based pedagogic intervention would be "a gross overreaction" (p. 57). In the same vein, Yañez Prieto (2010) firmly resists, arguing that "a stylistics-inspired pedagogy of literary and non-literary texts offers authentic opportunities for the development of the analytical, critical, creative knowledge necessary to deal with how real-life language functions" (p. 73). This seems to be not only a pretty convincing argument but a sufficient reason to provoke a deliberate attempt for further research to empirically substantiate the aforementioned claimed potentials.

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3. Method

Due to the dearth of systematic reviews in the field of pedagogical stylistics, the main focus of the present study revolves around systematically reviewing the prior literature. Systematic reviews are primarily based on "protocol-driven and quality-focused approach" (Bearman et al., 2012, p. 625). They are principally conducted with an eye to cast light on what have been done so far in a reader-friendly and organized way to open up new horizons which may bridge the existed gaps.

3.1. Systematic Review Protocol

The systematic reviews follow a strict protocol to accumulate relevant literature and then analyze them. There exist several protocols proposed in multiple steps to be followed for conducting a well-executed systematic review. The researchers have selected the following 7-step framework proposed by Petticrew and Roberts (2008, p. 27, as cited in Chong, 2019, p. 73):

1. Devising research questions
2. Specifying the types of studies
3. Setting inclusion and exclusion criteria for literature search
4. Conducting a literature search
5. Screening and appraising the search results using the criteria
6. Synthesizing findings
7. Identifying similarities and differences in the findings

To this end, the subsequent data collection and analysis procedures are strictly adjusted to the aforementioned framework.

3.2. Procedure

To map out the process of data gathering, the researchers provide the readers with every step taken towards accumulating a comprehensive selection of studies throughout the following sections.

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3.2.1. Devising Research Questions and Specifying the Types of Studies

To address the widely-held concerns surrounding the efficacy of pedagogical stylistics, the researchers have posed the following questions which are devised to be the single most important guideline for the present study.

1. What are the new pedagogical stylistics-inspired themes throughout the literature from 2015 to 2022?
2. Can the reviewed studies help address Fogal's (2015a) concerns regarding underreporting?
3. What revisions to pedagogical stylistics research agenda might ameliorate the shortage of empirical research?

To pursue the predetermined objectives, a review of prior literature that is confined to the specific domain of empirical studies surrounding pedagogical stylistics would be of great help. Indeed, there have been widespread calls for more empirically-based studies to substantiate the credibility of pedagogical stylistics since the advent of PED-SIG in 1997. However, due to Fogal's (2015a) work, it became clear that such a paucity of sound empirical studies still remained as an unsolved issue. In light of this, the researchers have limited the scope of the resultant studies to only include those empirically-based studies conducted since 2015 till 2022 which indeed was a very daunting task as to dearth of pure empirical studies to the extent that even descriptive accounts of stylistics-informed pedagogies within a classroom-based context have also been included.

Furthermore, since stylistics in itself acts as an ever-burgeoning discipline within the realm of applied linguistics, there exists a wide array of invaluable contributions and insights to and on stylistically-oriented studies. Hence, adopting such a restrictive approach to incorporate only those criterion-based articles may deprive this work of many precious remarks on stylistics-inspired studies (namely Burke, 2010; Carter, 2007; Hall, 2005; Simpson, 2012; Stockwell, 2005, etc.).

3.2.2. Setting Inclusion and Exclusion Criteria for Literature Search and Conducting a Literature Search

Being informed by the aforementioned research questions, the inclusion criteria would be the domain and time specific studies, empirically assigned to exploring the efficacy of stylistics-informed pedagogies in multiple contexts as varied as ESL, EFL, ELT, etc., conducted within the time span of approximately eight years from 2015 to 2022. In this vein, studies conducted before 2015 in this respect, on languages

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other than English and concerning other types of research rather than empirical studies have been excluded.

So as to gain as inclusive as possible set of related studies, a variety of interrelated terms, e.g., pedagogical stylistics, applied linguistics, language acquisition, foreign language learning, foreign language teaching, English as a second language (ESL) and English as a foreign language (EFL), have initially been searched through some distinguished databases as *Google Scholar*, *ResearchGate* and *ProQuest* along with the *Sage Journals*, particularly its notable journal revolving around stylistics, i.e., *Language and Literature: International Journal of Stylistics*. With an eye to provide convincing answers to the aforementioned questions and also to further accommodate the accumulated articles to the specific criteria above, a set of guidelines prepared by Norris and Ortega (2006) have also been adopted for this review. Moreover, an adaptation of a coding framework, first proposed by Plonsky (2011), has been applied as a guiding principle throughout the analysis of data derived from the given studies. Adopting such a predetermined framework would pave the way for compiling those well-documented data that inform the readers of pivotal points in this respect.

3.2.3. Screening and Appraising the Search Results Using the Criteria and Synthesizing Findings

These criteria eventually leads to a number of studies, viz., 13 studies out of literally numerous stylistically-related ones (i.e., Abdullah, 2021; Cushing, 2018; Fillemon, 2021; Fogal, 2015b; Gheni, 2020; Giovanelli, 2022; Gordon, 2022; Jaafar & Ganapathy, 2022; Jaafar & Hassoon, 2018; Lambrou, 2015, 2020; Mohammadzadeh, 2017; Viana & Zyngier, 2017). As previously mentioned, to assist in gathering as much relevant data as possible and then analyzing the resultant studies, an adaptation of a coding framework proposed by Plonsky (2011) has been of a great help since it provides the researchers with a clear-cut depiction of the minute details of each study, namely the number of participants and the context of each study, the implemented instruments and treatments, the research designs, the dependent and independent variables, etc., needed to be synthesized with the aim of analyzing and thus answering the research questions. Table 1 and 2 provide the readers with detailed yet concise summary of each study in that giving all necessary information for analysis.

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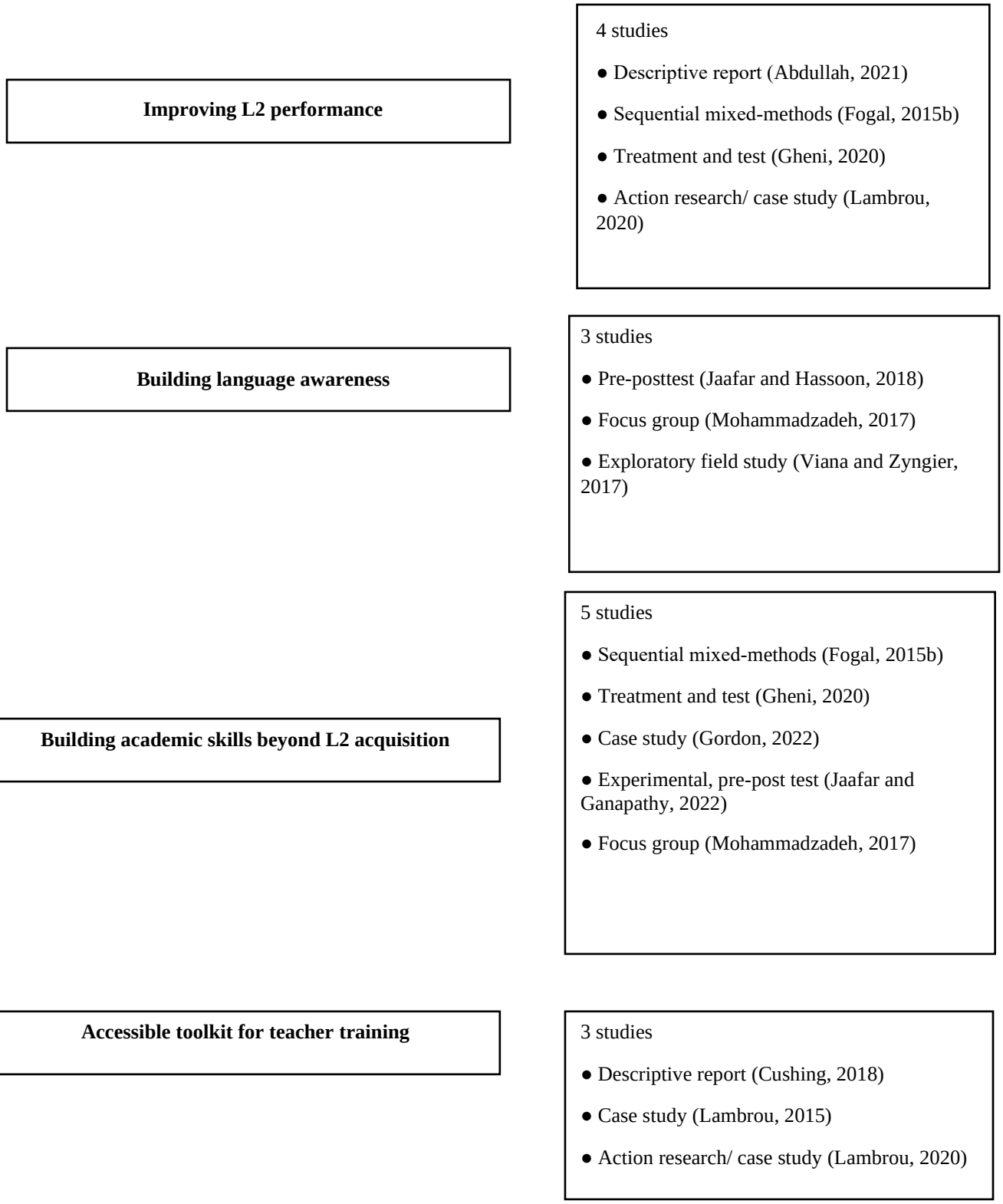
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4. Results and Discussion

4.1. Results

Figure 1

Thematic Presentation of Research in Pedagogical Stylistics



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As stated above, a set of articles which meet the given criteria, being empirical and related to stylistically-based pedagogies, has been gathered and then brought into the predetermined coding framework. However, in actual practice, the researchers come to this point that due to the dearth of true experimental research in this regard, a narrower scope of empirical studies limited to observation and description can also fulfil the criteria. In spite of that, this inquiry comes up with 13 studies for synthesizing.

4.2. Discussion

4.2.1. What are the New Pedagogical Stylistics-inspired Themes?

As Stockwell and Whitely contend, stylistics by its very nature is fundamentally "the proper study of literature" (2014, p. 1) and thus it is not far from the truth to say that a wealth of information as wide-ranging as cognitive; computational; corpus; expressive; feminist; formalist and functional stylistics have been by and large constructed out of stylistics-informed studies. And not only that, to further substantiate its versatility and practicality, Giovanelli (2022) duly notes how a stylistics-inspired pedagogy can have a vital role to play in language teaching, in the sense that, it has the potentiality to bring into play "the explicit use of theories, concepts and methods from linguistics to study the production, reception and evaluation of literary texts" (p. 49). Being based on such a premise, a series of studies deriving from the stylistics-informed pedagogies have been arisen since the convention of PED-SIG in 1997. Indeed, such an attempt leads to the emergence of a number of recurring themes which in some way act as a blueprint for other relevant studies in this respect. Throughout the time span of approximately 18 years after the advent of PED-SIG, Fogal (2015a) detects them to be three key themes as "stylistics as a tool for improving L2 performance, stylistics' contribution to building language awareness, stylistics as a tool for building academic skills beyond L2 acquisition". And the main issue of concern hereof is if enumerating the aforementioned major themes affects the forthcoming research in a way that confines the growth and evolution of the related studies to just encompass the above themes or conversely is perceived as a trigger for revelation of new set of themes.

With an eye to the information derived from present review, it turns out that among 13 studies analyzed here four studies (i.e., Abdullah, 2021; Fogal, 2015b; Gheni, 2020; Lambrou, 2020) have addressed the issue of enhancing language proficiency which indeed fall under the purview of the first theme proposed by Fogal (2015a). Three other studies (i.e., Jaafar & Hassoon, 2018; Mohammadzadeh,

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2017; Viana & Zyngier, 2017) draw upon the potentiality stylistics-informed pedagogies have on raising attention about language and its components, be it literary or not, that is what Fogal (2015a) named as language awareness. But in the meanwhile, it appears as if there exist studies (i.e., Fogal, 2015b; Gheni, 2020; Gordon, 2022; Jaafar & Ganapathy, 2022; Mohammadzadeh, 2017) which avail themselves of stylistics pedagogies for the purposes beyond language acquisition and performance, categorized by Fogal (2015a) as further academic skills. This also should be noted that as a consequence of overlapping it is not surprising to cite studies which serve more than one of the aforementioned themes. Comparison of these findings with those of other studies confirms what Fogal (2015a) described as three key themes.

However, to make a firm response to the first raised question here attention must be drawn to the fact that rare streaks of innovation can be detected throughout the given studies. To further elucidate on the current status, it has to be noted that three studies in this review (i.e., Cushing, 2018; Lambrou, 2015, 2020) have come to recognize that stylistics' pedagogical interventions have given rise to degrees of adherence among language teachers who are after improving teaching pedagogies. Such an issue has emanated from the attempts made to confirm the values stylistics-informed pedagogies have, this time from the perspective of teachers within the given training courses. This is precisely what Lambrou (2015, 2020) highlights in her studies both while developing micro-teaching activities with a focus on assisting the transition of MA students at Kingston University to highly well-informed ELT teachers and during a workshop held to account for the potential ramifications a flipped classroom has on improving teaching pedagogies. A further example is provided by Cushing (2018) in his attempt to re-contextualize stylistics in a way to fit within school contexts through designing a teacher training course at UCL. This finding broadly supports the efficacy of pedagogical stylistics and may help others to better understand it as a handy toolkit for language teaching.

In addition to this theme, throughout their analysis, the researchers come up with two other emergent themes arisen gradually in reaction to dearth of studies in this respect. Indeed, the second theme is governed by the paucity of a credible curriculum on pedagogical stylistics. In his thesis, Fillemon (2021) addresses this issue while highlighting the difficulties methods of pedagogical stylistics have encountered within an ESL secondary phase environment in Namibia. And last but not least is what Giovanelli (2022) claims as opportunities stylistics-informed pedagogies offer for valuable cooperation and collaboration between academics and working teachers even in secondary phase.

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To put it in a nutshell, it becomes apparent that the themes proposed by Fogal (2015a) are still by and large among the most pursued ones. However, this should not be treated as a generalized approach in a way to confine further attempts in opening up new horizons. With this in mind, the researchers were scrupulous in their attempt to detect further themes emerged thus far. In so doing, three other themes gradually come up to the surface: 1) stylistics as accessible toolkit for teacher training, 2) stylistics' significance in curriculum and syllabus development and 3) stylistics as an opportunity for cooperation between higher education and language teachers. Accordingly, to answer the given question, it can be said that the new emergent themes discussed here demonstrate a slight degree of progress and evolution within the scope of stylistically-related studies. However, though scarce, such a progressive movement can be rendered useful in opening up new avenues for further research in this respect.

Table 3

Major Themes of the Study

	Themes
Previously-detected Themes	Improving L2 performance
	Building language awareness
	Building academic skills beyond L2 acquisition
Newly-detected Themes	Accessible toolkit for teacher training
	Significance in curriculum and syllabus development
	Opportunity for cooperation between higher education and language teachers

4.2.2. Can the reviewed studies help address Fogal's (2015a) concerns regarding underreporting?

Following its inception in 1997, the flow of stylistically-oriented research has gone through many ups and downs and faced numerous challenges to substantiate itself as a robust discipline. Among them, issues raised due to the underreporting of data undermine the credibility of stylistics-based findings, claiming them to be merely intuitively-based conclusions. In this vein, Fogal (2015a) enumerates the reasons why such an issue has come about: "underreporting as a catalyst for conclusions based on intuition and trust, underreporting in quantitatively oriented studies, underreporting of relevant data,

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underreporting of a wider range of L2 contexts" (p. 63). The problems referred to herein are then discussed in this section to see whether each of them has been resolved after almost a period of eight years since Fogal's (2015a) detection.

When it comes to the first raised concern, it has to be mentioned that there have conceivably been sturdy adversaries accusing stylistics-inspired pedagogies and their claimed efficiency to be a matter of intuition. Indeed, what Fogal (2015a) brings to attention in this regard is not to refute nor to confirm such an outlook, especially toward data collection, but to highlight the inherent flaws it may potentially bring about. Accordingly, to leave no room for doubt, he calls for more robust data collection and analysis procedures. With this in mind, to estimate the rate of actions done in response to his call, the researchers analyzed 13 studies in this context. With an eye to reach a compelling conclusion, they primarily point to the various range of instruments these studies availed themselves of from questionnaires and interviews to tests and reflective accounts while questionnaires and interviews be among the most commonly used of all with approximately 61 and 30 percent respectively. The popularity of questionnaire and interview as data collection instruments has already been documented in the literature (e.g., Mazandarani, 2022). More elaborate research designs were, moreover carefully implemented in different combinations of mixed methodologies so as to at least moderate the situation developed out of pessimistic attitudes toward the credibility of stylistics-informed findings. Indeed, laying the basis on the merits of sound research methodologies, the majority of these studies, about 76 percent, demonstrate some degree of self-reporting be it in form of quantitative or qualitative data. Without doubt, a long way has been gone through to reach this amount of progress, but in order to leave no path untraveled, the circle of stylistically-related researchers should pursue a more comprehensive approach in data reporting, especially in case of qualitatively-based studies which are inherently hard to manage. Despite the fact that a great deal of effort has already been invested, there still remain studies that are deprived of the fundamental component of research validity, i.e., robust and reliable data.

To name instances of such a deficiency in data reporting, the researchers refer to some studies (i.e., Abdullah, 2021; Gheni, 2020; Mohammadzadeh, 2017) which are found to be highly informative yet supposed to be more convincing. A typical example would be when Mohammadzadeh (2017) claims language awareness, creative reading skills and reader-response skills and even motivation to be enhanced merely on the basis of students' responses to a focus group interview. Other instances of underreporting emanating from intuitively-based claims would encompass studies conducted by Gheni (2020) and Abdullah (2021) both of whom undoubtedly offer edifying information yet lack some relevant

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data to support their findings. For instance, with regard to several intricate issues as intuition, motivation, linguistic and grammatical knowledge, among others, Gheni (2020) claims them to be positively affected by his treatment, i.e., stylistically-based pedagogies, without providing any relevant data to support it. As is the case with Abdullah (2021) who argues improvement in language proficiency and competence as a consequence of pedagogical practices surrounding stylistics though with providing almost no factual underpinnings. Accordingly, such a situation must be rectified expeditiously so as not to let more misinterpretations to happen.

A great solution would be investing in more quantitative research to lead the way in this respect. This is due to the fact that in this way the problem of merely relying on intuition may be overcome to a great extent. However, defining the scope in this way may give rise to its own issues that must be handled delicately in due time to leave no detail overlooked. That is, as Fogal (2015a) duly detects, even quantitative research may suffer from underreporting when it comes to capturing or at least presenting empirical data sometimes due to its simplistic, reductionist approach to issues. To see whether such a problem still remains or not, the researchers delve into some quantitatively-oriented researches among the given studies. Following this purpose, they come up with the fact that except studies conducted by Fogal (2015b) and Fillemon (2021), which take the form of dissertation and thesis respectively, the general capacity of quantitative research in providing reliable and replicable data have not met entirely throughout other studies which are mostly in form of articles.

And working with the notions of replicability and generalizability, another deficiency addressed by Fogal (2015a) is lack of relevant data in his respect. Although not yet a serious issue, there still exist cases wherein overlooking even minute details has led to doubting the vigor of findings in terms of its generalization. With regard to context-based data, about four studies (i.e., Abdullah, 2021; Gheni, 2020; Gordon, 2022; Mohammadzadeh, 2017) did not precisely refer to the contexts wherein these studies have taken place. Since the number of participants is an indispensable component of generalizability, it must be rendered as relevant information while reporting on data. Nevertheless, three studies (Abdullah, 2021; Gheni, 2020; Giovanelli, 2022) did not provide any information in this regard. Moreover, some of these studies, i.e., Abdullah (2021) and Giovanelli (2022), were not explicit about the instruments used for collecting their data. All of these instances yet again prove the vulnerability of stylistically-oriented studies to criticism.

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Finally, yet importantly, another raised concern here is attributable to the shortage of contexts wherein stylistics can be used as a pedagogical tool. In this vein, Fogal (2015a) argues the contexts of the studies were confined to university level foreign language classrooms while there still remain many new avenues which deserves due attention to be opened up. It appears as if the given studies are set to compensate for such a deficit since they revolve around a range of contexts from secondary and high school ESL and EFL to university ELT and workshops among others.

Table 4

Thematic Presentation of Underreporting and the Proposed Solutions

Drawbacks	Proposed Solutions
Underreporting as a catalyst for conclusions based on intuition and trust	Utilizing questionnaires, interviews and reflective accounts
Underreporting in quantitatively oriented studies	Implementing different combinations of mixed methodologies
Underreporting of relevant data	Mentioning participants, instruments, data collection and analysis procedures, etc. for generalizability and replicability
Underreporting of a wider range of L2 contexts	Expanding the research foci to include varied contexts as ESL, EFL, university ELT and workshops

This should not be overlooked that a great deal of time and effort have been invested thus far to improve the situation in a way to overcome obstacles and resolve the existing problems. To keep up with such a pace and to capture a more comprehensive and flawless vision of stylistically-inspired pedagogies, a set of modifications in form of some recommendations provided through the following section may be rendered helpful in this context.

4.2.3. What revisions to pedagogical stylistics research agenda might ameliorate the shortage of empirical research?

Proving the efficacy of stylistics-inspired pedagogies from various perspectives has long been a major area of concern since the advent of PED-SIG in 1997. And herein lies a set of issues which give rise to

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doubts surrounding the credibility of such attempts to be merely emanating from intuition. To substantiate its status as a rigorous discipline, stylistically-oriented pedagogies have come so far and gone through many ups and downs. Yet, as always, there exist calls for more empirically-based research. Although good attempts have been made in response to such calls, there still remain a lot of uncharted areas to be empirically probed with an eye to "verify what is actually happening in the classroom and whether the orientation that is informing the practice actually works" (Zyngier & Fialho, 2010, p. 29).

Accordingly, the first recommendation to ameliorate the situation would be going some extra miles to open up new avenues within both empirical studies and yet unexplored contexts. As it turns out, the quest for empirical studies to reach cogent conclusions has always been ubiquitously distributed throughout a wide range of contexts and this accentuates the need for robust research designs. With this in mind, it seems another suggestion would be using an amalgamation of available research methods such as different combinations of mixed methods designs so as to further augment the potential to bring about sound findings by giving voice to mere numerical data or conversely statistically backing the subjective perceptions.

As mentioned earlier, a vast range of contexts as varied as L1, EFL and ESL has been among the primary focus of stylistically-based pedagogies while ELT has recently been drawn to attention. Such an action not only pave the way for further research in this regard, but also would welcome further views on the issue at hand. As a consequence of such an ever-burgeoning feature of pedagogical stylistics, the researchers detect three other emergent themes as 1) stylistics as accessible toolkit for teacher training, 2) stylistics' significance in curriculum and syllabus development and 3) stylistics as an opportunity for cooperation between higher education and language teachers. However, due to the dearth of research in these contexts, they also suggest more studies to be conducted in this regard.

Another issue to be taken into account here is that despite the call for involving stylistics-oriented pedagogies within more classroom-based researches, it is still deemed necessary to go beyond the bounds of university levels and to put more time and effort into exploring school phase. In this vein, the next recommendation would be to incorporate psychological notions along with pedagogical ones, i.e., academic achievements, with the aim to shed light on the reasons behind the claims regarding the efficacy of pedagogical stylistics. This not only confirm the feasibility and applicability of stylistics-related pedagogies but also broaden the scope of research due to its multidisciplinary orientation. And the last point to be mentioned here concerns the types of studies conducted surrounding stylistically-related

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pedagogies which almost all fall under the form of articles while it appears as if works in form of thesis and dissertation deserve more attention since they benefit from a general exploratory capacity due to comprehensiveness of their concerns. The issues suggested here is an attempt to touch on the potentiality of pedagogical stylistics in attaining substantial achievement and progress through further studies.

5. Conclusion and Implications

The present study has been conducted to examine the progress achieved within stylistics-based pedagogies since Fogal's (2015a) article. However, it has indeed been a hard, restricting and somehow challenging task for the researchers to find studies to be pure at least in satisfying the given inclusion criteria, i.e., robust empirically-based studies surrounding pedagogical stylistics. Such an issue acts as a limitation in that it has seemingly encircled this study by vague and unclear accounts undoubtedly emanated from underreporting. This has made the systematic review hard at least as to detecting the preferred items. Despite this, it would offer a significant contribution if leading to breakthroughs in this context. With this in mind, it provides the following information.

Three recurring themes have emerged besides those proposed by Fogal (2015a): 1) stylistics as accessible toolkit for teacher training, 2) stylistics' significance in curriculum and syllabus development and 3) stylistics as an opportunity for cooperation between higher education and language teachers. Moreover, it becomes clear that except broadening the scope of pedagogical stylistics to reach beyond the existing contexts, the issue of underreporting is still at the core of the detected problems. And last but not least, it offers some recommendations in hope to be followed and thus to ameliorate the situation in future. In so doing, the present paper both consolidates the premises surrounding pedagogical stylistics and at the same time brings to attention the existing doubts. It endeavors to disclose the potentiality of stylistics-inspired studies to probe uncharted areas and thus to see new horizons which in Carter's (2007) term is the hardest part of the journey. A direct consequence of such a vision would be the great opportunity it provides for material and curriculum developers along with teacher trainers and ultimately teachers and students to avail themselves of all the potentials stylistics-informed pedagogies offers. In this respect, as Ghasemi Bagherabadi and Mazdayasna (2021) mention "curriculum reform is doomed to letdown without factual feedback from the micro-level actors" (p. 107). Thus, preservice and in-service teacher education programs targeting teacher effectiveness (see e.g., Mazandarani & Troudi, 2017, 2022) can also benefit from the implications of the present study. Indeed, due to stylistics' contribution to

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building language awareness, the concept of teacher language awareness could also be contributing in teacher training since as Hesami et al. (2018) state it has "an indispensable positive impact on selecting, designing, and adapting materials; preparing lesson plans; designing syllabus and evaluating learners' performances" (p. 68-69). Finally, yet importantly, what is particularly noteworthy for this paper is to outline the path to be followed by casting the light on the fact that more is still needed to be invested in sound empirical research, particularly to address the new detected themes and thus to broaden future research horizons in this way.

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