A DISCIPLINE, SYMBIOTIC DIALECTIC: THE CASE OF LITERATURE IN ENGLISH AND ENGLISH LANGUAGE AND PEDAGOGICAL IMPLICATIONS FOR HIGHER EDUCATION

BY

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DECLARATION

I declare that all the information in this thesis is my original work. It has not been submitted to any university or institution of higher learning for any qualification before. The references used in this work have been shown and acknowledged.

Kabelo Ramolula ----------

DEDICATION

This work is dedicated to my late parents ‘M’e ‘Makoena Martha and Ntate Tlali Samuel Ramolula who always wanted their fifteenth and last born child to get educated. My mother always called me ‘‘oa maticha’ which means a teacher. They sacrificed a lot for me to be where I am today.

LIST OF ABBREVIATIONS

NUL	National University of Lesotho
AE	Academic English
HE	Higher Education
HEI	Higher Education Institutions
NESB	Non English Speaking Background
ELL	English Language Learners
EAP	English for Academic Purposes
EFL	English as a Foreign Language
IELTS	International English Language Testing Systems
TOEFL	Teaching of English as a Foreign Language
LAC	Language and Context Theory
LCT	Language in/ for /with Content theory
FGDs	Focus Group Discussions
FFOI	Face-to-Face Open ended Interviews
DELL	Department of English Language and Linguistics
LASED	Languages and Social Education Department
CHE	Council on Higher Education
MOET	Ministry of Education and Training
SOTL	Scholarship of Teaching and Learning in Higher Education
LJC	Lesotho Junior Certificate
FFOIELH	Face-to-face open interviews for English Language Humanities
FFOIELL	Face- to-Face Open ended Interviews with
FFOILLL	Face-to-Face Open ended Interviews for Literature in English Lecturers in Language And Social Education

FGD Y 3 H	Focus Group Discussion with year three Humanities students
FGD Y4H	Focus Group Discussion with year four Humanities students
FGD Y3 LAS	Focus Group Discussion with year three in Language and Social Education
FGD Y4 LAS	Focus Group Discussion with Year four students Language and Social Education

ABSTRACT

Premised on the scholarship that some academic disciplines are more linguistically related than others are, the study sought a research-appraised understanding and knowledge of the nature of the relationship between the Literature in English and English language as, supposedly, close disciplines. It explored the relationship between the Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students. Implications of the relationship between the teaching and learning of Literature in English and English Language in higher education in terms of acquisition of proficiency in English and content knowledge were also examined. The study further sought the implications of the findings for course review in the Departments of English Language and Linguistics and Languages and Social Education in the Faculties of Humanities and Education. The assumption was that such knowledge would, as the literature amplifies, have a pedagogical contribution, not only to the teaching and learning of the two disciplines as the subjects at basic education level but, more importantly, in higher education which has the obligation to, among others, produce the relevantly qualified teachers for the teaching of these disciplines as contributing certain subjects in the implementation of the obtaining integrated curriculum. The study interrogates the Literature in English and English Language for how symbiotically related they are, with a focus on the pedagogical and course review implications of such symbiosis for not only acquisition of proficiency in English as a medium of access to knowledge, but also of interrogating the concepts that make the content of the two disciplines acquire and generate knowledge. The researcher's stance was that there would be multiple interpretations of the nature of the relationship between the two disciplines.

The inquiry adopted the interpretivist/constructivist paradigm and the qualitative approach. The paradigm is premised on a multiplicity of realities which are socially constructed. A case study was the type of qualitative approach wherein the Department of Languages and Social Education (LASED) in the Faculty of Education and the Language and Linguistics Department (DELL) in the Faculty of Humanities both at the National University of Lesotho (NUL) became the case. Qualitative research data gathering strategies were adopted for the generation of research question-related data. Such strategies included the use of open-ended but relevantly guided conversational face-to-face interviews with the lecturers and students, purposively sampled from the case departments. Documentary sources were also purposively selected to include course descriptions and outlines of

core and optional courses offered in English Language and Literature in English in DELL as well as in English Language Education and Literature in English Education in LASED.

At least three major revelations resulted from the analysis and interpretation of the data. Firstly, the study points to the inherent relationship between Literature in English and English Language as academic disciplines. Areas of symbiosis are the rules of grammar, linguistic and communicative competences, requisite skills and reading literary texts. Secondly, the relationship, given the deserving pedagogical attention within and across the disciplines, can reasonably be associated with the acquisition of proficiency in academic English and improved knowledge of discipline-based content. Thirdly and logically, the study points to two major implications of the relationship. One implication is that pedagogically, the two can be taught in juxtaposition upon informed identification of relevant proficiencies in English and subject-based content needs within and across departments. The second implication of the relationship is a joint course-review need which would lead to an introduction of an integrated English Language Literature in English course for a compulsory offer to DELL and LASED students double-majoring in the two disciplines as specialisations and teaching subjects. Also revealed as an implication is the need for an intra and inter departmental collaboration in course planning, teaching of and research on/for English language proficiency and content knowledge needs of students. The fourth implication is the need for pedagogical professionalisation of the lecturers in both departments' strategies for integrating teaching and learning of the two disciplines. Implementation of the implications of the findings would be in step with not only trends in scholarship of teaching and learning (SoTL) in higher education but also in scholarship of pedagogy for enhancing teaching and learning at this level. Actualisation of professionalisation of the teaching of the two disciplines would have an added value to accreditation of the course offerings in the two departments in the situation such as that of higher education in Lesotho where a teaching qualification is one of the accreditation standards from the Lesotho's Council on Higher education (CHE).

The study therefore, makes reasonable conclusions that (a) the two disciplines are inherently interwoven by nature and, as and when opportunities are identifiable, should be taught and studied with this in mind to enhance acquisition of proficiency in English and content knowledge in both disciplines, (b) the relationship between the two disciplines is not only symbiotic but it is also pedagogical and can therefore strategically be purposively juxtaposed for proficiency in English for the teaching and learning of the two disciplines and (c) the symbiotic relationship between the two disciplines invokes the course review through which a collaborative approach to the planning and

teaching of the two symbiotic disciplines could improve acquisition of proficiency in English and content knowledge. Based on the conclusions articulated, the study recommends that the two disciplines could be taught in juxtaposition, especially paying attention on these cross cutting skills and competences. The understanding is that such an arranged plan of work could augment acquisition of proficiency in English and content knowledge. In terms of inter and intra departmental working relationship, the study recommends that for acquisition of proficiency in English and content knowledge, the departments of English Language and Linguistics as well as Languages and Social Education could work collaboratively within (intra) and among/ between (inter) departments by way of consultations, sharing of the teaching methods, expertise as well as substance for the two disciplines through joint research and teaching. This could be done where the two disciplines cross-pollinate in terms of content and related skills

The research study has also made a significant contribution to the theories surrounding the area of study. For instance, it has expanded Language in/for/with content theory with its principle that language cannot be acquired/learned outside content. The study has gone beyond to add that acquisition of language and content are simultaneous and inseparable. Literature in English is the context for English Language whilst English language is the medium of expression of literary ideas thus making the two interdependent of each other.

Furthermore, the study has made a positive contribution to the Language and context theory which is premised on the maxims of meaning through relation, that is, through environment/ situation. It looks at the meaning of a text by examining it holistically that is, its structure in totality not individual words of a sentence in isolation. This study has gone beyond to demonstrate that words or phrases outside context are meaningless. Appropriate and accurate meaning of a text is doubtful outside context; the literature provides that context.

The study has also enhanced the schema theory which is based on the principles that schemata are mental structures that have stored information from life experience and such knowledge is resurrected when one meets new information. The schemata influence acquisition of new information. The present study has gone beyond the principles and has added that acquisition of new information/knowledge is dependent on the old knowledge/ schemata. The two are interdependent and inseparable.

The study contributes a research-appraised model for adoption and or adaptation in the implementation of the research supported symbiotic relationship between the Literature in English and English Language.

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TABLE OF CONTENTS

CERTIFICATE OF APPROVAL i

DECLARATION ii

DEDICATION iii

LIST OF ABBREVIATIONS iv

ABSTRACT vi

ACKNOWLEDGEMENTS x

TABLE OF CONTENTS xi

CHAPTER ONE 1

INTRODUCTION 1

1.1 INTRODUCTION 1

1.2 BACKGROUND/RATIONALE 1

1.3 STATEMENT OF THE PROBLEM 7

1.3.1 Main Research Question 11

1.4 SPECIFIC OBJECTIVES 11

1.5 SIGNIFICANCE OF THE STUDY 12

1.6 THEORETICAL FRAMEWORK 12

1.6.1 Schema Theory 12

1.6.2 Structuralism 14

1.7 LITERATURE REVIEW 15

1.8 DELIMITATIONS OF THE STUDY 17

1.9 ORGANISATION OF CHAPTERS 18

CHAPTER TWO 20

THE LITERATURE REVIEW 20
2.1 INTRODUCTION 20
2.2 THE OPERATIONALISATION OF KEY CONCEPTS 20
2.2.1 Discipline 21
2.2.2 Symbiosis 21
2.2.3 Dialectic 23
2.2.4 Pedagogy 24
2.3 THEORETICAL FRAMEWORK 25
2.3.1 Schema theory 25
2.3.2 Language and Context theory 27
2.3.3 Structuralism theory 28
2.3.4 Language in/for/with content learning theory 28
2.4 LITERATURE IN ENGLISH – ENGLISH LANGUAGE RELATION TO ACQUISITION OF PROFICIENCY IN ENGLISH LANGUAGE AND CONTENT KNOWLEDGE 31
2.5 IMPLICATIONS OF THE RELATIONSHIP FOR THE TEACHING AND LEARNING OF LITERATURE IN ENGLISH AND ENGLISH LANGUAGE 43
2.6 THE NECESSITY OF READING IN THE SYMBIOSIS OF LITERATURE AND LANGUAGE 45
2.7 ENGLISH LANGUAGE 51
2.7.1 English language acquisition 55
2.7.2 English Language learning 57
2.8 IMPLICATIONS OF THE FINDINGS FOR CURRICULAR REFORM IN THE DEPARTMENTS OF ENGLISH LANGUAGE AND LINGUISTICS AND LANGUAGE AND SOCIAL EDUCATION 58
CHAPTER THREE 64
RESEARCH METHODOLOGY 64
3.1 INTRODUCTION 64

3.2 PARADIGMS UNDERPINNING THE STUDY 64
3.2.1 Paradigm 64
3.2.2 The Constructivist/Interpretivist 66
3.2.3 The Ontological position of interpretivism 69
3.2.4 Epistemological position of interpretivism 71
3.2.5 Methodological position of interpretivism 73
3.3 THE RESEARCH DESIGN 75
3.3.1 The case study 76
3.4 PARTICIPANTS 78
3.4.1 Sampling criteria 78
3.5 DATA COLLECTION TECHNIQUES AND PROCEDURE 81
3.5.1 Face-to-face open-ended interviews. 82
3.5.2 Focus Group Discussions (FGDs) 83
3.6 DATA ANALYSIS AND INTERPRETATION 85
3.7 TRUSTWORTHINESS 90
3.7.1 Reliability and Validity 91
3.7.2 Validity 91
3.7.3 Triangulation 91
3.8 ETHICAL CONSIDERATIONS 93
3.9 SUMMARY 94
CHAPTER FOUR 95
DATA PRESENTATION, INTERPRETATION AND DISCUSSION 95
4.1 INTRODUCTION 95
4.2 THE FINDINGS 95
4.2.1 The relationship between Literature in English and English Language in terms of acquisition of proficiency in English and content knowledge 95

4.2.2 Implications of the relationship for the teaching and learning of Literature in English and English Language in terms of acquisition of proficiency in English and learning of content knowledge by higher education students 122

4.2.3 Implications of the findings for curricular reform in the Departments of English Language and Linguistics and Languages and Social Education in the Faculties of Humanities and Education. 158

4.3 THE TRUSTWORTHINESS OF THE FINDINGS 183

4.3.1 Reliability 183

4.3.2 Validity 184

4.3.3 Credibility 185

4.3.4 Triangulation 185

4.4 INSIGHTFUL SUMMATIVE PERSPECTIVES FROM THE MAIN FINDINGS OF THE STUDY 186

4.5 SUMMARY OF THE CHAPTER 192

4.6 GRAPHIC REPRESENTATION OF THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE 194

4.7 THE NARRATIVE OF THE GRAPHIC REPRESENTATION OF THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE 195

4.8 CONTRIBUTION OF THE STUDY 197

CHAPTER FIVE 200

CONCLUSIONS AND RECOMMENDATIONS 200

5.1 INTRODUCTION 200

5.2 CONCLUSIONS 200

5.2.1 The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students? 201

5.2.2 The implications of the relationship for teaching and learning of Literature in English and English Language for acquisition of proficiency in English and content knowledge? 203

5.2.3 What are the implications of the findings for course review in the departments of Language and Social Education and English Language and Linguistics? 204

5.3 RECOMMENDATIONS 207

5.3.1 The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students. 207

5.3.2 The implications of the relationship for teaching and learning of Literature in English and English Language for acquisition of proficiency in English and content knowledge? 209

5.3.3 What are the implications of the findings for course review in the departments of English Language and Linguistics and Languages and Social Education in the faculties of Humanities and Education? 210

5.4 AN INTEGRATED PEDAGOGICAL AND COURSE REVIEW MODEL FOR IMPLEMENTING THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE FOR ACQUISITION OF PROFICIENCY IN ENGLISH AND CONTENT KNOWLEDGE 213

5.4.1 The Narrative 214

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH 216

REFERENCES 218

APPENDICES 245

APPENDIX A: FGD Y4 LAS 245

FOCUS GROUP DISCUSSION GUIDELINES FOR FOURTH YEAR STUDENTS IN LANGUAGE AND SOCIAL EDUCATION (LASED) (fgdy4las) 245

APPENDIX B: FGD Y3 LAS 246

FOCUS GROUP DISCUSSIONS GUIDELINES FOR THE THIRD YEAR STUDENTS IN LANGUAGE AND SOCIAL EDUCATION (LASED) (fgdy3las) 246

APPENDIX C: FGD Y4 H 247

FOCUS GROUP DISCUSSION GUIDELINES FOR FOURTH YEAR STUDENTS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES. (Fgdy4h) 247

APPENDIX D: FGD Y3 H 248

FOCUS GROUP DISCUSSION FOR THIRD YEAR STUDENTS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES. (Fgdy3h) 248

APPENDIX E: FF OILLL 249

FACE- TO- FACE OPEN - ENDED INTERVIEWS FOR LITERATURE IN ENGLISH LECTURERS IN LANGUAGE AND SOCIAL EDUCATION (LASED) – (ffoilll) 249

APPENDIX F: FF OIELL 250

FACE- TO- FACE OPEN-ENDED INTERVIEWS FOR ENGLISH LANGUAGE LECTURERS IN LANGUAGE AND SOCIAL EDUCATION (LASED) – (ffoiell) 250

APPENDIX G: FF OILL H 251

FACE -TO –FACE OPEN-ENDED INTERVIEWS FOR LITERATURE IN ENGLISH LECTURERS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES – (Ffoillh) 251

APPENDIX H: FF OIELH 252

FACE-TO-FACE OPEN-ENDED INTERVIEWS FOR ENGLISH LANGUAGE LECTURERS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES – (ffoielh) 252

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

The chapter interrogates the key aspects of the topic in order to bring out the etymology and sense of the study denotatively and connotatively. The chapter features five sections. The first part explicates the background/rationale of the study. The statement of the problem and the purpose of the study form the second part of the chapter; while the research questions and the objectives of the study make the third feature of the chapter. The significance of the study is the fourth part and is immediately followed by the demarcation of the inquiry as the fifth component of the chapter. The sixth part is the delimitation of the study. The seventh section is the methodology which features the research design, methods of data collection and procedures. Section eight spotlights the analysis. Section nine of the chapter fuses design-congruent quality standards for ensuring trustworthiness of the findings of the inquiry. It is followed by the section on the definitions of terms. The chapter closes with an outline of the organization of the thesis.

1.2 BACKGROUND/RATIONALE

Proficiency in academic English (AE) plays a fundamental teaching and learning role in English-medium higher education (HE) while proficiency in English is increasingly being accepted as a global norm, a basic skill alongside literacy, numeracy and computer skills. The reason is that the language is essential for access to and success in the modern labour market (British Council 2006; Park & Wee, 2012). This observation suggests that proficiency in English language is a world-wide need. It is a basic skill that academics and professionals require for their learning, development and success in their careers. It however does not exist in isolation as a skill, but rather in juxtaposition with other skills mentioned above. These skills are prerequisites to studying and coping with the arduous academic demands of higher eduction institutions (HEIs) and the workplace. One should be able to express oneself eloquently, to read and to understand any text written in English, handle figures and interpret computer language.

Proficiency in English is the determinant of academic success. For instance, Martirosyan, Nara, Hwang, Eunjin, & Wanjohi, Reubenson (2015), Li (2010) and Wardlow (1999) note that many empirical studies point to proficiency in English as a debilitating factor in international students' completion of study programmes in English medium Higher Education (HE) institutions. Such students for instance come to class with different world views, different cultural and linguistic backgrounds and varying strategies for learning. They often not only encounter difficulties in adjusting to their environment but also struggle with academic language while learning the content and conceptual structures of graduate level disciplines (Lin & Yun, 1997; Beaven, Calderisi & Tantral, 1998; Long-Yi Lin, 2010; Wardlow, 1999; Shu, 2014). Discernable from these authors is the observation of the research-evidenced fact that proficiency in English is a prime academic need for students from Non-English-Speaking backgrounds (NESB) pursuing careers in English-medium Higher Education Institutions (HEIs).

Deficiency in English language proficiency negatively impacts on performance and achievement in different disciplines. Substantiating this for instance, is the finding from Umm Al-Qura University in South Arabia which has shown that lack of proficiency in English was one of the main difficulties faced by medical students during their first year of the course (Kaliyadan, Feroze, Nazer Thalamkandathil, Srinivas, Raoparupalli, Tarek, Tawfik Amin, Magdy Hassan Balaha & Walled, 2015). Such research-appraised assertions point to the necessity of proficiency in academic discipline-based English discourse.

English language proficiency-related challenges for students are, in turn, a challenge to teaching in HE. Upon enrolling in English-medium universities and colleges, students often present with deficiencies in listening, reading, vocabulary/diction, management of different academic writing styles, oral communication in class presentations, critical analysis and discipline-characteristic discourse (Lee, 1997; Berman & Cheng, 2001; Holmes, 2004). These challenges require proficiency in English; without it, learning and teaching are fraught and become a strain to educators (Trice, 2003). Moreover, the challenges that are not attended to, affect academic and social interaction among the students and lecturers. They bring the occasion of the atmosphere which is non-conducive to teaching and learning. Andrade's (2009) summative perspective of the situation is suggestive of an intervention. The author for instance, posits that a NESB student struggles with the appropriate academic language in a new academic environment; the lecturers are challenged to explore a diversity of pedagogical approaches for mitigating the situation for acquisition of

proficiency in requisite English for meeting the academic demands of different disciplines. English as a medium of teaching and learning in HE calls for functional proficiency and literacies for which one of the conditions is communicative contexts. According to Rory (2016), functional proficiency is applied and measurable second language competency in field specific, social and professional interaction. Functional proficiency does not require prior general proficiency in the language of study because language is learned and acquired within the context of professional practice. The author's perspective implies that functional proficiency is a discipline specific mastery of the terminology in that related field operationalized. Broderick (2016) is of the view that proficiency has to do to with functional language ability at various levels. It is proficiency for a certain purpose in different situations. Students, therefore, ought to have proficiency applicable for their field of study yet they sadly face challenges with this.

Academic proficiency transfers across languages so that students who have developed literacy in their first language will tend to make stronger progress in acquiring literacy in the second language (Cummins, 2002). Cummins is understood to argue that students who have developed a habit of reading in the native language can easily develop the same trait in the foreign language and therefore improve their reading skills and improve their proficiency in their second language.

Academic language proficiency plays one of the major roles in teaching and learning in HE. Scarcella (2003), for instance, observes that academic English is a variety or a register of English used in professional books and is characterized by specific linguistic features associated with academic disciplines. It is specific in that it is discipline-oriented. It also includes diverse sub-registers associated with different disciplines such as Science, Economics, Mathematics (Johns, 1997). This implies that academic language is the language related to a particular field of study. It specializes in the relevant and appropriate terminology for particular disciplines. Taking this discussion further are Halliday & Martin (1993) and Lemke (1990) who argue that it is not possible to do Science, Economics, and Mathematics with ordinary language only. They state that one must do discipline-specific work with academic work and discipline specific language. They assert that in academia, academic language is more useful in institutions of higher learning than it is in the street. They further explain that academic language is ranked highly in countries such as the United States where it is used by the educated and those in power in academic and business settings as well as in the courts of law. They point out that the students who study the subjects such as those mentioned above, need academic language that is relevant to their disciplines. Academic subjects are examples

of communicative contexts for academic proficiency in English language. An academic subject is defined by Farlex (2010) as a system of knowledge and skills selected from a branch of learning, technology, art or industry which are studied at an educational institution. Farlex further notes that academic subjects are taught in different types of general education schools. The areas of specialization at specialized educational institutions, the interrelationships and sequence of study are determined by the curriculum. In addition, Camara (2015) considers the core academic subjects as English, reading or language arts, Mathematics, Science, foreign languages, civil and government, Economics, Arts, History and Geography, writing and others. Camara's assertions point to one thing about academic subjects; that is, they are studied at different fields, depending on individual specialization. In their different disciplines these subjects create a platform for learning and acquisition of proficiency in English because they are taught in English as a medium of instruction. Based on the foregoing assertions by Farlex (2010) and Camara (2015), it makes sense to perceive proficiency in English as a need for engaging with discipline-based content. The interrelatedness of some of the subjects calls for a deeper understanding of how academic subjects can be explored for cross-fertilization towards acquisition of proficiency in English.

Research studies have addressed how other academic subjects can be contexts for acquisition of proficiency in English language. For example, academic subjects such as Mathematics and Business Education can be contexts for acquisition of proficiency in English language. Mathematics students need to have proficiency in Mathematical language. They should express themselves clearly, read Mathematics material and write Mathematics concepts in English, for example, Mathematics can be a helpful bridge for English language learners (ELLs) who have studied Mathematics in their home countries (WETA, 2017). Some English Language learners with limited Mathematical experience, need practice mastering both the content and the language of mathematics and use it to learn how to understand word problems and to use language in the Mathematics class for tasks such as explaining their answers (WETA, 2017). In this way, Mathematics as an academic subject can, therefore, facilitate the acquisition of proficiency in English language without the teacher necessarily stating that there is an automatic English language learning and acquisition practice in the Mathematics class. Students acquire proficiency in English when thay attempt to understand Mathematical concepts and content written in English. It seems reasonable, therefore, to note the existence of a close relationship between content delivery in Mathematics as an academic subject and acquisition of Mathematics-based proficiency in English as well as the general learning of English as a medium of instruction. Other academic subjects are similarly contexts for the

acquisition of proficiency in English language. For instance, some authors share the view that in the specific case of Business Studies and, given the globalization of the world economy, a high level of competence in English is a prerequisite for business studies in the twenty first century (Louhiala Salminena & Kankaanranta, 2012; Oria, 2012; Emma & Mar Camacho-Minano, 2016). The insinuation here is that since competence in English is a prerequisite in the teaching and learning of Business Education, when content is delivered in English, English language is also learnt or acquired because the business world requires clear expression in English. Figures are also interpreted in English and one learns that Business Education is a subject that is conscious of English language because students should communicate effectively.

English for academic purposes (EAP) in HE is one of the academic subjects that enhance the acquisition of proficiency in English language. It is described as tertiary level English instructional training that enables the learners to improve their language proficiency within higher education institutions (HEI), irrespective of the country in which instruction takes place (Hadley, 2015). Sharing the same perception about EAP is Gillett (2004) who describes it as the language associated skills that students need to undertake in higher education through the medium of English. Hardley and Gillett's postulations point to the need for the adoption of pedagogical approaches towards equipping students who are newly settling in a university environment with the requisite communication skills. Such skills include fluency, development, reading, writing, speaking, and listening which are the key skills in academia. English language proficiency in an academic field cuts across the curriculum. Almost all the subjects require proficiency in English language, particularly in the schools and institutions of higher learning where English language is the only medium of instruction.

The concept of EAP as a course is also held by Sumarni & Raihan (2011) who define it as an academic offering aimed at preparing students to meet academic demands of their respective disciplines specifically in speaking, reading and writing skills. They indicate that in EAP as a course, students are trained to employ the necessary language skills and strategies to carry out academic tasks such as academic discussion, reading of academic material and writing assignments. The authors' perception points to EAP as facilitative of acquisition of proficiency in English language because it emphasizes all forms of academic communication. EAP addresses the English language skills that HE students must have proficiency in. Additionally, John & Matthew (2001) report that EAP is a course offered in major English speaking countries such as the USA, UK,

Australia and New Zealand where English is not the first language of [majority of]students. It is also used in Western Europe, Japan, China, Latin America, and francophone countries in Africa. Furthermore, James (2014) notes that evidence exists that learning can transfer from EAP instruction to students' work and their courses.

The foregoing opinionated assertions about the positive relationship between EAP as a course and acquisition of proficiency in English are also evidenced in some research studies on EAP in various contexts, including institutions of higher learning. For example, Zaid Mohammed A & Ali H. Alamir (2010) investigated whether English as a Foreign Language (EFL) learners who studied English for Academic Purposes (EAP) course showed significant differences in their overall levels of proficiency in English as determined by an achievement test of the four skills and grammar. The study found that EFL students who studied in that EAP course showed significant differences between their scores in the English language skills and proficiency in English. According to Educo (2016), the score that a student achieves in an external test is meant to indicate whether he/she has a sufficient level of English proficiency to cope with linguistic demands of university studies. It does not mean that they will succeed academically.

A large number of studies have attempted to identify positive relationships between English proficiency testing and GPA, focusing on either International English Language Testing Systems (IELTS) or aTest of English as a Foreign Language (TOEFL). A number of researchers have recommended that international students undertake courses in language development to improve their English language proficiency rather than to focus on highly specialized test preparation courses. Sadeghi (2014) concludes that tailoring a course to meet testing requirements impedes students' needs for language development and learning of academic skills. The implication is that proficiency in English as a requisite skill in academia improves the performance of the students not only in English but also in other courses. There are however, some questions that remain unanswered in the dialectic of English Language proficiency and the academic subjects' cross-fertilization, especially regarding English Language and the Literature in English. In the context of this study, studies of a more or less similar focus have seemingly been rarely undertaken in Lesotho HE institutions. Examples of related studies were conducted by Kingsley, Botha & Bacon-Shone (2017) who discussed English as the medium of instruction in Singapore in HE and found that within the Asian region, Singapore, English as Medium of istruction (EMS) has proved to have been a success to the extent that even the president Tan Chorh Chuan was quoted claiming that the

use of English as the designated teaching medium was 'a tremendous advantage' (Matthews, 2013). Bolton (2008) claims that EMI has contributed to Singapore claiming to have achieved the highest level of English language proficiency in the Asian region. Kaliyadan *et al.* (2015) carried a research in which they correlated English language proficiency with academic performance among medical students in Saudi Arabia. Using a cross-sectional study design, the findings pointed out that English language proficiency is an important factor in determining academic proficiency of medical students in an Arabian college at preparatory year level. The findings from the cited studies suggest that practice and acquisition of functional proficiency in English language is integral to the teaching of different academic subjects taught in HE. There is a need for research to explore other academic subjects for how they relate to acquisition of proficiency in English language; research implications of the fact that except for a study by Matsoso (2012) the type of studies referred to in this research, have barely been undertaken in the context of Lesotho's HE. The design/ methodological approaches of the referred studies and the implications of such research design/methods call for further research.

1.3 STATEMENT OF THE PROBLEM

According to Bwisa (2008) a statement of the problem is the description of an issue that needs to be addressed. It provides the context for the research study and generates the questions which the researcher aims to answer. Clarifying the concept is the interest of Sudeshna & Shruti (2016). It as a brief overview of the issues or problems that exist in the area selected for the research study. It is an explanation of the problems that are prevalent in a particular sector and which drive the researcher to take an interest in and for an in-depth study and analysis in order to understand and solve them **(**Saunders, Lewis & Thornhill, 2009). William & Baya (2007) take the discussion further. They contend that research problems are issues or difficulties that researchers experience within either a practical or a theoretical situation and to which they need to find solutions. The definitions depict the statement of the problem as an account or narrative of the unfavourable status that makes the researcher uncomfortable. Such a state of affairs causes a particular identified system not to operate in an acceptable or expected manner. Since it is a situation that destructs normality, it needs to be explored in order to find the root cause and a solution. The foregoing statements ground the problem statement for the study in question.

The problem of the present study originates from my personal experience as a lecturer for Literature in English. On the documented knowledge front, the observation is that students majoring in either English Language or Literature in English independently in institutions of higher learning such as the National University of Lesotho where English is the only medium of instruction, have a challenge of proficiency in English Language. The same view point is held by Onukaogu (2002), quoted in Ihejirika (2014), who claims that in Nigeria for instance, secondary school leavers and tertiary institution graduates hardly express themselves clearly in either spoken or written English. The implication of this finding may be that students are perhaps not exposed to adequate literary material which may enhance their linguistic competence and proficiency in English.

Intrinsically, Literature in English and English Language complement each other because Literature in English is English Language in use. Taking this dialectic further is Butler (2006) who opines that at tertiary level, language learning and literary studies are interdependent and, in a specialist context, should be seen as complimentary at all stages in the educational process. On the contrary, the separation of the two disciplines and the deficiency in English Language proficiency would mean the students' failure to learn and communicate effectively in academic contexts**.** The two challenges also imply the students' inability to apply the requisite language skills. Spotlighting the same position are Kong, Powers, Star & Williams (2012) who note that a low level of proficiency in English has been considered a barrier to learning and academic success at the post-secondary level. Even years earlier, researchers such as Janet (1987) asserted that a certain level of proficiency in English is necessary for successful college-level work where English is the language of instruction. Emerging from these aversions is a reasonable conclusion that there is a noticeable inadequacy of proficiency in English Language in HEIs where English is the only medium of tutoring.

This challenge affects the learners who major in the two disciplines separately. It appears to frustrate learning and teaching at NUL. In order to redress this uncomfortable situation, a deeper understanding of the relationship between the two disciplines and its implications in the teaching and learning at NUL is required.

Proficiency in English Language has been amply documented as a major challenge for students from Non-English Speaking Backgrounds (NESB). This is noticeable particularly in the teaching and learning of academic subjects in HEIs. Substantiating this is Pamyawong-Ngam, Tangthong and Anunvrapay's (2014**)** observation that in Thailand low levels of proficiency in English

Language affect not only the students' ability to meet the English Language requirements for many jobs but also to ensure their ability to deliver a satisfactory job performance in their language skills. This surveillance means that proficiency in English Language is the determinant factor for public service and academic success in institutions of higher learning. On the satisfaction of the job requirements, Shoebottom (2009) states that in Thailand, English is used for purposes of academic advancement, career advancement, travelling abroad, technology access and economic success. In fact, one of the significant requirements of future success is proficiency in English because students gain broader perspectives from adjunct business professionals, overseas experts and visiting professors.

The foregoing postulations have implications for proficiency in English. One implication is that proficiency in English is a requisite skill in both academic achievement and non-academic challenges which characterise the world that we live in. NESB students who major in English Language and Literature in English separately as is the case at NUL, seem to face a number of challenges such as unsatisfactory academic communication in different disciplines, ineffective learning and teaching of the two disciplines when their level of proficiency in English is low. This personal observation as a lecturer at NUL manifests itself in the dissatisfying means of expression by students in their academic writing. The study assumes that the low level of proficiency in English comes as a result of lack of exposure to reading the literary material. It is the interest of this study to explore the relationship between the two disciplines and its implications in the teaching and learning at NUL. The Literature in English, as is the case with other academic subjects, is noted to be a context facilitative of practical exposure to and acquisition of proficiency in English Language. This means that Literature in English is a self-presenting context for the teaching and learning of English Language. Ngara (1989) and Maley (1989) (in Cater & John, 1996) concretize the idea of symbiosis in their emphasis that the most effective ways of using English Language is through the Literature in English. The latter assists the learner to master a language. A reasonable inference from this is that Literature in English acts as a catalyst in the learning and teaching of English Language. It could make academic sense to explore the two for how they academically complement each other towards acquisition of proficiency in English Language academically. Literature in English as a linguistic resource can therefore be exploited for language learning purposes. By implication, the authors' contention is that the symbiotic relationship between the two subjects could enable effective teaching and learning. In some English medium HEIs such as NUL, there is still a dearth of research on the actual relationship between pedagogical integration of the Literature

in English and English Language and acquisition of proficiency in the latter. Using the Literature in English and English Language at NUL as a case study, this study would therefore explore the symbiotic relationship between English Language and Literature in English to arrive at a research appraised understanding of how such a relationship can benefit the acquisition of proficiency in English Language in the pedagogically integrated contexts made up of both subjects for the students in the HEIs.

As a strategy for improving English Language proficiency in HEIs, some countries such as Saudi Arabia, the US and Australia for example, have decided to introduce English for academic purposes (EAP) as a course (John & Peacock, 2001). The EAP course is aimed at helping students to gain a substantial level of proficiency in English language requisite for their specialty. In Saudi universities and colleges, students have to take an introductory intensive course in English for academic purposes (Mohammed & Ali Alamir, 2010). The initiative is based on the expectation that students should demonstrate a satisfactory level of proficiency in English for eligibility to study at the colleges.

The dearth of HEIs research on the cross-fertilization between closely related subjects such as English Language and Literature in English may not seem as a surprise because for a long time the two were taken as one academic subject. Although they are closely linked, they are different areas of specialization. However, in the event of ample research pointing to academic subjects as naturalistic language learning contexts, there is need for research to inquire into the nature of the relationship between acquisition of proficiency in English and the cross-fertilization approach to the teaching and learning of Literature in English and English Language at HEIs such as the NUL. The Literature written in English, like all other subjects, depends on language for it to be accessed for learning and teaching. English Language as a subject also depends on other subjects that include Literature in English as a meaningful context in which it can be effectively learned for its sustainability and authenticity. English language is a root from which Literature in English stems. Several rsearchers such as Brooks (1966), quoted by Tudor & Ubahakwe (1979), Ihejirika (2004), Mingu (2013), Sunday & Ojuolape (2013) support the observation. It would seem reasonable to assume that Literature as a subject may not be independent of language, yet both are interdependent. Nguyen (2008) argues that if they must interpret and analyse a literary text, they must be competent in the language of the text. Similarly, if one is to be competent in language, one should be sufficiently exposed to the literature of the language in question. This interdependence points to the

idea that literary competence is a result of linguistic competence and vice versa. The latter does not only come as a result of one channel, which is formal teaching of linguistic structures, but also as a result of the inclusion or extensive reading of literary material.

It is for this juxtaposition that the two disciplines may be deemed to be symbiotic and worthy of being treated as such for pedagogical reasons. If English Language is taught and learnt autonomously from Literature in English, low proficiency in English might be expected. However, the scarcity of research to confirm and or dispute this observation, especially in higher education contexts necessitates further inquiry into the symbiotic relationship between Literature in English and English Language and how the two disciplines can enable effective teaching, acquisition and proficiency in English Language in the Faculties of Humanities and Education. This observation led to the present study.

1.3.1 Main Research Question

The main research question for this study is: what is the symbiotic relationship between Literature in English and English Language and the pedagogical implications of the two disciplines in higher education?

1.4 SPECIFIC OBJECTIVES

The study is intended to determine:

1. The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students.

2. The implications of the relationship for teaching and learning Literature in English and English Language in higher education in terms of acquisition of proficiency in English and content knowledge.

3. The implications of the findings of this study for curricular reform in the Departments of English Language and Linguistics and Language and Social Education in the Faculties of Humanities and Education.

1.5 SIGNIFICANCE OF THE STUDY

Results from this study may facilitate the improvement of learning and teaching of Literature in English and English Language from the discipline interrelated and integrated approach at NUL and elsewhere. This study is also intended to make an effective pedagogical contribution to curriculum review at NUL. These achievements might provide reference to academics and curriculum designers at NUL and elsewhere in policy making.

1.6 THEORETICAL FRAMEWORK

Theoretical framework gives a strong scientific research study base and provides support for the rest of the study. It shows that the research does not come 'out of the blue' but it is both grounded in and based on scientific theory (Sarah Vinz, 2017). This statement means that no idea that is completely new in research writing. There is always information about or around the new phenomenon from which a concept or idea can be developed. Theory helps the researcher to have the foundation or the base that supports the development of the study. This study is supported by a plethora of overlapping theories namely, Language Across the Curriculum (LAC), Language and context theory (LCT), Language in/for/with content theory (LCT) and Formalism but it is predominantly predicated on the schema theory, structuralism, language and context theory and Language in/with/for content theory.

1.6.1 Schema Theory

Schema theory describes the way knowledge is acquired, processed and cerebrally organized (Christopher, 2014). Implicit is the understanding that the theory is about how information is absorbed, managed and controlled in the mind. It strengthens the significance of prior knowledge to the new one (Merriam, Caffarella & Baumgartner, 2007). The assertion denotes that the already stored knowledge determines the acquisition and interpretation of the new information. Ivanic (1998:105**)** takes the discussion further that schemata are ''memories, thoughts, and comprehension gained through experience''. He furthermore states that reading literary texts is an interactive process between what the reader already knows about a given topic/subject and what he reads about. The already stored knowledge in the context of this study implies the knowledge of English or literary words, phrases, sentences and expressions that students already have. Such knowledge is

brought to the surface when one encounters new information because it assists the understanding, interpretation and acquisition of new knowledge.

Christopher's (2014) conceptualisation of schema theory is in line with Pankin's (2013) understanding that schemas guide how new information is interpreted and they are powerfully influential. The theory indicates that students do not interact with new information with empty minds (tabularasa). University students bring to the text the already acquired information. In other words there is no way students can interact with new information without the help of already existing knowledge. English Language students interpret a literary text with the help of the schemata. The same thing applies to Literature students who need English Language competence to internalize new English Language concepts. That is to say new information and schemata are inseparable. The background information helps them to interpret, understand, absorb and learn the new information easily. Schema and new information are inseparable so are Literature in English and English language; they are mutually interdependent. Background information facilitates the learning and interpretation of the new knowledge as literature presumes language.

The Schema theory advocates for the 'cross fertilization' that the study is intended to explore. In line with the idea of the already existing knowledge are Fraisse & Piaget (1968) who emphasize that prior knowledge plays a major role in learning. What students already know influences what they learn and a teacher should consider what a student already knows in relation to new material. This observation supports the schema theory that refers to the importance of the experience and knowledge that is brought to the new world. Kazembe (1971:8) extends Piaget's notion of prior knowledge to experimental readiness which underlies the notion that learning depends on relating the new material to the already existing stock of knowledge. Readiness to absorb new information plays a major role in the learning process. Slain (1988:155) is of the opinion that Piaget (1926), Head (1920), Bartlet (1932) and Ausubel (1967) are of the view that the underlying idea of the schema theory is that, as they receive the incoming information, humans organize it around their previously developed schema or networks of connected ideas. This implies that students sort out any new information that they acquire in the classroom alongside their already existing knowledge (schemata). They reserve it for later use. The majors in the two disciplines need that shelved information to interpret the new information. Literature in English' students take with them the schemata to the English language class. English language students as well take with them the reserved knowledge or experience of words and expressions to the literature class. The overlapping

process between the two disciplines calls for the inseparability between the two subjects and schemata and the new material. Schema theory and forms the bases for interrelationship between the known and the unknown. This means Literature students do not venture into English language classes with nothing on their brains but as rationally equipped individuals so are English language students as well who do not interact with the new words and concepts with empty brains ready to be fed.

It is through the schemata that old knowledge influences new information. Therefore, schemata are psychological concepts that were proposed as forms of mental representation for selected chunks of complex knowledge which are then stored in the long-term memory. The old knowledge refers to the English language expressions concepts or English language proficiency that students have in store and that would be useful when interacting with literary language. The same communicative competences and proficiency stored by Literature in English students are useful when interacting with English language material. There is dependency and interrelation process between the two subjects hence their inseparability. It is on the basis of the above dialectic that schema theory is relevant in this study for its main proponents are interrelatedness, inseparability and reciprocity of the schemata and the new concept. It forms the basis for the symbiotic interconnected relationship between Literature in English and English Language that the study focuses on.

1.6.2 Structuralism

Structuralism in a broad sense is the practice of studying the phenomena as different as societies, minds literariness and mythologies, as total systems or connected whole, that is structure (Jackson, 1991).The understanding implies that an ideology or concept cannot be scrutinized individually but in relation to others. It looks at bits and pieces which construct the phenomenon. It concentrates on how the individual pieces relate to each other to form a whole. The outcome of the connected separate pieces forms the structure of a phenomenon. In this study structuralism is relevant in the sense that for the effective teaching and learning of English language, students should look very closely at words, phrases, sentences, paragraphs and ideas within a text and their relationship or connectedness with each other to give one meaning or idea (connected whole).

Similarly, in studying Literature in English, students look at elements such as plot, tone, setting, theme, creative and other devices to form one pattern that culminates into one whole (total meaning). The author's ability is to connect the elements that point out one idea which is the

structure. Furthermore, structuralism is a way of looking for reality not in individual things but in the relationships among them. As Wittgenstein insists, 'the world is the totality of facts, not of things' and 'facts' are 'state of affairs.' In a state of affairs, objects fit into one another like the links of a chain (Scholes, 1974). This means that a fact or phenomenon can be analyzed or interpreted in relation to its connection with others. Its interrelationship with other phenomena gives one the perception of its existence.

Structuralists advocate that a situation can be looked into or interpreted in relation to the situations surrounding it. English Language can be studied in relation to its connection with Literature in English so is Literature in English with its interaction with English language that is the structure. Structuralism theory is applicable in this study because it advocates for the connection of individual words, phrases and sentences to form a whole; that is the interrelationships between phenomena, the symbiotic relationship between literature in English and English language.

1.7 LITERATURE REVIEW

A number of scholars in various countries have written a lot about the notion of the symbiotic dialectic between the Literature in English and English language in the acquisition, learning and teaching of the two disciplines. However, there seems to be still a paucity on the influence that the two have on each other in the Lesotho context. In support of the inseparability of the two disciplines, scholars such as Collier and Slater (1987:5) contend that:

> Literature provides a rich context in which individual lexical or syntactic items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with features of written language, the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas which broaden and enrich their writing skills. The extensive reading required in tackling a novel or long play develops students' ability to make inferences from linguistic clues and to deduce the meaning from the context, both useful tools in reading other sorts of material as well.

The above extract indicates that reading does not only equip English language learners with different language skills but it also equips students of Literature in English with literary skills requisite for gaining knowledge for other purposes from the sources of written material. Students get exposed to different language structures, writing skills and expressions which they can make use of or even memorize in their creative writing and academic writing as well as in their everyday communication. Studying literary texts improves communicative competence and language

proficiency; Therefore Literature in English should not be divorced from language in the world of academia. Literary material plays an important role in helping the learning, acquisition, proficiency, teaching and mastery of English language in the academic world.

However, little has been discussed about how pedagogically English language itself can benefit the teaching of literature in English, especially at NUL where the two disciplines do not have to be studied together. This gap calls for an investigation on how English language can also be of help in the effective teaching of literature in English. Pretorious and Swart (1982: v) indicate that reading acquaints the pupils with the best examples of language proficiency, as reflected in the literature, with a view of developing their own skills. Literature in English works as a teaching tool for teachers because it promotes the chances of language proficiency, hence communication competence. Literature in English provides a context for language teaching. It is language in use so different linguistic and creative devices are displayed in literature. English language students see the proper usage of English structures and they in return develop their own creative skills. The benefits of Literature in English in the English language class are discussed adequately but how English language can be of help in the teaching and learning of Literature in English by students who major in both at NUL has not been dealt with. There is a need, therefore, to explore how English language itself can be of benefit to the teaching and learning of Literature in English. Seligmann (2012: x) observes that for students to have access to the textual world of written language, they need to be linguistically competent and to be able to use language effectively as communication and as a learning tool. The integration of language teaching with subject content reflects an interdisciplinary approach and is based on the current belief that language is best acquired in authentic and meaningful educational contexts. Interacting with literary material, students must have a certain level of linguistic competence for a better understanding and analysis. Therefore a Literature in English student also needs language proficiency to enhance the learning of English language. Even in this case, it is not clearly stated how English proficiency and competence that is needed in interacting with literary text can be achieved in order to effectively teach Literature in English. This means that an investigation has to be carried out on how the skills in the use of English can be of help in teaching Literature in English.

Short (1989:72) stipulates that according to Widdowson's (1983) interview, meanings in literature are contained in the language but are not to be located by appeal to conventional formulae; they are to be inferred by procedural activity. This implies that to interpret a literary text and make meaning

out of it, one needs a good background of English language and to gain that linguistic competence one needs to read literary material. Linguistic competence and literary texts show a symbiotic relationship between English language and Literature in English. It is not stated in clear terms how linguistic competence can be achieved in order to enable easier interpretation of literary meaning in a classroom situation so there is a need to find out how English language can equip a better Literature teaching.

One of the most important contributions of using literature in facilitating the learning and teaching of English in the classrooms is that literature presents language in a discourse which exemplifies why a specific language form should be used in that way; reading literature contributes to the development of students' language awareness (Mckay, 1982:530). This application of language in discourse implies that English language cannot be taught in isolation without context because it makes students aware of proper use of English language. Therefore, the two subjects are symbiotically connected and separating them in the classroom is not ideal. The literature does not adequately state how English language itself can help in the teaching of Literature in English Therefore, there is a need to explore how English language can pedagogically facilitate effective teaching of Literature in English. According to Shava (2017), Literature in English students at NUL need to be taught English Language courses such as ELG 1024/E 100 as a way of empowering them to cultivate lucid, proficient and efficient style of linguistic use that enables them to participate competently in oral and written situations. Shava opines that wide reading develops argumentative skills, interpretive skills, critical thinking and a superb handling of mechanics of academic writing.

The above discussion points to the perception that students' interaction with literary material promotes their chances of acquiring and learning different communicative skills although it is not clearly stated how English language itself can facilitate the teaching of Literature in English.

1.8 DELIMITATIONS OF THE STUDY

This research concentrates on the systematic relationship between Literature in English and English Language in learning and teaching the two disciplines. It also focuses on the influence that each of the two disciplines has on the other in their teaching and learning by students who major in both subjects. This study is limited to NUL Literature in English as well as English Language students (double majors) because the researcher's unresearched opinion is that the level of language proficiency that NUL students, especially those who major in either of the two is not satisfactory.

The level of expression in their academic writing is not as expected. The Faculties of Humanities and Education are immensely affected in terms of the quality of students that they produce at NUL. Maley (1989) [in Cater & John (1996:xxiii)] compliments the idea of interconnectedness of the two subjects; he states that ‘‘using literature as a linguistic resource involves starting from the fact that, literature is language in use and can therefore be exploited for language learning purposes.’’ Maley emphasizes the idea of the inseparability of Literature in English and English language for there is a cross pollination between the two subjects; thus the success of the teaching and learning of one is dependent on the presence of the other.

1.9 ORGANISATION OF CHAPTERS

The study is organised into five chapters.

Chapter 1

Chapter 1 introduces the study background, the statement of the problem, the research questions and objectives. The chapter also spotlights the significance of the study, the theoretical framework, review of related literature and the delimitations of the study.

Chapter 2

This chapter deals with the review of the related literature, the operationalisation of the key concepts and the theories that underpin the study. These theories include the schema theory, language and context theory, structuralism and language in/for/with content learning theory. The literature is benchmarked on research objectives namely: Literature in English – English Language relationship to acquisition of proficiency in English and content knowledge, implications of the relationship for teaching and learning of the two disciplines in terms of acquisition of proficiency in English language and learning of content knowledge by higher education students and the implications of the findings for curriculum reform.

Chapter 3

Research methodology: the paradigm (constructivist/ interpretivist) and research design are discussed. The chapter further highlights the research population, sampling procedures, data collection techniques Data analysis and interpretation, ways of satisfying trustworthiness of the study findings and ethical considerations are also discussed.

Chapter 4

Chapter four presents the findings, their interpretation and a discussion. The findings are presented in relation to the research objectives. The chapter further highlights the contribution of the study to scholarship.

Chapter 5

Chapter 5 presents the conclusions and recommendations of the study. It proposed a model for the implementation of the symbiotic relationship between Literature in English and English Language for the acquisition of proficiency in English and content knowledge.

CHAPTER TWO

THE LITERATURE REVIEW

2.1 INTRODUCTION

Chapter two is a review of the literature related to the topic. It starts with the operationalization of the key concepts. These are premised on a recapitulation of the topic. The key concepts are: discipline, centric, symbiotic, dialectic, Literature, English and cross-fertilization. Second, is an in-depth scholarship based discussion of the theories underpinning the study. The relevance of the theories to the study constitutes a part. The theories are the Schema theory, Formalism, structuralism, language in/ for the content learning approach and content theory. Third is the critical discussion of the related literature for the gap, the niche for the study. The literature, benchmarked on the study research questions explains English Language, Literature in English, the teaching of English through Literature in English, English reading, pedagogical relationship between Literature in English and English language as well as the symbiotic relationship between the Literature in English and English Language. The chapter closes with a summary.

2.2 THE OPERATIONALISATION OF KEY CONCEPTS

In this section, the topic, the Symbiotic pedagogical relationship between the Literature in English and English Language and how this cross-fertilization can facilitate proficiency in English and effective teaching and learning of the two disciplines at NUL is unpacked in terms of its key terms. According to Stock (1988:43) ‘‘in the literature review section, the researcher puts more emphasis on the development of ideas, when they treat authors of important research…as secondary to the ideas they developed.’’ This suggests that the researcher draws from other sources dealing with the concept of discussion to substantiate his/her ideas. Furthermore, a literature review forms a crucial part of any research-based degree/dissertation. Increasingly, not only the literature is involved but also other forms of information. The researcher has to find out where things are at in his/her research area (Porter, 2002). Mouton (2005) is of the opinion that in reviewing a body of documented scholarship the interest is on the whole range of research products that have been produced by other scholars. The cited assertions point to the fact that a review of scholarship deals

with the ground covered in relation to the topic, the state where things are and the identification of the niche which the study in question is attempting to fill. The operationalisation of the key terms of the study is the subject of the next subsection.

2.2.1 Discipline

The term discipline seems to have different connotations in different contexts, as indicated in the previous chapter. For instance, Fowers (2008) defines discipline as the suppression of base desires and is usually understood to be synonymous with self-restraint and control. The term could also mean when one uses reason to determine the best course of action regardless of one's desires. The definition implies a situation whereby one decides to behave in a particular way because of certain reasons related to the situation or environment in order to achieve something. One restricts and sacrifices certain practices and habits for a particular purpose. This definition may have no relevance to this study because it is about behaviour. Discipline could also refer to a particular area of study, especially a subject of study in a college or university (Sinclair, 1987).

The implication of Sinclair's definition is that discipline refers to a subject and the content to be delivered at a particular institution. Randel (1958) takes this discussion further by defining discipline as a particular agreement on a body of knowledge by a society although that changes with time as the society also changes. The author points out that at higher education and in the context of curricular, a discipline is generally viewed as a ''branch of institution or learning''. A discipline refers to an area of study or information and the subjects taught at institutions of higher learning. The last two definitions of the concept are applicable to this study in the sense that they connote discipline to also embrace Literature in English and to English Language.

2.2.2 Symbiosis

Symbiosis is a broad term. In this context, it is defined from the narrow and broad perspectives. Dimijian (2000) defines symbiosis from both the narrow and broader senses. Narrowly, the author defines symbiosis as the living together of individuals of two species whereby both partners interact directly with the environment. In a broader sense, symbiosis refers to all forms of close association between organisms of different species, including parasitism which is called antagonistic symbiosis. Symbiosis is usually mutualistic, implying that living together is mutually beneficial for both organisms which are referred to as symbionts. The definition suggests that the narrow perspective

refers to the close interaction between partners or two species with their surroundings. It does not explain how this interaction with partners and setting is done. The broader one involves more than two associations working interdependently and benefitting from each other directly even if it may not be on equal bases but there is a clear indication that the two associates cannot survive without the other. This study adopts the broader perspective because it means a harmonious interdependent relationship between two species/organisms. In the context of this study Literature in English and English Language are viewed as having a close relationship which is assumed to be symbiotic or mutualistic.

Symbiosis is a scientific term that originates from Biology. Martin, Bradford & Schwab (2012) explains that symbiosis was coined by Anton de Bary in 1879 and some biologists started to redefine the meaning and usage of the term to mean ‘‘living together.’’ Anton de Bary further explains that symbiosis is used to describe a close and often a long term interaction between two different biological species. The term is derived from Greek words ‘ouv’ (together) and ‘biwois’ (life) which mean living together. Martin, Bradford & Schwab (2012) further note that the meaning of symbiosis has become controversial among scientists. Whereas some of them believe that it should refer to relationships that are beneficial to both parties/ mutualistic relationships, others believe that it should apply to any type of persistent biological interaction. Amanda (2015) postulates that a symbiotic relationship involves individuals of two different species living together. The author states that in mutualism two individuals exist in a mutually beneficial arrangement, often providing one another with nutrition or protection. Parmentier & Michel (2013) also observe that symbiotic is a term usually restricted to a dependent relationship that is beneficial to both participants but may be extended to include parasitism in which the parasite depends upon and is injurious to its host. In this context, each of the species benefit from the other. Surfacing from these definitions is the conception of symbiosis as a close relationship between living and non-living things in that the two parties benefit from each other; although in some situations it can be at the expense of the other. The term symbiosis is adopted in this study to mean interdependency, a mutual, not parasitic, relationship between the Literature in English and English Language.

2.2.3 Dialectic

Dialectic is another key term that connotes a discussion leading to operationalization. Fokkemma & Elrud (1979) aver that **'**dialectic**'** is derived from a Greek verb meaning to carry on a discussion. The term starts with a triad of philosophical pronouncements such as statement (thesis), counterstatement (antithesis) which may give rise to a certain conclusion (synthesis). The authors report that Marx and Angels (1847) applied the dialectical principle mainly to spheres of material social development. Diesing (1999) also approves that Hegels' dialectic comes out of Greek philosophy but its source is Socrates not Aristotle. The author further narrates that for Socrates and Plato, dialectic means dialogue, [a discussion by supporters of two opposite views??]. It is therefore a process.

Similarly, for Hegel, dialectic is a process of interaction between two opposites (in society) such as, the task-oriented leader and the person-oriented leader. The two opposites tend to contradict or negate each other because they are moving in opposite directions but in the final analysis there is mutual inclusion of opposites learning to get along and even work together, division of tasks or alternation of control. Hegelian dialectic is also the framework for guiding people's thoughts and actions into conflicts that lead them to predetermined solutions. It is a tool which leads people into a frenzied circular pattern of thought and action (Rapana & Nordica, 2005).

The implication is that 'dialectic' refers to the situation or an apparatus that is used to determine people's behavior, the rationale behind the ontological status of things. Therefore it is a discussion which operates in a logical progression. Dialectic can be considered to be a method of reasoning which justifies why things are the way they are with the intention of improvement and providing a solution. Marriam Webster (1828) defines dialectic as the Hegelian process of change in which a concept or its realization passes over into and is preserved and fulfilled by its opposite, development through the stages of thesis, antithesis and synthesis in accordance with the laws of dialectical materialism—any systematic reasoning. Hegel was associated with dialectical idealism whilst Marx was associated with dialectical materialism. Hegel dialectic is predicated on ideas but Marx borrows it and bases it on matter, reality and the reconciliation of how people live. Bussman (1996) also terms dialectic as the study of correct argumentation of debatable points involving a method of dialogue developed by Aristotle and Plato for discovering the truth and reality. Taken together, the postulations on dialectic imply that it is a system of logical progression which seeks to resolve

contradictions or conflicts through the antithetical discourse (opposites) of thesis, antithesis and synthesis.

In the context of this study, the term dialectic is used because it connotes a dialogue, a discussion, a debate on an idea that prompts an opposite, then the two lead to the synthesis which can constitute a new idea. This means that the debate can go on and on till it reaches the absolute spirit. Dialectic examines the ontological being of Literature in English and English Language pedagogically at NUL. This scrutiny is carried out in the form of debate or discussion on the current state of things at NUL, why things are the way they are (Literature in English majors not majoring in English Language or vice versa). Also why things should change (social development) if need be and provide a conclusion or solution, an amalgamation or summation of ideas/concepts (synthesis) to the situation so as to provide recommendations to better improve the situation. The study seeks to establish the facts about the state of things and its future possibilities (pedagogical juxtaposition between Literature in English and English Language at NUL).

2.2.4 Pedagogy

Pedagogy is the key term in this study. Bernstein (2000:79) in Westbrook *et al*. (2013**)** defines pedagogy as ‘‘ a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator’’. Implicit from the assertion is the understanding that pedagogy has to do with the methodological transmission of knowledge and skills related to a particular phenomenon from a lecturer who has expertise on the content of, for example, either the Literature in English or English Language. It is learning oriented towards social goals (Hinchliffe, 2001). It implies that the learning in which the government targets the social, economic and political aspects of the community. The relevance of the term ‘‘pedagogy’’ in this study lies in the fact that that it can also be referred to as the science of teaching and educational instructional techniques **(**DEEWR, 2009). Pedagogy denotes teaching and its related methods. Taken together, the assertions imply that pedagogy is about teaching, learning and imparting knowledge to students or those who require knowledge or skills related to a particular phenomenon regardless of the level of education. It should be recalled that the study also seeks to establish the pedagogical implications of the symbiotic relationship between the Literature in English and English Language. Pedagogical

implications refer to the methods and strategies for teaching Literature in English and English Language for the improvement of acquisition of proficiency in English and content knowledge.

2.3 THEORETICAL FRAMEWORK

2.3.1 Schema theory

This study adopts a multi-theoretical approach. The theories are the schema theory, language in/for/with content theory, structuralism, language and context theory. This section will unpack each of these theories and their relevance to this study. According to Chang (2009), Schema theory is defined by Bartlett, (1932) as a mental structure that stores people's common knowledge learnt from their life experiences. It also represents the existing knowledge units in people's minds and it can be created and modified. Bartlett emphasises that when people meet and encounter new situations or problems, they use their stored knowledge and existing frame (schema) to perceive their new environment and select corresponding strategies. This implies that the schema theory is about the information acquired and stored in the knowledge tank which is retrievable when necessary, particularly when one meets new information/ environment.

In line with the aforementioned proposition is Piaget (1929) who believes that human development is based on a series of stages through which common knowledge is built and the schema is the representation of all the general knowledge at a particular stage. Piaget is also of the view that schema is the whole body of individual knowledge. Furthermore, Axelrod (1973) states that the schema theory is about how a single person observes and makes sense out of a complex environment. Axelrod also indicates that the schema describes the perceptual and cognitive process of a single person. In totality, the above-mentioned scholars' postulations on the schema theory are that schemata are experiences and knowledge of life that individual human beings have. The background exposure helps people to interpret, understand and critically analyze the new knowledge. Essentially, the cognitive structure helps the students to learn new information easily because the schemata work as the stepping stone to the learning of new concepts. In the context of this study, when students study Literature in English, the linguistic schemata that they already have, are appropriate for interpreting, understanding and learning new literary concepts. Similarly, in an English Language class the literary knowledge in the form of vocabulary, reading approaches and requisite skills are helpful in learning and grasping new linguistic concepts. The interrelatedness of

the schemata points to the inherent symbiotic relationship between Literature in English and English Language.

Successful and effective reading is dependent on the schemata that an individual has. They are relevant to the text. Consistent with the understanding of effective reading is Short's (1989) observation that the reader's understanding of a text is determined by what he/she already knows and which is useful during the reading process. This postulation is in line with Zhao's & Lei's (2012) assertion that the schema theory clarifies that in order to comprehend a text, one has to combine own background knowledge with the information in a text.

Based on the schema tenets discussed in Chapters one and two, the Schema theory forms the basis for this research. For instance, upon enrolling into English-medium higher education institutions, students (from a first or second language background), do not interact with the new environment or concepts in their subjects of specialisation with a blank/clean slate. By the time they enroll in tertiary education, they have been exposed to education for a minimum of twelve years and have been exposed to education for a minimum of twelve years. They have presumably already acquired information/knowledge from their previous exposure to English medium education and personal life experiences.

Such background knowledge, as argued by Sun (2014), is applied in learning new concepts. The understanding about the role of the already acquired knowledge and skills is consistent with Pankin's (2013) position that that the schema is based on past experience and is accessed to guide the current understanding or action**.** In this inquiry, this understanding was adopted to argue that at university level, the students' schemata can become handy in the acquisition and learning of new concepts. It therefore made academic sense to assume that in their learning of English language for a specialisation, university students would be able to draw from their previous exposure to follow the rules of grammar such as subject verb agreement, tense, punctuation marks and spelling. The students have already learned and acquired the fundamentals in their English Language classes at primary and high schools. Such pre-existing knowledge facilitates their acquisition of and engagement with the requisite new and argumentative knowledge in English Language and Literature in English as separate subjects. Similarly, the Literature in English students use a certain degree of their existing linguistic competence to internalize the new knowledge. The theory advocates for interdependency and juxtaposition in the teaching of the two disciplines, without

necessarily presuming the synonymity of the subjects. It is reasonable on the basis of the explanations of interdependence to assume that interdependency and pedagogical juxtaposition may be exploitable interventions/initiatives towards the enhancement of acquisition of proficiency in English as a medium of teaching and learning the two related disciplines. The schema theory was therefore deemed relevant in this study because of its advocacy for need to recognize interdependency of both subjects. It is therefore relevant in this study.

2.3.2 Language and Context theory

The language and context theory is also applicable to this study. As already discussed in Chapter One, the concept of context was initiated by Malinowski, a Polish professor of anthropology, while he did field work in the primitive culture. He introduced the notion of the context of the situation which is meaning by environment (Halliday, 1989). Halliday furthermore emphasizes that context is some sort of environment. It is what is going on around where language is somehow involved. He affirms that the context of the situation, originally context, means that the accompanying text, the wording that came before and after, was under attention.

What Halliday means in the two texts above is that meaning is not arrived at from looking at individual words in a text. Rather, it is deduced from looking at the environment/situation, the words surrounding the area of focus (co-text). In other words, the Language and Context theory theory looks at the structure of the text as a whole, not in isolation. In the context of the interface between English Language and Literature in English, meaning is derived through looking at the whole phrase or sentence not individual words. For instance, in order to understand the meaning of a particular new concept or word in a given text in Literature in English, students have to look at the words surrounding such a word or phrase. That is, from the words that come before or after the given phrase, one can infer the meaning. Similarly, the same reading skills are requisite when teaching comprehension in English Language lessons. Therefore, the Schema theory is applicable in the teaching of the two disciplines, hence the symbiotic relationship. The Language and Context theory share the same principles as structuralism which looks at meaning holistically, not in isolation. English language can therefore be taught better if the co-text is looked at together with the context. This means that one has to look at the surrounding words within the situation (context).

2.3.3 Structuralism theory

The Structuralism theory was discussed briefly in chapter one. It does not look at bits and pieces of a sentence in isolation but as a connected whole. Peter (2002) declares that structuralism is an intellectual movement which began in France in the 1950s and is first seen in the work of the anthropologist Claude Le Vi-Strauss (1908) and the literary critic, Ronald Barthes (1915-1980). Peter further, points out that structuralism is the belief that things cannot be understood in isolation; they have to be seen in the context of the larger structures that they are part of, hence the term (structuralism). The assertion implies that a literary text is analyzed or looked at from a holistic point of view. That is, words, phrases and sentences are not looked at individually but from the totality of every aspect of the structure. The combination of all the ingredients (structure) of a piece of literary writing is examined as a whole to arrive at the meaning of a text not as individual structures.

The English Language teacher can teach vocabulary or certain English language structures using the literary text to drill students into working out the meaning of words from looking very closely at the other words around such a particular word. In other words, students would be able to infer. This is a reading skill applicable in the Literature in English as well as in English Language, hence the advocacy of a pedagogical symbiosis of the two disciplines. Peter (2002) also clarifies that structuralism has its roots in the thinking of Swiss Linguist Ferdinand De Saussure (1857-1913). He was the figure in the development of modern approaches to language study which concentrates on the patterns and functions of language in use today. His emphasis was on how meaning is maintained and established and on the functions of grammatical structures. The whole idea behind the concepts of making meaning out of a written text is its construction. It gives way to a particular meaning, rather than formally look at the words or phrases individually.

2.3.4 Language in/for/with content learning theory

Language in/for content learning theory also formed the basis for this study. The theory advocates for the teaching of English language through stimulating content. Sharing the same view point is Wolff (2003) who stipulates that language in/ for content approach is based on the well-known assumption that foreign languages are best learnt by focusing on the classroom and not so much on language, its structure and form but on the content through which language is transmitted. This supposition implies that English can be taught or learnt through appropriate, relevant and

motivating content. If students are learning certain English Language structures, they have to learn them through content which is provided by literary texts. This chain points to the close relationship between language (English Language) and content (Literature in English).

English Language lessons, which are meant for students to acquire particular English language content result in the acquisition of linguistic competence. Lee (2007) has the view that English Language learners in content-based English Language classes, naturally and incidentally, acquire English and its structures. The reason behind this kind of exposure is that students comprehend the language expressed in content related concepts. He further explains that if English learners are to be proficient in academic language, different kinds of comprehensible input have to be provided. This implies that teaching English Language outside content makes learning complicated, hence the need for this research study which aims at finding out how Literature in English and English Language relate pedagogically.

As indicated in Chapter One, at NUL Literature in English and English Language are offered separately. Each of the two disciplines is treated as an independent course; therefore students who major in English Language are not compelled to choose Literature in English as the second major or vice versa. Students who major in English Language can either choose Literature in English or Development studies or Geography or History or African Languages or Theology or Philosophy or French or Sociology in the Faculty of Humanities as the second major subject. The same thing applies to Literature in English majors. They can also choose English Language and any other course as their second major subject. The double major policy is not enforced in the Faculties of Humanities and Education. The challenge of such a policy is that the pedagogical relationship between the two disciplines has affected the teaching, learning and academic performance of the students in the two subjects at NUL. This study therefore explores the relationship between the two disciplines. It is assumed to be a symbiotic relationship and that can pedagogically influence each other.

Richard (2014) says that Literature in English and English language are closely related because Literature presupposes language, that is, language is dependent on literature so is literature on language. It is therefore not advisable for students to study Literature in English without studying English Language. The reason is that there are lots of pedagogical benefits when the two are taught in tandem unlike when they are taught independently from each other. The existence of Literature in

English is dependent on its language because the latter is authentic. English language is in proper use in Literature in English. The interrelatedness between the two disciplines points to a close relationship which could be symbiotic. NUL does not enforce a double major policy which, if put to use, the assumption is that there would be an improvement in terms of teaching, learning and acquisition of proficiency in English, resulting in better academic performance in either of the two subjects. Although Richard points out that Literature in English cannot exist without language, he does not show how the two are symbiotically related and how they can influence each other pedagogically in the classroom situation. This study therefore attempts to fill the niche, especially at NUL.

Furthermore**,** Richard (2014) reports that a study almost similar to this one was conducted in Nigeria where the researcher was looking at the symbiotic relationship between English Language and Literature in English at secondary school level and senior secondary level. According to the study, in the Nigerian context, Literature in English and English Language are separated and treated as independent subjects at both levels. The study indicates that there are some problems in terms of English Language competence and English language awareness from that level even up to tertiary level, possibly as a result of the separation of the two subjects. It also claims that a good number of secondary school leavers and tertiary institution graduates hardly express themselves fluently in both spoken and written English; this separation of disciplines leads to poor academic performance threatening all levels of education in Nigeria. That study has shown that at senior secondary school level, the subjects are taught at different classroom settings by teachers that are either designated Literature in English or English Language teachers. In this kind of setting it has been found that literature teachers put more emphasis on the content rather than on English Language use component of the literary texts. Consequently, students perform well in Literature in English examinations but poorly in English Language examinations. Although the study focused at secondary and senior secondary school levels in Nigeria, evidence provided is that because of the separation of the two subjects, students' proficiency in English Language is poor and that leads to poor performance in English Language. The study concludes by stating that there is symbiotic relationship between the two disciplines which if put into practice English language performance and proficiency would improve in the education system of Nigeria.

Ayodele (1988) opines that the poor performance in English language should be traced to the classroom. This observation implies that there is something wrong happening in the classroom as far as the teaching of English Language is concerned. It is possible that some of the teaching methods applied are not as effective as a teacher of English would expect them to be. For instance, if English language structures are taught in isolation, without context, then instruction may not be as effective as it would be if the structures were embedded within context. Context may come from literary texts which could have those structures used in proper and appropriate situations. On the contrary, where the two disciplines are separate as is the case for some students at NUL, benefits such as language in use and authenticity are not properly seen and witnessed in usage hence the limited understanding and dissatisfactory performance in English language.

Context plays an important role in language teaching, especially the motivating and stimulating one as explained by content in/ for language theory which states that students understand better when dealing with exciting subject matter. Motivating content itself shifts the pressure and complexity of concepts to be taught. Therefore, when students are captivated by the interesting content, they are at the same time consciously or sub-consciously learning the new English structure with ease. English language concepts therefore can be effectively taught when students are motivated by exciting content which is provided by literary texts. This is an indication that there is inseparability between the two disciplines to the extent that it is almost impossible to teach one without the help of the other. Ayodele does not discuss in clear terms the symbiotic relationship between the two disciplines and how each can compensate the other for effective teaching and learning in clear terms. This study is therefore intended to fill that gap.

2.4 LITERATURE IN ENGLISH – ENGLISH LANGUAGE RELATION TO ACQUISITION OF PROFICIENCY IN ENGLISH LANGUAGE AND CONTENT KNOWLEDGE

Literature in English is one of the key concepts worthy of operationalization in this study. In this section the operational meaning of Literature in English draws from its origins and its role in language. To begin with, Moody (1987) states that literature springs from people's inborn love of telling a story, arranging words in pleasing patterns and expressing in words some special aspects of human experience. Literature is usually set down in printed characters for people to read through some of its forms. Every society has its own literature in either written or spoken forms. The

literature of Basotho was not exceptional. For example, Basotho had oral literature in which they narrated stories about legends, warriors, myths, tales and fables in the evening while thay sat around the fire. That literature was oxalate. It became scribal with the arrival of colonialism and imperialism in Africa when Africans began to record their stories, experiences and thoughts in a written form. In this context, however, the discussion is on Literature in English as the literature belonging to different cultures across the globe. It is documented and internalized through the medium of language, English.

Literature is defined as a process and a result of formal composition within social and formal properties of a language (William & Steven, 1977). William and Steven further state that in the past, literature was primarily a generalized social concept expressing a certain minority level of educational achievement. This carried with it, the potential and alternative definition of literature, as a 'printed book'. The Literature was primarily considered as the reading ability and reading experience. It included philosophy, history and essays as well as poetry. It was also considered to be the expression of language at its fullest use or a use given only to a few individuals (Birch, 1991). Consistently, Abrams & Geoffrey (2012) posit that literature has commonly been used, since the eighteenth century, equivalently with the French fine letters to designate fictional and imaginative writings such as poetry, prose, fiction, and drama. Poetry and drama were written even much earlier. The scholars' positions point to one direction, that Literature is a form of writing or expression of people's life experiences or imaginations in prose form, play, poetry and short stories. Literature in English, therefore, refers to the writings, using any of the four genres to express life experiences and feelings from different cultures but written in English. In this study, English Language is a tool used to communicate peoples' life experiences which literary texts explore. For that reason, the teaching of English Language should not be isolated from Literature in English because the latter forms the basis for the former. The purpose of the study is to explore the pedagogical relationship between the two subjects and how they influence each other for effective teaching and learning.

Literature and language are seemingly inseparable. In support of the idea is Halliday *et al.* (1964) who postulate that Literature is a language for its own sake, the only use of language perhaps where the aim is to use language. Essentially, they mean that literature uses language as a means of expressing ideas and so would not exist without language. Literature in English exists because of the presence of English Language. Correspondingly, the authenticity of language itself is

determined by the literature. In fact, the two could be argued to be innately intertwined in that the Literature written in English draws from the properties of English Language for its existence and inversely the former would draw from the latter for its durability. Would it not therefore make academic sense to assume that the two could be taught together, based on the seemingly inherently intertwined relationship between them? It is one of the purposes of the present study to establish empirical bases for this assumption.

The language of Literature in English is communicative. Connoly (1995) supports this opinion and stipulates that the language of literature is clear, has exceptional power, vividness and clarity and distinguishes literature from ordinary discourse. He further notes that Literature makes the reader see, feel, understand and hence make delight in the meaning and worth of life. It also makes one to be a critical reader, one who is skillful and mature in evaluating the meaning and worth experience. This observation implies that the English Language used in Literature in English is user-friendly in the sense that it is the English Language put to use. Literature in English provides the context of English Language usage, simplified. It helps the readers understand the English Language better because English words and expressions are used in real context. Figures of speech and other literary devices for example, clarify the language of literature. The summative perspective of the author's postulation is that Literature in English is accessible to students in the sense that it creates a conducive learning environment which exposes them to different English Language structures. It is, therefore, hypothesized that the effective English Language learning and acquisition could entirely depend on Literature in English, the backbone of English Language existence. There may be a possibility of cross fertilization which could be beneficial in the classroom situation between the two disciplines at NUL. Mastery of English Language grammar forms the basis for the understanding of any text. Clarke & Westbrook (2004) opine that pupils should be trained to use their knowledge of grammar to develop their understanding of texts and how language operates. This extract points to the fact that language majors must be exposed to a certain degree of reading which helps them in their English language development for literature. Reading exposes them to different English language structures.

Similarly, Literature in English students needs a certain level of linguistic competence to be able to understand literary texts. This observation is also in line with the schema theory, in that students need the already stored knowledge or linguistic competence and grammar when interacting with literary texts. It is the schemata that they bring into the new knowledge that will help them to make

meaning of what they are learning. Proficiency in English Language and linguistic competence are highly valued in studying Literature in English because students must know how language works and how it is used in order to interpret new information. The knowledge of grammar (schemata) that students bring to the Literature in English class could make the teaching and learning of the two disciplines more effective. On the basis of the discussion above, there seems to be a symbiotic interdependence between the two disciplines. The English Language students need Literature in English in their study of English Language.

Literary texts provide context and an authentic situation in which English language is seen in use not only when it is taught formally and in isolation from the social context but also informally in relevant contexts (such as text books). Nonetheless, it is not clear how students should draw from their knowledge of grammar to understand the given text which is the influence that English Language has on studying Literature in English, the niche that this study attempts to fill. Literature in English and English Language share the same linguistic skills. Widdowson (1994) proposes that the two disciplines acquaint students with the basic concepts of linguistic analysis and literary interpretation in English. They further equip students with the analytical tools and skills to analyse English texts and utterances. This observation indicates that Literature in English and English Language play the same role which is linguistic and literary. Literary writers need linguistic competence while linguists need literary exposure. Communication is complete when it is done linguistically and in a written form. A good writer/ speaker is a good reader. The same analogy goes for the teaching of English Language which needs to be supplemented by literary writing. Similarly, the teaching of Literature needs a good English Language background. There is a need therefore to formally integrate the two subjects for effective teaching and learning of the two because for research shows that they are interdependent and inseparable.

English Language plays a major role in the academic world and in other spheres of life. Norah (2013) affirming this observation and states that in the developing world, English Language has emerged as an essential language to learn and has been a common tool of communication in the world. She also emphasizes that English is a prime language for expressing one's own feelings and technological usage. The author points out that the use of literature in this regard may help build up overall command over the language which may be reflected in technical use. The assertion indicates that English Language enables communication which then improves expression of ideas in language use. Similarly, Literature in English is considered to play an important role in improving English

Language expression as one interacts with vast stretches of English expressions in literary texts. This situation points to the interconnectedness of the two disciplines that this study is investigating. However, Norah does not indicate in clear terms how the two disciplines can help each other for effective teaching, learning and better communication. This gap is worth investigating.

English Language is taught in order to equip students with skills in its use. Quirk (1959) extends this view when he states that the purpose of teaching English is to sharpen awareness of the medium in order to make students understand and react fully to it at its subtlest and thereby encourage them to exploit language potentialities in their own use of it. The implication here is that English Language is studied so that students can learn how it is used in different contexts even in most complicated and unfamiliar scenarios. Quirk (1959) further argues that learners can learn English in a natural way by bringing literature into the picture. The understanding here is that literature is produced by those who have been able to make the best use of English. English Language is studied for purposeful and effective communication, either verbally or in a written form. The expectation is that students should be competent enough to communicate using English language even in complex situations. To achieve such proficiency, they should study literature too because in it, there are life examples of language use. Quirk supports the inclusion of Literature in English in studying English Language and so does English in studying literature. There is unavoidable cross-fertilization between the two disciplines. They need to be taught side by side to facilitate or complement the teaching of each other for they appear inseparable in the true sense.

Every language has its literature hence the latter's existence. Ansari (2013) contends that literature is the product of language and so it depends on language meaning and that if language is dead, automatically its literature is dead. For the survival of each of the two disciplines there is inevitable innate interdependency which leads even to the classroom situation where both must be taught or even studied alongside each other for effective learning. Furthermore, Richard (2014) shares the same aspirations that the two subjects are really closely related because from all indications, literature presupposes language; this means it is inconceivable to discuss literature without reference to language. It is also unrealistic therefore to teach English Language without Literature in English or vice versa for one provides the basis for the other. Nonetheless, the authors have not communicated clearly how the two disciplines can be taught in juxtaposition.

Reading literary material written in English exposes students to the use of English Language in different contexts. Consistent with this observation is Nunan's (1989) assertion that competence in a particular language benefits from exposure to the relevant studies about it. It is for this reason that students' exposure to literature is necessary to enhance their communicative competence in the language. This study assumes that English Language competence comes as a result of adequate exposure to literary material written in English. Based on this analogy, the effective teaching, learning, acquisition of English and proficiency in English Language may be achieved if students read literary material written in English widely. Literature can be a reliable model for proper English Language because in literary writing, language is used extensively. It is therefore, reasonably logical to expect English Language lecturers at institutions of higher learning to interface the teaching of Literature in English and English Language. Similarly, it would make academic sense to the students who major in English Language to also major in Literature in English or vice versa. The purpose of this study is to explore what the situation is like at NUL and how Literature in English can influence the teaching of English Language in clear terms. Literature in English is a catalyst in facilitating effective teaching of English Language. Horowitz (1990) shares the view that Literature in English may have a place in English teaching more than any other subject. Horowitz approves of Literature in English as having located itself in promoting the effective teaching of English Language. By its virtue of being a language, it has all the linguistic structures that students should learn. It is exemplary; it portrays the ideal usage of language in different contexts. So its contribution in English Language teaching is unique in that its existence is dependent on language itself and also goes beyond the boundaries of just being considered literature but an English Language teaching aid. Its authenticity, reciprocally forces the language itself to then rely on Literature in English for a number of reasons such as reliability and reference in an academic setting. This reciprocity suggests that there is inherently a close symbiotic relationship between the two disciplines. If institutions of higher learning such as NUL may consider this observation, then the teaching, learning, acquisition, competence and proficiency in English could improve. Such a development could also upgrade the academic performance of the students majoring in the two subjects in the Faculties of Humanities and Education**.**

Brumfit (1986) also advocates for the integration of the two disciplines because, technically, they draw from each other. He points that literature is 'an ally of language'. This implies that Literature in English supports English Language teaching. He also argues that literature reading is a communicative activity, it provides realistic examples of language use and that as a teaching tool,

and the literature provides true linguistic, sociolinguistic and cultural material because it motivates the learners to interact. The understanding here is that if students interact with literary material, written in English and discusses the content which motivates one's reading in English proficiency and competence in English will improve. Language in/for content theory comes into the dialectic because it is about the teaching and learning of English, using motivating subject matter. The motivating content mostly comes from the literature written in English. It consists of different English language structures used to express people's experiences in life and can be used as examples. Students are familiar with the structures which are interesting to the learners. Lazar (1993:11) shares the same perspectives and asserts that 'literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to the cultural background.' She further says that literature encourages language acquisition, expands students' language awareness and interpretation abilities, claims which might be connected to the role of stylistics in the study of literary texts (Anderson & short 1988; Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996). The authors' implications of the above, is that learners enjoy their lessons in terms of the content which is authentic, familiar and fascinating. Therefore, they put more effort in their studies when the subject matter is stimulating.

Lazar (1993) discusses the motivating content further when he contends that literature should be used with students because it is a motivating stimulus for language students. It teaches English grammar and syntactic structures implicitly, with clear examples. A teacher can use literary texts to their advantage by showing the students the structures of English Language in action. This means that Literature in English exposes the English Language structures which students may copy from and improve their proficiency in English in a relaxed familiar informal Literature in the English class.

Through the creative methods of teaching Literature in English, students can be helped to develop confidence in producing coherent and cohesive spoken discourses and in organizing sentences into paragraphs with effective linkers and organizing paragraphs into coherent and meaningful written discourse (Ayo, 2003). This implies that if properly planned methods of teaching Literature in English are applied in the classroom, students can improve their language competence in grammar, paragraphing, coherence and cohesion in their academic writing in the institutions of higher learning. Such lessons can also be used for English Language teaching.

This observation demonstrates that the two subjects are so intertwined that it is almost impossible to treat one without including the other. He also points out that literature helps to develop the learners' linguistic performance. It arouses their zeal and keeps in them an ever ready inclination to read. This means that proper and effective teaching methods play an important role in the minds and attitudes of students. It builds positivity, enthusiasm and the desire to learn voluntarily. When students are satisfied, they develop confidence in themselves and speak eloquently in open discussions. Eloquence is transferred into producing good English Language structures verbally and in written form. Oster (1989) reiterates that literature enlarges students' vision and fosters critical thinking. It also helps students to see language use from varied perspectives because when they read a piece of literature, they discuss events, characters and have different interpretations. In English Language classes sometimes students are expected to argue their points, judge, interpret, infer, analyse and synthesize certain texts in order to make meaning or draw conclusions. In order to practise such skills, students should read literary texts which provide adequate context for such practice. This observation points to the closeness and interdependency of the two disciplines. Regardless of Oster's observation on critical thinking, the influence of each subject, on the other hand, has not been adequately discussed. Taking this discussion further is James (1968: 130) who claims that 'a bold claim can be put forth that the use of Literature in language teaching can foster a more thoughtful and purposeful learning environment. In this respect, the learners are not only exposed to the real use of language but they also sharpen their critical thinking. Students are bound to think deeply about what they read in order to make their own conclusions. Literature in English promotes such an exercise because it creates the environment where such an exercise can be practised within the dependable context or the real use of English Language. Interacting with character traits of different characters in the literary texts improves students' personality, their ability to think, to argue and to reason. It forces students to grow as humans and academics. James has not satisfactorily addressed the issue of how critical thinking can be helpful in the teaching of the two subjects. It is therefore the intention of this study to cover that missing part.

Literature in English provides memorable structures that students can easily develop their proficiency in English as a result of interacting with the literary material. It also provides a variety of contexts that demonstrate how words are used in different situations. In support of the above statement is Carter & Long (1991) who point out that literature is a legitimate valuable resource for language teaching. It is in literature that the student is mostly likely to find words used memorably with force and point, words used in their widest range of contexts, and there he/she finds words

convey emptions passionately or delicately. They further argue that it is this aesthetic feature of language that affords it the quality that students can hone out to be proficient in the language (Bright & Mcgregor, 1970). If structures are memorable, it means that they are well understood and clear to students so the application of such memorable structures in their academic communication means improvement as far as proficiency and competence are concerned. Furthermore, Parkinson & Reid (2000**)** reiterate that literature provides a good model for good writing because it is memorable, non-trivial and challenging. It also assimilates the rhythms of a language; thereby facilitating intelligence and sensibility training.

The purpose of teaching English Language effectively is to train students to be competent and proficient in the language itself and to teach it well at schools. Students need to see the proper use of English language structures which are found in the Literature in English. Such structures are not easily forgotten, especially when they are seen in the context which is in the literary writings. It is therefore advisable for the two subjects to be taught side by side. Parkinson & Reid (2000**)** do not point explicitly to how and where such memorable structures can be used by students to hone proficiency in the long run. It is therefore crucial to extend their findings into answering how and where the memorized expressions can facilitate the teaching and learning of the two disciplines.

English Language proficiency and competence are inseparable as far as the teaching and learning of Literature in English and English Language is concerned. Students at tertiary level of education require a certain level of the two skills in order to cope in their academic world. Taking this discussion further is Basnett & Grund (1993) who are of the view that for one to be competent in English Language, they must read literary texts written in English. They also state that proficiency and competence go together with practice and exposure. The teaching of English Language alone does not satisfactorily facilitate the chances of proficiency and competence. It needs the support of life examples which are found in the Literature in English. The latter brings reality to the English Language structures, not just phrases or sentences but even paragraphs of continuous writing within a certain context.

With that kind of literary environment in the teaching of English Language, students' proficiency in English and competence can be improved so that there seems to be an element of mutualism between the two disciplines because we do not really see one operating successfully on its own. Widdowson (1994) discusses ing the same issue of proficiency in English Language. He reports that

the teaching of the two subjects gradually assists students to develop their English proficiency through a systematic study of the English language and exposure to English literary texts and enables them to develop their critical use of English. This observation shows the interdependency of the two disciplines. Although Basnett & Grund (1993) and Widdowson (1994) agree that proficiency and competence in English (the skills necessary in the teaching of the two disciplines) can be achieved through interacting with literary texts, they have not explained how such skills can enhance the teaching of the two disciplines. The aim of this study is to explore how proficiency in English can facilitate the teaching of the two subjects. Separating the two disciplines may affect the effective teaching of either of the two or both. If the two subjects are taught side by side at NUL, there would be a steady emergence of proficiency in English Language which at the moment is not satisfactory. This dissatisfactory proficiency in English is seen in the students' written work at NUL. There are benefits in using Literature in English in an English Language class. Hardway & Young (2002) propose three advantages of using literature in classroom situations; firstly, there is contextualization of language through which the learners become familiar with the use of language in different situations when they read a piece of literature. Secondly, there are social and effective factors which are embedded in different formats of literature such as picture books, newspapers and short stories; thirdly, the natural and meaningful use of language is accomplished by illustrations and use of descriptive language in literature. Generally, Hardway & Young (2002) imply that the use of Literature in English in an English Language class has benefits such as students' ability to contextualize the English words in different situations and the develop the ability to familiarize themselves with the literal and figurative use of words in English in a literary context.

The mutual relationship between Literature in English and English Language in a classroom situation is crucial in the teaching of the two subjects. Birch (1991, 1999) asserts that different writers and analysts propose that detailed scrutiny of the role of language in literary texts can be mutually enriching to language and literary studies and that literature is considered to be the expression of language at its fullest use, a use given to a few special individuals. The assertion points to the the interdependency of the two disciplines in the sense that literature is language to its maximum usage. Almost all possible meanings in words connotatively and denotatively are at the disposal to everybody who reads literary texts. English language acquisition and learning is therefore more effective in an English Language lesson if literary texts are used or incorporated in the sense that English language structures and expressions are mostly seen or put into real practice in the literature. Treating the two subjects independently weakens the effective method of teaching

either of the two. Birch neither discusses the symbiosis between the two disciplines nor shows how each of the two can benefit from each other. This missing part is the one that this research attempts to explore. Literature in English is a perfect model for English Language put to use. Parkinson & Reid (2009) discuss the dichotomy further; they note that literature can be seen as an instrument to teach specific vocabulary and structures. It improves language acquisition, expands students' language awareness and interpretation abilities. For instance, Ngara (1984) argues that the aim of teaching language through the novel should be to integrate language skills and to break the dichotomy between language teaching and literature which teacher training has over-emphasized. He acknowledges the cross-fertilization but does not explain which skills actually overlap or are integrated in the two disciplines and what influence each has which would connote a symbiotic relationship. According to *Language Teaching Surveys and Studies*, Vol 41 part 4, Oct (2008) literature texts are suitable for teaching English language because language is learnt by human beings and the interest and love of literature for its various qualities is a humanistic characteristic (Edmonson 1997:46). This means that literature in English can be used in an English language class because literature is all about people and their experiences expressed in a language put to use. Therefore there is a need for literature in English to be incorporated into English language classes. Edmonson further points to the juxtaposition of Literature in English and English language for the two are inevitably intertwined. Edmonson however, does not show how the two disciplines can influence each other when learning and teaching them in the classroom. There is a gap that this study attempts to fill.

Furthermore, according to *Language Teaching Surveys and Studi*es Vol 41 part 4 Oct (2008) the supporters (Shanahan, 1997; Hanaver, 2001 & Edmond, 1997) of the use of literature in language education agree that there is limited research in this area. This observation is justifies the rationale behind the current study. This research does not only look at the symbiotic relationship that a few scholars have scarcely discussed but goes beyond that to find out how the two disciplines can mutually benefit each other in the teaching and learning process of the two subjects.

Short (1989) asserts that literature can be used to advance the academic study of language as a human and cultural phenomenon. Linguistic awareness can be derived from the study of literary texts so literature and language teaching should be linked and made mutually reinforcing. He also argues that if a student is taught English and literature by the same person, it is possible for the lessons to be mutually reinforcing. Literary texts can be used to break up language classes and use

them to identify difficulties that students experience in reading generally and in reading imaginative texts in particular. Similarly, there is no reason whatsoever why time should not be taken in a literature lesson to focus for a moment on a portion of text relevant to a previous language class. Reading literary texts loudly can improve a number of skills in an English Language class. Krashen (1985) avers that literature also helps students to improve their listening skills. When literature is read audibly in a classroom situation, it stimulates the learners' interest. For example, a teacher can use a recorded text to teach forms of addresses and allow students to listen to the recorded text and pick up the forms of address that they have heard and write them down. Audible reading further helps the teacherof English Language to teach comprehension, listening, pronunciation, intonation and other skills that students have to master as English Language majors.

One Literature in English lesson can benefit English Language teaching at the same time if properly planned. Ngara (1984) observes that in a second language situation, poetry (for example) can be used to teach language, various aspects of English including reading aloud, the natural rhythms of English, pronunciation, grammatical structures, vocabulary, comprehension, paraphrasing and summary. Such skills are necessary in both disciplines, thus confirming the symbiotic relationship between the two disciplines. Ngara further explains that since a novel is generally understood more easily than other genres, it is ideal for teaching reading with understanding.

A readable novel helps young readers to follow what they read (plot or story line) and to be interested in the act of reading. In a Literature in English class, reading skills such as inference, identification of connotation and denotative meanings in a text, analysis and synthesis and other related skills can also be used for English Language lesson. Students who major in both Literature in English and English Languge (Double Majors) at the university level are expected to show a certain level of competence in those skills in order to cope with academic work. Ngara further postulates that the language of fiction is closer to the language of everyday speech than the language of poetry and drama. He emphasizes that a novel can stimulate a lot of discussion as it deals with people and situations which can be relevant to the experiences of the pupils. With a novel, spoken English can be taught in an interesting and lively way. For example, a novel can be taught in the form of a debate, presentations and discussions related to the content of the day. A language teacher can use a novel to teach a number of language skills and structures needed in the two disciplines.

The summative perspective on Literature in English is that it forms the bases for the existence of language (English). English Language is a vehicle of communication through which people express their life experiences in the literary texts. Language is used in different situations to express different ideas about life and Literature in English is the storage for English Language. On the basis of that, it is almost impossible to separate literature from language. Pedagogically it would make academic sense to teach the two subjects in juxtaposition because there is a lot that each of the two benefits from the other. I In fact, it can be argued that they are inherently intertwined.

2.5 IMPLICATIONS OF THE RELATIONSHIP FOR THE TEACHING AND LEARNING OF LITERATURE IN ENGLISH AND ENGLISH LANGUAGE

The literature written in English cannot exist without English language. Although the same cannot be said about Literature, English language also depends on Literature for its sustainability and authenticity. Ihejerika (2014) and (2004) say that language is the raw material with which literature is manufactured. This statement implies that literature is the product of language. Ihejerika states that 'it is with the instrument of language that literature is concretized'. Sapir (1921) also claims that language is the medium of literature as a marble or bronze or clay, are materials for sculpture. The assertions above emphasize the inseparability and the inevitable symbiotic relationship between Literature in English and English language. Based on the fact that English Language is a root from which literature stems, there is no way literature can exist without language. There is interdependency between the two subjects. In order to interpret and analyse a literary text, students must be competent and have a certain level of proficiency in English Language. Conversely, if one must be proficient in language, he should be sufficiently exposed to the literature of the language in question which, in this context, is English. Adejimola *et al*. (2013) share the same sentiments that the relationship between language and literature is an interdependent one. Literature does not and cannot exist independently of language because language is the conveyor of literature. The above researchers do not indicate in clear terms how each of the two disciplines influences the other pedagogically and how their separation has an impact on their teaching. This study was intended to fill the gap left by Adejimola *et al*. (2013). In addition, Bro (1960) claims that there is no sharp line of demarcation between Literature in English and English language that there is a continuum in the sense that in literature, language is in use continuously. In Literature in English, communication in English is taken to the next level which is that of a literary form in which English language is embedded. The two exist concretely in the context. Students studying the two subjects separately at

NUL may be at a disadvantage of not fully being engrossed in the act of effective teaching and learning of the two subjects. Bro does not acknowledge the literature and English dichotomy; he proposes that literature is wholly and inevitably rooted in language and that it is not surprising to discover in literature certain features that are peculiar and basic to English language. These observations point to the fact that English language does not exist in isolation. There cannot be any Literature in English in the absence of English Language, the root from which literature stems. Literature is inherently and innately in language. It cannot 'separate itself from the speaker-hearer-situation' dichotomy (Bro 1960:100). There is a communicator, a listener and context. There cannot be a speaker without the hearer (addressee and the situation in which communication takes place). Adejimola *et al*. (2013) and Bro (1960 discuss clearly the mutual relationship between the two disciplines but they are silent about how the separation affects the teaching and learning of the two and how they positively effect on each other.

In the same analogy where there has to be a well connected chain in order for communication to take place as in speaker-listener situation, there seems to be a connection between Literature in English and English language; the absence of one makes the process incomplete or the chain to become fragile and break easily. The teaching and learning of English Language in the absence of Literature in English could weaken the instruction itself. Bro does not, however, spell out the symbiotic relationship between the two disciplines; neither does he show the influence of one on the other so there is a need for that gap to be filled.

Unlike other subjects, Literature in English and English Language are inherently intertwined. Udor & Uhubakwe (1979) support the statement given above. They opine that English Language and English Literature are like father and son; there is no dichotomy or distinctive separation between the two. They also indicate that in order to further show interrelationship of the two disciplines, English Language and Literature in English have one major common goal among their objectives. The goal is to promote efficiency in the use of English Language in different contexts. The two subjects create room for learners to be immersed in the target language. It is therefore just that they should be integrated for purposes of effective teaching and learning the two disciplines (Udor & Uhubakwe, 1979). Mingu (2013) also shares the same sentiments that the relationship between Literature and English cannot be separated because literature is based on the language therefore making English language important. Without the understanding of language there cannot be literature and to read English literature we should understand the language and socio-cultural

background. The two disciplines are mutually intertwined for clear reasons that one is part of the other. Without the presence of one, the existence of the other is doubtful so for the effective teaching of one the other plays a catalyst role.

Proficiency in English is a necessary skill in order to interpret and understand any literary text. Similarly, if one must be competent in language, one should be sufficiently exposed to the literature of the language in question (Nguyen, 2008). This dependency points to the idea that literary competence comes as a result of linguistic competence correspondingly, linguistic competence comes as a result of literary competence. In other words, English language competence does not come as a result of only one element which is formal teaching of linguistic structures but of the inclusion or reading of literary material extensively in order to enhance English Language competence. The ability to interpret literary material results from a good linguistic background. Because of this juxtaposition, the two disciplines are said to be symbiotic and must be treated as such.

2.6 THE NECESSITY OF READING IN THE SYMBIOSIS OF LITERATURE AND LANGUAGE

Reading literary material plays an important role in improving students' proficiency in English. Povey (1972) points out that reading literature familiarizes students with subtle vocabulary usage as well as new and complex syntax. Through this contribution, literature leads to the extension of language usage and linguistic knowledge. Povey means that since Literature in English is language in use, students learn unfamiliar English language structures when they read literary material. Their English language proficiency improves. This observation is in line with what this study investigates. Curry (1969) argues that the learner of language profits from the clearest, most significant and most appropriate use of words possible through reading Literature. This assertion is indicative of the assumption that the study is advocating for, a close relationship between Literature in English and English Language. Every language has its literature; the latter uses the same language so a learner of a language benefits a lot from interacting with literary material. In the context of this study, English Language students who study literature written in English benefit a great deal because literature equips them with a vast number of English words, phrases, structures that would help them in their proficiency in the language. Students are likely to improve their communication and their academic writing. This results in better performance. Curry (1969) reports that nearly all the

countries in the world include the teaching of foreign languages in their educational programmes. One of the main reasons for this practice is that languages must be learnt so that their literature can be read. This suggests that language learning cannot be divorced from its literature. In fact, the two are a hand in a glove. In this context, we refer to English Language and Literature in English.

The reading culture remains a challenge in Lesotho. Shava & Akpan (2008) confirm that lack of reading culture in Lesotho is prompted by lack of funds to purchase reading material and results in lack of interest in literary studies. They further argue that there are neither libraries nor supplementary books to read at home. Such a situation is clearly inimical to the cultivation of a reading culture and the acquisition of knowledge in general. In line with what Shava and Akpan have stated, is Putsoa' (1995:3) in (*http:// Lesothosky.com)* statement that ''factors that cause backwardness in reading are the environmental, poor educational atmosphere, impatient teachers and students, some are motivational factors, material and economic, home and emotional personality and physical factors.''

The postulation above indicates that Basotho are generally not a reading nation. If parents at home do not read for fun or for information, it is clear that children would not have that urge to read either. This lack of motivation is transferred to schools and, later to tertiary level institutions. NUL students seem to have inherited a poor reading culture from home and school because of the factors such as lack of reading material and motivation as already raised by Shava & Akpan (2008). The assertion above implies that NUL students fail to buy literary material to read extensively because of meager subsistence allowance or even just to go to the library and read for fun because the majority of them have not been initiated into the culture of reading from a young age. On the basis of that, students who major in English Language do not see the need to read literary texts in order to enhance their proficiency in English Language learning and acquisition. Because of poor reading habits, Students who major in either of the two disciplines express themselves poorly. Furthermore, McDermid (1974) states that reading has not been a common practice among Basotho for years though lately literacy rate in Lesotho has improved quite significantly recently. A Dutch man from Holland, Gerard Mathot, has started Seliba sa Boithuto Learning Centre (SSB) at ha Tsautse in Maseru. This centre is an alternative to learning outside school. People go to the centre to read and and to learn freely. There are no teachers but there are tutors who help according to the needs of the learners. They encourage group work and peer learning as a way of curbing the poor reading culture among Basotho.

Lesotho Sky Riders have initiated a project called Ha Ramoshabe Community Centre. It is dedicated to the late Liepollo Rantekoa. It promotes a reading culture among the rural children and the youth in Lesotho. It hosts after school facilities for children in that area for sport and literacy programmes, library reading and writing classes as well as access to the computer and internet (*http:// Lesothosky.com).* Initiatives such as the two mentioned above prove that Lesotho has a challenge as far as reading is concerned. NUL does not have reading programmes at all. Lack of a reading culture creates a nation that has no power because knowledge is power. Such a nation does not develop because its people are not knowledgeable, not assertive, not proactive and not confident to deal with life challenges that an enlightened person would deal with. Aksornkool (2003:39) avers that:

> In all the different situations in which people need to deal with those who have power, literacy is only a part of a larger equation. Those unable to read are likely to be more intimidated in these situations but their powerlessness is not just about the lack of technical skill. It is clearly linked with the social status, confidence and self-esteem…

This quotation implies that if one does not read, one does not have information. It is difficult for a person who lacks knowledge to challenge certain things. He/she has a low self-esteem. Similarly, in the context of NUL one would expect that students who do not read extensively may not be assertive and may not express his/her ideas satisfactorily and academically. The purpose of reading is to understand the text. Clarke & Westbrook (2004) observe that to read means more than to simply decode print. It also means to make sense of the print that we engage with. In order to do this, readers have to bring their prior knowledge and understanding to bear on the texts that they encounter. This such a situation supports the schema theory which says that anything that students read, they read it with the intention to understand it; in order to facilitate that process they need prior knowledge and experience to enable conceptualization of the new information. Schema is the new knowledge which is dependent on the old knowledge (schemata). It is the already existing and stored information that helps students to learn something new. In the context of this study, Literature in English students needs a certain level of proficiency in English language in order to pick new information. Similarly, English Language students also require a certain literary background in terms of English words, linguistic and reading skills which are applicable and necessary in the teaching of the two disciplines. Furthermore, Seligmann (2012) is of the view that reading does not consist merely of decoding the written word or language. Rather it is preceded by and intertwined with knowledge of the world (schema). He also emphasizes that no matter how

interesting the content may be, unless the students' sentences are easy to read and the words chosen carefully, the languae will fail to convey the appropriate message. Without an understanding of general and specific word meanings, students find it difficult to study at college or university.

Reading is enlightening, enriching and educating for both professionals and non-professionals. Scholars such as Connolly (1995) emphasise the importance of reading. He explains that people 'read to see'; they read because of hunger for information, amusement or solace and because of an appetite for the truth that seems to grow by what it feeds on. He furthermore stipulates that to live as a man is to think, to think is wonder, to wonder is to inquire and to inquire is for most people to read. He connotes that reading helps one to situate oneself in the world that one lives in, to seek information, to assess one's special role in the universe and to learn the meaning of personal struggles in which one is engaged. In the context of this research, English Language students may locate themselves to find information, the truth and to learn where things are as they read. Their English Language competence and proficiency is tested and stimulated. They may want to correct or improve the situation that they are in. Literature in English facilitates the students' use of the newly learnt concepts, in students' communication so that learning may become effective in that regard. Connolly (1995) also points out that fish swim, birds fly, men think and have preserved their best thoughts in books, in the literature. He implies that reading opens people's eyes; they acquire information which influences them to think and to react in a particular way. Someone who has knowledge is able to solve his problems easily and to improve the situation that they are living in. As they note their limitations in terms of content, vocabulary and other linguistic related issues, they make attempts to rectify that by doing things differently. Double majors could improve English Language proficiency when they see the use English structures in practice. They can therefore think and act knowledgeably. If they do not read literary material, the learning and studying of the two disciplines is not as effective as it is expected to be. This points to the juxtaposition of the two disciplines; they draw from each other for each other's success.

Reading improves vocabulary building. Selignmann (2012) observes that reading is the most effective way of increasing vocabulary. It exposes the reader to the technical terms used in one's field of study and familiarises one with the way such words are used in context. It is not enough to know words in a language for words only have meaning in the context in which they are used. He furthermore alludes to the fact that reading is essential for success at college or university. In fact, at some institutions one is said to 'read for a degree.' The assertion denotes that Literature promotes

vocabulary and how such words are used in context and for the comprehension of the content or the discovery of new ideas and concepts related to the content. One may know certain English language words and their meanings but it is also important to see how such words are used in context. Literature in English provides that contex. This idea advocates for the inseparability of Literature in English and English language. However, Seligman does not discuss the relationship between the two disciplines and how each one of them can motivate the instruction. Instead, he acknowledges the fact that reading literary material improves English language vocabulary and structures.

Reading is the key to scholarship. Curry (1969) and Ogunnaike (2002) observe that persistent reading, with some enjoyment or even with avidity, improves the understanding which, in turn, improves the use of English in writing and speaking. They also state that proficiency in English comes as a result of reading literary material. In the context of English language teaching, broad reading enhances the chances of proficiency in English and promotes effective teaching of the two disciplines. Curry (1969) and Ogunnaike (2002) do not clearly stipulate the close relationship between the two disciplines. This study is intended to explore this relationship.

Students are expected to read what other scholars have written in order to form the base for their own expression. Weideman (2003) argues that not only is reading critical for academic literacy but it is also a prerequisite for writing well. He further states that reading is essential because one would not know what to write if appropriate information were not found; in the academic world, that information is obtainable mostly in the written form. Therefore it has to be read by those seeking information. Secondly, if students do not read with understanding, they are unlikely to render that understanding in the form that is accessible to the lecturers. Lastly if students do not read intelligently, they have to do without the best criterion for their own academic writing. Proficiency in the context of exemplary writing is inevitable. Weideman (2003) also states that reading is not an end in itself but a gateway to good writing through developed reading vocabulary. The understanding here is that reading extensively at university level is highly encouraged for academic reasons. Words and other language structures are seen in different contexts; therefore language proficiency improves consciously and subconsciously.

Some people do not see any value in reading extensively. In line with this observation is Kane's (2006) claim that sometimes reading is rejected as 'un-cool' or simply uninteresting, whereas many people also notice and worry about the absence of a reading culture in various societies, including

South Africa. Kane further stipulates that reading is a technology for perspective-taking because when someone else's thoughts are in the reader's head, the readerobserves the world from that person's vantage point. Reading therefore opens vistas of thought. Stories seem to bring ideas to life; they give shape to experiences and communicate visions of reality or insights into characters and situations. The assertions insinuate that there are more benefits in reading because it is thought provoking. This leads to a change of behaviour for the better. Irrespective of the advantages of reading in academia, very few students read for fun, they mostly read for knowledge, for seeking information and for passing examination and assignments. In that a situation, English language development is limited because students concentrate only on facts not language.

Reading is transferred to the classroom situation where English Language and Literature in English students do not read literary texts outside their syllabus. The perception is that although many students do not like reading extensively, those who do gain a lot in terms of sharpening their perspectives and linguistic competence. Reading widely influences students to want to learn more. Wilkins (1978) expounds on the innumerable ways in which extensive reading improves performance in the English language. It arouses and sustains the pupils desire to read for pleasure, interest and as a means of entertaining self-education. He posits that reading extensively can provide a ready means of effective writing as it brings to the learner large repertoires of lexical items in their natural linguistic contexts.

Extensive reading is of importance in the advancement of skills that are vital in tackling comprehension pieces and composition writing. These are parts of the English language curriculum. Hismanoglu (2005) is of the view that in reading literary texts, students become familiar with different linguistic forms, communicative functions and meanings because they have also to cope with language that is intended for native speakers. The assertions raised by the above scholars such as Hismanoglu (2005) point to the reading culture. They substantiate that the more students read is the more the chances of language development, proficiency in English language and their ability to produce better writing because a good communicator is a good writer.

Reading and language development are inseparable. Different scholars have pointed out the value of reading literary material in order to facilitate effective teaching of English Language and Literature in English. However, there is there is hardly any symbiotic relationship between the two subjects and how Literature in English can act as the base for English Language teaching at university level.

2.7 ENGLISH LANGUAGE

English Language is one of the key terms in this study. It deserves operationalisation. In this section, the operational meaning of English Language draws from its definition and the significance of proficiency in English Language, especially at institutions of higher learning where English is the only medium of instruction. Nordquist (2018) defines English language as the primary language of several countries including Australia, Canada, New Zealand, the United Kingdom, and the United States and a second language in a number of multilingual countries including India, Singapore and the Philippines. He explains that the term English is derived from Anglisc, the speech of the Angles- one of the three Germanic tribes that invaded England during the fifth century. English language is a second language in Lesotho and a medium of instruction at tertiary institutions. Students at HEIs need a high command of English. Seligmann (2012) opines that language ability is important in an academic setting for all the students because tertiary study is a period of language development. The inference of the author's assertion is that students at HEIs should be capable of communicating competently in the language of instruction which in this context is English regardless of the disciplines that they major in.

One of the strategies of improving proficiency in English is extensive reading of the literary material written in English. It is rich in English structures. Ghosn (2002) quoted in Keshavarzi (2012) opines that literature is beneficial to language development. It is a good resource of accurate diction, diverse sentence patterns and passionate narratives. Students are able to acquire and learn appropriate terminology from the literature depending on the situation in which such words are used. It consists of different life situations so there is a variety of structures, expressions and vocabulary in use. This study assumes that reading culture or extensive reading of literary material written in English may improve proficiency in English. When students are proficient in English, it is easy to learn and understand new concepts as well as subject-specific concepts written in English Language.

Effective learning and acquisition of English Language is enhanced by interacting with literary material. It seems that there is an inherent mutual relationship between Literature in English and English Language. Literature in English is the base and the support structure for effective teaching and acquisition of English Language. Tevdovska (2016) contends that one of the most valuable advantages of using literature in English Language teaching and learning is the personal

involvement and enrichment that it cultivates in the readers. The author argues that most of the materials and course books designed for language teaching contain materials which are concerned more with grammar rules and vocabulary. There is no personal satisfaction or involvement but engaging in literary texts enables the learners to focus beyond the grammar and syntax of the target language. Students pursue the development of the story and are willing to share personal responses.

The author proposes that the teaching and learning of English through literature is more involving than using grammar books. Literary texts create a situation for learning through appreciation and personal engagement. Learning in this kind of environment is not dry. English Language is dependent on Literature in English for its durability, reliability and existence. In institutions of higher learning where English Language and Literature in English are offered separately, it can be assumed that teaching in such situations has challenges. On the basis of the above suppositions, this study seeks to explore how the separation of the two disciplines has impacted on the teaching of the two disciplines at NUL. Protherough *et al.* (1994) opine that English has a uniquely important role because it is concerned with the abilities such as talking, listening, reading and writing that are required for learning in all areas and for one's whole life. The four linguistic skills play an important role in the academic arena. One is able to speak because of the ability to listen to other people speak and is also able to write because one can read other people's writings. They furthermore indicate that English is the subject preeminently concerned with what it means to be a human being in relation to other individuals growing with culture. They also argue that by language we create the world that we need to know, we come to know ourselves and others. We discover how to make choices or judgments and at the heart of these processes is responding to literature. The implication is that English Language plays a unique role in proficiency in the four language skills which facilitate learning in any sphere of life. English enables identity – knowing oneself and others; this is to say that through interaction with other people verbally or in a written form, we learn other people's culture.

Knowing people's culture is knowing their language because culture and language are inseparable. Tevdovska (2016) maintains that literature gives the learner cultural knowledge and intercultural experience. It also helps students to develop their linguistic skills, as well as their cultural knowledge and sensitivity towards cultural issues. Therefore identity is literature. It is the literature that communicates, teaches and promotes independence, identity and socialisation. English is a global language that opens channels for effective communication in the academic world. In the

context of NUL, English is the greatest anchor for students who major in Literature in English. It cuts across different cultures. Proficiency in English helps them to learn Literature in English effectively. Separating the two subjects may seem to block the expected channels of effective teaching and students' mastery in English Language may not be satisfactory.

Communication ought to be effective, both verbally and in a written form at the institutions of higher learning. Jane (1979) defines communication as an exchange of knowledge, information, ideas, opinions, feelings between people. It takes place in multiple ways, from the writings of the weightiest to the merest flicker of an eyelid. The exchange of knowledge in the world of academia means communication both verbally and in the written form. English Language and Literature in English are the means of academic communication. This implies that if any of the two disciplines is missing, it can be hypothesized that communication in the classroom is incomplete. Campbell and Wales (1970) take this dialectic further. They propose that language does not occur in isolation but it occurs in a social context and reflects social rather than linguistic purposes. Communication in English Language, either verbally or in a written form, requires context. Society provides that context because language is situated within the society. The absence of society means no language. Language outside society is meaningless because literature is part and parcel of the society. It cannot exist without language. It is pedagogically meaningful therefore to integrate English Language and Literature in English because they represent a society. Language epitomizes society which is the context within which such a language operates. Similarly, literature provides context for language otherwise language without literature would be operating in the vacuum and therefore be meaningless. Likewise, the teaching of English Language without context which literature provides is ineffective. The two need each other. In fact that is the reason why language does not exist on its own. If language and literature are the pillars of what makes a society, separating English language from the Literature in English, as it is the case at NUL, is separating the two from the society yet the latter provides the framework for the existence of humans linguistically and in a written form to express its thoughts.

As Literature in English is about society, culture, people's experiences and knowledge about life, all expressed in a language (English), it should not be divorced from the society? Short's (1989) proposal is that language is impregnated within culture and the two should not be separated from each other. The implication here is that language and culture cannot be separated from each other. In fact language represents the culture of the people and this is also the case in the education

system. The English Language course outline should not be isolated from that of Literature in English because there is an overlap between the two disciplines. Literature is about the issues of life politically, socially and culturally and language is a medium of expression of the society's ideas and experiences politically, socially, and culturally. This similarity points to the close relationship between language and literature. English Language therefore may not be separated from Literature and culture; students studying English Language at NUL could also study Literature in English for effective teaching and learning. Literature is part and parcel of culture of which language is the body. Students who major in both English Language and Literature in English should be grammatically competent in order to speak eloquently and make sense of any written text. Clarke & Westbrook (2004) aver that grammar is a way of conveying meaning and is not viewed exclusively in the narrow sentence–bound way but is also seen as operating across clause and sentence.

The implication of Westbrook (2004) assertion is that meaning or sense in a text is reached because of looking at the totality of clauses and sentences. This assertion is in line with structuralism, a theory that looks at language in totality not in bits and pieces. In order to make meaning in a text, proficiency in English is a pre-requisite as Seligmann (2012) indicates when he discusses the importance of language capability. Literature in English in this context provides a model for different English language structures. When students interact with literary material written in English, it is an opportunity for them to learn or acquire proper grammar. In a case where English Language is learnt and taught separately from Literature in English, exposure to proper grammar may be limited and therefore affect comprehension in the pedagogic process of the two subjects. Clarke & Westbrook further allude that meaning is created through the construction of a sentence and parts of sentences. The situation, audience and purpose in which a text operates determine the specific grammatical choices that are made to create distinctive meanings.

Language is power. When students have a good command of English, they take control of their environment. In a classroom situation, students who are proficient in the use of English learn easily and perform better. Birch (1991) argues that language is seen as a powerful way of controlling life and this signals that certain literary words are accessible only to a few people. They add to that power and to the privileging of the few over many. The insinuation is that a language such as English has the capacity to manipulate life; the words used in literary work give the readers power and prestige over other people who may not have access to it. Readers are able to dictate or use words as they wish and that differentiates them from the non-readers. Students who read literary

material have an edge over others who may not read extensively. The latter would be more knowledgeable over their counterparts because of the exposure of the use of contextual use of language. Therefore they dictate their expression and proficiency in English language. English language structures used in Literature in English play a very important role in the learning and teaching of the two subjects which seem to be pedagogically inseparable. Birch (1991) emphasizes the point that interacting with the literary material promotes competence and proficiency in the language. Literature in English is dependent on English Language and the latter also needs the former for sustainability and reliability. These assertions point to the cross-fertilization between the two disciplines, hence the assumption that they are symbiotic. However, the question of how each of the two subjects influences the other is not addressed.

Competence and proficiency in English Language are vital in an academic setting; they enable effective communication. Linguistic skills are improved through literary material. Literature therefore is crucial in facilitating the effective teaching and learning of English Language. On the other hand, English Language cannot be taught outside context. Most of the texts used in teaching English are about what should be done and how it should be done (rules of grammar). Students are taught and they also have to learn how language is used. Teaching in that kind of environment is challenging but if students are taught English Language within the context which Literature in English provides then it can be assumed that teaching can be effective. Students are able to see the extensive use of English in different situations so they acquire and learn language better. It is assumed that their proficiency can improve quickly. Literature in English and English Language are technically inseparable therefore they should be taught in juxtaposition.

2.7.1 English language acquisition

Krashen & Tracy (1988) define acquiring a language as "picking it up." That is, spontaneity in language use is developed by using it in natural communicative situations. In the context of this study, English language majors at NUL can pick up new English expressions from reading literary material. The more they get exposed to literary material, the more their chances of picking the language (English) naturally or subconsciously and even using it automatically in appropriate/relevant situations. However, in a situation whereby Literature in English and English Language are taught separately, the chances of picking up English words and structures satisfactorily are limited. The context is not vast enough to enable the picking process. If the two

disciplines are taught in tandem there are high chances that the teaching and learning of the two disciplines would improve, resulting in improved academic performance. English Language would not be effectively learned from one source but when the two disciplines are joined together and taught alongside each other. Acquisition of English language may be more effective that learning sometimes. This is because the former is subconscious while the latter is conscious. Krashen & Tracy (1988:18) share the same view; they refer to the "Great Paradox of Language Teaching." That is, language is less taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. The implication in this context is that English language can be taught subconsciously in a classroom by only concentrating on the message. Students gain new language concepts when they express the themes or messages related to the texts that they have read. This strategy can also be more effective or simpler than the conscious formal teaching of English language. Krashen and Tracy explain the importance of Literature in English in the teaching of English language or vice versa, hence the symbiotic relationship. Harmer (1983) states that acquiring a language is more successful and longer lasting than learning it through formal instruction. He argues that language is acquired through a deep experience than the concentration on a grammar point. This is to say that acquiring a language is effortless and new information is received easily.

According to Krashen & Tracy (1988), research has shown that formal language learning is not nearly as important as developing the communicative ability. In fact language acquisition is responsible for the ability to understand and speak a second language easily and well. This implies that what works mostly in the teaching of English language is acquisition more than formal learning. Formality is found to limit social interaction; it goes by the rules and is less engaging while informal learning (acquisition) can take place anywhere and anytime in different social contexts. There are more chances of effective teaching outside classroom. Acquiring a language is a subconscious process which results in the knowledge of a language. It is a result of some deeper experience than the concentration on a grammar point. It is more successful and longer lasting than learning. Learning, on the other hand, is a conscious process which results in knowing about the language (Kashen and Tracy 1988; Harmer 1983).

2.7.2 English Language learning

Learning is a conscious process. Krashen & Tracy (1988) define it as 'knowing the rules' that is, having a conscious knowledge about grammar. If learning implies consciousness about grammar rules, then the question is, in a classroom situation what are the chances that students put in mind grammar rules as they learn, or do they just interact with the language (English) subconsciously and in the process automatically apply the rules of grammar? The teaching of English Language outside the context of Literature makes learning formal, fixed and dependent on the lecturer. In the context of Literature in English, it would go beyond the classroom because students may study literature even on their own, in an informal situation. The relevance of the two terms, acquisition and learning in this study is that teaching is about both subconscious and conscious information reception. In the light of that, acquisition and learning are the processes that augment knowledge or information absorption easy. The two terms operate hand in hand just like Literature in English and English Language which have a symbiotic relationship; this is why this study advocates for the juxtaposition of the two disciplines at NUL. Selignmann (2012) is of the opinion that while students are learning the concepts and terminology of their disciplines, they simultaneously develop their language and study skills. Language learning is said to be most successful when acquired as a tool for understanding content material, not anything beyond content.

Literature in English plays an important role in learning English Language at an early stage. Curry (1969) avers that at an earlier stage in learning a language, the value of the language of good literature to the learner is that it produces more distinct and vivid descriptions, narrative, dialogue. As a consequence, the meaning of the words becomes more distinctly and surely impressive on the mind and there is more complete understanding. Since literature is language, students learn English better from getting exposed to the English structures used in literature (context). They do not forget the proper use of the English expressions easily because these have been used in an interesting motivated context and in such situations, students do not easily forget especially when the content is intriguing. This idea calls for content for the learning approach.

This approach is relevant and applicable in this context. The interesting content captures maximum attention and participation of the learners therefore learning becomes easy and leaves lasting memories. This observation further supports the close connection between Literature in English and

English Language. However, the scholar has not shared the light in terms of how the two disciplines can influence each other pedagogically.

2.8 IMPLICATIONS OF THE FINDINGS FOR CURRICULAR REFORM IN THE DEPARTMENTS OF ENGLISH LANGUAGE AND LINGUISTICS AND LANGUAGE AND SOCIAL EDUCATION

This section presents the way forward on the basis of the findings in relation to the symbiotic relationship between the teaching and learning of Literature in English and English Language. It also addresses possible solutions regarding the implications of the symbiotic relationship in terms of acquisition of proficiency in English and content knowledge. The study therefore proposes the possibilities of curriculum reform as one of the strategies that could improve a pedagogical relationship between Literature in English and English Language.

The pedagogical separation of Literature in English from English Language impacts negatively on the acquisition, learning and teaching of the two subjects in institutions of higher learning. Babatunde (2002) in Ihejirika (2014) stipulates that one of the factors that contribute to ineffective acquisition of English Language in the classroom is the method of teaching which differentiates between literature from English language. Babatunde (2002) demonstrates that in that kind of a situation literature in English lesson is treated differently from that of English Language. Consequently, the resources of literature which have the potential to enhancing effective English Language learning are denied the learners so this inhibits effective teaching and learning of Literature in English and English Language in schools and colleges. The implication of the statement is that in HEIs such as NUL where Literature in English is offered independently from English Language, there could also be a challenge of operative teaching and learning of the two subjects. Inevitably, the two subjects actually draw from each other so the absence of one cripples the teaching of the other.

On the basis of the above explanation, this study proposes the implementation of curriculum reform in order to improve the situation. The term curriculum reform has been defined as a body of the course to be run. It serves as a body of knowledge to be transmitted. Curriculum reform is also defined as bringing changes to the subject content, delivery and assessment of curriculum (Simmons, 2009; IGI Global, 2018). Taking the discussion further is the Glossary of Education Reform (2015) which points that curriculum may also refer to the lessons and academic content

taught in a school or in a specific course or programme. It may also refer to the knowledge and skills that students are expected to learn. These include learning the standards or learning objectives that they are expected to meet. The implementation of curriculum reform in HEIs implies that the teaching and learning of disciplines such as English Language and Literature in English may improve because the content, teaching methods and how they are assessed would be reviwed with the intention of bringing a change. One of the improvement strategies could be teaching the two disciplines in juxtaposition, especially because scholarship shows that there are more benefits than problems in such an environment. The two subjects seem mutually interrelated so pedagogical separation constrains effective instruction and learning. This research calls for curriculum review in institutions of higher learning where the delivery of the two subjects is independent as is the case in the NUL department of English.

The teaching of English Language without the provision of context makes the whole process dry. Literature in English provides the context for English Language awareness. When the two disciplines are separated, language development is restricted. In line with this opinion are Krsteva Marija & Marija Emilija Kukubajska (2014) who emphasise that literature plays an essential role in foreign language acquisition; each level of foreign language study requires inclusion of literary texts which, together with facts, develop a deeper awareness of language use. If students who major in English Language are not reinforced with the inclusion of literary texts in their teaching and learning, proficiency in English is likely to be affected to a certain degree. There are limitations therefore when the two disciplines are taught independently. Keshavarzi (2012) discusses the issue of Literature in English and English Language dichotomy further when he alludes that language learning requires acquiring four skills, reading comprehension, writing, listening and speaking. In the case where the two are not taught in tandem, the four requisite skills are not given equal attention although they are necessary in the teaching and learning of both subjects. This situation calls for a change in the techniques of offering the content and in curriculum designing of the two subjects. Some scholars propose that Literature in English is unfit to be the source of material for English Language courses. For example, Ferradas (2009) argues that literature has little practical application, is often closely connected with a specific cultural context and it can be idiosyncratic, even subversive. Contrary to Ferradas (2009)'s opinion on cultural context and treasonous ideas, it is the same terminology used in cultural, personal and revolutionary contexts that helps students to acquire and learn proper and different use of language. How then would students learn about the culture of other nations if it is not through their literature? The individualistic and rebellious

attribute that Ferradas (2009) complains about is actually the basis for the dialectic and critical thinking platform for which English Language is used for communication. In an English Language class students are expected to communicate verbally and in a written form, the presence of Literature in English creates such a stage in the sense that literature is about human experiences in life so students are the stake holders in life, they can share ideas and opinions about life created in the literary texts. Literature provides the context for improvement of the four linguistic skills regardless of its distinctiveness and destabilizing quality therefore, it is hypothesized that there is a need for curriculum change so as to improve the ontology of this situation.

NEA (2017) states that curriculum reform that changes the shape and the nature of post-secondary degrees must reflect generally acknowledged academic standards of excellence; skills, knowledge, and understanding to help students prepare for the future and to set the goals and mission of the institution. The review further argues that the faculty must be supported. The goals of higher education curricular should include mastery of basic skills, active participation in the learning process, in-depth study, critical thinking, and understanding of the discipline characteristic methods and coherent and relevant courses of study. The postulations above highlight that in the curriculum reform process there is strife for academic excellence in HEIs. Students are supported to improve their requisite skills so as to learn and study the content of their disciplines better. A change in the pedagogy of Literature in English and English Language, the disciplines that have a symbiotic relationship, may improve students' learning abilities and proficiency in English; it might enable a comprehensive study and critical thinking.

Literature in English promotes proficiency in English Language. Stern (1991:330) advocates an approach which integrates a literature study with mastery of the language (vocabulary and grammar), with a further development of the language skills, namely: speaking, writing, listening, and reading, suggesting ''that study of a single literary work can combine all the language skills with one another… and with increased literary understanding and appreciation.'' She further argues that activities ''focusing on each area can bold upon and complement one another, contextualising all aspects of language learning.'' The analogy behind Stern's view point is that reading one literary text enables exposure to all linguistic skills. If teachers plan their lessons well, all requisite skills can be improved. It can be understood therefore that the teaching of English Language without using literary texts can be cumbersome; it is mostly about the rules of grammar without adequate examples and exposure. Keshavarzi (2012) proposes that Literature in English provides the useful

material for English Language learning but maintains that choosing appropriate text is the first step to teaching English in the ESL/ EFL. The author also opines that language teachers desire to provide their students with materials inspiring them to speak up, answer or ask questions and read extensively, in fact, a vast part of materials that teachers choose to improve their English Language teaching comes from the literature.

The significance of literature in English Language teaching is also confirmed by the British Literature (BritLit) project carried out in Catalonia, Spain. The project ‘‘has already earned itself a reputation in classrooms and amongst teachers in a number of countries, within and outside Europe. It has helped teachers to exploit literature in the English Language teaching classroom as a language tool’’ (Denham & Figueras 2009:9). BritLit is not the only project employing literature in the English classrooms. There are a lot of online services which provide English instructors and students with literary texts and encourage them to teach and promote learning English through the literature (Keshavarzi 2012). If the teaching of Literature in English separately from English Language were not problematic to students and teachers, initiatives such as BritLit and others would not have been formed.

The existence of such projects implicate that there are challenges in the classroom. English Language and Literature in English curriculum and its delivery should be revised with the intention of improvement. Kim (2004) and Fonseca (2006) support the integration of the Literature in English and English Language. Their opinion is that literature is a springboard for creative writing and they argue that literature discussions can promote language development. They advocate for the interdependency of the two disciplines and point out that Literature in English enhances English Language improvement in writing and speaking, the two skills necessary in the teaching and learning of the two subjects. The separate teaching of the two disciplines limits the chances of effective teaching and learning. Skills such as creative writing are mastered through reading and interacting with other people’s styles of writing but if there is no such exposure from reading, one can neither be a good writer nor an eloquent speaker. There is a need for a review of the Literature in English and English Language curriculum. Curriculum reform may improve the teaching and learning of the two disciplines. There are, however, a number of factors that must be considered when designing and changing the curriculum. Elliot (1994) states that Lawrence Stenhouse argues that there can be no curriculum development without the professional development of teachers as researchers on their own practices. This implies that curriculum cannot be reformed without

involving and improving teachers as the major stakeholders in the process. They must be equipped with adequate skills to help them cope with the demands of the new curriculum. Simmons (2009) states that the twenty first century curriculum reform requires attention to improving and learning because students in modern schools have different needs concerning literacy curriculum which is influenced by global economic changes, accelerated growth of information technology and a diverse society at the local National, and international levels Kim (2004) and Fonseca (2006).

In line with Simmons are Slowey & Ekanterina (2013) who argue that the curriculum of higher education should become more responsive to the society's needs and that it should also address social and economic challenges and prepare resourceful, inquisitive, creative and innovative graduates. Slowey & Ekanterina (2013) also discuss important curriculum drivers such as increasing the levels of participation in higher education, increasing social inclusion which is underpinned by universal notions of social justice (Higher Education 2007) and development in terms of communication and information technology which have broader implications for Higher education delivery and which result in e-learning and knowledge being more dynamic and widely accessible. Coleman, Michael & David (2003) argue that curriculum development is a conceptualized and participatory process built on the development of partnerships between the authorities, parents and the community ''teachers should be equal partners in curricular and material development'' (National Department of Education 1996: 6).

The insinuation of the above statement is that curriculum reform requires all the stake holders to take part in the reforms. For example, the government, curriculum designers, the nation, teachers, students and even the concerned institutions should fulfill their mandate so that a complete innovative human being is produced. Rasskazova, Maria & Anthony (2017) indicate that teacher training is crucial in curriculum development. For example, in Russian universities teacher training is essential for the success of the new curriculum and there has been a substantial investment in professional development. The purpose of the training is to move away from the grammar-translation pedagogy in teacher-centred classrooms towards communicative language in learner-centred environments, experience, teaching styles, curriculum policy in terms of soft skills such as problem solving, team work and thinking skills. Curriculum reform is more inclusive; all the concerned parties have contribute something too. It may be assumed that at NUL teacher trainers, students, subject specialists, heads of the departments and the deans may have to cooperate to design a new curriculum in the English Language department. There are more benefits in the

pedagogical integration of Literature in English and English Language as opposed than when the two are taught separately.

Carter & Long (1991) and Mcrae (1991) point out that the integration of the literature and language studies can do a lot for the student to develop language and the capacities for literary understanding and appreciation. The researchers above also point out that as for tertiary studies, language learning and literary studies are interdependent and in a specialist context, should be seen as complementary at all stages in the educational process. The insinuation of the authors' postulations is that even at HEIs such as NUL, the juxtaposition of the two disciplines cannot be avoided, especially for the students who major in English Language. It is difficult to separate the two because of their inherent relationship. In a setting where they are separated one can anticipate that there may be complications.

On the basis of the evidence provided by different scholars, there is more into the symbiotic teaching of the two disciplines, as opposed to independent teaching. Competence and proficiency in English which students at tertiary level should demonstrate in their academic communication are challenged when the two disciplines are taught separately. Proficiency in English plays an important role in learning and teaching in institutions of higher learning where English is the only mode of instruction. Students get more exposure in the four requisite skills in both English Language and Literature in English but in a situation where the two disciplines are treated independently, competence in such skills is challenged. It seems that for the effective teaching and learning of English Language, Literature in English acts as a catalyst to fast track the process but if the two are divided, instruction is not harmonious. This study is intended to explore the impact of the separation of Literature in English and English Language at NUL, as the case study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology employed for this study. First, it defines the terms paradigm and the research paradigms which guide the inquiry. These are the constructivist and interpretivist paradigms. The two are discussed in juxtaposition as a justification of their interchangeable use in this study. The qualitative design follows the constructivist/interpretivist paradigm while the population, sampling and sampling procedures for the selection of participants are in the third section of the chapter. The description and explanation of the data collection methods and implementation procedures follow. Procedures for data processing are another section subsequent to which is an identification and explanation of the ways of satisfying the trustworthiness of the study findings. The chapter closes with a summary after a section on ethical considerations.

3.2 PARADIGMS UNDERPINNING THE STUDY

This section features an explanatory definition of the term paradigm. First, the term paradigm is defined. On this basis, constructivist and interpretivist paradigms are discussed and rationalized for adoption in the study. The two terms are used synonymously in this study. The rationale behind their substitutable use is that they share some of the philosophical assumptions which are also dealt with. The section unpacks aspects of the constructivist/interpretivist paradigm. These are the ontological, the epistemological and the methodological positions. The section ends with the researcher's summative perspectives on what a paradigm is, common characteristics of the two paradigms and how they situate the objectives of the study.

3.2.1 Paradigm

Different scholars advance several and commonly understood conceptualisations of the term paradigm. First, paradigm is the term coined by the historian Thomas Kuhn (Cilliers, Corne & Rose-Marie, 2014; Cram & Mertens 2016 in Sefotho 2018). A paradigm is viewed as ‘‘a cluster of

beliefs and dictates which, for the scientists in a particular discipline, influence what should be studied, how research should be done, and how results should be interpreted'' (Bryman 2012:630). When one follows a particular paradigm or research tradition, one adopts a specific way of studying the phenomena relevant to one's field (Cilliers *et al*., 2014).

The researchers conceptualise paradigm as the opinions and philosophies that individual persons have formed about life in general. Such principles guide the individual's decision making and actions in terms of what to study and how to seek information about a particular phenomenon. In this study, the researcher's literature review supported the opinion that there is a relationship between Literature in English and English Language in terms of not only acquisition of proficiency in English Language and content knowledge in Literature in English but also of pedagogical implications of the relationship by higher education students. The researcher opines that the findings related to the pedagogical relationship between the two disciplines impinge on curriculum reforms in the Departments of English and Language and Social Education at NUL. The principles of a paradigm were therefore expected to help the researcher to explore the research study participants' understandings and interpretation of the symbiotic relationship between the two disciplines.

Secondly, paradigm may also be defined as an individuals' interpretation and understanding of the life that governs someone's actions. It can also be understood as a dynamic and organized way of guiding research. For instance, Mertens' (2005) and Willis (2007) stipulate that a paradigm is a sytematic world view based on philosophical assumptions that guide and direct thinking and action. The scholars above also highlight that it is a set of common principles or a framework that guides research and how problems are solved. A paradigm is therefore conceptualized as how people perceive and interpret life which leads to thinking, reaction, how challenges are solved and how research is carried out. The foregoing conceptions of paradigm were adopted to base the study on the world view that there is a symbiotic relationship between Literature in English and English Language (Vide. 2.4.1).

In this study, the understanding of paradigm served as a frame-work that gives direction on how and what kind of information was collected. The constructivist/ interpretivist paradigm enabled the researcher to address the existing problem which in this case was the understanding of the pedagogical relationship between Literature in English and English Language and how such

conceptualisation could improve acquisition of proficiency in English Language. The findings of this study may help the researcher to understand the participants' understanding of the symbiotic relationship between English Language and Literature in English, the pedagogical implications of such a relationship in terms of acquisition of proficiency in English Language, procurement of content and critical analysis and how the findings would impinge on curricular reform in the Department of English at NUL.

Paradigms are classified as positivist and post-positivist. Of these, post-positivists are constructivist/ interpretivist and transformative paradigms (Mertens, 2005). These paradigms depict that human beings have different philosophical assumptions towards life in general. Consistent with Mertens' view on the major paradigms are Mackenzie & Knipe (2006). The individual's understanding of reality is therefore guided by his/her philosophy of life. In this study, constructivist and interpretivist paradigms are used interchangeably because they share the same philosophical assumptions. The researcher views reality from the interpretivist/constructivist angle. It is therefore imperative to discuss the two in comparison. The understanding is adopted to assume that the relationship could have a pedagogical implication for the teaching and learning of the two disciplines and the improvement of proficiency in English Language. The researcher's interpretation of life serves as the compass that facilitates the inquiry about the pedagogical relationship between English Language and Literature in English.

The term paradigm is therefore understood in relation to how individuals understand and perceive life. Scientifically, a paradigm has a bearing on how different disciplines can be studied. In addition, it also means a structured way to carry out a research study related to one's field of study. Different paradigms imply that human beings have different philosophical assumptions in life. In this study, the researcher's opinion, which is literature-supported, is that there is a symbiotic relationship between Literature in English and English Language. The researcher explored the participants' understanding and interpretation of the relationship between Literature in English and English Language.

3.2.2 The Constructivist/Interpretivist

The constructivist paradigm grew out of the philosophy of Edmund Husserl's phenomenology and Wilhelm Dilthey's and other German philosophers' study on interpretive understanding called hermeneutics (Eichelberger, 1989). Hermeneutics is defined as the study of the interpretive

understanding or meaning of something from a certain standpoint or situation (Mertens 2005; Maree, 2012). Mertens' and Maree's suppositions imply that interpretivism presupposes constructivism. It is from the individuals' knowledge of reality after interpretation that philosophical construction exists. One may not exist without the other.

Constructivism therefore, emanates from the interpretation of meaning (hermeneutics), hence the two paradigms' inseparability and relevance in this study. People's elucidation of their understandings and life experiences pave the way to the construction of knowledge. The interdependence of the construction and interpretation of meaning indicates that the two paradigms are intrinsically intertwined and interdependent. Similarly, English Language presupposes Literature in English. The two disciplines are mutually interconnected though not necessarily on an equal basis as discussed in section 2.4.1. Consequently, the interpretivism/ constructivism paradigm has been used in this study for the same cross-pollination analogy applied in the pedagogical symbiotic relationship between Literature in English and English Language at NUL. The researcher's choice of interpretivist/ constructivist paradigm has formed the basis for this study due to among other qualities, the interdependence between Literature in English and English Language.

The constructivist paradigm is based on the multiplicity of socially constructed reality. One assumption guiding the constructivist paradigm is that knowledge is socially constructed by people active in the research process. Another is that researchers should attempt to understand the complex world of lived experiences from those who live it (Schwandt, 2000). The assumption is that in theconstructivist/ interpretive paradigm reality/ truth is dependent on people's views about life because of their knowledge and experiences. In this study, people who are active are the researchers, students and the lecturers from the Faculties of Education and Humanities. The researcher's complex world of lived experiences draws from the fact that he teaches Literature in English in the Department of English Education. He is a former student in English Language and Literature up to Master's degree in Literature level in the Department of English. He is also a former student in the Faculty of Education, specializing in the teaching of English Language and Literature in English. He is, therefore, an insider-implicated researcher. The students' lived experiences are that students from the Faculty of Education study and learn how to teach students at secondary / high school level. Students from the Faculty of Humanities major in Literature in English and English Language. The lived experiences of the lecturers are that they teach the two disciplines, they train student teachers on how to teach the two disciplines effectively. They also

design course outlines for the two disciplines so their full involvement in the two disciplines may, hopefully, be experience enough to have important information to share about the relationship between the two subjects. Perspectives from the students and lecturers may positively generate the findings towards an understanding of the relationship between the two disciplines.

The constructivist/ interpretivist paradigm is bench-marked on a number of principles. The first principle is that awareness of a phenomenon comes as a result of people's knowledge and experiences. It is from different people's exposure in different life situations that reality is created experientially. This principle within constructivist/interpretivist paradigm forms the basis for the exploration of the relationship between Literature in English and English Language in relation to acquisition of proficiency in English Language and content knowledge by higher education students. The multiple socially constructed realities serve as a guide to the possible implications of the relationship between the two disciplines.

The researcher is searching for the participants' different interpretations and understanding of the phenomenon. Students, as active participants, in the research process form two categories. One category is that of students pursuing a bachelor's degree in Literature in English and English Language as their major subjects while the other is that of students pursuing a Bachelor of Education qualification with Literature in English and English Language as their teaching subjects. The former enroll in the Faculty of Humanities, while the latter are in the Faculty of Education. The researcher e sought for the differences in the understanding and perspectives about the symbiotic relationship between Literature in English and English Language from students and lecturers from the Faculties of Humanities and Education. Based on the constructivist/ interpretivist position there is no one absolute truth but there are multiple truths which are socially constructed (Henning, 2004). The researcher expected multiple truths about the symbiotic relationship between Literature in English and English Language as well as the pedagogical implications of the relationship.

Maree, (2012) acknowledges the relationship between Literature in English and English Language. Husserl (1965) Hussey & Hussey (1997) and Maree, 2012) consistently share the same view point about having knowledge and experience of the phenomenon. They propose that the interpretivist/ construction paradigm is underpinned by the assumption that human life can be understood from within. They also argue that the paradigm is about peoples' subjective experiences. It is for this reason that the constructivist/interpretivist paradigm is adopted for its relevance in this study. The

participants' knowledge and experiences assisted the researcher with the relevant information because they are knowledgeable about phenomenon in discussion. Understanding is gained by those who seek for it and more so by asking those who are involved.

The term paradigm is further expounded on by Lincoln & Guba (2000) who identify three questions which are: what is the nature of reality (the ontological question)? What is the nature and relationship between the knower and the would-be-known (the epistemological question)? How can the knower go about obtaining the desired knowledge and understanding (the methodological question)? These questions depict the paradigm as conceived of in terms of the state of being within a particular environment, the connection between the truth-seeker and the information to be known (participants who are to share the desired knowledge) as well as the strategies that the pursuer of the truth will follow to get the knowledge that he/she is looking for. Hays & Singh (2012) define ontology as the perception of reality. The purpose of the study was to find out the perceptions of the students and lecturers' regarding the relationship between the two subjects.

The constructivists/interpretivists view reality subjectively. They accommodate the multiplicity of realities. Epistemologically, Hays & Singh (2012) clarify how knowledge is acquired. That is how the participants share their lived experiences of how Literature in English and English Language can relate. The methodological assumption covered the techniques of data collection which were the face to face interviews, the focus group interview and document analysis. Information from these sources provided a deeper understanding of the phenomenon under study. In the next sub-sections, the aspects of the paradigm are unpacked and expounded on for they situate the inquiry.

3.2.3 The Ontological position of interpretivism

Interpretivists/constructivists do not believe in an objective and external reality that is experienced in the same way by everyone (Cilliers *et al.,* 2014; Mertens, 2005). They hold that truth is a social construction that is dependent on the meaning that people ascribe to their own experiences and interactions with others. They also argue that the social world is what people perceive it to be. It is interpretivist/constructivist view that apartion, fluidity, fragility and non-staticness of the social world to at least two counts. One is that people's perceptions change. The other is that different experiential circumstances and cultural backgrounds are variables impacting on the perception of social reality. The authors argue that authenticity is subjective and dependent on the individual's live experiences.

Nonetheless, Maree (2012) looks at reality from another dimension. He argues that social reality can also be understood from an external point of view which is the realistic position that abstract objects have an objective existence and the reality is of an objective nature. Maree's implication is that reality can also be looked at objectively from outside. It can be based on opinions. There is no bias and there are no personal feelings. Reality and knowledge may be dependent on people's beliefs that something is real because people belief so, it therefore becomes a common fact. For example some people believe that God exists, nobody has ever seen God but most people agree that God exists. That is the external view point that reality in that context has been objectively constructed. Constructivists/interpretivists view the socially constructed reality subjectively and objectively because what one believes in can turn out to be his reality even though there might not be any tangible evidence, in some instances, to support the abstract belief.

In this study, the researcher assumed that the ontological assumptions of interpretivism/constructivism are that the understandings and perceptions of the participants about the relationship between Literature in English and English Language might be based on subjectivity and objectivity. Subjectively, reality is socially constructed and it keeps on changing due to different environments that people experience in life too. This study probed for experiential reality constructed in relation to the symbiotic relationship between Literature in English and English Language. The researcher assumed that the socially constructed reality of the participants might differ, depending on their backgrounds. The participants' understanding was subjective.

On the other hand, the reality can also be objective on the basis of the common knowledge that almost everybody believes in even without having experienced it. The objectively constructed knowledge is based on abstract interpretation of the world and its reality. The inquiry for information is based on experience as well as from abstract situations such as a belief in the case of teaching and learning of Literature in English and English Language. The understanding from the subjective and objective views has shown multiple realities and understanding. Essentially, the anticipated multiple dimensions of viewing and interpreting the pedagogical interconnectedness between Literature in English and English Language have authenticated their pedagogical affiliation in the context of NUL. The inquiry process helped the researcher to acquire an in-depth understanding of the phenomenon, its implication in terms of acquisition of proficiency in English Language and content and critical knowledge. The next section presents the epistemological position of interpretivism/constructivism.

3.2.4 Epistemological position of interpretivism

Common sense is the basis for the creation of reality, knowledge and decision making. Cilliers *et al.* (2014) deliberate on knowledge. They point out that positivists see scientific knowledge as the only valid form of knowledge; they totally disregard common sense as a form of knowledge. On the contrary, Cilliers *et al.*, (2014) also stipulate that interpretivists/ constructivists claim that common sense guides people in their everyday lives. Therefore to understand human behaviour, one has to grasp what people view as common sense because it is essentially a source of information for understanding people. Cilliers *et al.*, (2014) further argue that interpretivists/constructivist believe that truth is dependent on people's interpretation of facts. They are not interested in generalizing their results.They are interested in a thorough understanding of the phenomenon.

Interpretivists/constructivists use methodologies that are sensitive to specific contexts and are never generalized beyond the situation in which the study was conducted. The aversions point to the interpretivists/constructivists' claim that human life is controlled by common sense because the latter is a source of knowledge. In the absence of common sense, information and knowledge are not acquired. Constructivism/interpretivism also follows the qualitative research approach that corresponds to the chosen paradigm. Constructivists/ interpretivists do not seek to generalize but to thoroughly understand the phenomenon. In this study the participants' common sense as the source of knowledge will hopefully facilitate the sharing of experiences, knowledge and understanding of the relationship between Literature in English and English Language. The researcher sought the interpretations of what the participants considered facts. These are the realities related to their experiences about (a) the symbiotic relationship between Literature in English and English Language, (b) the implications of such a relationship for acquisition of proficiency in English Language and effective management of content and critical analysis in Literature in English, (c) the inquiry included processing of data for the impact of the findings on the curricular reform in the department of English at NUL.

Common sense premise epistemology in the sense that it is the source of knowledge. A human being is incomplete without common sense because it facilitates acquisition of knowledge, reality and action. Epistemology and common sense are therefore inseparable. The latter is the basis for the former. Epistemology is defined as the process through which knowledge is acquired (Hays & Singh, 2012). Maree (2014) highlights that interpretivists support knowledge subjectively. In this

study, epistemology as an aspect of the constructivist/interpretivist paradigm is informed by common sense. The participants' ability to share their knowledge and understanding of the relationship between Literature in English and English Language is determined by common sense.

Acquisition of knowledge as the process involves interaction.

Mertens (2005) debates that in constructivist/interpretivist paradigm, the inquirer and the inquired-into are interlocked in an interactive process, because one influences the other. The constructivist therefore opts for a more personal interactive mode of data collection. In this study, contructivist methods were adapted to gain the knowledge about the relationship between Literature in English and English Language. Knowledge was acquired by interacting with students and lecturers from the Faculties of Humanities and Education. An interactive probing strategy characterised data collection through a questionnaire, face-to-face interviews and a focus group discussion as the techniques that were used to unearth the knowledge and experiences that the participants shared. In the constructivist/ interpretivist paradigm, a questionnaire is one of the strategies adopted to acquire knowledge and the understanding of the relationship between the two disciplines. It is also interactive because the interviewee interprets the questions to share his/her interpretation and understanding of the phenomenon.

Epistemology as an aspect of interpretivist/constructivist paradigm is understood as a process of knowledge acquisition. The epistemological position of the constructivist paradigm is premised on the following principles: common sense as a source of knowledge that guides the individual's action; truth is dependent on the individuals facts and experiences, there is an interaction between the researcher and the participants inorder to form an understanding of the phenomenon not to generalize; the qualitative research method corresponds to the interpretivist paradigm because the two are not based on statistics but on multiple realities and understanding of the participants. Epistemology grounds the study in the sense that it forms a basis for the planned interactive approach to probing for common-sense and experiential perspectives about the symbiotic relationship between Literature in English and English Language. The participants' understanding was based on their subjective knowledge and multiple interpretations in order to form an understanding.

3.2.5 Methodological position of interpretivism

The aim of interpretivists is to gain an in-depth understanding of multiple realities. Interpretivists/constructivists depend on qualitative research designs for this kind of research. Qualitative research designs emphasise words rather than statistics in the collection and analysis of data. Interpretivists research uses methods that are sensitive to the context for purposes of in-depth understanding of the phenomenon therein (Cilliers *et al.,* 2014). A qualitative research design corresponds to an interpretivist/ constructivist paradigm because in order to achieve an in-depth understanding of a phenomenon one has to examine it from multiple angles. Multiple realities confirm an understanding of a phenomenon, not the generalizations about the phenomenon. The Constructivist paradigm is interpretive by nature and so is its qualitative research design. The latter allows the researcher to interpret events, situations and the *status quo* in his/her own way. Both emphasize the participants' interpretations of the symbiotic relationship between Literature in English and English Language and how the implications of the symbiosis would impinge on the current situation (at NUL).

The researcher used a number of strategies and techniques within the constructivist paradigm in order to gain an in-depth understanding. The techniques are interpretive. For example, Lincoln & Guba (2000) in Mertens, (2005) argue that qualitative methods such as interviews, observations and document reviews are predominant in the constructivist/interpretivist paradigm. These methods allow a personal voice and a thorough scrutiny of a phenomenon which is interpretive. They are applied in correspondence with the assumption that research can be conducted only through interaction between and among investigator and the respondents. The interactive approach is sometimes described as hermeneutical and dialectical in that the efforts are made to obtain multiple perspectives that yield better interpretations of the meaning (hermeneutics) that is compared and contrasted through a dialectical interchange involving the juxtaposition of conflicting ideas and forcing reconsideration of previous positions. Lincoln and Guba share the same views as Cilliers *et al.,* (2014) about the involvement of the researcher and the participants in interpreting multiple realities dialectically.

In addition, Eichelberger (1989:9) notes that the constructivist (hermeneutical) researchers as ‘‘… want to know what meaning people attribute to activities… and how that is related to their behaviour… they are constructing the reality on the basis of the interpretations of the data with the

help of the participants who provided the data in the study…'' Eichelberger posits that hermeneutically, constructivists/interpretivists explore people's perspectives and their actions that come as a result of their understanding and interpretation of their social world which in this context is the relationship between Literature in English and English Language. The constructivist/interpretivists create the new world of their own after interpreting the participants' understanding of the connection between the two disciplines. This is done after an in-depth data analysis of data from different sources.

Consistent with Thanh & Tran (2015) are of the opinion that in order to explore the understanding of the participants, an interpretive methodology provides the context that allows the researcher to examine what the participants in the study have to say about their experience. The present researcher created a conducive atmosphere that enabled everybody to be free to share their experiences without any fear of the other participants. The researcher used open-ended interviews, focus group discussions and document analyses to collect data. The interviews allowed the researcher to probe for deeper responses when answering the questions. The questions were rephrased for purposes of clarity.

Moreover, there are multiple ways in which a researcher can influence the participants to give the necessary information. Smith (1993: 120) proposes that interpretivists are 'anti-foundationalists' because 'there is no particular right or correct path to knowledge, no special method that automatically leads to intellectual progress.' Interpretive researchers do not seek answers for their studies in rigid ways. Instead, they approach reality from the subjects, typically from people who own their experiences and are of a particular group or culture. The researcher did not rely only on the methods specified for data collection but he also used common sense as well the judgement of the situation. According to McQueen (2002:17) interpretivist researchers seek methods that enable them to understand the relationship of human beings to their environment and the part that those people play in creating the social fabric of which they are a part fully. The researcher focused only on people who were knowledgeable about the pedagogical relationship between English Language and Literature in English and its implications for proficiency in English and content knowledge and critical analysis. Flexibility and adjustment according to demands of the situation at hand were helpful, not to follow a structured way of interpreting the relationship between English Language and Literature in English.

A qualitative research design is used in order to get people's understandings about the relationship between Literature in English and English Language. The participants' different experiences and interpretations of the symbiotic relationship between Literature in English and English Language facilitate the understanding that the qualitative researcher aims at. In order to get that understanding, a qualitative research design is followed. It acts as a catalyst. Since the latter deal with how the research is conducted, data collection techniques such as interviews, observations and document review were employed. These techniques are interpretive by nature, the the key factor in the constructivist/interpretive paradigm and qualitative research design. There is interaction between the researcher, the students and the lecturers when reality is constructed. As a consequence, a conducive atmosphere is created to enable probing, clarification, rephrasing of questions and, most importantly, free expression and confidentiality. Rigidity is therefore catered for in this regard.

3.3 THE RESEARCH DESIGN

Research design may be defined as a structure of how a research is going to be carried out in terms of tools and philosophical assumptions necessary to answer the research question. Mouton (2005), Maree (2012) and Rakotsoane (2018) define a research design as a plan or a blue print strategy/ framework of how the researcher intends to conduct the research study by specifying the philosophical assumption and the tools to be used to find answers to the research question. The research design is therefore conceptualized as an examination procedure of studying a particular phenomenon by reading the written material about the subject of study or by interviewing people who are knowledgeable about the investigation. This study adopted a qualitative case study design. Qualitative research can be defined as an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports, detailed views of the informants, and conducts the study in a natural setting (Creswell, 2007; Leedy & Jeann, 2010; Maree, 2010; Miller & Dingwall, 1997; Rajasekar, Philominathan & Channathambi, 2013). These researchers propose that a qualitative design involves the interpretation of everyday life in diverse social contexts. NUL is a social context through which the study was based.

Some qualitative researchers such as Creswell (1998, 2009) observe that there is no single and ultimate truth to be discovered; instead, there may be multiple perspectives held by different individuals and that each of these perspectives may have equal validity or truth (Creswell, 1998, 2009; Guba & Lincoln, 1998; Leedy & Jeanne, 2010). Similarly, the interpretive/ constructivist

paradigm advocates for multiple realities. The qualitative research design in this study is in juxtaposition with the interpretivist/constructivist paradigm. The two share the same assumptions such as the exploration and interpretation of multiple realities and perspectives in order to get the in-depth understanding which may imply quality about the symbiotic relationship between Literature in English and English Language.

Qualitative research design facilitates the interpretation of the participants' perspectives in relation to the symbiotic relationship between Literature in English and English Language in order to form an understanding. The next subsection presents the case study research design.

3.3.1 The case study

This qualitative research design is of case study type. Case study is defined as an in-depth quantitative or qualitative study on an organization or an institution (Maree, 2012; Bless and Higson–Smith, 1995). Depending on the underlying philosophical assumptions of the researcher, a case study could be positivist, interpretive or critical (Maree, 2012). This intensive study of the pedagogical symbiotic relationship between Literature in English and English Language was carried out at NUL.

Leedy & Jeanne (2010), Bromley (1990, 1991) Stake (1978) define a case study as a systematic inquiry into an event or a set of related events whose aim is to describe and explain the phenomenon of interest or a situation that is little known or poorly understood. A case study is therefore understood to be a planned investigation about a particular subject that little information has been shared about. Little is known about the pedagogical relationship between Literature in English and English Language at NUL. Not much is known as well about the implications of such a relationship in higher education in terms of acquisition of proficiency in English Language and content and the critical analysis knowledge and what suggestive measures the findings may point to especially in terms of curriculum reform in the department of English at NUL.

The underlying philosophical assumptions of the researcher are interpretive/constructivist in orientation, given the in-depth study of a phenomenon, subjectivity, multiplicity of meanings or realities and socially constructed truth as the key features. A case study is also considered to be a type of ethnographic (interpretive) research whose exhaustive study of a phenomenon is done through observation, self-reports and any other appropriate means (Langenbach, Vaughn &

Aagaard, 1994; Tesch, 1990). These features of a case study are similar to the interpretivist/constructivist paradigm assumption about an in-depth/intensive study of a pedagogical symbiotic relationship between Literature in English and English Language. In this study, a case study design enabled the researcher to intensively interpret different peoples' perceptions of the symbiotic relationship between Literature in English and English Language and not only how such a relation could be of benefit to the development of proficiency in English Language, but also the pedagogical implications of the relationship. Such pedagogical symbiotic relationship may be in terms of the requisite skills applicable to the teaching and learning of the two disciplines, integrated juxtaposed methods of teaching and the content to be delivered in both disciplines.

From an interpretivist/ constructivist perspective, the typical characteristic of case studies is that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how and why they make meaning of a phenomenon under study (Maree, 2012; Merriman, 1988). The participants were students from the third and fourth year of study in English Language and Literature in English in the Faculties of Education and Humanities and lecturers who teach these subjects in the two faculties one of them was the researcher, as the insider-implicated researcher. The researcher asked students open ended questions for discussion in a focus group interview in order for them to freely share their experiences and knowledge. The discussion enabled the students to interact and relate with each other in order to form a joint, holistic understanding of the pedagogical relationship between the two disciplines, its implications in relation to the acquisition of proficiency in English Language, content and critical analysis in the context of NUL.

A case study design was adopted in this study because of its reliance on constructivist/interpretivist paradigm which scrutinizes the phenomenon in-depth to form an interpreted understanding. The researcher probed for an interpretivist understanding of not only symbiotic relationship between Literature in English and English Language but also the implications of such a relationship for proficiency in English literary knowledge study and the extent to which Literature in English and English Language are viewed as pedagogically related disciplines at NUL.

3.4 PARTICIPANTS

Participants refer to humans or animals that take part in a research study. In line with this definition, the Michigan State University (2009) defines a human participant as a living individual from whom an investigator conducting research obtains data through intervention or through an interaction with the individual or identifiable private information. The selection of participants in qualitative research is purposeful and should best inform the research questions by enhancing an understanding of the research phenomenon (Sargeant, 2012; Creswell, 2007). Samples in qualitative research are small (Creswell, 2007; Rakotsoane, 2018) because the methods used are time and labour intensive. Therefore there is no need for a large number of people.

3.4.1 Sampling criteria

In qualitative research, specific criteria are followed to select the participants. Sampling is defined as the method used to select a given number of people from a population (Mertens, 2005; Maree, 2012). Qualitative research often uses non-probability and purposive sampling rather than probability or random sampling approaches (Maree, 2012). Qualitative designs require a relevant sample selection which is normally small in order to allow the collection of the richest data and use of non-probability criterion (Creswell 2007; Rakotsoane 2018). Snowballing/chain referral is a form of non-probability sampling which was employed by this study. It is defined as a sampling technique where members of an initial sample are asked to identify people with similar characteristics then the researcher would contact them (Matthew & Liz, 2010; Maree, 2012). Snowballing is actually used to find the ‘‘hidden populations’’ which are groups not easily accessible to the researcher through other sampling techniques (Maree, 2012). The statement above is confirmed by Rakotsoane & Rakotsoane (2007; Mertens, 2005) who explain that in snowball sampling the already selected participants help the researcher to find other participants who might have relevant information. The researcher asked the already identified participants to connect him with their colleagues who had information relevant to the study in question.

Seven groups of appropriate participants were identified. The selected participants consisted of groups of students in the third and fourth years of study from the Faculties of Education and Humanities. The other groups encompassed lecturers from the same faculties. A small volunteer sample consisted of 12 students from each of the two faculties and two lecturers from the Faculty of Education and six from the Faculty of Humanities of which three were for English Language while

the other three were lecturers for Literature in English and myself as the insider-implicated researcher. Students sample were drawn from English Language and Literature in English majors from the two Faculties. Purposeful and snowballing were adopted as the two forms of non-probability sampling to select the participants that provided relevant data for the study. The researcher began with the identification of groups, the setting and the individuals had experienced the process being studied (Denzin & Lincoln, 2000). Purposeful sampling as a process where participants were selected because of some defining characteristics that made them holders of data needed for the study (Matthew & Liz 2010; Leedy & Jeanne, 2010; Maree, 2012) was adopted to select participants. This is in line with Mertens' (2005) assertion that researchers within the interpretive paradigm tend to use a theoretical or purposeful approach to sampling. Matsoso (2012) cites Strydom &Delport (2004:336) Coia & Taylor (2009), Nieuwenhuis (2007: 79-80), Maree (2007), Creswell (2009:178), Leedy & Omrod (2010:147) who note that qualitative a sample should meet the following criteria:

a) Volunteer sample for accelerated data-collection process

The participants in this study were not forced to take part. The researcher held meetings with students and the lecturers to explain the purpose of the study and the kind of data that he was looking for. He asked those who were willing to share their knowledge and the experience to participate voluntarily.

b) Inclusion of the researcher as the insider-implicated researcher

The researcher contributed data to this study. The rationale behind his inclusion was that he had taught the two disciplines for more than a decade at high school level and at NUL for three years. He has information related to the phenomenon though he needed the perspectives of other participants so as to form an understanding of the symbiotic relationship between English Language and Literature in English. He gathered information from the selected participants and he also brought his experience and knowledge into the study. By virtue of his position as a lecturer, he teaches Literature in English. He has also studied Literature in English and English Language in the same institution.

c) Experience and knowledge of the topic, problem and research question

The participants provided the relevant information related to the phenomenon. The lecturers from the Faculties of Humanities and Education had knowledge about the relationship between Literature in English and the challenges that the students who major in the two disciplines face. Students shared their views about the pedagogical relationship between Literature in English and English Language. They also shared the challenges that they faced as student teachers who were going to teach secondary and high school students. Students from the Faculty of Humanities also had useful information.

d) Experiencing a particular learning barrier

The participating students had a low proficiency in English Language. The chosen participants were presumed to be affected by the pedagogical symbiotic relationship between the two disciplines. For instance, in the third and fourth years of study students learn the content and skills in English Language and Literature in English. Those in the first year of study are initiated to the world of academia at university level through the basic course on Communication Skills. The course writing skills and study skills empower students with skills they will rely on in their entire academic life at the university even beyond. They are also introduced to different disciplines offered at the university in preparation for n their second year of study. In year two they are introduced to theories and other aspects related to their specialization. For example, student teachers are introduced to the theories of education and pedagogy.

Students learn subject specific content in-depth in the Third and Fourth years of study. Student teachers are first exposed to pedagogy and curriculum studies for Literature in English and English Language in their Third and Fourth years of study. Education students going for teaching practice at this time. They are presumed to be knowledgeable about how the combination of the two subjects or the separation can impact on their teaching and learning. Most of the content is almost covered so hopefully those students are knowledgeable about the situation. Lecturers, on the other hand, teach the content in the two disciplines and they also train the teacher trainees how to teach. Lecturers also design course outlines for the two disciplines. They mark students' assignments, tests and examinations so the researcher believed that they were the appropriate participants to give data.

3.5 DATA COLLECTION TECHNIQUES AND PROCEDURE

Data collection techniques and procedures are determined by the choice of the paradigm that the study has adopted. In this study, the interpretive/constructive paradigm has been adopted and guided by the following guide lines; reality is socially constructed, reality may be subjective or objective and there are multiple realities. The interpretivist/ constructivist paradigm studies the phenomenon in depth because it seeks for interpretations of the participants' understandings of the pedagogical symbiotic relationship between Literature in English and English Language. These guidelines have also shaped the way to the qualitative research design. The chosen qualitative research design is benchmarked on the principles of the paradigm which:

- allows the interpretation of the phenomenon,
- studies the phenomenon extensively,
- seeks for understanding of the phenomenon not to generalize and
- clarifies the tools to be used when data is collected which are face-to-face interviews and focus group interviews as well as document analysis.

These data collection techniques and procedures are discussed in the next paragraph.

Data collection is a practical activitythat has to be carried out within the time, spatial and resources constraints (Matthew & Liz 2010). Qualitative research data collection techniques include, among others, unstructured questionnaires, face-to-face open ended interviews, observations and tests (Babbie & Mouton 2001; Cohen *et al.,* 2007; Rakotsoane and Rakotsoane, 2007; Maree, 2012). In this study, data was collected from secondary and primary sources. Secondary information according to Mouton, (2005) refers to written and published information about a particular phenomenon. It can be books, newspapers, journal articles, commentaries, book analyses, internet sources which discuss primary sources. Primary sources on the other hand refer to fresh, uncontaminated, first-hand information which is not published. It may be the information collected verbatim; it is not yet interpreted in any other way. It may be information collected from people or organisations, companies or government documents. Such data can be in a form of face-to-face open-ended interviews and focus group interviews (Rakotsoane, 2007: 21). The researcher referred to published books and journals dealing with relevant information about the pedagogical

relationship between Literature in English and English Language as secondary sources. Primary sources were the information from the participants' interviews and discussions.

The researcher collected data using face-to-face individual interviews with the lecturers and focus group discussions with third and fourth year students in compliance to the interpretivist/constructivism research paradigms because it advocates for in depth understanding of the phenomenon. The data was collected from the various lecturers' and students' responses on their understanding of the relationship between Literature in English and English Language. Such information was interrogated for an in depth understanding of the participants' constructivist/ interpretivist perceptions of the symbiotic relationship between Literature in English and English Language with the focus on the pedagogical implications of such a relationship. Each is presented in the subsequent sub-sections for its relevance and procedure for execution.

3.5.1 Face-to-face open-ended interviews.

A qualitative research interview is a verbal interaction between the researcher and the participants. Oakley (1998) defines qualitative interview as a type of framework in which the practices and standards are recorded and achieved, challenged as well as reinforced. An interview is a face to face meeting between two or more people where an interviewer asks questions to obtain information from one or more respondents (Webb and Webb quoted in Burgess, 1982; Rakotsoane, 2004; Goddard and Stuart, 2007; Matthews and Ross, 2010; Maree, 2012). A conversational open-ended face to face interview has its advantages. For instance, it allows for and rephrases the questions. The aim of a qualitative interview is to enable the researcher to see the world through the eyes of the participant, and it can be a valuable source of information provided it is used correctly (Merriam, 1988; Maree, 2012). The authors also explain that the purpose of qualitative research is to obtain rich descriptive data that is intended to enable the researcher to understand the participant's construction of knowledge and social reality. An open-ended interview does not restrict the interviewee in his/ her discussion of the phenomenon. It takes the form of a conversation. Through it, the researcher explores the participant's ideas, beliefs and attitudes about certain events or phenomena (Maree, 2012). Participants may even propose solutions but in this study the focus is mainly on the perceptions of the pedagogic symbiotic relationship between Literature in English and English Language and how such a relationship can trigger proficiency in English Language. Unstructured interviews focus on a broad area of discussion and they enable the participant to talk

about the research topic in their own way (Mertens, 2005; Goddard & Stuart, 2007; Matthews & Liz, 2010).

This study adopted a conversational, open-ended face to face interview type of interview because it allows easy interaction, communication and sharing of ideas between the moderator and the interviewee. The interviewer probed the interviewee for more information (Mertens, 2005) on the pedagogical relationship between Literature in English and English Language. Moreover, paralinguistic features of the interviewee were identified and that helped the researcher to understand the participants' perceptions better and deeper. In the context of this study, the researcher adopted the Rakotsoane (2004) to ask the participants questions face-to-face. The questions related to their experiences, knowledge, beliefs, opinions and understandings of the pedagogical symbiotic relationship between Literature in English and English Language. The interview guide formed part of the appendices and research report. The researcher rephrased the questions and probed for the participants' responses where necessary. Face-to-face open-ended interviews and focus group discussions with the students and lecturers to get what was on their minds was employed.

3.5.2 Focus Group Discussions (FGDs)

A focus group discussion is a joint conversation which leads to one common understanding. Mertens (2005) defines a focus group interview as a data collection method or strategy which does not rely on the question and answer format but on the interaction within the group (Krueger & Casey, 2000). Mertens further clarifies that the reliance on interaction between the participants is designed to elicit data from the participants' point of view. The researcher dominates the group with the questions. The questions allow the exhibition of a struggle for understanding how others interpret the key terms and their agreement or disagreement with the relaed issues. It also provides evidence of the ways in which differences are resolved and consensus is built. Maree, (2012) argues that the focus group interview strategy is based on the assumption that group interaction will be productive in widening the range of responses, activating forgotten details of experience and releasing inhibition that may otherwise discourage the participants from disclosing information. Maree also clarifies that participants are able to build on each other's ideas and comments to provide an in-depth view not attainable from individual interviews. Unexpected comments and new

perspectives can be explored easily within the focus group and can add value to the study (Mertens, 2005).

Matthews & Ross, (2010) highlight that focus group discussions bring together groups of between 5 and 13 people who have something common which are connected to the research topic; to discuss the topic which is facilitated by the moderator. The authors also explain that members in a focus group discussion take part in a discussion lasting between one and two hours, often based on a single specified topic. In addition, the authors maintain that focus groups have a lot in common with semi-structured interviews, the data generated within a focus group is relatively unstructured and uses the words and concepts of the participants. Matthews & Ross, (2010) and Maree (2012) maintain that unlike a one-to-one interview, a focus group can provide the opportunity for people to explore and challenge the experiences and opinions of others and to reflect on their own within a facilitated environment and that much of what happens within the group is in the hands of the participants. A moderator allowed the participants to discuss and challenge each other's perspectives though making sure that none of the participants would feel uncomfortable when challenged by others.

Maree (2012) opines that a moderator has to select group members who represent the target population, keeping in mind the factors such as age, gender and class. Maree further clarifies that a popular format for the focus group interview is a 'funnel structure' where the moderator starts with a broad and less structured set of questions to ease the participants into the situation. When the interaction picks up, the interview becomes more structured in order to cover the topics that are pertinent to the study. Matthew & Ross (2010) argue that most focus groups are conducted with purposive samples. The researcher asked general questions related to the phenomenon in order to prepare the participants' minds towards answering more direct questions that might need a deeper thinking. These groups were interviewed together orally and were also allowed to discuss and exchange ideas about the relationship between Literature in English and English Language, their views about their level of proficiency in English Language, the impact of separation of the two disciplines at NUL. Two lecturers teaching Literature in English and the other two teaching English Language from the Faculties of Education and Humanities were interviewed orally. Students were selected on the basis of their subject specialization which is English Language and Literature in English. The researcher did not consider age and gender when selecting the participants because

information required by the study could have come from anybody who had knowledge related to the phenomenon.

On the whole, Focus Group Discussions (FGDs) are understood to mean strategies to gather the required information related to the symbiotic relationship between Literature in English and English Language. Such information was retrieved strictly through the interaction between the participants themselves while the moderator played a leading role. The dialectic between the participants was meant to generate more data about the phenomenon in discussion. The participants were allowed to argue and to exchange ideas and, in the final analysis, to reach a consensus. Semi structured interviews were intended to prepare the participants' minds to answer more structured questions later in the discussion. FGDs generate a collective understanding, based on discussions and debate. The data collected should be from the participants not from the moderator. His contribution was regulated. This strategy of collecting data was ideal in this study because the constructructivist/interpretivist paradigm was based on the multiplicity of realities and meaning making from different people. Different interpretations of the phenomenon enable the researcher to form an understanding of the pedagogical implications of the symbiotic relationship between the two disciplines.

3.6 DATA ANALYSIS AND INTERPRETATION

Data analysis refers to categorizing the data into identified pieces. According to Mouton (2005) and Fox & Mohamed (2007) data analysis involves 'breaking up' the data into manageable themes, patterns, trends and relationships. The authors also stipulate that the aim of data analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables and to see whether there are any hidden meanings and/or patterns or trends that can be identified or isolated, or to establish themes in the data. Mertens (2005) also acknowledges that data analysis is an ongoing process which does not only occur at the end of the study. Mertens (2005) clarifies that in data analysis, the topic is explored in depth. It is the way the human brain works, therefore qualitative data analysis has sometimes been portrayed as a somewhat mysterious process in which findings gradually 'emerge' from the data through some type of a mystical relationship between the researcher and the sources of data. The implication of Mertens' postulation is that as the researcher is collecting the data, already he/she can establish certain patterns, relationships within the data and themes revealed by the data. Consciously and

subconsciously grouping and classification of data begins at that very early stage. In view of Mertens' postulation, the researcher started to interpret the data the moment he started to collect it. The data started to take shape from that early stage. Themes and patterns began to emerge. The researcher started to note certain useful notes relevant to the topic in a diary so that later during the actual data analysis stage some notes would have been formed already. The analysis of data was therefore quicker than it would otherwise have been.

There are different ways of analyzing data. For example, Leedy (1997), Maree (2012) and Creswell (2014) opine that data analysis and interpretation can be done through a process of inductive analysis of qualitative data where the main purpose is to allow the research findings to emerge from the frequent, dominant or significant themes inherent in the raw data, without the restraints imposed by a more structured theoretical orientation. The data analysis technique chosen is guided by the research method chosen by the researcher. Rakotsoane & Rakotsoane (2007) contend that what is to be done in the process of data analysis is determined by the research methods used in data collection because different techniques require different ways of analyzing data. Since this study adopted the interpretivist/constructivst paradigm that is based on the multiplicity of the socially and subjectively constructed meaning, knowledge from the participants' understanding of the symbiotic connection between Literature in English and English Language was adopted.

Taken together, the assertions mean that data analysis is a process whereby the researcher is engrossed in the data collected with the intention of establishing the relationships, either the similarities or differences in terms of themes, the implications, familiar or peculiar predispositions that point to a particular direction and even the concealed reality. In this study, the different kinds of understanding, experiences, implications and themes related to the pedagogical symbiotic relationship between Literature in English and English Language and how such a relationship can influence acquisition of proficiency in English Language are scrutinized. This study has adopted a thematic data analysis strategy (TA). TA is a process of segmentation, categorization and relinking of aspects of the data prior to the final interpretation (Grbich, 2007; Matthew & Liz 2010). The analysis of qualitative data largely depends on the interpretation of raw data by the researcher. It is therefore recommended that a diary be kept in order to record one's own ideas, notes and reflections during the periods of both data collection and data analysis (Matthew & Liz 2010).

Braun & Clarke (2006) state that the analytical techniques must enable the researcher to return to the raw data any time throughout the process, to check the interpretations, to look at data in different ways and to begin to make links between different pieces of data within each case. The authors also claim that the data is worked with in data (text) "chunks'' which may be single words, phrases, sentences or paragraphs prior to working with it, but it is more useful and helpful to divide the data as needed and use the index and coding to identify meaningful chunks of data. In addition, thematic analysis is also defined as a method of identifying, analyzing and reporting the patterns and themes within the data (Castleberry & Amanda 2018).

Generally, Castle and Amanda explain that the analysis of qualitative data can be outlined in five steps, namely; compiling, disassembling, reassembling, interpreting and concluding. Castlebury and Amanda five steps thematic analysis strategies correspond with Creswell's (2003, 2007) TA strategies as well as Braun & Clarke (2006). According to them there are six phases of data analysis namelyfamiliarizing oneself with the data, generating initial codes, searching for the truth, reviewing themes, defining and naming themes and producing report.

This study has adopted Castleberry & Amanda 2018 five steps thematic analysis strategies. The authors state that compiling data into a usable form is the first step to finding meaningful answers to the research questions. Compiling could mean transcribing so that the researcher can easily see the data (Riessman, 1993; Bird, 2005). It is advisable that the transcription from an interview or a focus group, collate responses and other textual data to be included in the analysis be done by the researcher himself. The researcher has to read and re-read the data to become intimately familiar with it. And this should occur many times throughout the analysis process.

After getting the data in a consistent and organized format, then the researcher is ready to begin dissecting the data to discover its components. The researcher will get the data into meaningful organized information that can easily be accessible. At this compiling stage, analysis of data continues and a diary is kept in the process. The second step is disassembling the data. Miles & Huberman (1994), Ticket (2005), Castleberry & Amanda (2018) maintain that data should be separated, taken apart and create meaningful groupings. This process is done through coding which is defined as ''the process by which raw data are gradually converted into usable data through the identification of themes, concepts or ideas that have some connection with each other.'' Castle and Amanda opine that qualitative data analysis is largely inductive, allowing meaning to emerge from

the data. In this stage, coding involves identifying interesting features and data systematically across the entire data and it occurs at multiple levels.

The third step is reassembling. Castlebury & Amanda (2018) explain that in this stage the codes or categories to which each concept is mapped are then put into context with each other to create themes. The authors maintain that a theme captures something important about the data in relation to the research questions and presents some level of patterned response or meaning with the data set. During the reassembling, the analytical thinking of the researchers is evidenced because they begin by gathering all the relevant data into each potential theme and continuously reviews each theme to determine whether it is robust in relation to the coded extracts and data set. Interpreting is the fourth step in which the researcher makes analytical conclusions from the data presented as codes and then themes.

However, it should be noted that interpreting should also happen in the first three steps which are compiling, disassembling and reassembling. The major themes become the starting point in interpreting how the themes relate to each other. The last step is conclusion. In the context of TA, raw data forms codes and codes form themes and thematic maps. The authors highlight that identifying and defining these themes leads to interpretation then conclusions are the response to the research questions or purpose of the study which is to seek an understanding of the participants' views and opinions about the symbiotic relationship between Literature in English and English Language. In phase one, familiarizing oneself with the data, the researcher is expected to immerse himself with the data to the extent that he is familiar with the depth and breadth of the content. This is done through repeated reading of the data, searching for meaning, patterns. If data is verbal, it has to be transcribed into the written form in order to conduct a thematic analysis. Riessman (1993) and Bird (2005) support the transcription of data. They contend that transcription as a data analysis strategy is an excellent step and the key way for the researcher to start familiarizing him/herself with the data within the interpretive qualitative methodology. Phase two generates the initial codes; this process starts when one has read and familiarized oneself with the data and generated the initial list of ideas about what is in the data and what is interesting about them.

Miles & Huberman (1994) and Ticket (2005) stipulate that the process of coding in which one is organizing data into meaningful groups, is part of the analysis. The third phase is searching for themes. When all the coding is done and collated, the author refocuses on the analysis at the broader

level of the themes. It involves sorting different codes into potential themes. The researcher may use tables, mind-maps or write names of each code and brief description on a separate piece of paper. Reviewing the themes, which is the fourth phase, involves the refinement of the tentative themes already identified. Some themes may be merged while others may be broken down into separate identified themes. In the fifth phase which is defining and naming the themes, the researcher describes and refines the themes that will be presented for analysis. It is explaining what each theme is all about. Finally, phase six is producing a report. It involves the final analysis and write up to the report.

Data analysis is understood as classifying collected information into workable chunks. In this study, the researcher categorized the data according to the objectives of the study, namely, the symbiotic relationship between English Language and Literature in English, the implications of the pedagogical relationship in terms of acquisition of proficiency in English Language and content knowledge and the impact of the findings on the curricular development at NUL. The researcher allowed the emerging issues related to the phenomenon in discussion. The process of analyzing the data starts when data is being collected. It is a continuous process which does not end until the study is complete. The process takes place inductively and this allows new issues to emerge and this generates more information. The analysis is determined by the data collection techniques which in this case include a face-to-face open-ended interview and FGDs. The researcher analysed data following Castlebury and Amanda's (2018) five steps of thematic analysis as explained above. In the constructivist/ interpretivist paradigm, the researcher and the participants interact in the process of acquiring knowledge (Mertens, 2005). The researcher is however conscious that knowledge is personal hence the joint venture though not on equal basis.

The inquirer has to allow the inquired to share their experiences and knowledge about the pedagogical relationship between Literature in English and English Language and its implications for the acquisition of proficiency in English and content and critical analysis knowledge. The present researcher analyzed the given data thematically and then interpreted the shared information and formed an understanding, based on the findings. Epistemology is conceptualized as to how knowledge and reality are assimilated. In this study the acquisition of knowledge and reality were facilitated by the students, the lecturers and the researcher. These participants will be interviewed individually, as a group (focus group interview) and in the form of a questionnaire. The collected

data was analysed in order to form an in-depth understanding about the pedagogical relationship between Literature in English and English Language.

Constructivists/interpretivists view knowledge subjectively. The ontological aspect of this paradigm is that there are multiple realities. It is logical, therefore, to collect data from different participants in order to get the participants' perspectives because reality is personal. The different realities and experiences may be suggestive of the implications of the pedagogical relationship between Literature in English and English Language in higher education in terms of acquisition of proficiency in English Language, and content and critical analysis knowledge. In this paradigm, the interviewer and the interviewee are bound to interact and share information. The combination of the two sources may show the way forward in terms of possible developments and changes in the curriculum in the department of English at NUL.

3.7 TRUSTWORTHINESS

Trustworthiness is about showing how rigor will be maintained to ensure believability of research findings. It is the demonstration that the evidence for the results reported is sound and based on the results. Scholars claim that the trustworthiness of a qualitative study can be increased by maintaining high credibility and objectivity (Labanca, 2010). Validity and reliability are measures of credibility and trustworthiness in qualitative research (Maree, 2012). Researchers highlight that trustworthiness is about detachment, neutrality, triangulation and tangible concrete evidence to proof that the findings about a particular phenomenon under study are reliable, dependable and free from subjectivity. In qualitative research, the researcher is the data gathering instrument. The components of trustworthiness of the findings of the study are satisfied through through the researcher's maintenance of credibility, validity and reliability and various data collection tools to triangulate the data. Objectivity was not considered applicable in this study because the researcher was also an insider-implicated researcher. He was one of the participants who shared his knowledge and experiences related to the phenomenon. He did not refrain from giving information. Each one of these aspects is explained in the subsequent sections.

3.7.1 Reliability and Validity

Reliability and validity are the two terms that operate side by side in measuring trustworthiness of the study. In qualitative research, reliability means that measurements made are consistent whilst validity means that the measurements are correct and the instrument correctly measures what it is intended to measure and nothing else (Creswell & Miller 2000; Goddard & Stuart 2007; Leedy & Ormorod, 2005; Gibbs, 2007). In reliability or dependability, also sometimes called replicability, the question to answer is: can the researcher's results be replicated by other researchers using similar methods. It should be possible for other researchers to use the same methods on a similar group of people to achieve similar results (Matthew & Ross, 2010). In this study a voice recorder was used to maintain the reliability of the research findings. In addition, Matthew & Ross (2010) also explain that reliability refers to the dependability of the research tools used for data collection. Reliability implies trustworthiness; the findings from the collected data on the symbiotic relationship between English Language and Literature in English are dependable and therefore valid and convincing. To ensure reliability, the researcher asked the participants open-ended unstructured questions.

3.7.2 Validity

Qualitative validity is one of the strategies available to check the accuracy of the findings by employing certain procedures (Creswell, 2014). Validity is credibility or believability. It answers the question of whether the researcher is researching what he thinks he is; that is: Does the data answer the research questions (Matthews and Ross, 2010). The terms that abound in the qualitative literature that addresses validity are trustworthiness, authenticity and credibility (Creswell & Miller, 2000). Validity is satisfied if the information that the researcher gather is the same even when different techniques such as focus group discussion or face to face interview are used. It means the data is reliable and dependable.

3.7.3 Triangulation

Triangulation is one of the validity strategies to assess accuracy. It refers to using two or more ways of gathering data to help the researcher to answer the research questions. Creswell (2014), Maree (2012), Mertens (2005), Wilhelm & Brigitte (2004) and Richardson (2000) claim that triangulation involves checking information that has been collected from different sources or methods for

consistency of evidence across the sources of data. For example, multiple methods such as interviews, observations and document review can be used and information can be sought from multiple sources of data and result in similar findings. In order to ensure trustworthiness, the researcher triangulated the methods of data collection. He used face interviews, focus group discussions and document reviews. The researcher further used the audio recorder to record the interviews and later asked students and the lecturers to examine the findings from the interviews and the reviewed Literature in English and English Language course descriptions and course outlines for consistency.

In this context, triangulation conformed to constructivist/interpretivist research. It relied on the interpretation of multiple and different perspectives and experiences of the participants for the understanding of the symbiotic relationship between Literature in English and English Language. Different perceptions from various groups of participants guarantee the credibility of the socially constructed understanding which is assumed to be reliable. Qualitative research penetrates the human understanding and construction about it. Through the participants' perceptions of the phenomenon, a deeper and newly constructed reality is established hence the adoption of the constructivist/ interpretive paradigm.

The data collection procedures were applied to warrant trustworthiness of the data through the validity strategies, namely, triangulation, thick description, prolonged engagement and persistent observation. Triangulation enables exploring data from different sources while a thick description explores many perspectives about a particular theme. Studying the participants' lives and culture facilitates prolonged engagement. Then a thorough in-depth scrutiny of the collected data is the last strategy validating credibility and trustworthiness. The joint perceptions of the students and lecturers as well as the researchers authenticated the understanding. that the study established in relation to the symbiotic relationship between Literature in English and English Language, its pedagogical implication in terms of acquisition of proficiency in English, content and critical analysis and the impact of the findings on the curriculum development in the Department of English at NUL.

3.8 ETHICAL CONSIDERATIONS

Most institutions require that certain ethical principles be adhered to when the researchers conducted their research, especially when their research involves humans. Ethics provide the guidelines in terms of what could be considered acceptable and unacceptable behaviour. It refers to the methods, procedures or perspectives that explain how to act and how to analyse complex problems and issues (Resnik 2011 in Cillers, Corn and Rose-Marie, 2014; Henning, Wilhelm & Brigitte, 2004). The scholars above further state that informed consent should also be sought. In this study, permission to carry out this study at NUL was sought from the university and was granted by the registrar. Participation in the study was, not under duress and the participation of the research subjects was on a voluntary basis only. Participants in this study were human beings. They were students and lecturers from the Faculties of Humanities and Education. Their consent was sought before data collection started. The researcher was under obligation to respect their rights, needs, values and desires.

In order to protect the rights of the informants, the following points were considered: the researcher explained the objecties of the study verbally and in writing and explained how the data would be used. Written permission from the University management to proceed with the study was shown to the participants. The informants' rights, interest and wishes were considered when choices were made with regard to reporting the data and keeping the informants' anonymity (Creswell 2014; Goddard & Stuart 2007). The data was collected from the interviews and the participants were fully informed about the research in which the interview was going to be used. They were assured that their privacy and sensitivity would be protected. They were further told about what was going to happen with the information after the researcher had recorded it. In the letter of consent, pre-drafted by the researcher, the participants gave consent to those conditions and other relevant ethical issues (Henning 2004; Resnik, 2011). Maree (2012) contends that ethics provide the guidelines in terms of what can be considered acceptable and unacceptable behaviour.

Issues of ethics concern the smooth structured working relationships between the researcher and the participants. The participants should feel free to share their knowledge and experiences without fear. The objectives of the study and how the data is going to be used are shown to them. In this study, the researcher guaranteed confidentiality and anonymity to the participants.

3.9 SUMMARY

The chapter dealt with the research methodology and methods employed in this study. The paradigm (constructivist/ interpretivist) applicable in the study was also discussed. The research design which is that of a case study type was dealt with. Data collection techniques which were face-to-face interviews with lecturers, focus group interviews with students and an analysis of course outlines was discussed in the presentation. Identification of the participants, their types and data analysis strategies were also part of the discussion. Lastly, the chapter spotlighted the aspects of rigour towards ensuring the trustworthiness of the study findings such as reliability, validity, credibility and triangulation as well as ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter presented the research methodology which features the paradigm, the research design, participants, the data collection methods, the rigour of the standards for trustworthiness of the findings from the study, ethical considerations and the summary. Chapter Four presents the findings, their interpretation and discussion. The three objectives of the study (vide 1.5) form the structure for presentation, interpretation and discussion of the findings from the inquiry. Under each objective data is presented, interpreted and discussed in three parts. The first part is the presentation of the findings from each of the two groups of the participants namely, students and lecturers from the Faculties of Education and Humanities, the selected course descriptions and outlines for English Language and Literature in English offered in the two Faculties. In the second instance are the common findings from FGDs with students, face-to-face open-ended interviews (FFOI) with the lecturers and the selected courses descriptions and outlines. The process includes the use of the excerpts of the participants' utterances for the substantiation of pertinent claims from the literature and the theoretical underpinnings of the study, as presented and discussed in Chapter Two. After the presentation, interpretation and discussion, the chapter features an insightful summative perspective and closes with a summary. In the next sections, the findings are presented according to the research questions.

4.2 THE FINDINGS

4.2.1 The relationship between Literature in English and English Language in terms of acquisition of proficiency in English and content knowledge

The findings are reported and interpreted according to the data collection strategy and source.

4.2.1.1 FGDs with students on proficiency in English and content knowledge

FGDs were employed to source some information from the students. This was information regarding the relationship between Literature in English and English Language in terms of

acquisition of proficiency in English and content knowledge. Categorisation and thematisation of data were adopted in terms of acquisition of proficiency in English. This was in line with Erlingsson's & Brysiewicz's (2013:131) notion of a theme as a "red thread" of underlying meanings, within which similar pieces of data can be tied together and a researcher may answer the question ''why". Schematisation was therefore adopted for data processing in the inquiry to group and give titles to ideas that are related. In the following sub-sections, the findings are therefore reported by themes that emerged from categorisation of data from students' FGDs. Main among these themes were rules of grammar, linguistic competence, communicative competence, vocabulary development, creativity and expression, requisite proficiency skills, language across the curriculum and interdependence.

(a) Rules of grammar

The findings of the study point to the rules of grammar as one's ability to write accurate sentences, observing subject verb agreement, punctuation marks and tense. English Language as a discipline is about prescriptiveness underpinning the use of the English language while Literature in English is the actual application of grammar rules; thus it is descriptive in different contexts. The observation is consistent with Nordiquist's (2019) understanding of the descriptive use of language as an examination of how a language is actually used in writing and speech while the prescriptive use is how it should be used. This is in line with one of the principles of structuralism which states that meaning in a text is established by looking at the construction of the whole text, not individual elements such as words, sentences, tense, punctuation marks and the use of articles but the combination of all these holistically to communicate meaning (Vide 2.3.3). This understanding implies that the two disciplines are interwoven in the sense that in English Language students learn how to use language correctly in writing and in speech while in Literature in English they are able to see the application of the learnt rules of grammar. This connection signals the mutual relationship between the two disciplines in relation to the correct application of grammar rules which lead to meaning making. Students can gain proficiency in English as well as the content knowledge.

Further emergent is students' perception of English Language and its mastery as embedding the rules of grammar for functional knowledge and application in accordance with the type of context for effective communication. Substantiating this are the claims which included:

> It is important that, as students, we master the rules of grammar because if our grammar is poor we cannot communicate effectively therefore we will lack proficiency in English.

The above excerpt implies the need for students' functional proficiency in grammatical and syntactical devices such as subject-verb-agreement, tense, sentence construction, spelling and punctuation. Further surfacing from experience-appraised and learning-based knowledge-of student-participants is that these features of grammar are as embedded in English Language as they are in Literature in English where requisite linguistic skills include an interpretive analysis of literary authors' purposes for the use of specific grammar and structure of the English language. Appropriate use of grammar and proficiency in grammartical rules are deemed to cross-cut between the two disciplines.

Deduction of the pedagogical implications of the grammar/syntax-embedding nature of the two disciplines was another of the findings from students' FGDs. Students know that literary academic works are, supposedly grammatically/structurally compliant and therefore bind the lecturers in Literature in English to pedagogically concentrate on the mastery of the content of the literary texts and on grammar and linguistic proficiency in both written and spoken English. The following excerpts capture this position:

> English Language is centered on grammar so that students may construct proper sentences. When we speak, we confer meaning. Similarly, in Literature in English, the author does not write in haphazard grammar but follows the rules of grammar so that readers can easily follow and understand him/her.

> The two disciplines work together. In English Language we are taught punctuation marks such as commas, full stops, exclamation marks. So when we read, we observe those punctuation marks. We know how to react when we see a comma and a full stop because we pause and stop. In Literature in English we see the application of those punctuation marks.

The essence of the foregoing findings seems to be the intrinsic relationship between knowledge and meaningful articulation of content. The meaning-embedding relationship between content knowledge and linguistic proficiency points to students' holistic perception of the relationship between Literature in English and English Language. The perception is in line with one of the principles of structuralism theory (Vide 2.3.3), namely that meaning-making is achieved through looking at the context as a whole, by understanding the content in terms of, among others, how language is operationalised to depict and communicate it. Structuralists do not look at the text in

isolation or in bits and pieces but holistically. On this basis, it is reasonable to position that content would make more sense and be easier to understand if students applied their grammatical competence to interpret either linguistic or literary concepts. In the context of this study, documented scholarship shows that the two disciplines are mutually related. Therefore if the two could be integrated and taught in juxtaposition, that could promote proficiency in English language. Students who major in the two disciplines are expected to be familiar with the application of the rules of grammar in order to study the two effectively especially because the two follow the same rules of grammar. Couching the finding is the vignette that:

> English Language prescribes how English language should be used. It is done in an arbitrary way while Literature in English is descriptive; it is the practical use of English language. So when we learn content in Literature in English we should not only focus on the literary part but also the linguistic aspect because it helps us in acquisition of proficiency in English.

The quote from the students points to the symbiotic nature of the relationship between Literature in English and English Language in as far as the rules of grammar are concerned. The grammatical structures that are used in the two disciplines are similar. The finding makes reasonable a position that attention to grammatical and syntactical proficiency in the teaching and learning of the two disciplines can benefit from pedagogical juxtaposition. This appraised position is in fact in line with the affirmation that Literature as a subject of study is an activity that involves and uses language (One & Petaling, 2018; Richard, 2014; Birch, 1991; Halliday *et al.*, 1964). This assertion suggests that by virtue of dependence on language for access to and communication of knowledge making, Literature in English is consequently language in use. It also implies that the two disciplines are structured around the same English language that follows the same rules of grammar. Ihejerika (2014) and Birch (1991, 1999) holding the same view point that the study of Literature is basically the study of how language is in action. That means Literature in English is an extension of English Language (Mingu, 2013; Keshavarzi, 2012).

Consequently, the structures in the two disciplines are the same. Although there may be differences in terms of literary jargon, the two observe the same rules of grammar. Knowledge of grammar rules is within the structures of the schema theory proposed by Bartlett (1932) which stipulates that human beings bring with them the already stored knowledge to interpret the new one. The schemata are resuscitated when new information is met because they help a learner to understand and interpret the new concept (Vide 2.3.1.) In the context of this study, the grammatical rules that

students are supposed to know in the teaching and learning of the two subjects are the same. This means that when a student deals with a literary concept, she/he brings to the context the already existing knowledge (schemata) of grammar rules. That knowledge of grammar helps the students to interpret and to understand the new information. Similarly, when a student studies English Language the already learnt rules of grammar and other related literary aspects come to the surface and help the sudent to interpret the new information. It is indicative therefore that the two disciplines are inevitably interrelated. Therefore the students who major in the two disciplines are likely to improve their learning and acquisition of proficiency in English language and the content knowledge of the two disciplines.

b) Requisite skills

Data from the FGDs shows the requisite skills. Language skills are competences that students require in order to learn, For example, the ability to listen, speak, read and write. In fact, in order to learn effectively, students should build up the four competences (Bacon, 2019; Starja, 2015). Students from the two faculties perceive that studying Literature in English and English Language improves the requisite skills in the two subjects because effective learning takes place through the same aptitudes. For this reason, competent application of the requisite skills in the learning process enhances acquisition of English and convenient learning of the content of the two disciplines equally. Substantiating this perception, one student responded:

> Requisite skills apply in both disciplines. Literature deals with literary texts which we read and analyse. We then write our interpretation and we listen to the presentations. Similarly, in English Language we read texts, interpret, discuss, analyse and write essays on what we have read.

The quotation denotes that requisite skills are part of the learning process. In order for students to be linguistically proficient, their four basic language skills must be sharpened. Acquisition of proficiency in English is the gate way to content learning of the two disciplines. The skills mentioned above overlap because they are both linguistic and literary. The competences complement each other in the teaching, learning and acquisition of proficiency in English language. The similarity of the requisite skills denotes that if topics such as reading approaches are taught in Literature in English, they may not be taught again in an English Language class, rather, they can be applied if students major in the two disciplines. For this reason, literary texts serve to develop linguistic and literary skills, for example, poetry prepares the means of learning and teaching of the

basic language skills (Khdihr & Mariwan, 2016; Mohammadzadeh, 2015; Fernandes & Nora, 2014). These scholars also point that English drama and poetry reading help the students to improve their listening skills while writing short paragraphs and lengthy articles on their own with the use of reading materials which improves their writing skills. These proclamations concur with the perception that reading literary texts improves literary and linguistic skills. The aforementioned skills are interrelated and requisite for double majors. This statement explains the inseparability of the two disciplines.

Another admission from the students' FGDs is that requisite skills may not be limited to Literature in English and English Language but are also applicable in other disciplines across the curriculum. Bacon, (2019) avers that language skills are important even if a student is studying Mathematics and Science. Mastery of content in other disciplines is dependent on the students' proper application of the requisite skills because students listen, speak, read and write. Thus, content learning and language acquisition cannot be separated from the requisite skills. Similarly, in the context of the symbiotic relationship between Literature in English and English Language, proficiency in English is determined by the effective application of the requisite skills. The skills are enhanced in an integrated environment such as when Literature in English and English Language are treated as one major. Thus, students' more chances of acquisition of proficiency in the language as well as in the content. The findings point to students' perception of requisite skills; listening, speaking, reading and writing as equally a necessity for effective teaching and learning of Literature in English and English Language.

Requisite skills are in line with the schema theory. The theory holds that a human being is not a tabularasa. He/she has in store, knowledge acquired from life experiences that help in acquisition and learning of new information (Vide 2.3.1 and 1.8.1). University students' brains are no longer clean slates but are filled with life experiences. The background that a student brings into the new environment assists him/her to interpret the new concept. In the symbiotic integrated pedagogical context, students bring with them the requisite skills that they already have. These competences are the key to interpreting and understanding the new information. For example, when one is teaching language concepts, students require their language skills so that learning may take place. The same analogy applies to a Literature in English class. Requisite skills are within the structures of the Schema theory; every individual uses the already shelved knowledge and experience to learn new concepts.

c) Creativity and expression

Creativity and expression is another theme that emerged from categorisation of data from students' FGDs. According to the students, the symbiotic relationship between the two disciplines enables students to be original in their expression. Literature is about the situations that are close to students' own experience so it enables them to be inventive. In fact, it is a sort of incubator for any type of creativity in language (Ritlyova, 2014; Jovanovic, 2006). This infers that literature is a suitable environment that enhances inventiveness and imagination. The ability to construct own ideas and to communicate them verbally or in writing signifies originality and effective communication. The pedagogical integration between the two disciplines can reasonably be deemed to augment students' capability to creatively operationalise language to express themselves successfully around subject-based concepts and thoughts. Affirming this idea is one of the students who states:

> I think ok, um, literature develops one's eh… I was saying Literature develops a learner's language awareness and creativity in the sense that coming across new words everyday makes me as a learner improve my writing and communication styles. It also instills the curiosity of wanting to know the meaning of words and putting them in use.

The excerpt indicates that the mutual relationship between the two disciplines signals the two disciplines as pedagogically related; therefore students benefit from the use of English language as a means of instruction in the two disciplines. In addition, the juxtaposition of the two disciplines improves students' originality and ability to express themselves adequately. Students further argue that when they read literary material written in English by people from different ethnic groups, they acquire numerous expressions of English language used in various contexts such as poetry which exposes them to the literal and figurative use of English language. A novel also exposes them to new expressions and linguistic structures which sharpen their imagination, creativity and expression. This is consistent with Hernandes' (2011;110) idea that ''…texts can be used as a springboard for any type of language activity so literary texts seem to be an ideal vehicle for developing communicative skills since they provide authentic language, numerous opportunities for expression of ideas, opinions and beliefs.'' Literature therefore, provides a platform for students to sharpen the skill of originality and effective communication.

The FGDs unfold that a thorough exposure to different literary genres exposes a reader to different communicative techniques which increase students' ability to create their own ideas. This is in line

with the statement that literary genres use different styles of writing which can help students to improve their own writing style, sentence construction, vocabulary development, ideas of their own and expression (Parkinson & Reid, 2000; Akyel & Yalcin, 1990; Phelps-Teraski, Phelps-Gunn & Stetson, 1983). The inference of the proclamation is that when studying English Language in the context of literary genres, students gain a lot in terms of linguistic and communicative competences as well as content knowledge involved in these two disciplines.

Furthermore, creativity and expression is reinforced by accessibility of the relevant examples of English language expressions in different contexts from literary texts. Therefore, students stand a better chance to acquire and learn new words and structures that will be used to enhance their creativeness and fluency in English. Proficiency in English and attainment of the subject matter for the two disciplines are equally implanted. In line with this perspective is Ajoke & Aspalila (2017) and Widdowson's (1994) view point that the teaching of the two subjects gradually assists students to developing their English proficiency through a systematic study of English language and exposure to English literary texts. In addition, creativity and expression promote students' proficiency in English and acquisition of content knowledge.

This is consistent with Language in/ for/with content theory (LCT) or Content Based Instruction (CBI) guiding principles that acquisition and learning of language happens during the delivery of the content. Since the mode of instruction is English, students acquire the new structures and expressions as well as the content knowledge of the two courses simultaneously (Vide 2.3.4). In this context, the focus is not on language acquisition per say but on the subject matter. LCT however, emphasises learning within the inspiring content. During the process of content presentation students also learn and acquire language related to their subject matter. Consequently, second language learners can come up with their own expressions hence creativity and expression.

d) Vocabulary development

Another revelation is the development of the new vocabulary. Literature in English is structured around English language so the two disciplines use the same English words. This similarity points to the fact that the symbiotic pedagogical approach to the two disciplines enhances the development of new words on both sides. Best capturing this is one of the students who states:

> I am doing Literature in English and English Language. Literature requires a lot of reading and I now have a passion for reading. It has helped me in English. Literature books have a lot of vocabulary, in other words, we come across new words and how they are used so that we improve our vocabulary via Literature.

The excerpt signifies the relationship between the combination of the two disciplines for specialisations and enhanced acquisition of vocabulary in English. Competence in variation of diction is on record as facilitative in learning, understanding, effective communication and essentially a display and management of content knowledge in content-subject learning and teaching (Ihejirika, 2014; Fernandes & Nora, 2014; Cater & Long, 1991). New words found in the literature text books are actually words that are used in English Language. This shows that the more one reads literary text books the more one acquires new and unfamiliar words that are applicable in English language. Hall (2005), Omojiuwa (1997), Wilkins (1978) situate the findings in a documented position that literary texts promote students' acquisition of vocabulary, reading and writing skills. Emerging from the cited utterance is the explicitly put need for the two disciplines to be taught and learned side by side because there is seemingly no Literature in English without the mastery of aspects of English Language and English Language without the literary linguistic vibrancy and authenticity embedded in Literature in English would be too dry to be educationally meaningful (Ritlyova, 2014; Zhen, 2012; Collier & Slater, 1996; Carter & Long, 1991). Students' responses coupled with the claims from documented scholarship (Richard, 2014; Ansari, 2013; Westbrook, 2004) spotlight, among others, the diction-grounded complementary relationship between English Language and Literature in English. Vocabulary, structures and expressions that students acquire in the learning of the two disciplines are complementary. It further surfaces from the finding that although Literature in English has its own special terminology, such literary jargon is not confined to literary contexts but it is still applicable in English Language.

Vocabulary development is consistent within the schema theory. The theory is about individual experience and stored knowledge that is brought to the new context. The schemata are retrievable when the learners meet new information (Vide 1.8.1, 2.3.1). Acquisition/ learning of new words and structures is determined by what students already know. In the symbiotic relationship between the two subjects, students are able to acquire/learn and understand new vocabulary and language structures from literary texts because of the knowledge, for example, knowledge of word formation that they already have, which forms the base, Likewise, in a language lesson, students are able to learn/ acquire linguistic structures because of the already stored information which could be the

verb forms, tense, syntax and semantics literary skills such as extrapolation, analysis and synthesis. Accordingly, in the integrated teaching of the two subjects, the application of these skills in the new context may help the learners to acquire and comprehend new structures, striking and unfamiliar words. Holistically, this process is activated by the knowledge and experience that students bring to the new context. It is the schemata that enable them to relate, think, infer and make connections for a better understanding. It is against this background that the schema theory formed the basis for this study.

e) Interdependence in the two disciplines

Also emerging from the students' FGDs is the interdependence of the two disciplines. The two use English language as a mode of expression; therefore they are interrelated. In fact, 'literature is the art of language and it cannot exist without language therefore, in literature learning, one can learn language and linguistics, the three are interrelated' (Zhen, 2012:36). The assertion implies that the two subjects are inseparable. It can be reasonably argued that when students study the two disciplines in tandem, they stand a greater chance of acquiring proficiency in English as well as content knowledge. Moreover, Literature in English serves as a source of reference for English Language so that the glossary of English words is not lost easily. Equally important, is the fact that English language serves as a catalyst for the existence of Literature in English. Tantamount to the perception, one of the students contends that:

> One provides the basis for the other, for example, literature exists because of language. Language is maintained and improves because of the literature of that language. A language teacher can gain lots of examples from Literature in English while in return literature is structured around English language expressions for its existence.

The excerpt above emphasises the inevitable connection between the two subjects. The two disciplines are a hand in a glove. It is also implicated that literary texts can be used as models for language learning because they provide a variety of English language use. Surfacing from the students is that a language should also be written down so that it is not easily lost and forgotten. Literature in English serves that purpose for English Language. Literature acts as the archive for English language because one can always check how certain linguistic structures are used in realistic situations. The learning of content is also embedded in the acquisition of new structures because words make sense if used in a particular context which forms the content. The

interdependence between the two disciplines facilitates acquisition and learning of English as well as the content involved.

Furthermore, what comes to surface from the students is that when one is studying a language of the people, one gets the information about that language through the literature of that language. The perspectives point to the fact that Literature in English is the platform for English Language use. It therefore makes the teaching of English not too abstract because it provides life examples of different contexts in which English is used. The two disciplines are mutually interdependent (Richard, 2014; Ansari, 2013; Udor & Uhubakwe, 1979; Quick, 1958).

The independence of the two disciplines is in line with the principles of structuralism which proposes that meaning of a text is made not by looking at individual words and phrases that form a text but by the connected whole. That means things are not understood in isolation but must be seen in relation to the larger structures (Vide 1.8.3 and 2.3.3). All the components of the structure of a text are scrutinised to make meaning, for example, to make meaning of a text in the English Language, a learner looks at syntax, the verb form and tense. Similarly, meaning out of a literary text is arrived at after looking at the elements such as story line, plot, form, style and tense. These literary features embrace the linguistic elements above. The elements in the two disciplines form the connected whole to make meaning. Meaning- making in the two interrelated disciplines is dependent on the co-text. The theme of independence of the two subjects is consequently within the structures of structuralism.

4.2.1.2 The Findings from face- to-face open-ended interviews (FFOI) with lecturers

Face-to-face, open-ended interviews were used to retrieve information from the lecturers in the two faculties. This was information regarding the relationship between Literature in English and English Language in terms of acquisition of proficiency in English and content knowledge.

a) Linguistic and communicative competences

The findings from the lecturers reveal linguistic and communicative competence. The two competences are crucial in learning and acquisition of proficiency in English because effective communication comes as a result of knowing the rules of grammar and using them appropriately. Best encapsulating this viewpoint is one of the lecturers who states:

Literature in English and English Language are related in that in language we teach students how language is used. That is following the rules while literature students do not only learn the subject matter but also the authentic use of language (rules of grammar in application).

The text above implies that the two disciplines are related. One is the base for the other. In the teaching and learning of the two disciplines, students gain linguistic and communicative competence when the two are pedagogically integrated. Linguistic competence, according to Chomsky's 1960's theory of language, refers to sub-conscious knowledge of the rules of grammar of a language that enables the speaker to use and understand a language (Habermas, 2008; Newmeyer, 1983). It may also be referred to as grammatical competence. Habermas (2008) and Newmeyer (1983) imply that human beings are born with the ability to acquire and learn the structure of language.

The innate linguistic knowledge allows one to communicate effectively in the language learnt. Effective communication comes as a result of the individual's grammatical competence. In addition, what also emerges from the lecturers is that the two disciplines use the same medium which is English language. It is therefore beneficial that they are studied in juxtaposition as that would help students acquire proficiency in English. Students' innate knowledge of grammar rules and proper application improves proficiency in English and acquisition of content knowledge for the two subjects. Furthermore, the application of the knowledge of the rules of grammar that govern a language is communicative competence. This is in line with the observation of Cejudo *et al*., (2017) that communicative_competence involves the ability to use grammar accurately in social contexts. The assertion implies that since English Language is prescriptive, that is how language is structured and should be used in different social settings. Literature in English, on the other hand, is descriptive. That is, it is the practical use of English language following the learnt rules of grammar. The two disciplines complement each other. In the context where they are studied separately as it is the case at NUL. The process of learning and acquisition of proficiency in English and content knowledge are challenged.

Linguistic and communicative competences are consistent with the schema theory. The theory is about the mental structure that stores the individuals' already existing knowledge that comes as a result of experience (Vide 1.8.1 and 2.3.1). The already stored knowledge is resuscitated when new information is learned or acquired. In the integrated pedagogical approach of Literature in English

and English Language, students are expected to be linguistically and communicatively competent. They are expected to be knowledgeable about the rules of grammar because it helps them acquire proficiency in the language. It further assist them to understand the content of the two subjects but if one is not competent with the rules of grammar, there may be challenges in terms of acquisition of proficiency.

Concurrently, students should also be able to apply the rules of grammar correctly. If a student does not apply the knowledge of the rules of grammar correctly, the understanding of the content is hindered. In this regard, the schema theory advocates that learners are able to apply their knowledge of grammar effectively because of the already stored linguistic competence (schemata). The application of grammar rules is applicable to the two disciplines. For this reason, the two subjects are considered symbiotic. Linguistic and communicative competences are equally applicable in the two integrated disciplines hence their relatedness that activates their ability to acquire proficiency in English and the mastery of content knowledge of the two subjects.

b) Language across the Curriculum.

Language across the Curriculum (LAC) is another issue that the findings from face-to-face interviews with the lecturers point to. It refers to the use of English language as a medium of teaching other subjects. Vollmer (2006) states that LAC acknowledges that language learning takes place in different subjects, across the curriculum, where English language is the medium of instruction. This implies that students can acquire proficiency in English not only from English Language and Literature in English but even from other subjects such as Mathematics and Business Education. If the content offering is in English, students can consciously and subconsciously acquire new language structures even though the focus would be on the content knowledge of the two disciplines. This also suggests that acquisition and learning of content knowledge of any discipline is dependent on English language if it is offered in English. Accordingly, content and language are inseparable. This observation points to the relevance of content for language theory.

LAC is consistent with Language in/for content theory. The theory advocates that language can be acquired during the delivery of the content (Vide 2.3.4). Orosz (2018), Lee (2007), Wolff (2003) argue that languages are not learnt by focussing only on the language setting but even during the content delivery context. If the content is even stimulating, students learn and acquire language more easily; they are invigorated by the content of the day (Florentino, 2014). Consciously and

subconsciously the thought-provoking content is easily comprehended by the students and so is the language used in the delivery. LAC policy states that English Language can be acquired and learnt from the delivery of the content of any discipline that is offered in English.

Hathib (2018) shares the point that LAC is a modern concept. This means that a foreign or second language should be taught outside the traditional language classroom by using contextual and content-based language teaching methodologies within the school hours. This indicates that English language is not only learnt in the English Language or Literature in English classes but even in other subjects that are offered in English. What surfaces from this discussion is that LAC policy promotes acquisition of proficiency in English and content knowledge beyond the symbiotic pedagogical approach between Literature in English and English Language.

c) Requisite skills for learning

Data from face-to-face open-ended interviews with the lecturers from the two faculties reveals that the skills that are applicable in the learning process of the two disciplines are the same hence the symbiotic relationship. Skills such as listening, speaking, writing, reading, critical analysis and extrapolation facilitate acquisition of proficiency in English and content knowledge of the two disciplines. These revelations are taken from the lecturers' utterances, as exemplified below:

> English Language consists of technical aspects enabling the learners to comprehend Literature in English, such aspects are the reading skills namely scanning, intensive reading, comprehension of vocabulary, ability to transfer the use of vocabulary, figures of speech (simile, metaphor, repetition, alliteration, personification, anaphora, rhyme) into meaningful use
>
> The two complement each other so that when used side by side in learning and teaching that can improve proficiency in English all levels as far as skills are concerned. Students will be able to sharpen the four requisite skills better and faster.
>
> The two subjects are closely related, they can be taught together. That is, student-doing English Language should also be doing Literature in English because the requisite skills are the same. When I teach those skills in an English Language class I can also teach them in respect of Literature in English.

The excerpts above imply that the two disciplines are symbiotic because the same skills are required and acquired when the two disciplines are taught. This also suggests that the proper application of the learning skills can facilitate acquisition of proficiency in English and content knowledge of the

two disciplines. Sharing the same view point are Parkinson & Reid (2009), Basnett & Grund (1993). They understand that studying Literature in English and English Language simultaneously improves language skills. The two actually draw from each other.

Requisite skills, as a finding, are in line with the schema theory which claims that humans absorb new information because of the knowledge that is already stored (Vide 2.3.1). It is the schemata that enable individuals to make sense of the new information. The application of the requisite skills in the learning process in Literature in English activates the reception of the new information. That is, students do not encounter the new literary concepts on a clean slate. They bring with them the already acquired skills from English language. This process is reciprocal. In the integrated context, the necessary skills are similar. The competences that they bring into the new context are the schemata that are resurrected in order to absorb the new knowledge. Schema theory was therefore relevant in this context because the knowledge that students bring to the new context facilitates the ability to understand the new information. Acquisition of proficiency in English and content knowledge are enhanced.

4.2.1.3 The findings from the selected courses

Document analysis strategy was also used to retrieve the information from the selected courses offered in the Faculties of Education and Humanities. The courses were prescribed for Literature in English and English Language. The course outlines and descriptions of the selected courses were reviewed to check their contribution to the symbiotic relationship between the two disciplines. The courses were prescribed in Languages and Social Education Department (LASED), English Language and Linguistics as well as Literature in English and Theatre/Drama. The selected Literature courses are Shakespeare ELE 4044, Creative Writing 1: Fiction ELE 3064, British Literature ELE 3014, African Novel ELE 3044, Literature for the High School Teacher LED 328, Curriculum and the teaching of literature LED 429, Performing Arts Management ETD 3064, Fundamentals of Directing ETD 3044, English Language for the High School Teacher LED 325, Curriculum and Instruction in English Language LED 426, Grammar 111 ELG 4034, Sociolinguistics ELX 4044, Phonetics and Phonology, Lexicography 4014, Introduction to Translation and Interpreting ELG 3014, Language Acquisition and Learning ELX 3024.

a) Shakespeare ELE 4044

Shakespeare ELE 4044 is a single author course intended to be an in-depth study of the playwright, dramatist and poet. It explores the author's timelessness, universality and perenniality as portrayed in his tragedies, romantic comedies, histories, problem plays and sonnets. In all these dramatic genres Shakespeare demonstrates his uniqueness, distinctiveness in terms of substance and linguistic use. The course deals with diverse aspects of the human condition in past, present and future contexts. This is in line with Mellor's & Patterson's (2000) and Paquette's (2007) understanding that the importance of teaching Shakespeare lies not in the complexity of his language but in the belief that his works provide a stage for classroom exploration of timeless, universal and essential human concerns, such as love, power, hatred, friendship, anger, sex and violence. All the mentioned universal human concerns are the sources of human communication verbally or in actions. One's expression of love or hatred in words improves acquisition of proficiency in the language (English). This makes Shakespeare (literature) inseparable from language. Shakespeare has also coined a prodigious number of words currently in but use, for example, 'gay' meant homosexuals now it is also used to mean happiness. Consistent with this discussing is Javanovic's (2006: 112) perception that ''William Shakespeare was a king of words and his work is a true repository of lexical treasure. He was a grand master of lining words, interweaving them, culling them, weighing them, toying with them, using them in unusual positions, functions and forms''. This means that he played around with words by using them in different, unfamiliar positions thus create new meanings. His coined words are used in both English Language and Literature in English even today. There are linguistic and literary gains as well as substance. The course helps students to develop competence and confidence in reading Shakespeare's texts which linguistically sound archaic. It also demonstrates the significance of language by showing that speech and action are significant and we can understand people, their behaviour and relationships much better if we look very closely at the language that they use. Shakespeare takes us deeply into that kind of understanding because he enacts human behaviour through language of an unusually concentrated and developed kind (Reese, 1953; Sutherland *et al.*, 1964).

The course is relevant in the context of the symbiosis between Literature in English and English Language. Students hone vocabulary, speaking skills, listening and ability to act events in the play to enhance the understanding. It contributes to language acquisition and human development

because it provides life examples of humans and their experiences. Milburn (2002) states that Shakespearean's works expose students to language that they are unlikely to encounter in modern literature. The scholar further argues that this develops their reading and writing abilities using standard and academic forms of English. This implies that Shakespearean writings are full of new unfamiliar words. Students get exposed to a variety of words and structures. The course plays the key role in the context of pedagogical interrelatedness between Literature in English and English Language because the language of Shakespeare is rich in vocabulary and structures.

b) Creative Writing 1 Fiction ELE 3064

Creative Writing is a vocation-oriented course enabling students to merge theory and practice in creative, imaginative and compositional contexts of language. It directly underlies the symbiotic relationship between literature and language in relation to linguistic usage, mutuality of disciplines and thematic contexts. The course also familiarises students with practising writers of the world in emulating the mechanics of extended writing and cultivation of the reading culture. It acquaints students with fictional elements such as plot, dialogue, point of view, characterisation, setting tone, mood, atmosphere, theme and diction as well as how students could skilfully weave all these elements into a coherent story. In English Language, for example, there is creativity, critical thinking, logic and coherence. The three elements are embedded in the plot and story line. Students require proficiency in English in order to be creative, analytic and interpretive in approach. The connectedness of all the elements discussed above connotes the pedagogical relationship between the two disciplines. Therefore, with the acquired mastery of language and composition, students evolve into publishing writers. Examples of published works by students are *Campus Voices*: *An Anthology of Short Stories and Campus Voices Echoed*. These anthologies are concrete instances of how students manage to merge language and substance in the creative process. These creative works have been edited by lecturers at NUL and Midlands State University, respectively.

c) British Literature ELE 3014

British Literature introduces students to the historical, cultural and philosophical circumstances around the development of early European literature. The theoretical paradigm upon which the course is based is that literary genres appear at specific historical moments and become dominant as a result of particular historical circumstances. It is also about the emergence and development of literature in terms of the changing roles of poetry, drama and fiction, underscoring the contribution

made by the representative authors such as Chaucer in his Canterbury Tales, anonymous Everyman, Defoe in his Robinson Crusoe and Hardy' The Mayor of Casterbridge. The course covers how the readership view and interpret or define the world linguistically and thematically as well as the ways in which culturally and historically the development of Europe has come to define modernity, colonialism and neo-colonialism.

This course looks at the substance in terms of themes, culture and history linguistically. The content dealt with in this course is done through close reading and language use. This infers that the language used in the presentation of the content is scrutinised. This means language is also learned and acquired in this course which increases the chances of acquisition of proficiency in English. The issue of close reading and language use is within the principles of structuralism. The theory looks at the context holistically, as a connected whole (Vide 1.8.3 and 2.3.3). The implication is that a text is intensively read so as to make sense of the whole text which is examining a text closely. Meaning is arrived at from looking at bits and pieces holistically. Students acquire and learn new words and expressions if they scrutinise the texts closely. Furthermore, Language and context theory (LCT) is also applicable in this situation. The theory advocates for context of situation which is meaning by environment (Vide 2.3.2). It looks at co-text which is the accompanying text. The two theories are applicable in this course because they look at the concept closely and in totality in order to arrive at the meaning. Similarly students can acquire proficiency in English and content knowledge if they examine the use of words in context closely. British Literature is therefore a relevant course in the integrated pedagogical approach to the teaching of the two disciplines because the skills that it offers to second language learners are similar in the two disciplines.

d) The African Novel ELE 3044

The course is intended to present issues of emergence and the development of the African Novel and its defining characteristics and functions. It seeks to determine the unique novelist tradition which is generally common to the African landscape. It attempts to discover the particular traits in terms of form and content, which define the African novel as distinct from the European Novel. It also deals with how students relate and learn about the 'African condition' as it is variously represented in different texts. Issues of culture and power are looked into as they are very important in the African context. The course further looks at ways through which African culture reinforces certain structures such as patriarchal society.

The questions of identity and nationality feature prominently in the course. The description of the identity of the novel is scrutinised in terms of the language used. The course does not only look at the content but also the language that builds the content. In this case, students acquire and learn language structures in the process. In this context, language in/for/with content theory is relevant. The course looks at the language of identity. This suggests that language can be acquired in the process of content delivering. So the course facilitates the acquisition of English and content knowledge. It activates the symbiotic relationship between Literatures and English because language is acquired in the content offering. That is, there is language within the African Novel. Similarly, English Language is within Literature in English hence the interrelatedness of the two subjects.

e) World Fiction ELE 4014

This course is an in-depth and global study of the beginning and development of fiction in the world. It starts with the treatment of ancestors or forerunners of fictive creativity, through the rise of the novel in the late eighteenth century to the ideological and technological ramifications of the novel in the twenty first century. Among some of the global authors covered are Chinua Achebe, Tsitsi Dangarembo, Margrets Atwood, Salman Rushdie, VS Naipaul. The specific aims of the course are to introduce students to the inception, growth and ramifications of fiction, acquaint students with different writers from different countries and their representative contributions to the evolution of fiction and helps students to isolate the social, political, ideological, economic, psychological, moral, historical and cultural factors that have shaped fiction from the eighteenth to the twenty first century. The content of this course helps students in terms of acquisition of learning of English structures within the context of the development of fiction.

Because the course delves into world fiction, it does not deal only with content but with different and varied written and linguistic registers which impinge on the relationships between language and literature. The relationship between what is presented and how it is expressed. Similarly, the ancestors of fiction such as proverbs, riddles, fables, myths and tales articulate language and literature in literal and metaphorical contexts. In that regard, the two disciplines are pedagogically integrated.

f) Literature for the High School Teacher LED 328

This course deals with the content of literature according to the Lesotho Junior Certificate (LJC) and Lesotho General Certificate of Secondary Education (LGCSE) syllabus in the context of the adopted policies and operational curriculum reforms such as the integrated curriculum. The course is a core requirement for all Third Year students who majoring in Literature in English as a teaching subject. It is also a pre-requisite for LED 429 (Curriculum and the Teaching of Literature) which is offered in the fourth year. In this course (LED 328) student teachers are exposed to topics such as reading approaches (scheming, analytical reading, inference, scanning, close reading, extensive reading, reading for meaning), literary elements (themes, setting, characterisation, figures of speech), criteria for the selection of literary texts and the teaching of the four literary genres. The course has elements of integration which could enable the interdisciplinary pedagogical approach, for example. Topics such as reading approaches, narrative and descriptive writing are applicable in a language class. Narrative writing in English Language for essay writing could be taught in the context of reading a novel especially when the educationist has majored in the two disciplines and is aware of how the two disciplines relate. Students who major in the two disciplines require all the skills mentioned above. This suggests that the two disciplines are symbiotic therefore benefit from each other. Schema theory is relevant in this course. The theory is premised on the knowledge that students bring into the new concept or skill to be learned or studied. When students study reading skills in these courses, it does not mean that they have no idea about reading skills but they are at a certain level of competence as far as reading skills are concerned or they already have certain stored information (schemata) which can help them to interpret and understand the concept of reading skills. The same content that is offered in the two disciplines justifies the close proximity between the two disciplines. Proficiency in English in that context is harnessed.

g) Curriculum and the Teaching of Literature LED 429

Curriculum and the teaching of Literature is a fourth year course which is a sequel to Literature for the High School Teacher. The course is a core requirement for all Fourth Year students majoring in Literature in English as a teaching subject. It equips prospective teachers with the skills and methods to confidently and competently teaching the LJC and LGCSE content covered in the third year. It exposes student teachers to the use of the professional documents such as scheme and record of work as well as a lesson plan. These tools are required in the classroom for effective teaching.

Such documents are the scheme of work, the lesson plan and the record of work. The course does not state in clear terms what the integrated pedagogical approach to the two disciplines means. Students are not necessarily made aware of the possibilities of teaching one discipline in the context of the other but it is entirely up to the teacher to implement that, especially when a teacher has studied in the two disciplines.

h) Performing Arts Management ETD 3064

This course introduces students to the common and best practices in the performing arts industry and entertainment education organisation. It focuses on both the profit and non-profit arts organisations. The key to the course is to understand theatre production or performing arts as a business. The course has two components, the theory and practice. For the practical part of the course, students are expected to manage, fundraise as well as market a small event for an organisation. The course does not overtly show pedagogical integration of the two disciplines in terms of acquisition of proficiency in English. It, however, seems to equip students with the jargon of theatre performance, commercial language of advertisement and brings the lexicon of drama alive which pedagogically intertwines dramatic literature and language.

i) Fundamentals of Directing ETD 3044

This is an introductory course into stage directing as one of the principles of theatre production. The course covers notable figures in the history of directing and their approaches or directing styles. It introduces students to the director's role and responsibilities within a theatrical production. Although it does not clearly portray the integration of the two disciplines, it however entails the elements of interrelatedness in the sense that the director uses language (English) to give stage directions to the actors on the stage. Actors use English language to communicate their literary thoughts during performance. There is cross-reference of the two disciplines, thus pointing to the integration of the two disciplines.

j) English Language for the High School Teacher LED 325

This course is meant to ground prospective English Language teachers in teaching-related knowledge of the content of the high school level English Language syllabus. It adopts interpretivist/constructivist approach for an in-depth exploration of the selected major topics from and critical emerging others implicit in and dictated by educational reforms and English Language

syllabi for basic education in Education in Lesotho. This course is a core requirement for all third year students majoring in English Language as a teaching subject. It is also a prerequisite for LED 326 (English Language for the High School Teacher 11) which is offered in the second semester. LED 325 exposes students to selected topics from the Lesotho Junior Certificate (LJC) and the Lesotho General Certificate for Secondary Education (LGCSE) in the context of adopted policies and operational educational reforms such as Curriculum and Assessment Policy (CAP), the integrated Curriculum and global trends which include the 21st Century Skills. Selected topics include: a) those through which students are exposed to the context within which they are to teach English Language. Such topics are the integrated curriculum and its implications for teaching the content of English Language; the Twenty First Century Skills and Sustainable Development Goals (SDGs); b) those making the content of the LJC and LGCSE English Language syllabi. For the LJC Syllabus such topics are Receptive, Production, Creative, Social and Grammar skills and the Basics of Literature in English for LJC learners. For the LGCSE Syllabus, the selected topics are Reading for meaning, Reading for ideas, Creative writing, Directed writing and Language proficiency. In the context of this study, reading, creative and directed writing are aspects that apply even in Literature in English so the course accommodates the integration of Literature in English though more emphasis could be put on the integration.

k) Curriculum and Instruction in English Language LED 426

This course is offered to final year B. Ed students taking English Language as a teaching subject. It is premised on LED 325: *English Language for the High School Teacher* which covers the content of the high school English Language syllabus. The course aims at equipping aspiring teachers of English Language with not only functional knowledge of constructivist, interpretivist paradigms and theories /hypotheses which underpin second language teaching /learning, but also applied knowledge of inclusive pedagogical skills and methods for effectively facilitating for English Language learners' acquisition of linguistic and communicative competence in English Language and 21st century skills in the context of inclusive education and the Integrated Curriculum. LED 426 situates paradigms/theories and methods of teaching and learning of English Language in the world and Lesotho's curriculum and assessment reforms (e.g. the 21st century literacies, new generation subjects, Curriculum and Assessment Policy Framework, Continuous Assessment, Integrated Curriculum, as well as the Lesotho General Certificate for Secondary Education (LGCSE). What emerges from this course is that it does not depict any integration between the two disciplines by

topics or teaching methods. There is no implementation of the pedagogical interrelatedness between the two disciplines.

l) Discourse Analysis ELX 3034

Discourse Analysis is a course offered to Third Year students who intend to complement their metalinguistic skills with extra-linguistic (functional) skills, thus applying such skills to real-life situations. It is an elective so students who take English Language as a teaching subject are not bound to take it. It is a practical course with a focus on various texts as used in different human contexts. The course is designed to familiarise students with formalist and functional language uses which are geared towards enhancing students' multimodal communicative competence. The aim of this course is to train students on and provide them with the opportunity for confidently unravelling different texts (spoken, written or non-verbal) in different communicative events. It is also geared towards developing students' personal, social and professional life enabling them to participate actively in various discourse domains: whether conversational and or institutional. Double majors require this course because how language is used in different contexts is key in language as well as in literature. The course calls for Language in context theory where meaning is achieved through looking at the co-text. That is the situation in which words are used. If students study the two disciplines in juxtaposition, there are more chances of getting exposure of the discourse used in literature and in language hence more chances of improvement in communicative and linguistic competence. The two competences would improve students' proficiency in English.

m) Introduction to Translation and Interpretation ELG 3014

This course introduces learners to various modes and types of translation and interpreting as well as translation strategies and techniques that are used. The learners are familiarised with the roles and functions of a translator and an interpreter in the process of intercultural communication. It identifies and discusses the basic concepts and problems in the area of translation/ interpreting studies. Learners are introduced to some intricacies of translation/ interpreting as a profession e.g. standards and ethics of the profession. The course adopts a language-neutral approach to the principles and procedures of translation and interpreting. It has both theoretical and practical components. This course therefore helps students to perfect their requisite skills which are listening, speaking, reading, writing as well as analysis and extrapolation.

ELG 3014 deals with taking information from Sesotho to English or vice versa even to other languages such as Kiswahili and French. Students ought to be at a certain level of competence in the two languages. In this course, literary texts are used for translation practice so this implies that even in this context literature plays a significant role in facilitating the interpretation and translation process. This shows the interrelatedness of the two disciplines and their applicability in this course for it deals with language translation and interpretation in different languages. The course belongs to Language and context theory which claims that meaning is recognised by situation. When students translate and interpret, they concentrate more on the meaning rather than on the structure because languages may follow different sentence structures. Students are therefore bound to be analytic, to be able to infer and even to approximate in order to make sense of the context with the intention to describe it in a different language without losing meaning. Students improve their accuracy in the use of English in the process of interpreting and translating.

n) Language Acquisition and Learning ELE 3024

This course focuses on the pertinent issue of language learning and acquisition. It focuses on how human beings acquire language and why the acquisition/learning of a second language differs with that of the first language, among other things. It also covers the history of language acquisition research, the phonological, morphological, syntactic, and semantic development as well as the pragmatic and sociology of language. In addition, the course exposes learners to the main theories in language acquisition and learning, including the acquisition/learning of a second language and bilingualism/multilingualism. In the context of this study, language acquisition/learning is the key factor. The process of how the first language or second language is learned/ acquired helps students to acquire proficiency in the language. This helps students who major in English Language to understand it better. The relationship between Literature in English and English Language is orchestrated by how language is acquired for purposes of learning or acquisition of the content of the two disciplines. This course is relevant in the context of the two disciplines because it is about how language is acquired. The integrated pedagogical approach in these two disciplines is also for purposes of acquisition of proficiency in English and content knowledge. The course benefits the students in Literature in English and English Language.

o) Sociolinguistics ELX 4044

The aim of this course is to show that language cannot be studied outside society and its culture. This view point displays the value and relevance of social context in the use of language. The use relates to accuracy of structures or usage and appropriateness. The course also reveals that social and linguistic dynamism are intertwined and inevitable in all spheres of life. It entertains the interdisciplinary feature with other academic areas. In this course, students are given topics to work on, for example, the definition of sociolinguistics, its origin, the advantages of studying it, concepts such as register, style and forms of address, characteristics, and the relevance of these concepts to real life, teaching and other prospects. It teaches independent study. It promotes creativity and originality. It is subsumed within the Pragmatic theory because of its scrutiny on accurateness and aptness use of language (prescriptiveness). It can be argued that the precise usage of language is one of the tools that help students to acquire proficiency in the language because language is examined closely. The course contributes in the symbiotic relationship between Literature in English and English Language because Literature is about a life of a society which cannot be differentiated from its language. The use of a language of a society is seen more on their narration of their life experiences, culture, and social practices in literature. Forms of address, jargon, register, euphemism, and dialects are in practical use in literary texts. This is why the teaching of a language should be within a particular society.

p) Grammar 111 ELG 4034

ELG 4034 is a theoretical course that offers students advanced learning of different grammars and approaches used in understanding them. It equips students with different theories used to analyse various aspects of language. The aim of this course is to help students understand the origins and development of language. It makes learners aware of how languages are common or different (different grammars). It also helps them understand how languages come to be the way they are through different theories such as pragmatic theory which helps students understand language as it is used (descriptive) not how it should be used (prescriptive). Structuralism may claim that an incomplete sentence does not communicate a clear meaning but pragmatists argue that if the two interlocutors share the same context (understanding), a sentence does not have to be complete.

The course is relevant in the symbiotic relationship between Literature in English and English Language in the sense that the two courses deal with the prescriptive and descriptive use of English

Language in order to make meaning, that is, language in context. Language and context theory is relevant in this context. The theory advocates for meaning by situation. This denotes that words may have different meanings depending on the context. Structuralism as well forms the basis of this study. Pragmatic theory claims the use of language in context which is in line with meaning by situation (language and context theory). The three theories share the same precept that words have meanings according to the context. This understanding suggests that, a context is scrutinised holistically, as a connected whole (structuralism), not in bits and pieces. In the context of symbiotic relationship between the two disciplines, proficiency in English can be enhanced when students are able to understand meanings of certain English words and structure according to their usage in context (descriptive use).

4.2.1.4 Common findings from FGDs, FFOIs, course descriptions and outlines.

a) Rules of grammar

What emerges from the FGDs, FFOIs and course synopses of the selected courses is that Literature in English and English Language are symbiotic in terms of grammar (Vide 4.2.1.1a.). The rules of grammar observed in the two disciplines are the same. Sentence construction, the rules of spelling, the use of articles, tense and subject verb agreement are some of the grammatical concepts that are similarly applicable in the two disciplines. The recurrence of the rules of grammar as a theme from different data collection techniques (triangulation) satisfies trustworthiness. Therefore, credibility, dependability and reliability of the information have been met.

b) Requisite skills

Another theme that is common from course outlines, students and the lecturers is requisite skills. Literature in English and English Language teach the same skills. Skills such as speaking, reading, reading for meaning and ideas, listening, writing, analysis, inference and interpretation are necessary in the teaching and learning of the two disciplines. A double major student gains knowledge of the skills from teaching and learning in the two disciplines. This suggests that the two disciplines are pedagogically symbiotic because the linguistic and literary gains are the same. In addition, acquisition of proficiency in English and learning of content knowledge are dependent on the proper application of the requisite skills in the learning process. This finding can be considered reliable, dependable, transferable and credible because of its consistent appearance from different sources.

c) Vocabulary development

Data from the FGDs and FFOIs points that the teaching of the two disciplines in juxtaposition helps students to acquire and learn new words. These words are applicable in the two subjects. However, literature has its own jargon, that is, the literary terms that are dominant in literature, for example, plot, theme, setting, character and characterisation, protagonist are perculiar to literature. These terms may also be applicable in English Language. Knowledge of vocabulary facilitates learning and understanding of the content of the two disciplines.

4.2.1.5 Summary

This section has presented the findings related to the first objective which is to explore the symbiotic relationship between Literature in English and English Language. The findings are from the FGDs, FFOIs and course descriptions and outlines. The findings from students pointed to rules of grammar, requisite skills, creativity and expression, vocabulary development, interdependence and integration. Data from the lecturers revealed Linguistic and communicative competences as well as Language Across the Curriculum. The common findings from the FGDs and FFOIs are requisite skills, the rules of grammar and vocabulary development. The presentation included the theories that guided the debate, the excerpts from the participants as well as the literature related to the findings. The findings point that there is a relationship between Literature in English and English Language.

The findings further indicate that the relationship has pedagogical benefits which can improve acquisition of proficiency in English as well as the content knowledge of the two disciplines. The findings further revealed that some course descriptions and outlines are at par with the symbiotic relationship between Literature in English and English Language and they allow an integrated pedagogical approach. Such courses are Shakespeare ELE 4044, Creative Writing 1: Fiction ELE 3064, Literature for the high school teacher LED 328, English for the high school teacher LED 325, Discourse analysis ELX 3034, Sociolinguistics ELX 4044 and Introduction to Translation and Interpretation ELG 3014. The next section interpretively interrogates data pertinent to the second research question of the report. It addresses the implications of the pedagogical relationship between the two disciplines regarding acquisition of proficiency in English and discipline-based content knowledge.

4.2.2 Implications of the relationship for the teaching and learning of Literature in English and English Language in terms of acquisition of proficiency in English and learning of content knowledge by higher education students

This section consists of the findings from FGDs with students, FFOIs with lecturers and document analysis of course outlines and descriptions. The findings are related to the research objective as captioned above. They are reported and interpreted by the data collection strategy and source.

4.2.2.1 The findings from FGDs with students

FGDs with students generated perspectives on the pedagogical implications of the Literature in English and English Language relationship. These perspectives were interrogated by the researcher in terms of acquisition of proficiency in English language and knowledge of the subject content by higher education students. The findings are categorized and reported by emerging themes. Prominent among these themes were direct learning, reading culture and integrated/interdisciplinary approach to language teaching.

a) Direct learning

Direct learning is defined as "the learning of language in relevant setting…" (Debata, 2013:34). It emerged from the FGDs with students as one of the implications of the synergetic pedagogical setting between Literature in English and English Language. The finding is in line with an understanding of the intrinsic and therefore complex nature of the relationship between academic disciplines and language (Richard, 2014; Ansari, 2013; Mingu, 2013; Clarke & Westbrook, 2004; Parkinson & Reid, 2000) (Vide 2.4.1 and 2.4.2). Firstly, the understanding depicts academic disciplines as content-matter and language learning contexts. By this virtue they dictate the type of language requisite for conceptualisation of the concepts making the content therein (Matsoso, 2012). Literature in English and English Language are both academic disciplines and therefore, in this study evidentially related and relevant contexts in which direct learning of both subject-matter content and language can be lived by both students and their lecturers across faculties. Secondly, the cited literature spotlights language as context-governed for clarity and relevance of interpretation of meaning and knowledge creation. The finding adds evidential revalue to current scholarship on the relationship between content-area disciplines and language as an inevitable "*given"* (Matsoso, 1995; 2012). Direct learning as a finding from this study makes it research-based academic sense to posit that Literature in English as a literary content-based discipline dictates the need for

proficiency in literary linguistics and language which English Language as a linguistics and language-based discipline can be a base for. The finding therefore points to a symbiotic relationship between the two disciplines. This is so in the sense that the negotiation of meaning, clear conceptualisation and effective communication of knowledge of concepts that make the content of Literature in English are all dependent on proficiency in the different aspects of the content of English Language.

The finding on the notion of direct learning, coupled with its consistence with already existing scholastic claims about the relationship between language and relevant context, makes relevant the researcher's position that Literature in English and English Language are so intrinsically related that given a reasonably appropriate pedagogical space, both can be contexts for complementary direct learning and teaching of language and content aspects, one of the other. Literature in English can, for instance, be a context in which direct learning becomes a pointer through which learners get exposed to functional knowledge and use of language in literary texts; while in the discipline English Language direct learning facilitates acquisition of proficiency in generic linguistics and language which get explored, exploited and appropriately functionalised per requisite linguistic demands in the context of Literature in English. Direct learning as a finding is consistent with documented knowledge that Literature in English enables direct learning of English language because it is the actual application of what is taught in a language class. It develops language awareness and curiosity (One & Petaling, 2018; Ihejirika, 2014).

The insinuation from the authors' assertion is that in the integrated pedagogical set up, students majoring in the two disciplines are able to perceive the application of numerous linguistic concepts such as punctuation marks, sentence types, definite and indefinite articles in different literary contexts. The implication is congruent with Ihejirika's (2014) perception that Literature in English demonstrates English Language at work because it offers good models of language display. The scholar's statement, also confirmed by the finding, implies that literary text-books use language which students can acquire and learn better if they read such text-books. Situating the finding on direct learning in existing knowledge, is Ruutmann's & Hants' (2011) understanding that direct instruction is more appropriate when the content in literary texts is stimulating to the students. Implicit in the cited authors' claim is that students are directly engulfed into learning a linguistic concept easily if they are intrigued by the subject matter. It therefore makes academic sense to opine, based on evidence enhancing current knowledge, that language is learned in the context of

literary text-books because they serve as samples for language use which assists them to acquire proficiency in English and content knowledge.

The finding on direct learning and, more importantly, spotlighting the symbiotic relationship between Literature in English and English Language is that linguistic and literary proficiencies are interdependent. Students cannot develop their literary competence unless their linguistic competence also develops (Mohammadzadeh, 2015). This means that the integration of language and literature fosters language competence among students (Mohammadzadeh 2015; Seligmann, 2012). Depictable from the scholars' assertion is reasonableness of the understanding that proficiency in English Language may be a result of studying Literature in English. It makes academic sense therefore to integrate the two disciplines, especially because Babatunde (2002) in Ihejirika (2014) avers that ineffective acquisition of English Language is teaching it separately from Literature in English. What comes to surface is that it is not easy to acquire English Language if it is taught separately from Literature in English.

Additionally, direct learning is seemingly a motivating process to the learners of English language because it is a method of teaching that helps students to acquire language easily and faster due to the exciting content. Students can see how language is used in literary texts. They could also learn the content of literature at the same time. Direct learning is therefore within the structures of language in/ for/ with content theory due to its platform offering of observing language in application. The finding reveals that teaching English Language in the Literature in English context is direct learning because most of the linguistic structures are displayed. Best capturing the idea is the extract below:

> When we read *The River Between by* Ngugi wa Thiong'o, we find linguistic and literary structures. For example, sentence types and kinds, tense, punctuation, definite and indefinite articles. There are also literary elements such as symbolism, cultural clash/ difference and imagery which are interesting because we are familiar with them. Male and female circumcision is part of our culture. In Africanised Literature, African ideas are translated into English so the content and use of English language in the African context can help students to improve proficiency in English due to the interesting familiar context.

The foregoing utterance points to a student's awareness and appreciation of the role of Africanised Literature in English in acquisition of proficiency in English as a language and in the subject English Language. The finding has space in and contribution to research-appraised aversions such as Matsoso's (2012) that acquisition of proficiency in academic English by higher education

students from non- English–speaking backgrounds (NESB) is enhanced by the utilisation of such students' local knowledge for negotiation of meaning and clarity. Students' cultural knowledge is a problem solving strategy.

Strategically explored, African Literature in English can provide a pedagogical scenario towards acquisition of proficiency in English by higher education students. Consistent with Matsoso, is Keshavarzi's (2012) claim that reading literature as a subject enhances students' knowledge of culture and society. This is more so because language is associated with culture. In fact, language is the carrier of the cultural message so literature is culture. It can be deduced from the cited claims and, more importantly, from the finding on direct learning that even students' cultural background can serve as a motivating tool for acquisition of English language in African context. The context is not foreign to African students who are thus able to see the application of the linguistic structures in a familiar context. Ideally therefore, the evidentially indicated interrelationship between the two disciplines could be understood to be pointing to the need for pedagogical integration through direct teaching and learning of English language in the contexts of both Literature in English and English Language for purposes of enhancing the mastery of both as academic disciplines.

Direct learning has pedagogical implications. However, this is appreciated in cognisance with Matsoso's (2020) caution that the reality of such an ideal scenario depends much on how seasoned higher education practitioners across faculties are in their understanding of their role as university teachers. Matsoso's aversion is the need for adoption of a pedagogically conducive environment for academic discipline-based simultaneous acquisition of academic language proficiency and content mastery in related academic disciplines such as Literature in English and English Language. The finding on direct learning becomes a research–appraised contribution to the theories benchmarking not only curriculum design but also the teaching and learning of related academic disciplines. One of such theories and underpinnings of this study is the Language in/with/for content area theory with its spotlight that language and content learning are intertwined (Vide 2.3.4). Surfacing from this principle is the understanding that students do not learn English language without comprehending the subject matter related to that language. Students are consciously and subconsciously bound to acquire and learn the language within context (subject matter). Another guiding principle is that the learning of a linguistic concept is more practical and effective if the content is stimulating (Vide 2.3.4).

Specifically about Literature as a subject and therefore more pertinent to the study is Fernandes' and Nora's (2014) position that Literature in English is taught in Asian countries because it provides easy access to motivating content material and cultural background which encourages language acquisition and expands students' language awareness. In the context of this study, the claim that language and content are simultaneously learned denotes that language has unconditional space in the subject literature which implicitly assumes an appropriate context for the direct teaching and learning of language as a vehicle for interpretive learning and communication of content knowledge. The study, through depiction of direct learning as a finding, stresses the binding nature of the connection between Literature in English and English Language where the former as even claimed in documented scholarship (Vide 2.4.1.) is language in use therefore the shortest way of teaching the latter. Direct learning as a finding points to the interrelatedness of Literature in English and English Language because the teaching and learning of each one of the two academic subjects directly involves the other in language proficiency terms.

The study through the finding - Direct learning as indicative of the symbiosis between Literature in English and English Language- contributes empirical knowledge to the already documented awareness that the two disciplines equally call for and are contexts for functional knowledge of the four fundamental communication skills of reading, listening, speaking and writing (Keshavarzi, 2012). Keshavarzi adds that Literature as a subject has proved a good source that fulfils the four requisite skills. The assertion is in line with Srikala's (2018: 381) position that ''literature is the origin of all knowledge…[for] it is from the study of literature that many have acquired the basic knowledge that prevails to date." In the context of pedagogical integration, it can be assumed that linguistic and literary knowledge comes from reading literary texts. Literature consists of a number of disciplines, aspects and terminology for different fields. On the basis of that, it can be assumed that language and related requisite skills can also be acquired from the literature as the source of knowledge. This makes the involvement of Literature in English in English Language learning the shortest approach to the teaching of English Language. Direct learning as a finding has space in the pedagogical symbiotic relationship between the two disciplines. The finding is about language learning in appropriate context; this implies that Literature in English and English Language are content-matter and language learning contexts. This is consistent with already existing scholarship that literature and language are pedagogically directly related as they are context for direct teaching and learning of each other. The finding therefore denotes Literature in English as a literary content-based discipline which dictates the need for proficiency in literary language which English

Language as a linguistics and language-based discipline, can be a base for. It therefore can reasonably be argued to be spelling out the symbiotic relationship between the two disciplines.

Furthermore, Literature in English dictates direct learning because the learners are exposed to functional knowledge and use of language in literary texts while in English Language direct learning facilitates acquisition of proficiency in linguistics and language which are explored and exploited in the context of Literature in English. Direct learning can also reasonably be argued to have a motivational benefit to students as they are likely to easily acquire literary English language proficiency through studying literary content in prescribed texts for Literature.

Direct learning as a revelation in this study is in line with the language in/with/for content theory with its principle that acquisition of proficiency in English and content knowledge are simultaneous (Vide 2.3.4). The principle is suggestive of the inseparability of language and content; this is the case with English Language and Literature in English Language. The essence of the finding on direct learning and therefore spotlighting the symbiotic relationship between Literature in English and English Language is that linguistic and literary proficiencies are interdependent. The study through depiction of direct learning as a finding and its implications stresses the binding nature of the pedagogical connection between Literature in English and English Language as well as acquisition of proficiency in English and content knowledge in both, thus the symbiotic relationship.

b) Reading culture

The reading culture came to the surface as a finding from students' FGDs. It is one of the implications of the symbiotic relationship between Literature in English and English Language. According to Ogugua *et al.,* (2015) the reading culture is defined as the habit of regularly reading text books and information materials. A reading culture also implies the habit of reading in one's everyday life and not only for school purposes (Johnson *et al.,* (2007). Reading culture as a finding in this study is reportedly habitual reading of literary text books and other information material written in English. It should be adopted as a pleasurable undertaking at school and home and should not be a forced activity. According to participants, particularly students, reading culture equips students with linguistic and communicative competences and skills requisite in acquisition of proficiency in English and literary knowledge.

The study thus points to the reading culture as a catalyst for acquisition of proficiency in English and content knowledge for students who major in English Language and Literature in English. Furthermore, the reading culture according to the study is about the need to perceive the two disciplines as providing the platform for acquisition/ learning of literary and linguistic knowledge. The discipline Literature in English involves ample exposure to reading literary material and is therefore a language rich context for acquisition of proficiency in English by this virtue. Similarly, English Language as a subject is the context for reading. It is the exposure to texts that often include even those which are literary in character. All these point to interdependence and, therefore, symbiotic interconnectedness between the two disciplines. Implicit in this inter-connectedness is the need for a juxtapositional integrative pedagogical approach to delivery and learning of Literature in English and English Language. Essentially, the reading culture has space in an argument that there is a symbiotic relationship between the two subjects in terms of content-based knowledge and pedagogical approach. This position on the part of the researcher draws from, among others, the following perception by one of the students:

> The two disciplines are intertwined in the sense that in order to acquire linguistic or literary knowledge, a student has to read intensively and extensively. In the integrated pedagogical set up of Literature in English and English Language, the habit of reading is unavoidable.

An interesting and unanticipated finding within the reading culture as the main finding is the symbiotic nature of the relationship between reading and Literature in English. Strengthening this insight is Ihejirika's (2014) stance that reading is a characteristic feature of Literature which characteristically enhances language acquisition in general and effective writing in particular. The perspective implies that first, the subject Literature in English and reading are intertwined in the sense that meaningful and effective engagement with literary works depends highly on linguistic, communicative and interpretive competences of the reader. Literary works are linguistically rich as texts about issues related to the real life of people. By this virtue, Literature as a subject exposes students and lecturers to the actualised meaning of language. Literature in English as a context for habitual reading as revealed in this study points to the symbiotic relationship between the discipline/academic subject that is being read (Literature in English in this case), the mode of communication (English language) used to converse literary ideas and the rationale for engaging in reading, namely, access to content knowledge and acquisition of proficiency in English in the two

involved disciplines. Literature in English by this character is an academic context for enhancement of the culture of reading as the study shows. One of the students said:

> Even in the importance of literature, we have issues such as reading culture. It helps the learner of a language to know that language. If he reads English language, he will gain competence in it. Someone who likes to read English written material will acquire words and expressions in English and therefore improve his/her proficiency in the language.

The excerpt implies that the reading culture exposes the learners to the stylistic use of language, thereby enhancing their performance in written and spoken expression. Consistent with the idea is Mingu's (2013) understanding of Literature and English Language as inseparable because literature is based on language, thereby making English important. The finding augments Tikiz's & Feryal's (2013) position that reading is crucial in learning and teaching English Language because learners need to read for communication of knowledge engaged with and internalised from reading in Literature in English and English Language as subject areas. Serpell (2001) stipulates that the reading culture can be promoted through bicultural mediation which is the connection of the culture in school with the culture at home. The implication is that students should not only read at school because they are forced to but they should read extensively and voluntarily at home as part of their daily lives. In that context, students can acquire proficiency in English and content knowledge for the two disciplines. The reading culture is therefore incomplete if it takes place at one particular place which in most cases is at school. Acquisition of proficiency in English and content knowledge may be successful if the reading culture takes place at school and at home as part of students' daily lives. The reading culture therefore incorporates learning at school and at home. The same analogy could be used in the context of Literature in English and English Language where learning and acquisition of one without the other makes the process incomplete. The reading habit is also connected to the basic literacy which is the ability to read, write and speak (Wema, 2018). The perception is in line with the understanding that reading is a prerequisite for writing, vocabulary development, concentration and focus (Ihejirika, 2014; Weideman, 2003). Couched in this claim is the insight that effective communication comes as a result of reading and other related language skills. is the understanding that reading as a skill does not operate in silos but together with writing, listening and speaking takes the discussion further. The basic language skills are interwoven in the learning process in the two disciplines. The requisite skills which students gain from reading linguistic and literary material integrate the two disciplines because they are the same. The reading culture has space in the symbiotic pedagogical relationship between the two disciplines. This is so

because reading is not the end in itself but writing, listening and speaking are also involved in the acquisition of proficiency in English and content knowledge. In the context of the symbiotic relationship between the two disciplines, it is suggestive that reading and learning/acquisition of proficiency in English and content knowledge are inseparable.

The reading culture as a finding has pedagogical benefits that integrate the two disciplines. For example, the discovery is consistent with Bulgurcuoglu's (2016) in Wema's (2018) stipulation that reading nurtures creative thinking develops curious minds and enhances lifelong capabilities of an individual. The reading culture augments inventiveness, the desire to learn and acquisition of skills requisite in academia especially in the studying and learning of the two disciplines because they are interrelated. The finding points to inseparability of reading from the acquisition/ learning of English which is analogous to inseparability of English Language and Literature in English. The reading culture and its pedagogical benefits point to the symbiotic relationship between the two disciplines. One of the students stated that:

> The habit of reading any literary material frequently in and outside the class improves students' acquisition of proficiency in English and content knowledge. We all know that literary material is rich in language and its application, so we can't really separate language from literature.

The perception of Literature in English and English Language as intertwined and complementary contexts for acquisition of proficiency in English language is the crux of the utterance captured above. The above excerpt makes the researcher's argument that effective and efficient reading of Literature in English is intertwined with the application of linguistic and communicative competences acquired in English Language reasonable. The finding adds evidence-based value to and believability of the documented understanding that reading literary text-books enhances language acquisition (Ritlyova, 2014; Ihejirika, 2014; Ansari, 2013; Hismanoglu, 2005; Ayo, 2003). Essentially therefore the finding spotlights studying Literature in English as a platform for acquisition of proficiency in English and content knowledge. Furthermore, the finding signifies the interrelatedness of the two disciplines as one spurs the acquisition and the learning of the other through reading literary material. Consistent with the revelation is Ayo's (2003) proclamation that through the teaching of a novel, for instance, skills such as intensive and extensive reading as well as skimming and scanning can be developed. Ayo's assertion reveals that students' engagement in reading literary text-books improves their reading skills which will assist them in learning and acquisition of English and content knowledge of the two disciplines. Otike (2011) concurs that

without extensive reading, students cannot develop skills such as locating, selecting, organisation, manipulation, analysing, evaluating and processing information. The reading culture as a finding in this study implies that Literature in English facilitates acquisition of proficiency in English and content knowledge, thus implying the symbiotic connection between the two disciplines.

The reading culture enhances acquisition of language and content knowledge in the sense that it augments the teaching and learning of English Language and Literature in English. When students consistently read literary and information material written in English, they acquire not only content but also linguistic and communicative competences requisite in the teaching and learning of Literature in English and English Language. Specifically for Literature in English, it facilitates the acquisition of grammar, vocabulary, reading and writing (Ajoke & Aspalila, 2017; Tikiz & Feryal 2013). Similarly, English Language is about the rules of grammar, the prescriptive use of the language, the reading approaches and the ability to communicate effectively. In order for students to acquire proficiency in English and content knowledge for the two disciplines, they should be habitual readers. The reading culture therefore binds the two disciplines because of their similar requisite competences that students gain and which make the two disciplines pedagogically related.

On the other hand, if students do not read literary texts, it implies that their acquisition of both linguistic and literary competences would be challenged. The poor reading culture also implies that students' ability to acquire proficiency in English would be limited yet the reading practice equips students with a variety of language structures applicable in the two disciplines. This is consistent with Starja's (2015) understanding that literary texts develop the linguistic and literary skills and that; students cannot develop their literary competence unless the linguistic competence develops. It can be understood that students' failure to be habitual readers implies the challenges in relation to acquisition of linguistic competence and ability to make meaning denotatively and connotatively. Figurative and surface uses of the language play an important role in understanding a text. Sharing the same view point are Khatib, Rezaei & Derakh (2011). Their perception is that literature is good for extensive and intensive reading. They further state that a novel is good for extensive reading while poetry is ideal for intensive reading and extraction of the deep meaning embedded in the texts. The implication is that reading exposes students to different situations of language use. For this reason, students who do not read literary texts may have challenges in acquisition of proficiency in English thus making the study of Literature in English and English Language complicated.

The observation on the reading culture becomes a research–appraised contribution to the theories benchmarking of curriculum design and the teaching and learning of related academic disciplines. One of such theories and underpinning the study in question is the Language in/with/for content area theory with its spotlight that the teaching of English Language is more effective and more practical if the content is stimulating (2.3.4). Emerging from this principle is the understanding that content and language are closely connected and the choice of the content is crucial for effecting learning and teaching. Literature, for instance, provides motivating content for effective teaching of English. Consistent with the principle is Ajoke's & Aspalila's (2017) claim that literature can be used as motivating material which exposes learners to different themes and learning language skills subconsciously. Besides, motivated students put a lot of effort into their learning (Ritlyova, 2014). Emerging from the scholars' assertions is the motivation aspect that literary texts bring to the language classroom. It can also be deduced that stimulating content augments students' performance in acquisition of proficiency in English and content knowledge.

Another principle in Language in/for/with content theory is that language and content are interwoven (2.3.4). Surfacing from this principle is the understanding that students do not learn English language without comprehending the subject matter related to that language. Students acquire language and content simultaneously. This is consistant with Ahmed's (2014) and Parker's (2001) claim that literature offers stirring material for English Language and thus improves proficiency in the target language. The finding makes sensible a deduction that language acquisition and content knowledge for the two disciplines are intertwined. Students cannot learn language without understanding the content and the context within which the language is used. The learning process is easier if the content (which literature provides) is motivating. The reading culture has pedagogical space in the acquisition of English and content knowledge for Literature in English and English Language because it is a channel through which the content of language and literature are acquired and learned, thus binding the two disciplines.

This finding points to the interconnectedness between Literature in English and English Language in terms of acquisition of proficiency and content knowledge in English. The reading culture as a revelation in this study is not only in line with but also adds research-appraised knowledge to the language in/ for/with content theory with its principle about the interdependent nature of the relationship between language and content as discussed in section 2.3.4 of this report. The principle is suggestive of language and content as intertwined; the same applies to Literature in English and

English Language. The reading culture as a finding in this study depicts the relationship between Literature in English and content knowledge; that is language and content are interdependent. Through the depiction of the reading culture as a finding and its implications, the study emphasizes the binding nature of the pedagogical symbiosis between the two disciplines as well as acquisition of proficiency in English and content knowledge in both, hence the symbiotic relationship. The participants' perspectives suggest the pedagogical benefit of adoption and implementation of the culture of reading among students majoring in the two disciplines as mutual teaching and learning contexts for each other.

c) Integrated approach to language teaching

The analysis of FGDs data suggests that the integrated approach to the teaching of English Language as one of the pedagogical implications of the symbiotic relationship between Literature in English and English Language. Students argued that the two disciplines are related and should be treated as such. The extract below captures this finding:

> What I am suggesting is that students who major in English Language should also do Literature in English. The two disciplines should be treated as one major subject because they are related.

Implicit in the extract is the integration of the two disciplines and the application of the integrated pedagogical approach. The integration of language and literature fosters language and literary competence among students (Mohammadzadeh, 2015; Debata, 2013). The pronouncement embodies two aspects. First is the synergetic intrinsic interrelationship between language and literature. Second is the empowerment of acquisition of proficiency in English and content knowledge. Halls (2005) shares the suggestion that Literature in English and English Language teachers should be made to have a common goal of promoting efficiency in the use of English language in their professional assignment. Implicit in the assertion is that the purpose of teaching Literature in English and English Language in a classroom is to help students acquire proficiency in English and content knowledge. It can therefore be deduced that the two disciplines are inherently symbiotic. The essence of the finding integrated approach in this study is that the purpose (acquisition of proficiency in English and content knowledge) of the two disciplines is the same. Documented knowledge claim the two disciplines as interrelated (Mohammadzadeh 2015; Debata 2013). For this reason, the pedagogical juxtaposition of the two disciplines enables acquisition of proficiency in English and content knowledge thus depicting their interrelatedness. The finding

points to a symbiotic relationship between the two disciplines. This is so because by virtue of inborn interrelatedness that exists between the two disciplines, automatically, the integrated teaching is inevitable. This way the finding augments existing knowledge to the effect that Literature in English and English Language are pedagogically interwoven (Vide 2.4.1). A recurring reason for the integrated approach according to participants is that the context of Literature in English is the context of English Language; and vice versa. Specifically, participants note that literary language still follows the same rules of grammar, linguistic structures and expressions applicable in English language. The Finding is augmentative to the already existing knowledge that Literature in English as a strategy for teaching and acquisition of functional proficiency in key communication language skills (reading, writing, listening and speaking) and language concepts, and is consequently gaining pedagogical popularity in English Language as a language learning and teaching field (Florentino, 2014; Richard, 2014; Berkley, 2009; Franklin, 2009 & Seghayer, 2003).

Implicit in the authors' assertion is that the pedagogical juxtaposition of the two subjects empowers language conceptions and requisite skills applicable in the two disciplines thereby, depicting interrelatedness. This is so because the skills and structures that students hone from the two disciplines are applicable in both. It therefore makes academic sense to pedagogically integrate the two disciplines because their end product (acquisition of proficiency in English and content knowledge) is the same. The finding is consistent with Debata's (2013) declaration that the integrated model of teaching the two disciplines does not consider literature teaching as different from language teaching. This signifies the relevance of the integrated approach in the teaching of the two disciplines.

This study reveals that student teachers from the Faculty of Education who major in one of the two disciplines and any other course as the second major encounter challenges in the teaching field. This is so due to the integrated curriculum that the Ministry of Education in Lesotho has just implemented. The new integrated curriculum requires teachers to teach Literature in English and English Language at Lesotho Junior Certificate (LJC) and even at Lesotho General Certificate of Secondary Education (LGCSE). On the contrary, NUL partially prepares student teachers to fit well into the new system. Currently, students who major in English Language may or may not choose Literature in English as a second major subject but may choose any course from the following; Geography, Sesotho, French, History and Development Studies. Similarly, students who major in Literature in English may also choose any course from English Language, Sesotho, French,

Religion, Development Studies, History and Geography as their second major subject. In this kind of set up, students who are not double majors fail to teach the other subject that they have notdone at college/ university. It is from this background that the integrated approach for the two disciplines may be a necessity. The integrated approach as a finding in this study is in line with the schema theory and language in/with/for content theory. One of the principles of the schema theory is that students learn new information easily because of the already existing knowledge that they bring to the new environment (Vide 1.8.1 & 2.3.1). The principle is suggestive of two aspects. The first is the integration of new information with the old one. Second is the integration of Literature in English with English Language in which the content of Literature in English could be referred to as the already stored information that helps in the acquisition of the new knowledge (proficiency in English and content knowledge). The same analogy could also be applied to English Language in that knowledge of the rules of grammar is requisite in a Literature in English class. This is consistent with the understanding that engaging imaginatively with a fictional work is a complex process that requires readers to ‘‘recall, retrieve, and reflect on their prior experiences or memories to construct meanings of the text’’ (Tung & Chang 2009:29).

In the context of this study the claim that acquisition of new information is dependent on mental structures, what is already known, stored and retrievable to help interpret and understand the new information has space in the integrated teaching approach and in the symbiotic relationship between the two subjects? It denotes that the finding integrated teaching approach promotes pedagogical interrelatedness between the two disciplines because they rely on each other’s stored information (knowledge of grammar) for the successful acquisition and learning of literary concepts and vice versa. Integrated pedagogical approach also features in Language in/for /with content theory with its principle that acquisition of language and content are simultaneous and interwoven (Vide 2.3.4). The tenet is indicative of English Language and Literature in English as inseparable so acquisition/ learning of the two is also intertwined.

It can therefore be inferred that literature can serve as the content for language (Vide 4.2.1e). Literature in English and English Language are instinctively intertwined thus pedagogically integrated. The theory also stipulates that teaching is done through stimulating content. In this context, Literature in English provides the motivating content for language learning (Keshavazi, 2012; Parker, 2001). The assertion points to the connectedness of the two disciplines in terms of

acquisition of proficiency in English and content knowledge which calls for integrated pedagogical approach.

The essence of the finding spotlights the two disciplines as symbiotic in that one acts as the base, the already existing (schemata) knowledge/ information whilst the other as the new information to be learnt thus integration between what is to be learnt and what is already learnt. Similarly, stimulating content activates acquisition of language which points to close relationship between the two disciplines consequently the two can be studied in juxtaposition. Students require the contribution of one discipline in order to acquire/learn the other (new knowledge). This situation points to the integration of what is available and what is to be learnt. This implies integration of Literature in English and English Language, One is the content for the other.

The symbiotic pedagogical schemata that students bring to each of the two disciplines are requisite because the two subjects are languagebased. The use of literary text-books which are (stimulating) in the teaching of English Language breaks the monotony of teaching English Language in a dry context. The two disciplines bring together the experiences and knowledge (schemata) that students have in the subjects in order to come out with one end product which is acquisition of proficiency in English and content knowledge of the two disciplines. Integrated pedagogical approach has its roots on the two theories discussed above. The integrated approach as a finding in this study is in line with the schema theory with its principle that people have existing knowledge learnt from their life experiences. People's understanding of a text is conditioned by what they already know (Vide 2.3.1). The principle is indicative of interrelatedness between the schemata and the new information.

Similarly, in English Language and Literature in English students interpret and understand a text effectively because of what they already know. The finding also has space in language in/for/with content theory with its emphasis on the inseparability of acquisition of language and content (Vide 4.2.1). The simultaneous acquisition of language and content signifies the connectedness of the two disciplines in that as repeatedly stated in the preceding sections of this chapter (Vide 4.6.2.1), Literature in English serves as the content for English Language whilst the latter is the medium of expressing the literary ideas. This interconnectedness points to the symbiotic relationship between the two disciplines. The essence of the finding on integrated approach, and thereby highlighting the symbiosis between the two disciplines, is that the acquisition of proficiency in a language and

content knowledge take place in the context where there is material and information to be engaged with, learned and communicated.

As repeated in the discussion of the findings reported earlier in the chapter (Vide 4.4.2.cii) the finding on integrated approach signifies Literature in English as the context for teaching and acquisition of literary content knowledge about which application of communication skills learned and acquired in the context of English Language is fundamental. As one of the key findings, integrated language and content approach to teaching and learning Literature in English and English Language makes reasonable an argument that access to content, effective internalization and communication of which proficiency in English is vehicular can reasonably be simultaneous, thus pointing to the inseparability of language and content in the two disciplines. In this light the study not only spotlights the symbiotic relationship between Literature in English and English Language and implicit pedagogical approach but also provides evidential enhancement of the Language in/for with the content theory.

4.2.2.2 Face-to-Face Open-ended Interviews with lecturers (FFOIs)

Face-to-face open-ended interviews with the lecturers were employed to source information from the lecturers. This was information regarding the implications of the relationship for teaching and learning of Literature in English and English Language in terms of acquisition of proficiency in English and learning of content knowledge by higher education students. In the following sub-sections, the findings are reported by themes that emerged from the categorisation of data from the lecturers' FFOIs. Main among these themes are the two disciplines-one lecturer teaching approach, collaborative teaching and learning, teaching strategies which include teachers' flexibility and contextualisation.

a) The Two disciplines-one lecturer teaching approach

The two disciplines-one lecturer teaching approach emerged as a finding related to the implications of the symbiotic relationship between Literature in English and English Language. The lecturers stated that a concept can be taught in the context of the other when the two disciplines are integrated and taught by one person. The extract below has captured that well:

> When drawing from my high school experience as a teacher though here things might not be easy because of the load and the way disciplines are designed, but I still think the two disciplines can be taught by one teacher. It would be helpful in that this person will be able to manoeuvre between the two subjects in order to enrich the skills that we are talking about because of the complementary relationship.

Emerging from the excerpt is the understanding that the two disciplines are pedagogically linked. Even the skills harvested from studying the two are the same. This is in line with Asefa's (2017) understanding that Literature in English plays an important role in teaching the four basic language skills and they should be taught in the integrated way (Vide 2.4.1). Implicit from Asefa's assertion is that a linguistic concept can be taught in a Literature in English lesson and vice versa. This can be possible if the two disciplines are integrated and are taught by one person. The finding is in line with Debata's (2013) statement that the integrated model does not consider literature teaching as different from language teaching; rather it assumes literature teaching as creating the learners that are holistic in their humanity and at the same time developing their language.

Emerging from the above assertion is the understanding that there is a pedagogical symbiotic relationship between the two disciplines wherein acquisition of proficiency in English and content knowledge is a simultaneous process. The two disciplines one lecturer approach has pedagogical benefits; first, a lecturer can easily monitor the application of the linguistic or literary structures taught in one class in the context of the other, thus making the other lesson a continuation of the previous one. For example, characterization in a Literature in English class can be used for teaching descriptive composition in the English Language class. Second, a concept can be taught in the context of the other subject. For instance, direct speech can be taught in a drama lesson in Literature in English. Consistent with the above interpretation is Ajoke's & Aspalila's (2017) understanding of drama as a text to be used to encourage students to develop speaking and listening skills, especially when students are encouraged to act a play as a way of developing language skills. The finding adds value to the current scholarship that the two disciplines are intertwined because they can be used as the context for teaching the other, hence the finding two disciplines-one lecturer teaching approach (2.4.2).

The two disciplines-one lecturer teaching approach as a finding from this study denotes that the two disciplines are English language proficiency-oriented. The finding therefore points to the symbiotic relationship between the two disciplines. The fact that the two disciplines are contexts for each

other suggests one lecturer to teach the two disciplines. This recommendation is expressed in the extract below:

> When the two disciplines are taught by one person, the teacher will be able to draw from one to teach the other; that is, teach language through the literature. I really think that kind of arrangement would improve proficiency in both. For example, when teaching sentence types, a novel can be used as a model for students.

Emerging from the extract is the understanding that if one lecturer is responsible for teaching the two disciplines, then the skills, content and grammar applicable to the two disciplines can be taught in one class, thereby depicting the interrelationship between the two disciplines (Vide 2.4.2). The perception of Khdihr and Marwan (2016) that using drama in a language class is ideal because it equips students with grammatical structures in context takes the discussion further. Students become aware of the correct use of language structures. Implicit in the scholars' assertion is the understanding that materials and course books designed for teaching language also provide material for grammar. Literary text books provide more life examples. Linguistic and literary competences become accessible for the lecturer and to a double major student especially because at JC and LGCSE in the teaching field one teacher is expected to teach the two disciplines (Vide 4.4.1.c) according to the requirements of the integrated curriculum.

The two disciplines-one lecturer teaching approach has space in the pedagogical integration of the two disciplines because they complement each other. The finding on two disciplines one lecturer teaching approach contributes to the theories that benchmark the teaching of integrated disciplines of the theories underpinning the study reported here is the schema theory with its spotlight that one encounters new information/ environment not as tabularasa but brings to the new environment some background knowledge/experience that will help in the learning, interpretation and understanding of the new information (Vide1.8.1 & 3.2.1). Surfacing from this principle is the understanding that what students already know contributes to what they are to learn. Another guiding principle is that what one already knows can be modified (Vide 1.8.1 & 3.2.1).

The implication is that one's knowledge or understanding of life can be changed because of the new information. Linguistic knowledge can be enhanced by the newly acquired literary knowledge, thus leading to the new perspective and better acquisition of proficiency in English and content knowledge. In the context of this study, the claim that acquisition or new knowledge is dependent on what is already known depicts that in a Literature in English class students require background

knowledge of the rules of grammar, vocabulary, semantics and syntax in order to interpret and understand the new literary concepts. Similarly, in the English Language class, students require knowledge of vocabulary, skills such as interpreting, inference, reading in depth and analysis for better understanding of content. The finding has space in the interrelatedness of the two disciplines. The schemata that a double major student brings to one class help in the learning and acquisition of the other. So, the teaching of the two disciplines by one lecturer points to the symbiotic relationship between the two disciplines. The knowledge of one discipline helps in the learning/teaching of the other. The two disciplines-one teacher pedagogical approach seems to be relevant to the symbiotic integrated setting because of the experience and knowledge that the lecturer brings into the classroom. The lecturer can easily cross-refer. This makes teaching better and enjoyable. The same analogy applies to the students because they can easily bring the stored knowledge from one discipline into the learning of the other. Their schemata help them to understand the new information. This chain points to the symbiotic relationship between the two disciplines. The Two disciplines one person pedagogical approach has space in the schema theory because the lecturer requires the schemata of one discipline for a successful teaching of the other. This observation points to the interconnectedness of the two disciplines.

The two disciplines one lecturer teaching approach has space in the schema theory. One of the principles of the schema theory is that acquisition and learning of new information is dependent on the already stored knowledge retrievable only when one encounters new information (Vide 1.8.1 &3.2.1). The principle is indicative of the inseparability of the already existing knowledge and the new one. Similarly, the knowledge that the lecturers bring to teach a discipline influences the teaching of another discipline. In this context, the background knowledge of English Language that the English Language lecturer has influences the teaching of Literature in English and vice versa, thus making the two disciplines inseparable and symbiotic. For instance, the linguistic and communicative competence that the students bring to the Literature in English lesson depicts the interrelationship between the two disciplines. The two disciplines one lecturer teaching approach as a finding from this study has space in the integrated pedagogical relationship between the two disciplines in the sense that the lecturers depend on the related schemata that help them to teach other disciplines.

Since the two disciplines are correlated, the schemata required in their teaching are also interwoven. The finding depicts the inseparability of the two disciplines because the language, skills and content

harvested from the two disciplines are, to a large extent, related to and dependent on each other pedagogically. Ogle (2008) states that it is highly recommended that Literature in English and English Language be integrated because Literature in English uses raw materials from English Language. Surfacing from the statement above is the understanding that the two disciplines are inseparable. So, the study through the depiction of the two disciplines-one lecturer approach as a finding and its implications points to the dependability and reliability of the pedagogical connection between Literature in English and English Language. Taking the discussion on the two disciplines-one lecturer approach further, there are some lecturers who claim that in the institutions of higher learning one cannot claim to specialise in the two disciplines. Instead they could bring their specialties together and help students to improve their acquisition and learning of English language and content knowledge of the two disciplines. One of the Lecturers states:

> I would not advocate for the two disciplines-one lecturer teaching approach because at the end of it all, we may be dealing with what is called Jack of all trades master of none. The study of language at the level of linguistics or literature has different aspects and one individual cannot claim to specialise in all aspects…yes, I am a linguist, a phonetician, a phonologist, you are a literary scholar. I am not a specialist in all branches of linguistics…I would still say people should specialise but let's bring our specialties together and feed students so the curriculum can be structured in such a way that we bring in aspects of both linguistics and literary work together but not to be taught by one person.

Emerging from the excerpt is the understanding that if lecturers work together and share the content of their subjects, they could still manage to teach the other discipline that they have not majored in. This is consistent with Tasdemir's & Yildirim's (2017) understanding that in the form of co-teaching, teachers share responsibility for the development, implementation and evaluation of classroom instruction designed to meet students' needs. This implies that if all the members of a department could work together, share their expertise and co-teach, lecturers could get assistance from other lecturers on aspects that they are not confident in. This could take place only to those related disciplines such as Literature in English and English Language.

The two disciplines one lecturer teaching approach as a revelation from this study is in line with the schema theory with its claim that schemata and new information are inseparable (Vide 1.8.1 & 3.2.1). The tenet is expressive of the inseparability of the stored knowledge that students have and the acquisition of the new knowledge. Similarly, acquisition of proficiency in English and content knowledge is determined by the literary schemata that students bring to the English Language

lesson. Likewise, acquisition of proficiency in English and content knowledge in Literature in the English class is determined by linguistic schemata that students bring to the class. Acquisition of new knowledge is dependent on the old knowledge. The same analogy of dependency can be applied in the context of the two disciplines; acquisition proficiency in English is dependent on content knowledge. Through the depiction of the finding two disciplines-one lecturer approach and its implications, the study stresses the inseparability of acquisition of proficiency in English and content knowledge.

b) Collaborative teaching and learning.

Collaborative teaching is referred to as ‘‘co-teaching, team teaching, cooperative teaching and partnership teaching’’ (Tasdemir, 2017: 632). “It is also a process in which two or more teachers share the responsibility for planning the class or course, teaching a class, and evaluating and assessing it including team playing, team teaching and team follow up’’ (Richards & Farrell, 2005:159). Collaborative teaching emerged as a finding related to the implications of the symbiotic relationship between Literature in English and English Language. Lecturers claimed that the sharing of work at departmental level could improve acquisition of proficiency in English and content knowledge. The finding could be understood to mean a joint lecturers’ venture to teach a particular course by bringing all their expertise together and empowering one another with content knowledge and pedagogical skills. The finding is in line with an understanding that successful collaboration teaching benefits teachers. It promotes teacher development by creating a platform for teachers to learn from one another (Mandel & Eisarman, 2016).

Collaborative teaching has space in the interdependency of Literature in English and English Language because of teachers’ reliance on one another for successful teaching of the two disciplines in terms of acquisition of proficiency in English and content knowledge. The interdependency of the two disciplines is symbolic of the contribution that each discipline has towards acquisition of proficiency and content knowledge. Collaborative teaching by lecturers points to the inseparability not only of the two disciplines but also of the departmental lecturers for successful teaching and learning. The finding also embodies interdependency of the content of the two disciplines (Vide 2.4.1) which is more reason for the lecturers from the LASED and the department of English Language and Linguistics to work together. This is in line with Tasdemir’s (2017) understanding of collaborative teaching as a significant concept in the field of English Language teaching which

involves teachers in sharing expertise, decision-making, lesson delivery and assessment. The assertion depicts collaborative teaching as interpersonal, a joint effort and sharing of skills, content knowledge and methods of teaching. In this context, topics such as types of sentences and kinds, paragraph development, summary writing, awareness of tense, figurative use of language, idiomatic expressions, proverbs and grammar are treated in English Language (Vide 2.4.1). It may not be necessary to repeat some of them in a Literature in English lesson because they are practically applied. In line with this assertion is the understanding that in Literature in English, students learn about syntax and the discourse functions of sentences, a variety of possible structures, different ways of connecting ideas which develop and enrich their own writing skills (Richard, 2014; Ansari, 2013; Hismanoglu, 2005). This suggests that some of the topics that students learn in English Language are similar to those in Literature in English, thus depicting interdependency of the two disciplines. Lecturers further argue that linguistic and literary competence attainable from the two disciplines are almost the same, for instance; students' ability to communicate effectively through writing and speaking following the rules of grammar, proper sentence construction, the ability to infer and interpret and critical analysis are applicable in the two disciplines. The following excerpt has captured this observation:

> When students are asked to write an essay on a particular text, possibly they are going to write in a continuous form (prose) hence paragraph development. Essay writing helps in the teaching of paragraph development, syntax and semantics. Students would already have an idea of the proper way of constructing sentences and paragraphs from the English Language class.

Surfacing from this analysis is the observation that close working relationships between the lecturers and departments for the two disciplines seem to be pertinent in the teaching and learning of the two disciplines in order to avoid unnecessary repetitions. Collaborative teaching therefore has a space in the integration of the two disciplines to orchestrate the joint improved teaching strategies. That enables members to know what other lecturers are doing in class so that there is interdependency and continuity. The finding on collaborative teaching becomes a research-appraised contribution to theories benchmarking the teaching and learning of related subjects such as Literature in English and English Language. One of such theories supporting this study is schema theory with its principle that human beings have general knowledge about life that is stored in their minds. The knowledge (schemata) are based on individuals' past experience and is only retrievable when one meets new information (Vide 1.8.1 & 3.2.1). Surfacing from this principle is the understanding that students' conceptualisation and interpretation of new information is guided by

the schemata they already have. In this study, acquisition of English and content knowledge by students is directed by the Literature background they already have and vice versa. This depicts interdependency of the two disciplines. Another guiding principle is that schemata are dynamic; they develop and change as students encounter new experience (Vide 1.8.1 & 3.2.1). Consistent with that is Blachowicz's & Ogole's (2008) understanding of Literature in English as providing opportunities for teachers to guide students to think about a text and modify their ideas.

Emerging from the scholars' assertion is the comprehension that the new knowledge influences the old one. Students therefore think and view life differently. In essence the finding collaborative teaching points to the integration of the two disciplines in that acquisition of English is dependent on the contribution literary related skills make. Likewise, acquisition of Literature in English content knowledge is determined by the linguistic competence that students already have that can help in their understanding of the new literary concepts. Collaborative teaching as a finding in this study therefore has a space in the symbiotic relationship between the two disciplines with its interdependency nature. Collaborative approach to the teaching of the two disciplines denotes interdependence which is a collective effort of a number of lecturers who put their expertise together and come up with a joint effort to facilitate the teaching of the two disciplines.

Collaborative teaching as a finding in this study is consistent with the principles of schema theory that is premised on schemata that people bring to their new environment as a guide to interpretation and understanding of new information (Vide 1.8.1 & 3.2.1). The principle is expressive of inseparability of the stored knowledge and the new one that students have thus the case with Literature in English and English Language in that acquisition of the content of one discipline is channeled by the contribution of the schemata related to the new information provided by the other discipline. This signifies the symbiotic relationship between the two disciplines.

c) Teaching strategies

Teaching strategies emerged as a finding related to the implications of the relationship between Literature in English and English Language. The relationship brought to the surface improved teaching methods that can be applied for improvement of acquisition of proficiency in English and content knowledge of the two disciplines. Teaching strategies are methods that could be used in the teaching of both Literature in English and English Language. The following are the strategies that

emerged from face-to-face interviews with the lecturers. They are the teachers' flexibility, contextualisation and role play. These strategies are discussed below.

i) Teachers' flexibility

Teachers' flexibility surfaced as the implication of the symbiotic relationship between Literature in English and English Language. Flexibility is understood as ''the essence for the success of teaching'' (Zhen, 2012:39). The definition implies that the lecturers' openness and readiness to act according to the requirements of the situation are the main points in the teaching and learning of Literature in English and English Language. Lecturers may have to be ready to see any possible opportunity to teach a concept in one discipline in the context of the other. For example, when a lecturer is teaching a novel and notices different types of sentences and forms of tense which form part of the content in English Language, he/she could make students aware of those and even make use of them. That is teaching a concept within a particular discipline. Teachers' flexibility is consistent with Ayo's (2003) understanding that in a Literature in English class, a teacher can teach sentence types, paragraph development, topic sentences while in an English Language class a teacher can teach a descriptive essay which is characterisation in Literature in English.

Flexibility has space in the symbiotic pedagogical relationship between Literature in English and English Language. That ability to use the content of the literary texts to teach English Language depicts interrelatedness of the two disciplines. Similarly, English Language can also be used to teach Literature in English. The finding on flexibility is in line with the understanding that any literature can be utilised as long as it includes the components of the target language that is going to be taught by the teacher (Florentino, 2014). Implicit from Florentino's assertion is that Literature in English is a readymade tool to supplement the teaching of English Language. Flexibility as a finding in this study points to the symbiotic relationship between the two disciplines. that the use of Literature in English in the teaching of English Language or vice versa signifies discipline interrelatedness therefore a room for readiness to teach what seems possible at a particular time regardless of the discipline. The finding on teachers' flexibility becomes a research based contribution to the theories benchmarking the teaching and learning of Literature in English and English Language. One of the theories that form the basis for this study is language in/for/with/ content theory with its spotlight that language and content learning are intertwined (Vide 2.3.4). This is in line with content and language integrated learning (CLIL) approach with its spotlight that

learning and teaching of both content and language are intertwined (Coyle, Hood & Marsh, 2010). Emerging from this tenet is the understanding that students make sense of the content because they understand the language used in the content.

Acquisition of English and content are simultaneous. Another guiding principle is that the focus is on the content through which language is transmitted (Vide 2.3.4). Surfacing from this principle is the understanding that the subject matter is the carrier of language. Therefore concentrating on the content paves way to acquisition and learning of the language in context. Consistent with that is Larsen's (2000) perception that a language is learnt more successfully when its content is acquired in that language. Implicit from the assertion is that acquisition of the content of English Language should be in English. In this study, the principle that language and content are interwoven depicts the two disciplines as contexts for each other in which flexibility as a finding has space. Flexibility as a finding in this study stresses the preparedness of the two disciplines to enable the lecturers to teach a concept belonging to one in the context of the other. Flexibility therefore points to the interrelatedness of the two disciplines because the teaching of each of the two could be done flexibly by the lecturer, making use of the opportunity provided by one discipline to teach the other.

Flexibility as a revelation in this study is in line with language in/for/with content theory as well as content and language integrated in the learning approach. The two share the same principle that acquisition of language and content are interwoven (2.3.4). The claim is suggestive of the connectedness between the two disciplines. The interpretation of the finding on flexibility which highlights the symbiotic relationship between the two disciplines is that linguistic and literary proficiencies are interwoven. The study through the depiction of flexibility as a finding and its implication stresses the interconnectedness of the two disciplines.

Another principle in Language in/for/with content theory is that learning of a linguistic concept is more practical and effective if the content is motivating (Vide 2.3.4). This is consistent with Parker's, (2001) understanding that Literature in English provides motivating material for English Language and should be made a major course in institutions of higher learning. Fonseca's (2006) insight that Literature in English and English Language should be integrated because the themes and plots of literary works provide stimuli for meaningful debates, discussions and other tasks which could develop students' linguistic and communicative competences. Implicit in the scholars' statements is the comprehension that the two disciplines are so mutually related that Literature in

English acts as a catalyst for effective teaching of English Language by providing opportunities of acquisition of proficiency in English and content knowledge not only through writing but also through verbal engagement.

Flexibility as a finding, points to the symbiotic connectedness of the two disciplines where it can be anticipated that new teaching methods could be adopted resulring in the lecturers' flexibility because literary texts are full of different life experiences expressed in different linguistic styles. Through the finding of flexibility as symbolic of the pedagogical interrelatedness between Literature in English and English Language, the study contributes empirical knowledge to the already documented awareness that the use of literary genres and other forms of literature to teach language is an invaluable and enjoyable experience because aspects of grammar can be taught as they appear in literary pieces of work (Keshavazi, 2012). The implication of the text above is that through its different genres Literature in English tprovides a platform for various English Language teaching opportunities. This is consistent with Zhen's (2012) observation that an excellent teacher changes his/her teaching methods according to the new circumstances from time to time. This denotes that students with different levels of intelligence require different approaches for effective teaching.

Lecturers could also teach a number of concepts through literary texts as they provide authentic and stimulating material for language application (Franklin, 2009 & Parker, 2001). Implicit here is that material that is used in English curriculum lacks passion, intellectual excitement and fun whilst literary material is meaningful, authentic and relevant to the learners' lives (Dawson, 2001). Flexibility has space in the symbiotic pedagogical relationship between the two disciplines which provide contexts for the teaching of each other. It is inevitable that opportunities of teaching a concept in the context of the other can emerge. Thus flexibility plays a major part in this regard. This finding points to pedagogical relationship between the two disciplines. Flexibility as a finding in this study is in line with language in/for/with content theory with its claim that language acquisition and content knowledge are interwoven (Vide 2.3.4). The tenet is expressive of the inseparability of acquisition of language and content as is the case with the two disciplines. The finding on flexibility and thereby underscoring the pedagogical relatedness of the two disciplines is that linguistic and literary competences are inseparable. Flexibility and its implications underlie the relatedness of acquisition of proficiency in English and content knowledge for the two disciplines indicates the symbiotic pedagogical relatedness between the two disciplines.

ii) Contextualisation

Contextualisation is a finding that emerged as the implication of the symbiotic relationship between Literature in English and English Language. Moltz's (2010) in Perin's (2011:1) states that contextualisation can be seen as a form of ''deep learning'' that comes about through linking ideas and concepts across the courses. Implicit in the statement is students' ability to relate the content of the two disciplines to their lives for a better interpretation and understanding the facilitation of students' ability to relate words and ideas from one discipline to another to infer meaning. The finding is in line with an understanding that a student learning English Language should be able to apply language as a discipline to the study of Literature in English in order to contextualise the study of language (Roselezam, 2014).

In this context, contextualisation depicts using the context/ literary concepts/ideas of Literature in English, link and apply them to infer meaning in English Language or vice versa. Contextualisation as a finding from this study denotes a close relationship between the two disciplines because the ability to infer meaning of a particular text in another one implies that the two are related. This is the case with the study of Literature in English and English Language. Consistent with the finding is Hassan's (2014) understanding of language conceptualisation as ''putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only'' (British Council & BBC, 2010). Surfacing from Hassan's perception is the comprehension that conceptualisation is an involving process that requires one to look at issues, words and ideas holistically and across disciplines for language acquisition and content meaning.

Contextualisation as a pedagogical approach facilitates the integrated teaching of Literature in English and English Language. This is in line with Bax's (2003) perspective on contextualisation of language as the most important practice in teaching language. It involves appreciating the right context for using the language properly than sticking to grammar and the rules of a language (Peterson & Coltrane, 2003). The implication of the assertion above is that context is significant in language and content acquisition. Literature in English provides the rightful context for language use because it is about real context in which English Language is used rather that following grammar books which are prescriptive. The finding points to relation between the two disciplines.

The pedagogical integration of Literature in English and English Language enables students to acquire and learn English language structures better because they are able to see language in use.

They can also relate and situate ideas and concepts to their own lives. Hardway & Young (2002) proposes that one of the advantages of using literature in a classroom situation is contextualisation of language in which the learners become familiar with the use of language in different situations when they read a piece of literature. Implicit from the assertion is the understanding that contextualisation is a teaching strategy that focuses on the application of language in authentic situations. Contextualisation as a finding from this study depicts language and context as inseparable. In fact, the understanding depicts the two disciplines as contexts for each other. The finding therefore points to symbiotic relationship between the two disciplines.

The integrated setting of Literature in English and English Language denotes that students relate situations within a particular text to their real life situations. This is consistent with Ritlyova's (2014) understanding that situations described in literary texts are often closely related to students' own experiences. This helps them to be independent thinkers. For example, participants state that in Achebe's *Things Fall Apart*, students could situate the character of Okonkwo with their own or someone else's personality. Contextualisation as a finding has a place in this context; students are able to use the context of the other discipline in order to make meaning. This is made possible because the two disciplines are inherently related in terms of acquisition of English and content knowledge. One provides the situation while the other povides the medium of expression. Literature in English plays a major role in the contextualisation of English Language. This in line with Roselezam's (2014) observation, the present study finds that in the integrated setting, literature provides authentic language application. As soon as the learners learn grammar, literature provides examples of its application. This finding suggests the integration of the two disciplines. Acquisition of proficiency in English outside context is challenging. In the symbiotic relationship between the two disciplines, contextualisation facilitates acquisition of English and content knowledge. Students learn the correct use of language in context (Literature in English) and they can also use it appropriately in their own life (context), thus depicting the inseparability of the two disciplines in terms of language and content. The finding on contextualisation becomes a research-appraised contribution to the theories, thus benchmarking not only curriculum design but also the teaching and learning of related academic disciplines such as Literature in English and English Language. One of the theories which underpin this study is language and context theory with its limelight that context and meaning are interwoven (Vide 2.3.2). Emerging from this claim is the understanding that students do not make sense of a word without understanding the situation/ environment in which

language is used. Students do not look at words in isolation. They also look at the surrounding words. Another precept is that language and environment are inseparable (2.3.2).

Peter (2013) and Hall (2005) state that literature uses language in context and that it is not possible to separate literature from language. In the context of this study the tenet that language and environment are inseparable denotes that literature has space in the provision of the context in which language is used; therefore Literature in English is the context of English Language and an appropriate platform for contextualisation. Literature is language in use; therefore it provides an ideal environment for interpretation of meaning in context. The study finds an inseparable context for the two disciplines. Language use cannot be divorced from the environment/context which is provided by the literature. Contextualisation as a finding from this study points to the symbiotic relationship between the two disciplines because Literature in English provides context for English acquisition and content knowledge.

The study is indicative of the pedagogical relationship between Literature in English and English Language. It contributes empirical knowledge to the already documented awareness of the two disciplines as integrated. Literature is beneficial to language development because it is related to real life situations so it is a good resource of accurate diction, diverse sentence patterns and passionate narratives (Ghosn, 2002). This is consistent with Davison's (2001) understanding that literary texts are meaningful, authentic and relevant to the students' lives. In the context of the pedagogical interrelatedness of the two disciplines, it can be presumed that literature is the raw material for language acquisition. It provides a realistic linguistic application that students can learn language better because they can bring the situations into their lives. Contextualisation as a disclosure in this study is in line with the language and context theory with its principle that context and meaning are interwoven (Vide 2.3.2). The theory is suggestive of inseparability of language from context/ situation. This is the situation between Literature in English and English Language. Meaning and situation are intertwined. Through the depiction of contextualisation as a finding and its implications, the study stresses the interdependency of pedagogical integration between the two disciplines in terms of acquisition of proficiency in English and content knowledge.

4.2.2.3 Implications of the course[s] outlines and synopses in the symbiotic relationship.

Document review was one of the data generating tools in the inquiry. In particular these were course outlines and course descriptions as depicted in (Vide 3.7.3) of this report. In line with Bowen's (2009); Corbin's & Strauss' (2008) stance about document analysis, I engaged in a systematic procedure for reviewing and interpreting printed and/or electronic course outlines and descriptions of Literature in English and English Language courses from the Departments of English Language and Linguistics and Language and Social Education in the Faculties of Humanities and Education for the extent to which they embraced the interconnectedness between the disciplines in question. The course synopses were analysed for indicators of the symbiotic relationship between the two disciplines on at least two counts. Firstly, they were interrogated for indicators of the relationship in terms of the content of the two disciplines within the Faculty of Humanities. Secondly, the analysis focused on the indicators of such a relationship in between both disciplines as teaching specialisations in the context of teacher training in the Department of Languages and Social Education of the Faculty of Education.

4.2.2.4 The findings from the courses

Courses from Faculties of Humanities and Education were interrogated in terms of the extent to which their content embraced interconnectedness between Literature in English and English Language. They were also analysed in relation to the pedagogical implications of the findings related to the symbiotic relationship. Document analysis has been used in combination with other data collection strategies such as face-to-face open-ended interviews and focus group discussion as a means of triangulation in order to ensure trustworthiness (Vide 3.7.3). Below is the analysis of course outlines to check consistency.

4.2.2.5 Courses from the Faculty of Education

The findings from the course outlines and descriptions depicted the integration between the two disciplines while others did not embrace the pedagogical symbiotic relationship in clear terms. The findings from the Faculty of Education revealed that Literature for the High school teacher LED 328, English for the High school LED 325 improve students' acquisition of language skills, vocabulary development and directed writing. The courses also train students on reading approaches, reading skills (reading for ideas, reading for meaning). They also promote other requisite skills.

The courses seem to be related in terms of the skills and competences that students gain from them. Although the bulk of the content of the courses may differ, the output for students is the same. They promote acquisition of proficiency in English and content knowledge of the two disciplines, thereby depicting the pedagogical integration. The skills and competences that the courses offer point to the integrated approach to language teaching. The finding also suggests that the lecturers in the Department of Language and Social Education could also work together, consult one another, share the teaching methods and the content for those courses and even team teach. A close working relationship may result in the improvement of teaching, acquisition and learning of English and content knowledge of the two disciplines. It could also strengthen the working relationships of the lecturers within the Department of LASED. The skills obtainable from LED 325 and LED 328 play a major role in the interdependent pedagogical setting. They act as catalysts in helping students to acquire proficiency in English as well as content knowledge for the two disciplines. In addition, Literature in English exposes students to several registers and attainment of four requisite skills one of which is extensive reading that could promote the reading culture (Ajoke & Aspalila, 2017; Ritlyova, 2014). The statement implies that through reading, students become creative and improve their own expression; the literature exposes one to different language structures and vocabulary. That exposure increases students' chances of acquisition of proficiency in English. Subsequently, Turkey, (1991) in Ajoke & Aspalila (2017) argues that a literature text is a means of beginning a creative process in the minds and emotions of the learners. Surfacing from this assertion is the understanding that any kind of reading by students activates their thinking. They are likely to be original, emit new ideas and improve their thinking and creativity. The contributions are necessary for studying the two disciplines. The pedagogical benefits of English Language and Literature in the English courses point to their symbiotic pedagogical relationship. They also suggest the need for a close working relationship between the lecturers for English Language and Literature in English within the department.

4.2.2.6 Courses from Faculty of Humanities

The analysis of the courses from the DELL brought to surface the observation that Creative Writing I: Fiction ELE 3044, Introduction to Translation and Interpreting ELG 3014, Sociolinguistics ELX 3044, equip students with requisite skills, interpretive skills, creativity and contextual register. The analysis also depicted that courses such as Shakespeare ELE 4044, Introduction to Translation and Interpreting ELG 3014 develop students' vocabulary, directed writing and acquisition of requisite skills. Acquisition and Learning ELX 302, Phonetics and Phonology EL 304, Language and

Grammar 111 ELG 4034, British Literature ELE 3014 and Discourse Analysis ELX 3034 equip students with descriptive use of English language, acquisition of language skills-reading and writing.

Equally important, acquisition of language and the ability to use the acquired language for effective communication is a process that follows a number of stages. The process involves close reading, identification of sounds, how language should be used (prescriptive) and how language is used at different social contexts (descriptive use). The courses help students to know what to say, when to say it and how to say it. Implicit from the competences and skills that the students gain from the courses is the interrelatedness of the courses in English Language and in Literature in English thus point to the symbiotic relationship between the two disciplines. The relatedness of the courses is suggestive of the possibility of integrated teaching of the two disciplines in the DELL for enrichment of acquisition of proficiency in English and content knowledge. The combination of Literature in English and English Language courses improves students' language structures and vocabulary. This is in line with Parkinson & Reid's (2009) assertion that literature can be used to teach specific vocabulary and structures in a language class. The scholars' assertion implies that language learning is enhanced by learning it alongside its literature (reading literary texts). Moreover, Jovanovic, (2006) avers that there is an unbreakable and fruitful feedback between language and literature. The claim shows that there are more positives related to language acquisition and content knowledge of both disciplines. This points to the fact that they are mutually related.

Taking the dialectic further is Fitzgerald (1993: 643) who states that ''literature can be a vehicle to improve learners' overall language skills and it can expose them to a wide variety of styles and genre.'' The assertion is in line with Ritlyova's (2014: 95) understanding that ''reading is considered a basic activity when speaking about using literary texts in the language teaching''. The statements depict that literature courses provide total means of language acquisition and learning in studying English Language. For example, when one teaches Phonetics and Phonology EL 304 or Discourse Analysis ELX 3034, a lot of reading is involved to practise proper pronunciation of words and how language is used in different social contexts. It can be reading in depth, scanning or skimming to activate acquisition of language.

The afore-discussed language and literature courses yield similar competences related to learning and acquisition of English and content knowledge. It therefore makes academic sense that English Language courses be studied alongside the Literature in English ones in the Faculty of Humanities. Following this understanding, Zhen (2012: 39) opines that ‘‘a literature course is regarded as an accessory to learning language or it can be called literature-based language learning. Teachers should remember the feature of duality and balance the two tasks in the classroom teaching’’. The assertions affirm that effective teaching of language courses requires literature courses by their side. That is teaching them in juxtaposition. It is no surprise that the competences that the two disciplines produce are parallel.

All the competences discussed above are geared towards the acquisition of proficiency in English and content knowledge in English Language and Literature in English. The juxtaposition of the two disciplines points to the symbiotic relatedness of the two. It makes academic sense therefore that lecturers who offer those courses could also work together for pedagogical benefits. The theories that underpin the findings on the course outline and descriptions are the Schema theory and Language in/for content theory in this context. Due to the competences that literature and language courses provide students with, there is interdependence. The two disciplines seem to value the presence of each other, hence the symbiotic relationship. The interrelatedness also denotes the retrieving of the already stored knowledge (schemata) when each of the courses are studied. Learning English language through the stimulating content shows mutual relationship and the need for the application of individual knowledge which enables acquisition of English and content knowledge of the two disciplines at the same time.

4.2.2.7 Common findings from FGDs, FFOIs and course descriptions and outlines from the DELL and LASED.

Common findings that surfaced from the course synopses, FGDs and FFOIs in relation to the implications of symbiotic relationship are: the integrated pedagogical approach to the teaching of the two disciplines, close working relationships within and across departments and collaborative teaching. These findings are discussed below:

a) Integrated pedagogical approach.

The data collection sources employed in this study reveal that the integrated pedagogical approach to the teaching of Literature in English and English Language surfaced as the implication of the

symbiotic relationship. The teaching of the two disciplines in juxtaposition enhances acquisition of proficiency in English and content knowledge of the two disciplines. This is because the two disciplines share similar content such as the requisite skills and rules of grammar (Vide 4.2.1.1). The finding is common in the three sources. For that reason, the symbiotic relationship between the two disciplines points to the integrated pedagogical approach. Situated in the symbiotic pedagogical relationship between Literature in English and English Language, the finding points to the inseparability of the two disciplines in terms of acquisition of English and content knowledge.

b) Departmental close working relationships and collaborative teaching.

Another common finding from the FGDs, FFOIs and course synopses is departmental close working relationship and collaborative teaching. The pedagogical symbiotic relationship between Literature in English and English Language is suggestive of close working relationship within and across members of LASED and DELL in the two faculties. The joint venture has pedagogical benefits such as sharing of content, teaching material, expertise, teaching methods and even team teaching within and across departments. The structure could improve acquisition of proficiency in English and content knowledge of the two disciplines. The finding has a place in the symbiotic relationship between the two disciplines because of its binding nature. There is interdependency in a close working relationship as there is one in the teaching of Literature in English and English Language. The output of the finding which is effective teaching and acquisition of proficiency in English and content knowledge is the same.

4.2.2.9 Summary

This section has presented the findings related to the second objective of the study (Vide 4.4.) on the implications of the relationship for teaching and learning of Literature in English and English Language in terms of acquisition of proficiency in English and learning of content knowledge by higher education students. The implications emanate from FGDs with students and FFOIs with the lecturers. The other findings come from Literature in English and English Language course outlines and course synopses from DELL and LASED. The findings have depicted that the relationship between the two disciplines has pedagogical implications. The said implications are direct learning, reading culture, integrated approach to language teaching, two disciplines one lecturer approach, collaborative teaching, teaching strategies (flexibility and contextualisation) and a close working relationship.

The implications point not only to effective teaching of the two disciplines but also enhancement of acquisition of proficiency in English and content knowledge. The presentation has also included the theories that guided the debate, the excerpts from the participants as well as the literature related to the findings. The findings related to the implications of the relationship between the two disciplines have contributed to theories underpinning the study. Implications that are subsumed by the schema theory include the integrated pedagogical approach, close working relationships and collaborative teaching. The findings bring to the surface the understanding that learning/acquisition of new information is more effective and easier in the context of the already existing knowledge/ information that serves as the background. The teaching of the two disciplines in juxtaposition implies the inseparability of the already existing information and the new one. The same analogy applies in the case of Literature in English and English Language whereby Literature in English could be said to be the base (already existing information) that influences the teaching and acquisition of English Language (new information/knowledge). The integrated pedagogical approach contributes the notion of interlinking the two disciplines for effective acquisition of proficiency in English and content knowledge (new information). The same notion is seen in the schema theory where schemata are linked with the new information for acquisition of English and content knowledge. Literature in English and English Language are contexts for each other. This makes them pedagogically symbiotic. A close working relationship and collaborative teaching within the DELL and LASED is also the implication of the pedagogical symbiotic relationship between the two disciplines. The findings indicate that a joint activity produces a better output.

For example, the lecturers' collaborative teaching in the classroom within and across the departments could improve the acquisition and learning of English and content knowledge because of the lecturers' sharing of the content, experience and teaching methods. In this study, the integration of Literature in English and English Language promotes acquisition of proficiency in English and content knowledge. Each of the two disciplines brings the schemata relevant to the integration. The English Language background (schemata) facilitates the teaching of Literature in English and vice versa. The Joint-working relationship contributes more knowledge to the already existing schema claims. New knowledge/ information is resultant from the joint input that directs the quality of the output.

Direct learning is another implication of the relationship between Literature in English and English Language. It is in line with the language in/with/for content theory with its principle that acquisition

of proficiency in English and content knowledge are simultaneous and intertwined. The teaching of the two disciplines in juxtaposition can be considered to be a direct way of teaching either of the two disciplines because they provide context for the teaching of the other. For example, Literature in English is the display of the content of English Language while English Language is the medium of expression for literary content. The two complement each other. The principle is therefore suggestive of the inseparability of language and content; this is the case with English Language and Literature in Literature. The implication of this finding on direct learning, and therefore spotlighting the symbiotic relationship between Literature in English and English Language is that linguistic and literary proficiencies are interdependent. The finding adds value to language in/for/with the content theory with the understanding that the inseparability of language and content could be considered to be a direct way of learning the concepts of related disciplines such as Literature in English and English Language. The reading culture as an implication of the symbiotic relationship between Literature in English and English Language is consistent with Language in/for/ with content theory with its spotlight that teaching of English language is more effective and more practical if the content is stimulating. In the context of this study, Literature provides that motivating context for the teaching of English Language. It is about reading so habitual reading of literary material provides interesting context for acquisition and learning of English Language. Reading therefore is intertwined acquisition of English and content knowledge. Teaching strategies have also been identified as the implication of the symbiotic relationship. The finding is suggestive of other teaching methods that could be employed to enhance the teaching of the two disciplines; such strategies are flexibility and contextualization.

Flexibility is consistent with Language in/for/with content theory that stipulates that language and content are intertwined in the sense that whenever the opportunity arises for the lecturers to teach a literary concept in a language class and vice versa they could do so. The finding contributes information on the flexibility of the theory that lecturers should not be rigid in their teaching approach but should react according to the demands of the lesson. Contextualisation is consistent with language and context theory with its principle of meaning by situation which implies that context and meaning are interwoven. In this study students are able to acquire language and content by relating new information to their own life experiences. Language and context are interrelated; in fact environment/context helps the understanding and interpretation of language. Situation is inseparable from language acquisition. Context and content are related; they can both serve as the platform for language learning and acquisition. Contextualization therefore contributes the

knowledge of relating new information of own life experiences to the already existing principle of meaning by situation.

What emerges from the FGDs, FFOIs and the course synopses of selected courses is that Literature in English and English Language are symbiotic in terms of grammar. As already discussed in section 4.2.1.1a, the rules of grammar observed in the two disciplines are the same source. Sentence constructions, the rules of spelling, the use of articles, tense and subject verb agreement are some of the grammatical concepts that are similarly applicable in the two disciplines. The recurrence of the rules of grammar as a theme from different data collection techniques (triangulation) satisfies trustworthiness. Therefore credibility, dependability and reliability of the information have been met.

4.2.3 Implications of the findings for curricular reform in the Departments of English Language and Linguistics and Languages and Social Education in the Faculties of Humanities and Education.

4.2.3.1 Operationalisation of the concept - Curriculum reform

The report of the findings related to the research question of the study on curriculum reform implications (Vide 2.5) necessitated operationalisation of the term curriculum reform. Curriculum refers to an ‘‘educational plan that spells out which goals and objectives should be achieved, which topics and methods to be used for learning’’ (Wojtczak, 2002 in Smithson 2012:3). It refers to a frame on what is to be learned, what strategies are going to be used; as well as the expected outcomes. According to Pinar, (2004) in Maphosa *et al.* (2014) curriculum reform and development is about reviewing, planning, evolving, executing and maintaining curriculum. Essentially, curriculum reform is about revising the already existing plan of work, keeping some parts, implementing and altering others, if need be.

Curriculum reform is further defined as bringing changes to the subject content, delivery and assessment (IGI Global, 2018; Simmons, 2009). In this study, the term curriculum reform is used to imply a review of the two courses in terms of bringing the changes or improvement on their teaching. It also refers to improving the already existing curriculum as well as implementing some research-informed changes on the content of the two disciplines, teaching methods, assessment and other areas when necessary. In the next subsections each of the implications is reported on and

interrogated for its space in curriculum review that would be aimed at pedagogically affecting the symbiotic relationship between Literature in English and English Language.

4.2.3.2 The Implications

Data related to the implications of the findings for curricular review in LASED and the (DELL) was sourced from the lecturers through face-to-face open-ended interviews (FFOIs) and the students' FGDs as well as course outlines and descriptions. The findings have implications for curriculum review/course review in the relevant departments in the Faculties of Education and Humanities. The findings are suggestive of curriculum reform provisions towards the implementation of the confirmed need for symbiotic pedagogical approach to the teaching of Literature in English and English Language in the two faculties for purposes of acquisition of proficiency in English and content knowledge. The following emerged as the implications of the findings for curriculum reform in the particular departments of the two faculties at NUL:

- Discipline integration
- Joint-content planning by the two departments
- Provision for stakeholders' inputs
- Training of lecturers in interdisciplinary pedagogical approaches and discipline separation.

The above themes are discussed below for their implications for curriculum-reform.

4.2.3.3 Discipline Integration

The findings from the participants' FGDs, FFOIs, course descriptions and outlines in relation to the symbiotic relationship between Literature in English and English Language brought to the surface the need for integration of the two disciplines. Integration emerged as the implication for curriculum reform in the DELLs as well as LASED. Integration refers to the act of bringing together smaller components into a single system that functions as one (Rouse, 2015). In the context and one of the findings of this study, integration refers to interweaving the content of the two disciplines into one. The extract below from one of the lecturers substantiates this point:

> It means teaching the two disciplines together because they are closely related, that is, people doing English Language should also be doing Literature in English because the requisite skills are the same. When I teach those skills in an English

> Language class, I can also teach them in the context of Literature in English or vice versa.

It can be inferred that integration involves bringing together the two related disciplines and teaching them as one component. Integration of disciplines has documented support. It is, for instance, noted as facilitative of acquisition of language skills such as listening, speaking, reading, and writing in the English Language (Anka *et al.*, 2017; Shava, 2017; Berkley, 2009; Franklin, 2009). Implicitly pedagogical amalgamation of the two disciplines sharpens requisite skills that are fundamental and that need enhancement for acquisition of proficiency in English and content knowledge of the two disciplines (Vide 2.4.2). Documented scholarship in support of the integration of Literature in English and English Language further reveals that literature is a product of language, it is language in use and a good model for grammar use while language is a medium of expression of linguistic and literary ideas (Ansani, 2013; Ayo, 2013; Norah, 2013; Parkinson & Reid, 2009 and 2000; Westbrook, 2004; Hardway & Young, 2002). Surfacing from the assertions is the understanding that the two disciplines provide context for effective teaching of the other and therefore promote acquisition of proficiency in English and content knowledge. It can also be inferred from the above scholars that the two disciplines are inherently symbiotic.

In the context of this study integration of the two disciplines would point to the review of the courses and how they are offered. It also implies teaching the two disciplines in the context of only one of them at departmental level. For example, a review may teach language skills in one discipline but apply them in the other discipline. Specifically about Literature in English, Seghayer (2003) asserts that Literature-based teaching and learning support an integrated enhancement of communication skills. Further spotlighting Seghayer's position, is the aversion by Okwara *et al.* (2009) that English Language is used as the medium of writing Literature in English. The implicationof the claims by Okwara *et al.* (2009) is the mutual relationship between the two disciplines which should be enlivened through pedagogical approaches that are entrenched in the principle of the integrated curriculum reforms for the enhancement of simultaneous acquisition of proficiency and communication skills in English Language and mastery of Literature-based content knowledge. Integration is a finding in this study which has juxtapositional curriculum reform implications for the teaching and learning of the two disciplines. The finding is in line with Shang's (2006) insight that literature is actually the content that enhances the learning and teaching of a second/ foreign language and literacy.

Further unpacking integration to highlight the symbiotic relationship between the two specialisations is Roselezam's (2014) perception that the integration of Literature in English and English Language would be beneficial to learning because as students learn grammar, Literature as a subject and learning context provides examples of where and how language is used and contextualized. Literature in English therefore, serves as a catalyst that speeds up the learning of English Language by students from the two departments. A reasonable conclusion from the cited assertions depicts Literature in English as the context of English Language while English Language is also the mode of development and expression for literary ideas. Interpreted in the context of claims from documented scholarship and the guiding principles of the study's theories, the finding on integration as a curriculum implication can reasonably be said to adding research-appraised value to theory-based scholarship. One is the Language in /for /with content theory with its learning principle that language and content are interwoven (Vide 2.3.4). Surfacing from this claim is the understanding that acquisition of proficiency in English and content knowledge are inseparable and simultaneous.

When one acquires language, automatically content is also learned consciously or subconsciously. Inseparability of the two disciplines can also be deduced from the claim in the sense that Literature is the display of the content of English language which depicts a symbiotic pedagogical relationship thus simultaneous acquisition of proficiency in English and content knowledge. Integration is understood to point to Literature in English as a context for acquisition of functional competence in grammar and the main receptive and production communication skills. To the extent that content subjects such as Literature in English are language rich and learning contexts, then the principle of inseparability of language and content is evidentially augmented through this study.

Another theory underpinning this study is the schema theory. One of its main principles is that the individual's knowledge/ experience (schemata) determine acquisition of the new information. Implicit from this claim is the conceptualisation that acquisition of literary knowledge/content dependents on linguistic competence (schemata) that one brings into the new environment which augments the absorption of the new knowledge. Similarly, acquisition of linguistic and communicative competences is dependent on the literary skills such as reading skills that are resuscitated in a language lesson. Integration as an implication is understood to be about interdependence of the already existing knowledge together with the new one which parallels the use of literary schemata in a language class and vice versa. The finding points to integrated

curriculum where Literature in English and English Language are taught in juxtaposition since each compensates the learning and teaching of the other. This also points to the existence of the symbiotic pedagogical relationship between the two disciplines. Literature in English and English Language are language based disciplines. This is consistent with Ihejirika's (2014) perception that teachers for the two subjects should have a common goal of promoting efficiency in the use of English in their professional assignment. Implicit from the quoted assertion is that the two disciplines by nature pedagogically serve the same purpose of facilitating acquisition of English language and by this virtue the need for reforming the curriculum in such a way that the lecturers for the two disciplines have the same pedagogical intentions at NUL. Zhen (2012) also depicts literature as an important part of the curriculum in tertiary education with its noticeable advantages in language acquisition. The assertion is that Literature in English and English Language have as one of their learning requisites, promotion of proficiency in English language as a learning and communication tool. It then makes reasonable academic sense to envision an integrated curriculum reform set up in the two disciplines to be taught and learnt.

Literary materials are user-friendly in the teaching of English Language. This is in line with Davison's (2001) perception that material that is used in English curriculum are dry and dull but literary texts are meaningful, authentic and relevant to the learner's lives. Zhen's (2012) understanding is that materials that are Literature in English-based are more effective than dreary ones often compiled for strict grammatical and syntactic purposes and used mechanically in language classrooms. The finding, substantiated with avowals from different authors such as Parkinson & Reid (2009) and Jovanovic (2006) is couched in this study as the recognition that the two disciplines are innately interdependent. An integrative curriculum reform structure with provisions for course content and pedagogical approaches that entrench the symbiotic relationship between the two disciplines are part of the interdependence identified in this sudy. For NUL such an integrative curriculum reform would be commensurate with the scholarship that:

> Literature teaching at college is emphasized as one of the most important ways to cultivate learners in their integrated skills of English…nowadays every university has literature curriculum and every student has a chance to experience and appreciate English literature in their learning of English at college (Zhen 2012: 37)

The quotation above indicates that students' study of literature at universities is a necessity; students hone numerous skills requisite even in their English Language classes. Florentino (2014) adds the

same position in the assertion that the use of literature as a technique for teaching both basic language skills and language areas such as vocabulary, grammar and pronunciation has gained popularity in the field of language learning and teaching in higher education. The need for a binding institutional adoption and implementation of the two disciplines as an interdependent double major is implicitly inherent in the above postulations. The preparation of teachers to teach the two disciplines cannot be adequately realized in a separatist development scenario but through integration (Sinclair, 2006). The perception has evidence in studies such as that by Arikan (2005) on beliefs of Fourth Year Asian prospective teachers of English Language. The study brought to the surface the student teachers' belief that Literature in English courses are important for their English Language education curriculum. This assertion signifies the inseparability of the two disciplines implicit reason for integrated curriculum reform for the two disciplines, as amply indicated in (2.4.1) of this report.

According to Vuckovic (2017), modern teaching should provide a better, wider and more meaningful connection between the subjects, that inter-disciplinary is an absolutely essential requirement today. This is consistent with Magoma's (2016) acknowledgement of the integrated approach meant to improve the standards of teaching and performance in English. The implication of the scholars' assertions is the understanding that pedagogical juxtaposition of the two disciplines is a necessity in the institutions of higher learning because of its linguistic proficiency acquisition benefits. The integrated pedagogical approach is suggestive of integrated curriculum reform. It enhances integrated learning which points to the symbiotic relationship between the two disciplines and enhances acquisition of proficiency in English and content knowledge in the two disciplines.

Integration of disciplines is a necessity in modern teaching. This is consistent with Vuckovic' (2017:33) statement that ''evidence from the researchers suggests that modern teaching should provide a better, wider and more meaningful connections between the subjects that interdisciplinarity is an absolutely essential requirement today.'' Implicit from the assertion is the understanding that closely related subjects should be integrated and taught as such. It makes academic sense therefore that students who wish to major in English Language should also major in Literature in English. In the context of this study, the Lesotho integrated curriculum and assessment policy requires English Language teachers to adopt the integrated pedagogical approach and and to teach the two disciplines effectively. The students in the Faculty of Humanities who major in English Language should also major in Literature in English. The university may have to review the

curriculum of the two disciplines in order to match the emerging trends of integration not only in Lesotho but also globally. The review of the curriculum is in line with Vrasidas *et al.*'s (2000) perception that a shift of pedagogical approaches and reform of teacher education programmes is a necessity. This would be responsive to the concern and awareness that the ‘‘university curriculum across the globe is experiencing significant pressure to transform from its insular distant and abstract form to one that is more responsive to the direct needs of the society’’ (Adam, 2009:2). More relevantly and directly about Lesotho, such a curriculum reform in higher education would be a responsive implementation of the Integrated Curriculum as decreed in 2009 and through which the Ministry of Education and Training (MOET, 2009) requires prospective teachers who are capable of teaching the two disciplines competently as part of the literacy learning area for acquisition of linguistic and literacy proficiencies.

Currently at NUL, student teachers are allowed to major in English Language and Literature in English as a double major in the Faculties of Education and Humanities. They can also major in English Language or Literature in English and any other course from the following; Geography, Development Studies, French, Religion, Sesotho, Special Education, and History. With the exception of a double major combination, the subject combinations above do not give room for the integrated pedagogical approach that could improve acquisition of proficiency in English language and content knowledge of the two courses because the subjects are not symbiotic. Student teachers who major in Literature in English and English Language are reportedly hardly taught and trained in the context of the integrated pedagogical approach. This is also evident in their non-reference to integration in the course descriptions and outlines of the two disciplines across the two Departments in the two Faculties. The significantly noticeable nonattendance to integration in the teacher training and language and linguistics content of the two disciplines spell the need for integrated curriculum reform. In support of the integration one of the participants argues as follows:

> What I am suggesting is that students who major in English Language should also do Literature in English. The two disciplines should be treated as one major. Students should then take another subject as a second major, for example, English Language and Literature in English as well as Geography/ Development Studies.

Another participant adds that ‘‘the two disciplines depend on each other; therefore, it is wise to make them one subject because that will make their teaching easier.’’ This position is in line with the affirmation that literature motivates, fosters acquisition, cultivates linguistic consciousness,

develops interpretation skills and educates students (Khdihr & Mariwan, 2016; Lazar, 1993 in Mohammadzadeh 2015).

In the Department of African Languages and Literature students major in Sesotho which consists of Sesotho Literature, Sesotho Grammar and another Sotho language as a single major. The second major could be any one of the courses; Literature in English, English Language, Religion, Geography, Development Studies and History. Lecturers in African Languages and Literature posit that integration of Sesotho grammar and Literature as one major responds to what happens in the school system especially at Lesotho Junior Certificate (LJC) level where the subject English is conceived of and taught as Literature and English Language in one. A qualified teacher of Sesotho therefore graduates with credentials to teach both grammar and literature. One of the students affirms that:

> Student teachers majoring in African Languages deal with Sesotho grammar and Sesotho literature within one course. They also have another major so it is already happening here at NUL. Why can't LASED adopt the same strategy though I am not sure how they can do it but it is already happening.

The excerpt above indicates that the symbiotic relationship between literature and language has been recognized and implemented in the Department of African Languages at NUL hence the integration of the two subjects. Translated to Literature in English and English Language as the focus of the present study, the departmental practice in African Languages and Literature is a reasonable depiction of the possibility of an integrated pedagogical approach which could improve not only acquisition of proficiency in language, but also that of content knowledge. Nonetheless, lecturers in the Department of African Languages state that they hardly teach Sesotho grammar in the context of Sesotho literature or vice versa. They report that it happens by chance and in passing.

The integrated structure that exists in the Department of African Languages and Literature has implications for the integrated curriculum reform in the Faculties of Education and Humanities. The same integrated curriculum in the Department of African Languages points to a possibility of its implementation in the DELL as well as LASED. English Language and Literature in English could also be studied as a single major under the integrated curriculum pedagogical approach (Vide 2.4.1). Carter (1986) in One & Petaling (2018) insists that a natural resolution to low proficiency in English language would be to take an approach in which language and literature teaching are more

closely integrated and harmonized than is commonly the case at the present time so that literature would not be isolated, possibly rejected, on account of literariness of its language.

Emerging from the scholars' statement is first the understanding that the two disciplines are symbiotic, therefore acquisition of proficiency in English and content knowledge of the two is anticipated and cannot be separated. Second, low proficiency in English could be solved by integrating the two subjects as one subject. Scholars argue that the literariness of literature should not be a stumbling block, rather a motive for learning and improvement of vocabulary and new structures. The inference is a need for revisiting and adjustment of the curriculum of the two disciplines in the Faculties of Education and Humanities at NUL on the basis of the findings related to the existence of the symbiotic pedagogical relationship between the two disciplines. Some students suggest that failure to integrate the two disciplines, unifying the courses could be introduced. The unifying courses would equip student teachers of English Language and Literature in English with integrated pedagogical basic skills. Capturing the idea is one of the students who argued that:

> If the two subjects are not integrated at least there should be unifying courses. That is students who major in Literature in English and another course should have a language course that will equip student teachers with skills to teach some English Language concepts. Similarly, those who major in English Language and another course, should also have Literature in English course that would enable them teach some of the aspects of Literature in English.

The excerpt points to the need for a new curriculum set up that would allow effective teaching of the two disciplines even though it would be on separate bases. The suggested courses are implicitly unifying in nature. As such they would address the gap that exists when the two disciples are taught separately. In LASED, the courses would not only be enabling the lecturers but also the aspiring Literature and English Language teacher educators to teach and train in either of the two disciplines and other subjects as well in an integrated context. Similarly, in DELL, such integrative courses would afford both double and non- double majors in English Language and Literature in English an opportunity to acquire cross curricular proficiency in English language as a requisite for the management of teaching and learning in higher education. As Matsoso (2012) says, such is one of the ideal language-oriented curriculum reform and pedagogical scholarship for enhancement of proficiency in English for teaching and learning in/for/ with content mastery in higher education. Integration as a finding in this study is not only curriculum reform implicit but more importantly,

adds a theoretical grounding to such (curriculum reform) if one goes by Matsoso's (2012) articulation.

The finding on integration adds more value to some of the theories guiding evaluation of the curriculum reform and the teaching and learning of related academic disciplines. Two of such theories and underpinning this study are the Schema theory and Language and Context theory. Schema theory is based on the principle that new information is acquired because of the help of the already old stored knowledge retrievable only when one encounters new information (Vide 1.8.1 &3.2.1). The principle is indicative of inseparability of what is already known and what is to be learnt. The same analogy is also applicable in the integration of the two disciplines in that acquisition of proficiency in English and content knowledge is dependent on each of the two disciplines due to the schemata that they each bring into the learning and teaching of the other.

A Literature in English student requires linguistic and communicative competences already stored in order to interpret and understand literary concepts. Similarly, a linguist requires the literary schemata such as reading skills that help in understanding the linguistic aspects. This finding has space in the curriculum reform for the two departments because it is suggestive of the curriculum integration of the two disciplines for pedagogical reasons at NUL. The two disciplines are instinctively contexts, one for the other. It is reasonably argued therefore, that lecturers for each of the two disciplines bring their schemata into the integration process for sharing and discussion. As alluded to earlier in reference to Matsoso's aversion, the Language and Context theory is another of the theories benefiting from integration as a finding. The theory as expounded on (Vide 2.3.2) in this report, is guided by the principle that meaning is situation / environment-bound. Situating the study in this principle, and therefore elevating the theory is one's evidence appraised position that to make meaning for purposes of acquisition of proficiency in the English language as a learning tool in academia the juxtaposition of the subjects English Language and Literature in English as language and content learning and teaching context is one of the pedagogic requisites. Translated into the study, integration as a curriculum reform can reasonably be understood to spell the need for the development of unifying courses through which the lecturers in Literature and English Language education in the Faculty of Education will equip student teachers with skills for pedagogically juxtaposing the two disciplines.

Applicability of the same principle of pedagogic juxtaposition of the two would hold for courses in the Department of Language and Linguistics in the Faculty of Humanities. Through integration, the study passes for an advocacy for a curriculum reform that enshrines the symbiotic relationship between Literature in English and English Language for the enhancement of proficiency in English language simultaneously with growth in mastery of content in both disciplines. More importantly, the foregoing explanations of how the finding aligns to /with specific guiding principles of the three theories, the inquiry has contributed to scholarship an understanding that the need for the integration of related academic disciplines at curriculum development, course development and pedagogical practice has a strong theoretical premise.

4.2.3.4 Joint-faculties content planning

The findings from the data related to the symbiotic relationship between Literature in English and English Language revealed Joint-faculties content planning as one of the steps towards curriculum reform in the DELL and LASED. Joint-faculties content planning refers to a forum where the lecturers for Literature in English and English Language from the Faculties of Education and Humanities plan the subject content collectively. The finding is in line with Murdoch's (2015) understanding of integrated curriculum as more about the organisation of learning experiences to ensure solid connection between disciplines. In the context of this study, joint-faculties content planning as a finding implies, first, the combination of the content and expertise related to the two disciplines in an organized and structured manner in order to improve acquisition of proficiency in English and content knowledge. Second, is the affirmation of the symbiosis between the two disciplines of which sharing and organising the content of the two disciplines is made possible. The integration and planning of the subject matter of the two disciplines depicts solid interrelationship between the two subjects. Joint-faculty content planning has documented support. Scholars claim that literature is a product of language so it cannot exist without language; likewise, access to literary world students needs linguistic competence (Adjemola *et al.,* 2014; Ihejerika, 2014 & 2004; Mingu, 2013; Ansari, 2013; Seligmann, 2012). Emerging from the scholars' argument is the understanding that the two disciplines are mutually related and, as a result, the_teaching of one outside the context of the other has challenges. On the basis of that, it makes academic sense for the lecturers to plan the content of the two disciplines jointly for effective teaching. Joint-faculties content planning leads to integrated teaching which would result in acquisition of proficiency in English and content knowledge.

The finding has integrated curriculum implications of which lecturers for the two disciplines would bring together the content and teaching experiences they have for the two disciplines to enhance acquisition of English and content. The joint-faculties content planning is a product of the symbiotic pedagogical integration of the two disciplines because it is not easy to plan and organise the content of the two different and separate disciplines. This is consistent with Vuckovic's (2017:37) perception that ''thematising activities offers possibilities for a rich contextualization of learning in the context of well-related themes….''

Implicit from the assertion is the observation that integration and collaborative teaching and learning exist in closely connected and related environments of which the two disciplines are. Taking the discussion further is Bacon's (2018) insight that a well-integrated curriculum enables access to information; collates it, critiques it and places it in all within the context of question and understanding thus constructing knowledge from pure information. Implicit from the assertion is the understanding that in the integrated curriculum reform, lecturers would bring together their knowledge and experience related to the two disciplines, scrutinize and analyse them for a deeper understanding. Topics that go together would be matched, discussed and organized chronologically alongside the appropriate teaching methods. The finding therefore has space in the symbiotic relationship between the two disciplines in the sense that in the integrated set up, a joint working relationship, planning and sharing of ideas are inevitable. It intrinsically denotes interrelatedness between disciplines. There are advantages of Joint-faculties content planning. One of them is avoidance of repetition of topics related to the two disciplines. This is affirmed by one of the participants' argument that:

> Considering the university curriculum, the two faculties should consult each other when designing the curriculum. The Faculties of Humanities and Education can work hand in hand to such an extent that they can even share the content topics of the two disciplines which will help them avoid repeating some topics. Lecturers should know what other lecturers are doing in their courses.

The implication of the excerpt is that Literature in English and English Language are innately symbiotic in terms of content. Therefore joint-faculties content planning is inevitable. The finding is a path way to effective teaching of the two disciplines, thereby enhancing acquisition of proficiency in English and content knowledge. Lecturers for the two disciplines could share and plan the subject matter collectively so that the topics would not be repeated because of the consultation of members. The finding points to the integrated curriculum reform in which the two disciplines would be

studied as integrated disciplines without repetition of the content. Sharing the same viewpoint is Bacon's (2018) account that a more integrated approach would eliminate duplication found across the subject areas and more importantly encourage meaningful connections.

It can be inferred from the statement that topics such as figures of speech, grammar, reading skills, requisite skills and paragraph development (Vide 4.2.1.2c and 4.2.1.4b) could be taught in English Language and their application is visible in Literature in English. Joint-faculties content planning as a finding has space in the symbiotic relationship between the two disciplines which enable acquisition of proficiency in English and content knowledge without duplication. The teaching of the two disciplines as integrated subjects complements each other's efforts which points to the reformation of the curriculum of the two disciplines in which continuity, consultation and inter-teaching could be envisaged.

The finding on joint-faculty content planning becomes a research-appraised contribution to the theories benchmarking the teaching of Literature in English and English Language. One of the theories behind this study is the schema theory with its spotlight that one uses one's already acquired knowledge in order to learn or acquire new information (Vide 1.8.1 & 2.3.1). Emerging from this tenet is the understanding that acquisition of new knowledge is dependent on the already acquired experience. The acquired knowledge could be the content that is brought by the lecturers for the two disciplines in order to plan and organize it. Implicit also is that acquisition of proficiency in English and content knowledge of the two disciplines is determined by the knowledge that students already have and which is discipline-related. Joint-faculty content planning, as a finding from this study, points to the interrelationship between the content knowledge that each lecturer brings to the integrated set up and the new knowledge to be acquired/learnt from sharing different experiences on content knowledge. Another guiding principle is that schemata are dynamic and they develop and change based on new information/ experience (Pankin, 2013). In this context, the joint schemata that the lecturers bring to the joint-faculty content planning could change their perspectives. Their content knowledge could be deepened and teaching strategies improved. This would facilitate acquisition of proficiency in English and in the subject matter related to the two disciplines.

The effort of the lecturers' collaborated planning of the content of the two disciplines has implications for integrated curriculum reform. It points to the integration of the two disciplines

where teaching methods would be improved, thus leading to the acquisition of proficiency in English and content knowledge. This is consistent with Jensen's (2018) understanding that effective learning takes place when connections are made. Specifically, for the teaching and learning of the two disciplines, joint-faculty content planning denotes the connection meant to improve the teaching of the two disciplines. Joint-faculty content planning has implications for curriculum reform because the lecturers could bring their experiences and knowledge together for effective teaching and acquisition of proficiency in English and content knowledge.

Joint-faculty content planning as a finding related to the implications for the curricular reform contributes to the symbiotic relationship between the two disciplines. The finding is about bringing together the content of the two disciplines in a structured manner in order to improve the acquisition of proficiency in English and content knowledge. It also denotes sharing experiences related to the content, scrutinizing it in order to empower one another with content knowledge and effective teaching methods. The finding has integrated curriculum implications. It has room in the pedagogical integration of the two disciplines. It eliminates duplication of content which leads to meaningful connections. It also points to the use of effective and shared teaching strategies. The finding is consistent with the schema theory with its principle that lecturers bring their already stored knowledge/ experiences into the joint-faculty content venture which consequently enables acquisition of proficiency in English and content knowledge. The finding is suggestive of curriculum reform that would allow members of the two departments to plan the content of the two disciplines together for effective teaching and learning.

4.2.3.5 Stake-holders involvement in curriculum development

The stake holders, namely students, parents, lecturers and CHE are mentioned in the findings in relation to the implications for curriculum reform in the DELL and LASED. Each of the implications is discussed below.

a) Students

Students' involvement arose as a finding related to the implications for curriculum reform in the DELL and LASED. Participants argued that students' participation in curriculum reform is essential because they are the beneficiaries. The excerpt below captures one lecturer's opinion:

> Students should be involved because this is their curriculum, their feelings should matter, at the end of the day, they should be comfortable with what they are

> doing. They should feel like they are contributing to their learning even if it is in a group project in a school or in the community. For example, they may be involved in the fight against drug and substance abuse on campus.

The excerpt implies inclusiveness of the students in the curriculum reform. Students deserve to contribute to what they want to study, how they want to be taught and probably their input in their learning. The finding is supported by Florentino's (2014:1344) insight that:

> Curriculum development stipulates that curriculum shall be learner centered, inclusive and developmentally appropriate, relevant, responsive and research-based, culture sensitive, contextualized and global, applies principles of known to unknown.

Surfacing from this quotation is the involvement of the students in the curriculum reform. The finding points to the curriculum reform in which students' input would be incorporated. It has space in the symbiotic relationship between Literature in English and English Language. The finding is about integrating students' inputs with those of other stakeholders in order to reform the curriculum. Students' participation in the curriculum reform denotes interdependence in the sense that the curriculum cannot exist without students, parents and lecturers' contributions. The interdependence of the stakeholders is analogous to the symbiotic pedagogical relationship that exists between the two disciplines. The discussion is taken further by Rudduck & Flutter's (2000) perception that if students do not feel connected to the curriculum objectives of a course, they will become their own barrier to learning through disruptive practice. The assertion depicts the need for curriculum reform that includes students in order to avoid disorderly behaviour that can be caused by their absence in the curriculum development. Students' exclusion could contribute to failure of acquisition of proficiency in English and content knowledge, thus leading to their poor performance.

The interpretation is consistent with Konings *et al*.'s (2010) perception that if students are not given an opportunity to communicate their perception and guide instructional change, achievement will suffer. It can therefore be understood that students' academic suffering points to the need for curriculum reform that would consider them as legitimate stakeholders in the curriculum reform. When students are left out of the curriculum reform, they do not feel the sense of belonging and ownership. They can easily lose interest and become rebellious while their involvement could stimulate their learning (Vide 2.4.2).

The finding on students' involvement in the curriculum reform implies interdependence in the sense that the existence of the curriculum is dependent on the presence of the students and other stake

holders mentioned earlier. The parties share ideas in order to improve acquisition of proficiency in English and content knowledge as well as performance. Similarly, the two pedagogically integrated disciplines are contexts for each other. This depicts the need for integrated curriculum development inclusive of students. The finding has space in the existence of the symbiotic relationship between English Language and Literature in English thus leading to the acquisition of proficiency in English and content knowledge.

b) Parents

Data revealed that the parents have a stake in relation to the implications for curriculum reform. Participants state that parents have the right to participate in the curriculum design of the two disciplines. One of the lecturers claims that:

> Parents should be involved in curriculum reform because when students graduate they go out to the society and work in it. Sometimes students don't know the work they have trained for practically so they get guidance from the members of the society. Parents can also advise the university about the practical reality of life out there in relation to the demands of the market. This will assist NUL to structure its curriculum in relation to the demands of the nation and global market.

The excerpt depicts connectedness/ integration of a number of stakeholders, some of whom are the parents of the students, in the curriculum reform. Parents have a right to discuss educational issues related to their children. This is consistent with Nkomo's (2000) observation that it is also important for the curriculum to be responsive to the community and that it should add value to the quality of the learners. Implicit from Nkomo's statement is the understanding that parents are part and parcel of the community members who should also contribute to the curriculum development of the two disciplines. Their input affects the acquisition of proficiency in English and content knowledge in the two disciplines, students' performance and the society as a whole. This is consistent with Chambers *et al*.'s (2006:95) claim that 'the higher education English Literature curriculum, like any curriculum, arises out of demands made by wider society, needs of students body, all these change the curriculum.''

The same idea is shared by Kostadinova (2012) that the inclusion of the parents is one of the crucial tools in achieving better results in the upbringing and educational process through their participation in the implementation of the school curriculum. The parents' involvement in the curriculum reform is the integration of parents with other stakeholders in order to strengthen the performance in terms

of acquisition of proficiency and content knowledge. The same analogy goes for the combination of Literature in English and English Language for promotion of acquisition of proficiency in English and content knowledge because of their integration. It makes social and academic sense for them to contribute ideas on themes such as new job opportunities and issues of morals in relation to the education of their children.

Parents' involvement as a finding points to curriculum design in which parents would have a platform to contribute meaningfully to their children's education. This is in line with Toiguma *et al.'s* (2017) perception that in Finland for example, university parents' associations are more formally invited to participate in the curriculum reform. In the context of this study, the same practice could also apply at NUL. The parents committee that already exists at NUL could be involved in the curriculum reform in the two disciplines. However, some students argue:

> Parents should only be involved at high school, not here. Here at NUL, we are adults we know what we want, for example, I want to be a teacher or a lecturer. I don't see how parents will be of help in designing my curriculum because most of them are not even educated. Only a few of them can have an idea of what to say about the curriculum.

Emerging from the excerpt is the fact that some university students consider themselves responsible for their education, not their parents. For this reason, curriculum reform should involve all stake holders including the members of the society so that together a comprehensive structure could be built. Parents in particular, today have more responsibility and new tasks in the educational and upbringing process (Kostadinova, 2012). It can be deduced that parents' involvement in the curriculum design is of great importance because it enables them to contribute to the academic life of their children in totality not only in their social growth. The finding therefore suggests a curriculum reform that would strengthen the contribution of parental associations.

c) Lecturers

Data from the participants suggested that the lecturers have responsibilities towards curriculum change in the DELL and LASED. They are the major stake holders in the designing of the curriculum in the two disciplines. Capturing that well is the student's excerpt below:

> Lecturers are the ones dealing with students. They know what content and why students should study and how best it can be delivered to the students. They draw lesson plans together, put together the teaching material for the two disciplines

> and even share effective teaching methods to augment acquisition of proficiency in English and content knowledge.

Implicit from the excerpt is the element of incorporation into the curriculum reform which is meant to improve the teaching of the two disciplines as well as acquisition of proficiency in English and content knowledge. The success of the curriculum reform for the two disciplines is dependent on the lecturers' inclusion and contribution. The Lecturers' sharing of expertise and teaching methods could contribute positively to the learning and teaching of the two disciplines. The finding supports Chamber's (2006) perception that teachers' subject expertise influences the fact that teachers must be the pre-eminent determiners of the curriculum and that they should include students as well. It can be concluded that the lecturers should be integrated into the curriculum design because their exclusion makes the reform incomplete and ineffective.

The exclusion of the lecturers from the curriculum development can be compared to the inseparability of English Language and Literature in English. The pedagogical success of English Language is determined by the input that Literature in English makes and vice versa. The involvement of the lecturers in creating the relationship between Literature in English and English Language in the curriculum reform is recommended. This is consistent with Lau's (2001) perception of teachers as the paramount stakeholders in the curriculum development process. They are knowledgeable about the content and methods of teaching Literature in English and English Language.

Teachers facilitate effective teaching of the two disciplines. The pedagogical integration of Literature in English and English Language is meant for the same purpose. The Lecturers' involvement points to the need for an integrated curriculum reform in which experience and expertise would be brought together into the process of reforming the curriculum in the two disciplines for the teaching improvement and effectiveness The spotlighting of the lecturers in the curriculum reform is suggested by Jadhav *et al.'s* (2014) perception that teachers know the needs of the stakeholders of teacher education, they can understand the psychology of the learner and they are also aware of the teaching methods and strategies. The teachers' involvement in the curriculum reform and inseparability from curriculum development is tantamount to the inseparability of Literature in English and English Language as well as that of content from language.

The discussion is taken further in Carl's (2009) claim that teachers' involvement in the curriculum development is determined by the appropriate skills and knowledge that enables them to make a

contribution to curriculum development. Carl's statement implies that the lecturers' inclusion in the curriculum development is conditional. The Lecturers are expected to have required experience, knowledge of the subject matter, teaching methods and other competences related to the teaching of the two courses in order to make meaningful contributions to the curriculum reform. In the context of this study it can be assumed that Literature in English brings into the integration the content and skills required in the English Language lesson. This situation suggests the reason for the former's incorporation.

The finding on the lecturers' involvement in this study becomes a research-appraised contribution to the theories benchmarking not only curriculum design but also the teaching and learning of related academic disciplines. One of the theories underpinning this study is the schema theory with its principle that the knowledge that one possesses is the main factor in facilitating the acquisition of the new information (Vide 1.8.1 and 2.3.1). Surfacing from the claim is the understanding that the lecturers' knowledge of content, teaching methods and related skills and competences that they have are requisite to reforming the curriculum of the two disciplines. The schemata that the lecturers bring into the curriculum reform improve the teaching of the two related disciplines the students' proficiency in English language and content knowledge. Another guiding principle is that the schemata are flexible. They can change at any given time, depending on the new information knowledge (Vide 2.3.1). In the context of this study the competences that the lecturers share in the curriculum development of the two disciplines can also change as a result of the contributions of other stake holders. This means that the existing curriculum is also likely to change, hence the curriculum reform.

d) Council on Higher Education (CHE)

CHE is one of the findings which surfaced as the implication for the curriculum reform. Council on Higher Education (CHE) under the Ministry of Education and Training (MOET) is a governing body that monitors institutions of higher learning in Lesotho. Participants state that the responsibility of CHE is to oversee the overall life and performance of the institutions of higher learning in the country. One of its main roles is aggreditation. According to Act 1 of 2004 the Higher Education Act Vol. xlix, among the functions of CHE, is to monitor the implementation of the policy on higher education institutions and to promote the access of students to higher education institutions. The act also stipulates that through the Higher Education Quality Assurance

Committee, CHE promotes quality assurance in higher education, accredits programmes and offers certificates of accreditation. CHE also monitors and evaluates the performance of academic programmes in higher education institutions. Implicit from the roles stated in the act is the understanding that CHE monitors the overall life of institutions of higher learning in terms of performance and validity of the programmes thereby acknowlwdging the need for curriculum reform which will allow the checking of programmes and students' performance. This is consistent with the Higher Education Act (2013) in Zambia whose role is to restructure and transform higher education institutions and programmes to be responsive to human resources economic and development needs of that country. The implication of the role of the act is to develop a curriculum in tertiary institutions that addresses the needs of the society. The involvement of CHE in the curriculum reform of the two disciples at NUL points to curriculum review implementation and monitoring of integrated pedagogical approach to the two disciplines. As a teaching strategy the integrated pedagogical approach is expected to lead to proficiency in English and content knowledge of the two integrated disciplines.

The government of Lesotho plays an important role in the curriculum reform of institutions of higher learning. Through the National Manpower Development Secretariat (NMDS) under the Ministry of Development Planning, the Government of Lesotho sponsors students at NUL and other colleges in Lesotho. The courses and their structure are expected to respond to the demands of the society and the government because the two are the consumers of the produce of the institutions of higher learning. This is in line with the National Commission on Higher Education (NCHE) (1996) which states that higher education in South Africa is required to respond to a new set of demands as the new democracy clarifies its growth and development strategy and enters the world economy on new terms and begins to tackle political, social and economic reconstruction. It can be inferred that NCHE is expected to keep up with the demands of the society in relation to the political, social, and economic changes in South Africa.

Chambers' (2006) observes that many governments influence the form and content of the higher education curricular. Implicit from chambers' statement is the understanding that, through CHE, the government of Lesotho has an influence on the curriculum reform at NUL. Its contribution as a stakeholder reflects pedagogical development in the form of acquisition of proficiency in English and content knowledge of the two disciplines. As a finding in this study, CHE has implications for curriculum reform in the sense that it has the powers to decide what the curriculum of the two

disciplines should include. For this reason, CHE and other stake holders (lectures, parents and students) should not be excluded in the curriculum reform because they are ones who form the integrated curriculum.

The dialectic is taken further by Jadhav *et al.* (2014). They state that curriculum development is a dynamic process which changes according to the need of the society and the stakeholders of the education system. In the context of this study, the new development in the education system of Lesotho (which is the response to the demands of the society) is the introduction of the Curriculum and Assessment Policy Framework. The policy is aimed at integrating curriculum and assessment, integrating the related disciplines, addressing the emerging issues related to the new demands, practices and life challenges. It requires teachers who can teach both Literature in English and English Language in an integrated set up (as one major). The role of CHE is to ensure that DELL and LASED develop the integrated curriculum that responds to the needs of the community, enhances integrated teaching of the two disciplines and is inclusive of all the stake holders. This is in line with Slowey's & Enkanterina's (2013) claim that the curriculum of higher education institutions should respond to the society's needs. In the context of this study the need is the implementation of the integrated curriculum in the two departments for the improvement of proficiency in the two disciplines.

The finding on CHE's input in this study becomes a research-appraised contribution to the theories that benchmarking the curriculum design as well as the teaching and learning of related academic disciplines. One of the theories behind this study is the schema theory with its principle that the knowledge that one has determines the acquisition/learning of the new information (2.3.1). This claim indicates that the understanding that the expertise the members of CHE bring into the integrated curriculum reform would help in the interpretation, the understanding and creativity of new knowledge. The integration of CHE in the curriculum reform would improve not only students' performance but also the acquisition of English and content knowledge of the two disciplines.

4.2.3.6 Lecturers' training on an integrated pedagogical approach

Training of the lecturers on the integrated pedagogical approach appeared as the implication for curriculum reform. Okwara (2009) defines integrated approach to the teaching of English Language as a method that involves using literature to teach English Language and using English language to teach Literature in English. This assertion leads to the understanding that the two disciplines are

pedagogically and symbiotically related because they each provide the context for the teaching of the other. Participants recommend that lecturers should be trained on the integrated teaching of the two disciplines. One of the students claimed that:

> Well, I think in this situation our lecturers should be trained to teach the two disciplines in the context of the other. Right now, I am a student teacher but I have never been introduced to the integrated pedagogical approach yet I am expected to teach the two disciplines confidently at LJC and LGCSE. How on Earth am I going to do that? It is not possible.

Surfacing from this assertion is the understanding that the two disciplines are pedagogically and symbiotically related. Each of them provides a context for the teaching of the other because the integrated pedagogical training is mostly practical in interrelated disciplines such as Literature in English and English Language. This is consistent with Rasskazova's, Maria's, & Anthony's (2017) understanding that teacher training in curriculum development is crucial. Implicit is the importance of integrated pedagogical training in this study because it would improve the students' performance. The finding points to the need for curriculum reform which may improve proficiency in English and knowledge of content in the two disciplines.

The finding on the lecturers' training on how to use the integrated pedagogical approach is consistent with Ihejirika's (2014) understanding that teachers' professional training should be designed in such as a way that they would acquire all the basic skills and be competent in teaching both Literature in English and English Language. The assertion implies that the two disciplines are interdependent because their purpose is language acquisition and content knowledge. It makes academic sense therefore to develop an integrated curriculum that equips lecturers with skills and techniques for teaching the two disciplines in juxtaposition**.** Ihejirika (2014) further states that the teacher should not close his/her eyes to language hints that abound in the prescribed literary texts while the language teacher should not hesitate to use excerpts from prescribed text books to illustrate his teaching of various language components.

The purpose of the lecturers' training on integrated pedagogical approach is the flexibility of the curriculum. The lecturers are trained to use one discipline to teach the other at any given time. As a result of that the curriculum should be developed in a way that enables that flexibility. The finding also proposes a flexible teaching and learning environment where teachers use every opportunity to use a concept from one discipline to teach the other (Vide 4. 4. 2. c i). The finding further

recommends that selectes literary text books should have most of the grammatical aspects in English Language in order to enable integrated learning and teaching. Curriculum integrated pedagogical arrangement would also lead to direct learning because the linguistic aspects will be displayed in literary texts (Vide 4.4.1a). Fernandes & Nora's (2014) suggestion is for teachers of English and researchers to follow new orientations of teaching English according to the integrated and the interdisciplinary pedagogical approaches. These approaches are applicable because of the symbiotic relationship between the two disciplines and because of the integrated curriculum reform now obtaining in the schools.

The integrated pedagogical approach contributes to the curriculum reform in the DELL and LASED as well as to the theories underpinning this study. One of such theories is language in/for/with content theory (LCT) with its tenet that language and content are inseparable (Vide 2.3.4). Surfacing from this principle is the understanding that acquisition of proficiency in English and content knowledge is a process that happens simultaneously. Training on integrated approach implies using one discipline to teach the other. This means the two are engaged at the same time hence the symbiotic pedagogical relationship that points to the inherent integration of the two disciplines. It therefore makes academic sense for lecturers to get training on the integrated approach because the two disciplines are also interrelated (Vide 2.4.2).

Lecturers' training on integrated pedagogical approach stresses the inseparability of the content and language of the two disciplines as well as acquisition of proficiency in English and content knowledge. Similarly, the finding can also be understood to imply the inseparability of the teaching methods of the two disciplines which are pedagogically intertwined.

4.2.3.7 Separation of Literature in English and English Language

One of the findings that occurred as the implication for curricular reform is the separation of the teaching of Literature in English from English Language. Some of the participants argue that the two subjects should remain separated because they are not the same. They further state that English Language focuses on the structure and correctness of the language while Literature in English is on reading, interpretation, understanding and analysis of the content of the four genres which are a novel, short story, poetry and drama. The excerpt below captures that well:

> Literature in English and English Language are very broad in their own way and their focus is different even though they deal with language. Their teaching should be separated because they have different perspectives. There are people

> who are interested in English Language only for communication and other purposes but having them together as one major, there is going to be a lot of work for students.

The finding implies that first, Literature in English and English Language are not symbiotic therefore cannot be integrated. Second, at university level the combination of the two as one major would mean a lot of work for students to handle. The rejection of the integration of the two disciplines is consistent with Gareth's (2010) understanding that at university level the two disciplines cannot be integrated because linguistics involves understanding the structure of language (syntax, morphology, phonology, phonetics and semantics). All these English Language courses are taken by English Language majors. The finding points to the challenge of pedagogical integration of the two disciplines as one major. In this context, there is no need to reform the curriculum; it is better to maintain what is already existing (Vide 4.4.2.1). Smit (2009:80) proposes that

> ''the aim of teaching English language to students whose English is a second language, is to teach grammar of the language, Literature due to its structural complexity and unique use of language does little to contribute to that.''

Surfacing from the assertion is the understanding that the two disciplines differ. For example, Literature uses language differently from the standard way which defeats the purpose of being a good model of language use.

In line with this rejection of integration of the two disciplines is Khatib *et al.*'s (2011) affirmation that some literary texts, such as poems, are loaded with complex structures that are not even close to Standard English. Zhen, (2012) argues that literature is set in a non-English speaking country where English is not the native language. Students from such a background have a limited command of English. Implicitly students whose English language is not their first language have limited linguistic and communicative competences in English. This results in a poor understanding of literary concepts written in English. Students also find it difficult to cope with the challenges of learning Literature in English and those of learning English Language through Literature in English. The finding on the separation of the two disciplines points to less chances of integrating the two disciplines because of their structural differences. LASED and DELL could maintain the current curriculum setup of teaching the two disciplines independently.

The rejection on the integration of the two disciplines is suggestive of the unchanged curriculum design in the Department of English Language and Linguistics and Language and Social Education

at NUL. However, researchers such as Bobkina's & Svetlava's (2016) argue that there are theories among lecturers and scholars that encourage the inclusion of Literature in English in English Language teaching lately thereby depicting integration**.** The scholars above take cognizance of the fact that recent trends point to the pedagogical integration of the two subjects.

Implications of the findings for curricular reform in the DELL and LASED have been presented. The findings were sourced from the FGDs, FFOIs and course synopses. The following emerged as the implications for curricular reform in the DELL and LASED: discipline integration, joint-content planning by the two departments, provision for stake holders' inputs, training of lecturers in the interdisciplinary pedagogical approaches and disciplinary separation. The presentation has also included the theories underpinning the discussion, the citations from the participants as well as the literature related to the findings.

The reformed curricular should also encourage the lecturers within and across the two departments to work cooperatively by planning the content together, share teaching methods and even team teach in order to resuscitate the teaching of the two intrinsically intertwined disciplines. The findings also imply that lecturers from the two departments ought to be trained to teach the two disciplines. Lecturers should be equipped with integrated pedagogical skills. In addition, the integrated curriculum should also accommodate the participation of students, lecturers, parents and CHE in the development of the curriculum for improved teaching because they are stakeholders whose contributions are important. The implementation of all suggestions in the curriculum reform, could promote acquisition of proficiency in English and content knowledge to effectively teach the two disciplines in an integrated set up. However, one of the implications for curricular reform is the discipline separation. The implication suggests that the current curriculum in the two faculties should be maintained because the focus of the two disciplines is different. That is, the disciplines should not be integrated. Instead, students should register for unifying courses. The courses should be done by students who major in either of the two disciplines. It should be binding for anyone majoring in English Language should also do the apropriate Literature courses and vice versa. The next section features the trustworthiness of the findings.

4.3 THE TRUSTWORTHINESS OF THE FINDINGS

The standards used towards believability of the findings in this study include validity, reliability, credibility, and triangulation. These standards are discussed alongside the findings for each of the research questions.

4.3.1 Reliability

Reliability in research refers to the consistency of the analytical procedures (Noble & Smith 2015). This implies that the findings are regular and uniform when data is analysed from different data collection strategies. Although reliability as a believability standard has tended to be associated more with quantitative than qualitative research, there is also a convincing argument for its rightful space in the latter approach. The rationale for relevance of reliability in qualitative research includes believable/trustworthy after analysis and interpretation of the data. This is so because such findings are similar although they come from different sources, thus denoting the symbiotic relationship between Literature in English and English Language. Interdependency, rules of grammar, requisite skills, linguistic and communicative competences as well as vocabulary development and creativity were the main findings in relation to the first question on the symbiotic relationship between Literature in English and English Language. In order to ensure the reliability of these findings, the researcher employed multiple data collection strategies such as focus group discussions with students from the Departments of LASED and ELL, face-to-face open-ended interviews with lecturers and analysis of course synopses and outlines for their contribution in the symbiotic relationship. Each of these key findings recurred in each one of the three data collection techniques which were employed to check the extent to which the data that they generated established what they were meant to establish (the symbiotic relationship between Literature in English and English Language). This rationale was adopted from the researchers such as Orodho's (2008), Chiang's (2015) understanding that reliability in qualitative research refers to whether a particular measuring procedure gives similar results repeatedly or not. In this study, the three different data collection techniques generated the same information about the symbiotic relationship between Literature in English and English Language This renders the findings reliable. Reliability as a trustworthiness standard is therefore satisfied.

The involvement of the participants in checking and confirming the findings from the interviewees and or questionnaires is a recommended reliability procedure in qualitative research. This is so

because reliability searches for the truth (Muhammad, Muhammad & Muhammad (2008). Reliability also deals with the extent to which the results are consistent over time and makes an accurate representation of the total population under study (Joppe, 2002). It generates the understanding in qualitative research approach (Stenbacka, 2001). The implication of the assertions is that reliability in qualitative research is relevant and applicable because it measures the extent to which the findings are standard. I went over the findings with the participants to confirm or disconfirm whether the findings reflected what they said during the interviews. The participants' consistent approval of the findings after thematisation makes the findings reliable and therefore believable.

4.3.2 Validity

The key findings related to the second question in relation to the implications of the relationship between the two disciplines include the integrated approach to language teaching, departmental close working relationships and the reading culture. The researcher believes that these findings are valid and, therefore, believable because they emerged after the researchers' interrogation of data from the discussions with the students, the interviews with teachers from the DELL and LASED as well as the analysis of the course outlines and descriptions from the same departments. The procedure is consistent with Orodho's (2005) understanding of validity as the degree to which numerous measures of a phenomenon accurately represent that concept.

Different data collection and analysis strategies that were used to source he implications of the symbiotic relationship between Literature in English and English Language generated similar findings. For instance, the integrated approach and departmental close working relationships were recommended from the students' FGDs, the lecturers' FFOIs and the analysis of course outlines and descriptions. The consistent appearance of similar findings from different sources makes them accurate and authentic. Various data collection strategies have been employed in order to satisfy the validity of the findings. Validity also has to do with reality of the situation under investigation (Denzin & Lincolm, 2000). In this study, the reality is the existence of the symbiotic relationship between Literature in English and English Language which has pedagogical implications. The fact that the participants were able to give their perceptions about the relationship between the two disciplines implies that there is certainty in the phenomenon. The findings are considered valid.

Therefore, the study has satisfied the research standards of trustworthiness and validity (Trochim, 2020).

4.3.3 Credibility

The Main findings related to the third objective of the study, which is about the implications for curricular reform on English Language and Linguistics (in DELL) and Languages and Social Education, (in LASED) disciplines are integration, joint-content planning, provision for stake holders' inputs, training of lecturers in interdisciplinary pedagogical approach and discipline separation. Believability of these findings has been satisfied. The researcher checked the findings with the participants to confirm whether the implications for curriculum reform are actually what came from their data. The process is in line with Korstjens *et al.*'s (2018) perception of credibility as placing confidence on the truth of research findings by establishing whether the findings represent believable information from the original data and or whether it is the correct interpretation of the participants' original views. Confirmation of the participants' viewpoints can be deemed to be realistic if the participants are actually consulted. Credibility of the findings related to implications for curricular reform has been confirmed because participants have been consulted for confirmation.

4.3.4 Triangulation

Triangulation is defined as the process of collecting data related to a specific phenomenon by using several approaches for purposes of verification (Heale & Dorothy 2013). This is consistent with Shenton's (2004:63) understanding of trustworthiness as ''a term used to establish credible things, and one technique by researchers to enhance trustworthiness and rigor is triangulation, whereby multiple data sources are used.'' In this study the researcher has employed different data collection strategies, namely; FGDs, FFOIs and document analysis of course synopses for the Literature in English and English Language courses. The researcher compiled data from the three sources in order to get a deeper understanding of the symbiotic relationship between Literature in English and English Language. The researcher wanted to be confident of results because they are not from one source. This procedure was adopted from Rahman's (2012) with the understanding that triangulation gives the researcher confidence on the results because more sources on one phenomenon reduce bias.

4.4 INSIGHTFUL SUMMATIVE PERSPECTIVES FROM THE MAIN FINDINGS OF THE STUDY

The main findings of the study and the insightful perspectives that they probe for are addressed by the research question.

The purpose of this study was to explore the relationship between Literature in English and English Language and its pedagogical implications for students and lecturers. The subsidiary research objectives/questions were as they are indicated in Chapter 1 (Vide 1.4).The findings in relation to the symbiotic relationship between Literature in English and English Language, as presented in (4.2.1) are:

- Rules of grammar,
- Linguistic and communicative competences,
- Reading literary texts,
- Requisite skills.

The study revealed a number of ways in which English Language and Literature in English are symbiotically related. Firstly, the two disciplines share the same rules of grammar examples of which include subject verb agreement (One & Petaling, 2018; Richard, 2014; Birch, 1991; Halliday *et al.,* 1964). Secondly, prescriptive and descriptive uses of English language for effective communication are similar in the two disciplines. For instance, English Language is about the grammar rules required for writing correct sentences, observing subject verb agreement, tense and punctuation marks. Literature in English is the application of those grammar rules. Thirdly, reading literary texts written in English probes the application of linguistic competences acquired in English Language, thereby enhancing students' proficiency in English language as the medium of learning.

Fourthly, the two disciplines are symbiotic in the sense that they share the same requisite skills which are listening, speaking reading and writing as articulated by (Khdihr & Mariwan, 2016; Mohammadzadeh, 2015; Fernandes & Nora, 2014; Berkley, 2009). The finding implies that when students study the two disciplines in tandem, the requisite skills may be improved and sharpened for acquisition of proficiency in English and content knowledge. It can also be understood that mastery of requisite skills activates effective teaching and learning of the two disciplines.The findings point to the symbiotic relationship between the two disciplines. The findings are in line with the schema

theory, with its spotlight that acquisition and learning of new information is dependent on the already known and stored information/knowledge (Chang, 2009; Merriam *et al.*, 2007). New information/knowledge and the already stored one are inseparable. Knowledge and proper application of the rules of grammar, requisite skills, linguistic and communicative competences as well as the reading of literary texts are inseparable from studying the two disciplines.

When one studies the two disciplines in juxtaposition, one brings to the context the already stored knowledge of grammar rules and application as well as the requisite skills in order to acquire new knowledge/ information. This makes the schemata inseparable from knowledge acquisition. The same analogy applies to the two disciplines in the sense that acquisition of linguistic or literary knowledge is dependent on the knowledge and proper application of rules of grammar and requisite skills that are brought to the context. Rules of grammar, requisite skills, linguistic and communicative competences therefore make the two disciplines symbiotic because they function as the schemata requisite in acquisition of new information so is English Language for the study of Literature in English and vice versa. The main findings related to the implications of the symbiotic relationship between Literature in English and English Language as presented in (4.4) are:

- Integrated pedagogical approach to language teaching,
- Departmental close working relationships
- Reading culture.

The integrated pedagogical approach to the teaching of the two disciplines has benefits. The approach facilitates simultaneous acquisition of language and content. This suggests that a lecturer may teach a linguistic concept in the context of a Literature in English class or vice versa (Mohammadzadeh, 2015; Florentino, 2014; Richard, 2014; Debata, 2013; Berkley, 2009; Franklin, 2009, Seghayer 2003). Implicit, and as an example related to the assertion made above is the point that a lecturer may teach a descriptive composition in the context of characterisation in a Literature in English lesson or teach paragraph development, sentence types and kinds in the development of a plot in a novel. Similarly, in the English Language lesson a lecturer can teach essay writing, paragraph development and topic sentence. Descriptive language, paragraph development, topic sentence, sentence types/kinds, and essay writing, are all topics applicable in Literature and English and English Language thus pointing to the two disciplines as symbiotic. The Integrated pedagogical

approach is in line with language in/with/for content theory with its principle/ claim that language and content are intertwined and simultaneous (Orosz, 2018; Lee 2007; Wolff, (2003). The implication of concurrent acquisition of language and content as a principle is the understanding that acquisition/learning of language and content are intertwined. The same inseparability can also be situated in Literature in English and English Language because the two disciplines are each a context for teaching and learning of the other. The integrated pedagogical approach as a finding points to the inherent symbiotic relationship between the two disciplines and this may result in the enhancement of students' acquisition of proficiency in English and content knowledge.

The integrated pedagogical approach is also consistent with the language and context theory with its principle of Malinowski's notion of context of situation which is meaning by environment (Halliday, 1989 in Xu, 2013). Implicit from the principle is that meaning making or acquisition/learning of language (English) is made possible by the environment/situation/context around which the language is used. That is, language acquisition or meaning making does not take place outside context. In this study, Literature in English provides the learning environment/context for English Language because it provides the scenarios in which language is used (Fonseca, 2006; Hall, 2005; Parker, 2001).

The inseparability of language and context can refer to the inseparability of Literature in English and English Language; hence the discipline symbiotic relationship. The departmental close working relationships is another implication of the pedagogical relationship. Lecturers in the DELL and LASED can work together by planning the content of the two disciplines jointly, sharing their teaching experience and teaching methods and even through team teaching. This is consistent with Mandel's & Eisarman's (2016) perception of collaborative teaching as an approach that develops teachers because it creates the platform for them to share and learn from one another. Implicit from the assertion is the understanding that the success of language teaching is dependent on the input that different teachers put into the teaching itself. Additionally, effective acquisition of English is also determined by the contribution that the literature makes in the process of teaching. The collaborative work points to the enhancement of acquisition of proficiency in English and content knowledge for the two disciplines. It adds knowledge to the already existing principle on the schema theory which proposes that humans have mental structures that store information that is retrievable when one meets new information. The schemata that the lecturers bring into collaborative teaching augment acquisition of language and content. Similarly, the context that

Literature in English brings into English Language and vice versa makes the teaching of either of the two disciplines effective and complementary. This implies inseparability of new knowledge and the old one which applies to the union of the two disciplines.

The study has also shown that the reading culture is another implication of the symbiotic relationship. Literature in English involves ample exposure to reading literary materials and is therefore a language rich context for acquisition of proficiency in English by this virtue. Similarly, English Language as a subject is a context for reading therefore exposure to texts that often include even those literary in character (Ihejirika, 2014; Mingu, 2013; Tikiz & Feryal, 2013; Isaacs 2007). It can be concluded that the two disciplines expose students to habitual reading because effective acquisition of language and content of the two is depended on reading literary and information materials. The finding acts as a catalyst for acquisition of proficiency in English and content knowledge for students who major in English Language and Literature in English. It equips students with linguistic and communicative competence.

The finding on reading culture is consistent with schema the theory which is about the mental structure that stores common knowledge that results from life's experience. It is also about existing knowledge units which can be created and changed in people's minds. Implicit from the schema principles is the fact that interpretation and understanding of a written text is conditioned by what a reader already knows that is related to the text read. In the integrated pedagogical context, as students read either a linguistic or literary concept, the schema of either of the two is recalled in order to interpret the new knowledge/ information. The reading culture promotes acquisition of English and content knowledge for the two disciplines. The analogy that schemata and new information are inseparable can also apply to the inseparability of Literature in English and English Language The study has also explored the implications of the symbiotic relationship for curricular reform in the DLL and LASED. Reiterated from sub-section (4.6.2) for emphasis, the following emerged as the key findings:

- Integration of the two disciplines,
- Training of lecturers in interdisciplinary approach,
- Provision for stakeholders' inputs,
- Joint-content planning and discipline separation.

The study finds that the symbiotic relationship between the two disciplines is suggestive of the integrated pedagogical approach for the two disciplines. The content of the two disciplines could be interwoven in order to augment the teaching of the two disciplines in juxtaposition (Ansani, 2013; Ayo, 2013; Norah, 2013; Zhen, 2012; Parkinson & Reid, 2009 and 2000; Westbrook, 2004; Hardway & Young, 2002). The integrated pedagogical approach indicates joint-faculties-content planning, whereby the lecturers from the Faculties of Education and Humanities could plan the content of the two disciplines together. Integrated teaching and joint content planning may enhance acquisition of proficiency in English and content knowledge of the two disciplines. The two findings point to the symbiotic relationship between the two disciplines and this implies a call for a review of these courses pedagogically.

There is a need for the integrated or course review whereby the lecturers within and across the DELL and LASED would be able to work collaboratively, plan together and share their expertise for effective teaching and promotion of acquisition of English and content knowledge. Repetition of topics would be avoided because the lecturers would have consulted one another. Integrated pedagogical approach and joint-faculties content planning are in line with content in/with/for language theory with its highlight that content and language are simultaneous and inseparable (Lee, 2007). Surfacing from the principle is the understanding that when Literature in English and English Language are joined and taught in juxtaposition, language is acquired alongside content. The integrated pedagogical approach and joint setting as findings from this study bear a relation to the schema theory. The lecturers for the two disciplines bring with them knowledge and experience already acquired and stored. The theory holds that human beings have mental structures that store knowledge/information from life experience; such knowledge is recalled when there is new information to acquire/learn (Merriam *et al.,* 2007).

It can be inferred that what lecturers already know/ experience cannot be divorced from new knowledge. The schemata that the lecturers bring into the integrated approach set up re-inforce teaching and acquisition of proficiency and content of the two disciplines. It can be inferred that Literature in English could be the schemata for English Language and vice versa. As aresult, the study depicts the two disciplines as pedagogically symbiotic. Integrated pedagogical curriculum is therefore a necessity so that the lecturers may be able to work collaboratively by planning and using the schemata from the two disciplines to enhance teaching and acquisition of proficiency in English and in content knowledge. The study further reveals that the lecturers from the two departments

should be trained on teaching the two disciplines in juxtaposition. This implies that the integrated curriculum review should facilitate the lecturers' training on the integrated pedagogical approach in order to speed up proficiency in English and content knowledge. Training of the lecturers in the integrated pedagogical approach for integrated disciplines has documented support (Vide 4.6.2.1). The study also finds the importance of involving all stakeholders. Teaching and learning of the two disciplines in a course review is more effective if all the stake holders in the course review. The curriculum without the involvement of lecturers is not effective.

Parents and even the government through National Manpower Development Secretariat (NMDS) sponsor the education of the students. Financial support is crucial to the successful and quality education because without it there is no education. It is important that when the curriculum is reviewed, sponsors should be included. Council on Higher Education (CHE) also should be allowed by the curriculum to monitor implementation of policy on higher education institutions, ensure quality assurance and students' performance as per higher education act 2004 (Vide 4.6.2.1). The involvement of all the stake-holders points to a curriculum review in which all the stake holders should contribute for effective teaching and acquisition of proficiency in English and content knowledge of the two disciplines.

Discipline separation emerged as one of the key findings that surfaced as the implication of the symbiotic relationship for curricular reform. The study finds the recommendation that the two disciplines should not be integrated because their purpose is different. Literature in English is about reading, meaning making from the literary genres, not necessarily to teach correct English. Khatib *et al.* (2011) aver that some literary texts such as poems are loaded with complex structures not even close to Standard English. Implicit from the assertion is the understanding that the language of Literature is sometimes different from everyday usage of language; therefore, it may not improve students' proficiency in English as expected. English Language on the other hand, is about appropriate use of language for effective communication by observing rules of grammar and proper application of linguistic skills. This is in line with Fernandes' and Nora's (2014) perception of English Language teaching as meant to develop students' ability to listen attentively, speak eloquently, read properly and write correctly. The same may not be said about Literature in English. Separation of the two disciplines points to the maintenance of the current curriculum review which does not integrate the two disciplines.

Regardless of the view that the two disciplines should remain separated as it is the case at NUL, there is literature-supported evidence pointing to the need for the integration of the two disciplines as they are complementary learning contexts for each other (Vide 4.4.2.1). Literature in English in particular is the display of English Language while English Language is the medium of expression of literary ideas. This is consistent with Parker's (2001:36) understanding that ''English Language is a raw material through which literature is manufactured.'' Deduced from Parker's observation is the interrelatedness and inseparability of the two disciplines. In line with Parker's observation is Peter's claim that Literature uses language in context and therefore it is hard to divorce Literature in English from English Language. It can reasonably be argued that the two disciplines are mutually related therefore they should be pedagogically integrated for effective teaching and acquisition of proficiency in English and content knowledge.

There is the necessity of integrated pedagogical curriculum reform where the two disciplines may be integrated and taught in juxtaposition for effective acquisition of proficiency in English and content knowledge. The Separation of the two disciplines does not have space in the theories that form the basis for this study. There is the need for further research on the findings and theories that could form the basis for the separate teaching of the two disciplines. This study has shown a pedagogical symbiotic relationship between Literature in English and English Language.

The two disciplines are innately intertwined because language learning deals with culture and literature is the culture of the people using that language (Keshavarzi, 2012). Implicit from the assertion is the understanding that English Language cannot be separated from Literature in English because the latter is the carrier of the culture. Language is associated with culture; therefore in order to learn a language of the people one has to learn their culture, which is presented in the literature. The study therefore reveals that Language is culture and Literature represents the culture and the language of a people. This implies that Literature in English and English Language are intrinsically related and are both products of culture.

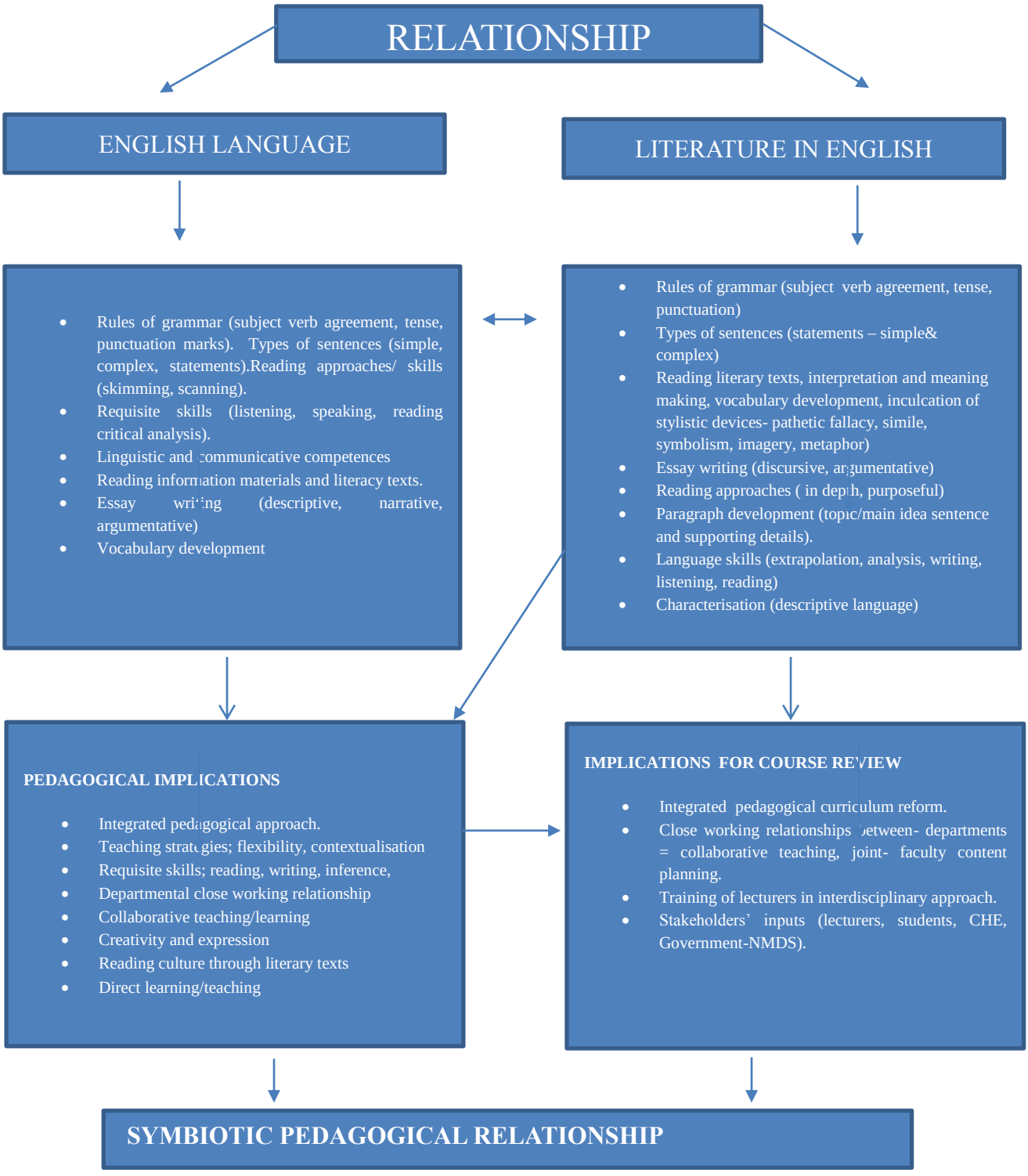
4.5 SUMMARY OF THE CHAPTER

Chapter four has presented the findings pertinent to the three objectives of the study. They sought to establish the symbiotic relationship between Literature in English and English Language; the pedagogical implications of the relationship between Literature in English and English Language; as well as the implications of the findings for curricular reform in DLL and in LASED. The findings

were sourced from the analysis of data from the FGDs with students, from the FFOIs with the lecturers and from the analysis of the outlines and descriptions of the courses in Literature in English, English Language, English Language education and Literature in English courses.

Interpretation of the findings centred on the extent to which they make a case and therefore strengthen the argument pertinent to the symbiotic relationship between Literature in English and English Language as the students' major subjects and teaching subjects. The major findings were interrogated for not only how they were in line with the claims in the amassed scholarship but, more importantly, for how they inform/enhance the theories premising the inquiry. Taken in sum, the main findings from the study consolidate into the following graphic for a representation of the symbiotic relationship between Literature in English and English Language.

4.6 GRAPHIC REPRESENTATION OF THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE



4.7 THE NARRATIVE OF THE GRAPHIC REPRESENTATION OF THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE

The graphic presents the consolidated findings in relation to the symbiotic pedagogical relationship between Literature in English and English Language. The findings are reported by research questions as depicted in the titled boxes. The first question was about the relationship between Literature in English and English Language. The boxes under each of the two disciplines consist of bulleted content points that are applicable to both. For example, observation and application of the rules of grammar are requisites of the two disciplines. Linguistic and communicative competences which are knowledge and application of grammar rules are necessary for purposes of studying the two disciplines; hence the symbiotic relationship. The double/two pointed arrow between the two disciplines points to the interrelatedness of the two disciplines by subject matter. The mutual relationship between the two disciplines results in pedagogical implications, as shown by the two arrows pointing to that box.

The pedagogical implications of the symbiotic relationship address the second research question for this study. The implications highlight what the relationship between the two disciplines could mean and be done in order to enhance effective teaching and learning/ acquisition of proficiency in English and content knowledge of the two integrated disciplines. As indicated in the pedagogical implications box, the study reveals that the two disciplines could be integrated and taught in juxtaposition because they share common features, as depicted by the double arrow between the two disciplines. Another implication for the symbiotic relationship is that the integrated teaching of the two disciplines is considered to be a direct learning/ teaching for both because they are contexts for each other.

Specifically, Literature in English is the content and context for English Language because linguistic features are displayed in literary texts. Similarly, English Language is the medium of expression for literary and linguistic ideas and structures. This explanation points to the symbiotic pedagogical relatedness between the two disciplines. The pedagogical integration of the two disciplines denotes teaching one concept in the concept of the other consciously or subconsciously; hence direct teaching/learning. The symbiotic pedagogical relationship also implies that integrated curriculum should enable the lecturers' close working relationships between the departments of ELL and LASED. A close working relationship may be achieved by sharing the content, methods of

teaching and exchange of expertise for acquisition of proficiency in English and content knowledge for the two disciplines. Pedagogical implications for the two integrated disciplines have some implications for curriculum reform in the Faculties of Education and Humanities. Implications for curriculum reform address the third research question for this study as depicted in the box titled implications for curricular reform. The pedagogical implications point to the necessity for integrated pedagogical curriculum reform, which should allow members within and across the two departments to work closely. Close working relationship denotes planning the content together and teaching collaboratively.

Collaborative work could promote acquisition of proficiency in English and content knowledge for the two disciplines. The study has also revealed that in the integrated curriculum reform structure, the lecturers should be trained in the integrated pedagogical approach as that would equip them with adequate methods of teaching the two disciplines in juxtaposition. Involvement of all stake holders in the curriculum reform for the two disciplines could enhance not only the acquisition of proficiency in English and content knowledge but also students' performance. Every stake holder would have a sense of ownership and therefore play his/her role appropriately. For example, inclusion of students' views as major shareholders may influence them to improve their performance.

The study argument, on the basis of the findings, is that there exists not only the theory supported symbiotic relationship between the two disciplines but one with pedagogical implications for the curriculum reform implications.

The finding on integrated curriculum reform does not imply that the two disciplines are not distinct specialisations, each in its own right. Instead, they point to interconnectedness and also have a backing in documented scholarship (Mohammadzadeh 2015; Debata 2013; Adejimola *et al.,* 2013).

The findings from all the different data collection sources invariably spotlight that Literature in English and English Language are in their own right and per conventions, separate disciplines. This overarching finding points to the need to continually observe, recognize and accord the two disciplines their dichotomous academic standing; In the same way, the research-evidenced areas of symbiosis between the two and the potential that such a relationship has to enhance acquisition of proficiency in English and content knowledge should be explored in pedagogical and, where possible, curriculum adjustment terms.

4.8 CONTRIBUTION OF THE STUDY

This study has contributed, not only to the already existing scholarship about the relationship between Literature in English and English Language but also to the theories underpinning the area of study. It has revealed that Literature in English and English Language are symbiotically related. The revelation is consistent with Sinclair's (2006) understanding that the teaching of English cannot be informed by separate approaches of the language and Literature but by integration. Implicit from the assertion is the comprehension that the two disciplines are intrinsically interwoven. The study has also brought to the surface the perception that the symbiotic relationship between the two disciplines has pedagogical implications. Such implications are direct learning, creativity and expression (vide 4.4).

The study has gone further to bring to light different methodological approaches that could be implemented in order to promote acquisition of proficiency in English and content knowledge for the two disciplines. Such teaching methods are contextualization and flexibility. The methods may help teaching and learning as well as acquisition of proficiency in English and content knowledge (vide 4.4.). For example, the research study has demonstrated that when students study character development/ characterization in a Literature in English class, they could relate that content/ knowledge to personalities of people that they know in their life. Similarly, when dealing with adjectives in descriptive essay in English Language class, they could relate such jargon to characterization in Literature in English. This is consistent with Moltz's (2010) in Perin's (2011:1) perception that contextualization is a form of ''deep learning'' that comes about through linking ideas and concepts across courses. Implicit from the assertion is that students could relate the content of one discipline to the other as well as to their life in general. The present study has brought the concept of learning and teaching English Language and Literature in English to surface through relating the concepts across disciplines and to students' life situation (contextualization). This observation supports Hardway's & Young's (2002) understanding that contextualization is about relating events in the texts to the real life situation. The study has also contributed the knowledge that teachers should be flexible to teach a concept belonging to one discipline in the context of the other (vide 4.4.c). This is in line with Florentino's (2014) perception that any Literature could be utilized as long as it includes the component of the target language. This study has gone beyond to demonstrate that Literature is requisite in the teaching and learning of English Language. This implies that teachers of English Language may find it necessary to have majored in

Literature in English because it would provide the basis for effective teaching of English Language, as opposed to information material that is dry. This is in line with the understanding that Literature provides authentic samples of language use (Roselezam, 2014).

The research study has also made a significant contribution to the theories surrounding the area of study. For instance it has expanded Language in/for/with content theory. The theory itself proposes that language cannot be acquired independent of content (vide 2.3.2). That is, for optimum effectiveness in the acquisition proficiency in English, the two should go together. It also highlights the proposal that language is acquired better in a stimulating environment. The study has gone beyond to add that acquisition of language and content are simultaneous and inseparable. Content is communicated through language so one gets the message/content because one understands words that compose the content message so they are inherently interwoven. The theory does not provide information about where stimulating content could come from. However, this study has found that an invigorating environment/ context can be found in literature (Ihejirika 2014). This is in line with Keshavazi's (2012) understanding that the use of literary texts in the teaching of language is an invaluable and enjoyable experience to both students and teachers.

Furthermore, the study has made a positive contribution to the Language and context theory. It is premised on the maxims of meaning through relation, the environment/ situation. It examines the meaning of a text holistically; that is, it examines thestructure in totality not individual words of a sentence in isolation (vide 2.3.2). It has gone beyond to demonstrate that outside context, words or phrases are meaningless and appropriate and accurate meaning of a text is doubtful. Literature provides that context. Peter's (2013) perception is also that Literature uses language in context. In other words, Literature is the context of language therefore, the two are inseparable. The study has also enhanced the schema theory that is based on the principles that schemata are mental structures that have stored information from life experience and such knowledge is recollected when one meets new information. Further, schemata influence acquisition of new information (2.3.1). In the context of this study, students are able to study Literature in English because of the already stored linguistic schemata that become handy in a Literature in English class. For example, knowledge of grammar rules helps students to interpret and understand literary content. Similarly, in English Language class students require certain literary skills such as reading skills, critical analysis and vocabulary which are already stored. These competences enable students to learn/ acquire linguistic concepts and analytical tools.

The present study has gone beyond the known principles. It has added that acquisition of new information/knowledge is dependent on the old knowledge/ schemata. The two are interdependent and inseparable. The same analogy could be used in the symbiotic relationship between Literature in English and English Language.

The study also reinforces the constructive paradigm because it encourages collaborative work in the teaching and learning process. The paradigm says that knowledge construction is a social intersection of people, interactions that involve sharing, comparing and discussion among the lecturers and students (Dagar & Yadau 2016). Collaboration promotes creaitivy production and performance.Implicit from the the extract is the understanding that collaborative learning and teaching of the two disciplines could promote proficiency in English and content knowledge. This study has therefore contributed new knowledge in relation to the relationship between the two disciples and its pedagogical and course review implications.

If this model were to be adopted it would be complient with Lesotho's assessment reforms such as Curriculum Assessment Policy (CAP) framework and Integrated Curriculum (CAP 2009). The policy advocates for juxtapositional teaching of Literature in English and English Language in order to address the linguistic and literary learing area for effective communication. This model dispels the old belief that pedagogy applies in education only but it applies in all academic fields (vide 2.2.4). Lecturers in the Faculty of Humanities should be viewed as teachers who are equipped with teaching strategies, methods and techniques of teaching at institutions of higher learning even though they do not train prospective teachers according to the Scholarhip of Teaching in Higher Learning (SoTL). This is consistent with Boyer (1990:23-4) as quoted in Murray (2009) that ''…pedagogical procedures must be carefully planned, continuously examined and relate directly to the subjects taught''. This implies that imparting knowledge/ instruction in academia requires skills and methods of doing that therefore the model proposes that lecturers should go under training on pegogical skills of teaching in institutions of higher learning.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented the main findings from the study. It ended with a graphic representation as a synthesis of such findings. Chapter Five draws from the main findings to highlight the conclusions and recommendations which are presented by research questions as was done in the previous chapter. For the main recommendations and contribution to scholarship, the study ends with a proposed integrated curriculum/course reform model for adoption/adaptation by the Languages and Social Education and the Language and Linguistics Departments at the NUL and departments elsewhere offering related or similar programme characteristic.

5.2 CONCLUSIONS

The study sought an understanding of the extent of the symbiotic relationship between Literature in English and English Language and the pedagogical implications of such a relationship for teaching and learning the two disciplines in higher education. It also explored the findings on the relationship for their pedagogical and course review implications in the LASED and DLL. The study was prompted by the observation and literature-supported knowledge that non-English-speaking background students (NESBSs) in English medium institutions of higher education seem to have a low proficiency in English. Such linguistic deficiency on the part of the learners is cause for concern because proficiency in English is requisite in academia for effective access to and interrogation of content concepts for the formation of knowledge and communication of such knowledge. It can, therefore, also be presumably associated with students' challenge to study Literature in English and English Language as well as other disciplines offered in English. In the subsequent sections the researcher presents the conclusions according to the research questions.

5.2.1 The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students?

As elaborated on in the previous chapter, the study revealed that Literature in English and English Language are symbiotic. The two disciplines are intrinsically related; the existence of one is dependent on the other. The conclusion of the study, based on this main finding is that there is a need for instances of pedagogical and course offering cross-fertilisation between the two disciplines as and when the need arises for the enhancement of proficiency in English and simultaneous content and therefore context-based knowledge in the two disciplines. This conclusion on the need for cross-fertilisation in the teaching and learning of the two disciplines is based on the following findings (as elaborated in section 4.2.1):

- Rules of grammar (vide 4.2.1.1) which include subject verb agreement, tense, countable and uncountable nouns, adverbs, spelling, pronouns and adjectives, correct sentences, punctuation marks which are applicable to the two disciplines (One & Petaling, 2018; Richard, 2014; Birch, 1991)

- Requisite skills (listening, speaking, reading and writing skills) (Bacon, 2019; Starja, 2015), for effective communication in both disciplines (Vide 4.2.1.1b).

- Linguistic and communicative competences such as knowledge of the rules of grammar and how they are used. This applies in both disciplines (vide 4.2.1.2).

- Reading literary texts in both disciplines for exposure to the context/content-based function of language (Ihejirika, 2014; Mingu, 2013; Tikiz's & Feryal, 2013; Isaacs, 2007) (Vide 4.6).

The conclusion about the existence of a symbiotic connection between Literature in English and English Language is reasonable on at least two grounds. In the first instance, English Language is, by nature, is the context for acquisition of content and linguistic competence. The rules of grammar, linguistic and communicative competence skills and the receptive and productive communication skills (reading, listening, speaking, reading and writing) from the fundamental and conventional content of the discipline-English Language as well as the measures for proficiency in English as a means of learning and teaching English Language as a discipline and as a means of delivery and acquisition of knowledge in other academic disciplines offered in English medium higher education

contexts such as NUL. On the second count and one rooted in the Language in/for/with content theory, the symbiotic nature of the relationship between English Language and Literature in English as revealed by the study, lies in amply documented scholarship that all the mentioned content and skills making the discipline English Language are requisite for effective engagement with and communication of knowledge in other disciplines. Such scholarship is mainly from studies that have been undertaken and premised on the theories such as Language in/with/for content learning (Urmeneta, 2019; Orosz, 2018; Florentino, 2014; Debata, 2013; Banegas, 2012). Literature in English as one of the disciplines taught and studied in English is, therefore, no exception. The conclusion about the relationship is in line with Ihejirika's (2014:86) perception that ''Literature is written in words, that is language is the basic raw material with which Literature as a subject separate from a language as another subject is manufactured''.

It is, however, important to underscore that transferability of relevance to and requisite applicability of the language/linguistics and communication skills making the discipline Literature in English may not in strict and equating terms be argued about English Language. This is because the virtual genres of literature, namely poetry, fiction and drama are characterized by more discipline-grounding and, therefore, confine linguistic and language conventional demands and skills which the content of the discipline, English Language, barely covers. It becomes reasonable, therefore, to argue that the generic content and proficiency related communication skills acquired in English Language as a discipline become the mode of expression for literary writings making the subject Literature in English.

This research-evidenced argument has a theoretical value in existing knowledge. In particular, it enhances one common principle of the two theories underpinning this study. Such is the language in/with/for content-learning theory and the language and context theory. The linking principle between the two theories is that acquisition of proficiency in language and knowledge of content are simultaneous and, therefore, interdependent if the content and context/ environment are stimulating (Vide 2.3.4 and 2.3.2). The argument makes reasonable the conclusion that that the two disciplines are inherently interwoven by nature and as and when opportunities are identifiable, should be taught and studied with this in mind to enhance acquisition of proficiency in English and content knowledge in both disciplines. Adding to the strength of the conclusion is the perception that Literature in English is language in use, thus confirming the symbiotic relationship (Ansani, 2013;

Ayo, 2013; Norah, 2013; Peter, 2013; Zhen, 2012; Parkinson & Reid, 2009 and 2000; Ogle 2008; Westbrook, 2004; Hardway & Young, 2002).

5.2.2 The implications of the relationship for teaching and learning of Literature in English and English Language for acquisition of proficiency in English and content knowledge?

As explained in section 4.4, the following points emerged for the main finding, spotlighting the symbiotic relationship between Literature in English and English Language and the pedagogical implications of the relationship:

- Application of integrated pedagogical approach to address students' English proficiency and content knowledge related needs for each discipline.

- Flexibility in cross contextualization of teaching strategies for enhancement of proficiency in English and content-based conceptualisation and communication that of intra and inter-departmental collaborative teaching as and when deemed necessary according to proficiency and knowledge needs.

The findings together suggest that the symbiotic relationship between Literature in English and English Language could have positive influence on how the two disciplines are taught; thus making space for the conclusion that the relationship between the two disciplines is not only symbiotic but it is also pedagogical and can therefore strategically be purposively juxtaposed for proficiency in English for /in the teaching and learning of the two disciplines. This conclusion is aligned to Adjimola *et al*.'s (2013) understanding that Literature and English language are interdependent. In fact, Literature cannot exist independently of language because language is the conveyor of literature. The conclusion has support in Franklin's (2009) assertion that Literature in English increases all language skills because it extends the linguistic knowledge of the learners for application and contextualization (Babaee & Roselezam, 2014). Implicit from these assertions is that the integrated pedagogical approach could improve acquisition of proficiency in English simultaneously with content knowledge and its communication. Integrated pedagogical approach as a finding from this study augments the notion of the "scholarship of integration" in which Boyer's (1990) as cited in Murray (2009) highlights that scholars should concentrate on making connections within and between disciplines. The same principle is evidential in the study through which the symbiotic relationship between Literature in English and English Language has been confirmed.

The conclusion that the two disciplines are interconnected and therefore, by implication, can be taught in juxtaposition for acquisition of proficiency and content knowledge, implies that such integration has potential to enable students to make meaning by using language to interrogate discipline-specific concepts and to acquire, generate and communicate subject related knowledge. In this way, the finding adds a theory- enhancing value to the study. Such a beneficiary theory for instance is the language and context theory (vide 2.3.2) which is premised on, among others, the principle that the environment and situation have a role in meaning–making during the teaching and learning of academic disciplines. Students' ability to relate and apply linguistic or literary aspects to the two disciplines could help not only acquisition of proficiency in English but also interpretation, understanding and meaning making.

The study has also revealed that the relationship between the two disciplines is suggestive of the need for the pedagogical and content-course based collaboration within and across the Departments of English Language and Linguistics and Languages and Social Education. Such collaboration as the finding unpacks would mean a joint effort which involves co-planning and co-teaching of related aspects of the content (vide 4.4.2b.). The findings on the pedagogical implications of the interdependence between the two disciplines render reasonableness to the conclusion that they can facilitate the teaching of the other within and across the DELL and LASED at the NUL and perhaps in other institutions with more or less the same programmes structure. The conclusion augments already existing knowledge as embodied in Okwara *et al.*'s (2009) deduction made on a more or less similar study whose purpose was to evaluate the implementation of the integrated approach to the teaching of English in secondary schools in Kenya. The integrated approach that is determined by the symbiotic relationship between the two disciplines contributes to the already existing knowledge and also to the interpretivist/constructivist paradigm on the principle of interdependence.

5.2.3 What are the implications of the findings for course review in the departments of Language and Social Education and English Language and Linguistics?

As indicated in section 4.4.l the following emerged as the findings highlighting the implications of the findings for course review in the DELL and LASED in the faculties of Humanities and Education:

- Integrated pedagogical course review

- Close working relationships
- Training of lecturers in the integrated pedagogical approach
- Stakeholder's inputs.

The findings suggest juxtapositional teaching of the two disciplines and collaborative work by different relevant stake holders. The findings therefore pave way for integrated course review in which teaching, learning and planning could be intra and inter departmental. This finding has led the researcher to the reasonable conclusion that the symbiotic relationship between the two disciplines invokes a course review in which the collaborative approach to the planning and teaching of the two symbiotic disciplines could improve acquisition of proficiency in English and content knowledge. (vide 4.4.2). The pedagogical juxtaposition of the two disciplines is in line with the understanding that the two disciplines complement each other. Literature is the material for English language and English language is used as the medium of writing Literature. The same view point is shared by Norah (2013), Zhen (2012), Westbrook (2004). It can be concluded therefore that the two disciplines are pedagogically related and can be taught in tandem for the enhancement of acquisition of proficiency in English and content knowledge.

The study further concludes that effective teaching of the two disciplines is built on collaborative work, integrated pedagogical training approach and inputs from relevant stake holders with their different experiences. This is in line with the understanding that training in the teaching field is part of professionalism to enhance performance (Ihejirika, 2014; Alsubaies, 2016; Florentino, 2014). Integrated pedagogical and some courses content review would therefore be beneficial for successful teaching and acquisition of proficiency in English and content knowledge in the Departments of ELL and LASED.

Another conclusion is that circumstantial strategic integrated pedagogical approach and reviewed course offerings could benefit acquisition of proficiency in English and content knowledge in the context of Literature in English, English Language as well as Literature in English Education and English Language Education offerings in the DELL and LASED. The following conclusions drawn from the main findings according to the research question obtain:

1. **The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students?**

    - Literature in English and English Language are symbiotically related in terms of the rules of grammar, the requisite skills, reading literary texts, linguistic and communicative competences

    - The symbiotic relationship between the two disciplines is in the form of needs-based pedagogical cross-fertilisation for enhancement of proficiency in English and acquisition and communication of content knowledge in the two disciplines

2. **The implications of the relationship for teaching and learning of Literature in English and English Language for acquisition of proficiency in English and content knowledge?**

    - The two disciplines are symbiotically related therefore could be taught in juxtaposition for the enhancement of acquisition of proficiency in English and content knowledge.

    - The symbiotic relationship between the two disciplines suggests a close intra- and inter-departmental working relationship for the acquisition of proficiency and content knowledge.

3. **What are the implications of the findings for course review in the departments of English Language and Linguistics and Languages and Social Education in the faculties of Humanities and Education?**

    - An integrated pedagogical course review responsive to academic English proficiency and content knowledge needs of students.

    - Adoption of integrated pedagogical approaches to facilitate simultaneous acquisition of academic English proficiency and content knowledge in English Language and Literature in English per identified needs of students and lecturers in LASED and the DELL.

    - Adoption of relevant principles and guidelines for integrated curriculum reform in implementing the symbiotic relationship teaching and learning needs of the lecturers and students in the two disciplines.

5.3 RECOMMENDATIONS

The recommendations in this section are presented by research question-based conclusions as well as by what the researcher deemed to be the implications of the study for further related research.

5.3.1 The relationship between Literature in English and English Language in relation to acquisition of proficiency in English and content knowledge by higher education students.

The following main conclusions were derived from the analysis of the findings.

- Literature in English and English Language are symbiotically related in terms of: the rules of grammar, requisite skills, reading literary texts, linguistic and communicative competence.

- The symbiotic relationship between the two disciplines is in the form of needs-based pedagogical cross-fertilisation for enhancement of proficiency in English as the medium of learning in English medium higher education, acquisition and communication of content knowledge in the two disciplines.

- The relationship has strength in its consistence with the principles of the paradigm and theories underpinning the study. Such a paradigm is; interpretivist/constructivist while the theories are language in/for/with content, language and context and schema theory.

In relation to the symbiotic relationship between the two disciplines in terms of the rules of grammar rules, language skills, reading of literary texts and linguistic and communicative competences, the study recommends that the two disciplines could be taught in juxtaposition, with special attention on these cross cutting skills and competences. The understanding is that such an arranged plan of work could augment acquisition of proficiency in English and content knowledge. In terms of needs-based pedagogical cross-fertlisation, the study recommends that the two disciplines could also be taught in juxtaposition according to the requisites of proficiency in English from the two disciplines. These include oral presentations with emphasis on eloquence, correct pronunciation of words and language appropracy.

The theoretical frame work as the base for the symbiotic relationship between the two disciplines as a finding in this study leads to the recommendation that the symbiotic relationship could be used not

only for acquisition of language proficiency but also for content of the two disciplines. Language and content are inseparable. It is also recommended that student teachers from LASED be encouraged to major in the two disciplines because of literature-supported pedagogical benefits. Student teachers could study the two disciplines in the context of each other and even teach them integratively. However, in the case whereby a student teacher majors in either of the two disciplines and any other discipline such as (Geography/History) as the second major, the study recommends that LASED could provide English Language education and Literature in English education courses that would cater for the missing pedagogical proficiencies from the other course. The courses could equip prospective teachers with skills and competences to teach the two disciplines competently as prescribed in the Lesotho curriculum and assessment reforms such as Curriculum and Assessment Policy (CAP) and Lesotho integrated curriculum reform (CAP 2009).

The study also recommends that in DLL students could be encouraged to major in Literature in English and English language because of content learning and acquisition-related benefits that students gain from the two disciplines side by side provide. In the case where a student decides to be a literary scholar not a linguist or vice versa, the present study recommends that the Department of English Language and Linguistic could also offer Literature in English and English Language course that would cater for the missing proficiencies from the other side. The reason is that the two disciplines are inherently and pedagogically interdependent and should be seen as independent (vide 2.4.1). When the two are taught independently, oblivious of their linguistic commonalties, lecturers are denied the opportunities to use one discipline to teach the other. Likewise, students from LASED and DLL are also denied the chances to learn one discipline assisted by the other. This study recommends that the two disciplines be taught alongside each other. The recommendation is in line with the theory underpinning this study. This is Language in/for/with content theory and its principle o interdependence of acquisition of language and content. The principle explains that language can neither be learned nor acquired independent of content; in fact, the two are simultaneous. In this context, Literature in English provides the content for English Language while the latter is the medium of expression of both literary and linguistic ideas and elements. It pedagogically makes sense therefore to study the two disciplines in tandem.

In line with the recommendation is the understanding of Fonseca (2006) that the two disciplines should be integrated because literary works provide room for discussions and other language tasks which develop the learners' linguistic and communicative competences.

5.3.2 The implications of the relationship for teaching and learning of Literature in English and English Language for acquisition of proficiency in English and content knowledge?

- The two disciplines are symbiotically related; therefore they can be taught in juxtaposition for the enhancement of acquisition of proficiency in English and content knowledge.

- The symbiotic relationship between the two disciplines is suggestive of departmental inter- and intra- relationship for acquisition of proficiency and content knowledge.

Conclusions related to the implications of the symbiotic relationship between the two disciplines guides the researcher to the recommendation on the implementation of the integrated pedagogical approach between the two disciplines in order to facilitate acquisition of proficiency in English and the subject matter. The reason is that one is contexts for the teaching and learning of the other. The recommendation is thereby in line with Debata's (2013) and Hall's (2005) understanding that integrating Literature in English and English Language may help the learners to develop their language proficiency as well as literary competence.

In terms of inter and intra departmental working relationship, the study recommends that for acquisition of proficiency in English and content knowledge, the departments of English Language and Linguistics as well as Languages and Social Education could work collaboratively within (intra) and among/ between (inter) departments through consultation, sharing of the teaching methods, expertise as well as substance for the two disciplines. They could co-research and co-teach. This could be done where the two disciplines cross-pollinate in terms of content and related skills (vide 4.2.1). The recommendation is consistent with interpretivist/ constructivist paradigm adopted by this study. Key in interpretivist/ constructivist paradigm is the creation of reality from multiple sources and that reality/ knowledge are socially constructed (Henning, 2004). Situated in this study, the collaborative work of sharing expertise, methods and content creates new knowledge, a new perspective of operation and therefore improved performance. The joint effort from different angles could solve the problem which in this case is the low level of proficiency in English.

LASED trains student teachers to competently teach students at LJC and LGCSE in schools while the department of English Language and Linguistics trains linguists and literary scholars. DELL

also equips students with more content and requisite linguistic and literary competences for different professions such as journalism, acting, interpreting and authorship. Regardless of different intended professions the aim of the two departments is to equip students with proficiency in English to be applied in different social and professional contexts. It therefore academically makes sense that the two departments work together although not necessarily as one department.

The study also recommends that even student teachers who major in the two disciplines could be introduced to the integrated pedagogical approach to the two disciplines. The reason is according Lesotho's curriculum and assessment reforms such as Curriculum and Assessment Policy Framework (CAP) (MOET, 2009) and integrated Curriculum, Literature in English and English language belong to linguistic and literary area. This implies that the two go together. The findings, on the contrary, depict that prospective NUL lecturers are not trained to teach the two disciplines integratively.

5.3.3 What are the implications of the findings for course review in the departments of English Language and Linguistics and Languages and Social Education in the faculties of Humanities and Education?

- An integrated pedagogical course review responsive to academic English proficiency and content knowledge needs of students.

- Adoption of integrated pedagogical approaches to facilitate simultaneous acquisition of academic English proficiency and content knowledge in English Language and Literature in English according to the identified needs of students and lecturers in LASED and the DELL at the NUL.

- Adoption of relevant principles and guidelines for integrated course review in implementing the symbiotic relationship teaching and learning needs of the lecturers and students of the two disciplines.

Recommendations related to the implications of the symbiotic pedagogical relationship for course review are:

(a) Necessity of integrated pedagogical course review to promote students' acquisition of proficiency in English and content knowledge through the introduction of integrated pedagogical approach of the two disciplines in the two departments,

(b) Couse review that could enable intra- and inter- departmental collaboration through collaborative teaching and joint-faculty content planning by lecturers for the two disciplines. The joint venture could improve teachers' skills of teaching the two disciplines and students' acquisition of proficiency in English and content knowledge.

(c) The study further recommends the inclusion of the relevant stake holders such as the students, lecturers and the government (vide 4.4.2.3). A clear structure of the inclusion and participation of all stake holders in the course review could be established. Students and lectures are the major shareholders; teachers guide the implementation of the curriculum while students are the beneficiaries of the integrated pedagogical course review so that they may be allowed to participate, the government provides financial support and creation of jobs for the students. Therefore they deserve to be part of the reform.

(d) Lecturers from the two departments could be trained on how to teach the two disciplines integratively and consultatively (Vide 4.6.2). The training is in line with the Scholarship of Teaching and Learning in Higher Education (SoTL) which proposes that lecturers in higher education should be trained on how to teach at that level (Murray, 2009).

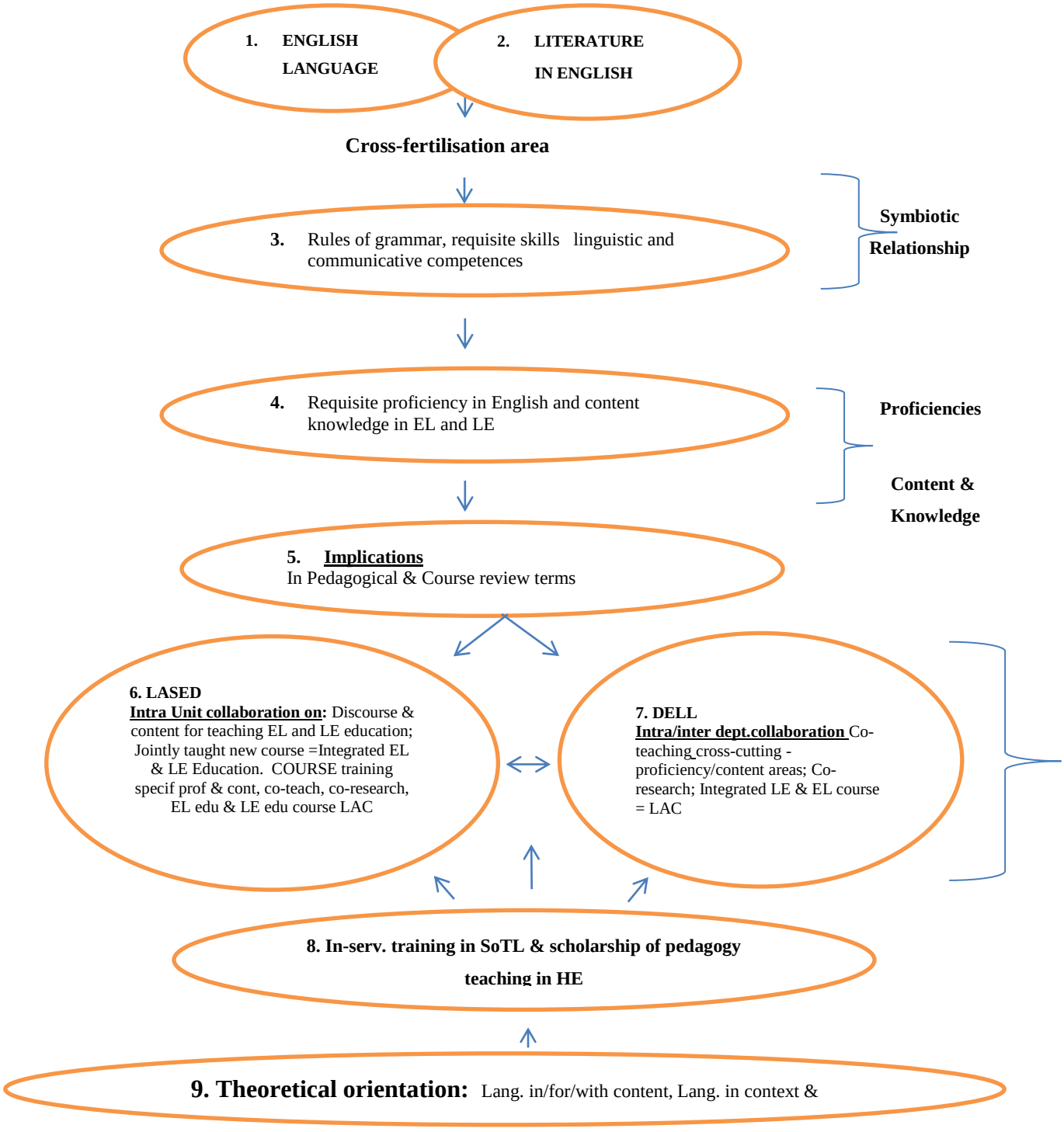
(e) The study also recommends the integrated pedagogical course review resulting in the implementation of Language Across the Curriculum (LAC) which proposes that every lecturer should be seen as a teacher of English language, especially because NUL is an English medium institution (vide 4.2.1.2)

The implication of the recommendations from this study is that the symbiotic relationship between Literature in English and English Language could have positive implications for the teaching and learning of the two disciplines. The learning and acquisition of proficiency in English and content knowledge for the two disciplines could be achieved through a number of activities and processes. It may be realised through the adoption of the integrated pedagogical approach the lecturers'

collaborative teaching within and across departments. Collaborative teaching involves co-planning, sharing of teaching methods, discussions, co-research, inter-teaching and consultations.

The integrated pedagogical and course review reform may benefit from inputs from the students and lecturers as the immediately relevant stakeholders in the two specialisations, as offered in LASED and DELL. NUL, the government and other stake-holders may provide teachers' in-service training on how to teach the two disciplines side by side and how to teach at institutions of higher learning. Every teacher may be seen as a teacher of English Language by teaching their disciplines in English and insisting on the appropriate use of English language (Language Across the Curriculum). LASED and DELL may encourage a double major policy but may also offer English Language and Literature in English courses meant for the missing proficiencies in a single major situation. Below is the the proposed integrated pedagogical model.

5.4 AN INTEGRATED PEDAGOGICAL AND COURSE REVIEW MODEL FOR IMPLEMENTING THE SYMBIOTIC RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND ENGLISH LANGUAGE FOR ACQUISITION OF PROFICIENCY IN ENGLISH AND CONTENT KNOWLEDGE



Adapted from Evelyn Daniel 2004

5.4.1 The Narrative

The model is a graphic representation of the recommendations as derived from the findings-appraised conclusions in 5.1. It is an illustration of how the symbiotic relationship between Literature in English and English Language for acquisition and enhancement of proficiency in English and content knowledge could be implemented from an integrated pedagogical and course review perspective. The model depicts the two disciplines as independent disciplines, as shown in the overlapping first two ovals. Dichotomous as they may be, the disciplines are related at the intersection point which in this study is referred to as the cross-fertilisation area. The 3rd oval is a representation of the language areas which must be mastered in this cross-fertilisation. These are the rules of grammar, linguistic and communicative competences. The knowledge and application of the rules of grammar, such as, subject verb agreement and correct tense augment acquisition of proficiency in English. The communication skills would be speaking, listening, reading and writing in the two disciplines.

The 4th oval represents acquisition of functional proficiency in English and content knowledge in the form of mastery of the aspects of cross-fertilisation between the two academic disciplines. Through the fifth oval, the model demonstrates that the symbiotic relationship between the two disciplines points to the pedagogical implications for purposes of acquisition of proficiency in English and implications for course review. The implications apply to both the Departments of Languages and Social Education in the Faculty of Education and that of Language and Linguistics in the Faculty of Humanities, as illustrated in the 6th and 7th ovals. The recommendation captured in the 6th and 7th ovals is the need for adoption and implementation of the constructivist principle of learner-needs based collaboration in teaching strategies and course development/review. In the case of the disciplines in question inserts of ovals 6 and 7 represent the need for application of collaboration by area of expertise. In practical terms this would involve co-researching/publishing on cross-cutting proficiency and content knowledge needs of students majoring in both EL and LE and those taking both as teaching subjects, joint planning, design and teaching of a new English Language and Literature in English integrated course to be taken by double majors in DELL and LASED student teachers who major in both as teaching subjects. The content of the integrated course would have to cater for those English language proficiencies and content knowledge deemed equally necessary and therefore a complementary pedagogical and content necessity. Such an integrated inter-departmental course would not only afford LASED students exposure to the nature

of integrated EL and LE content, but would be a context for their acquisition of requisite English language discourses and communication skills for aspiring teachers of both as contributing subjects to the linguistics and literary learning area according to the integrated curriculum reform context that they are graduating to teach in (MOET., 2009). DELL students requisite skills applicable to language and content acquisition of the two disciplines would be available. It would also equip them with communication skills because the two disciplines are contexts for acquisition of proficiency in verbal communication, teaching and learning of linguistic and literary substance.

The model, through oval 8th is premised on the current understanding in scholarship of teaching and learning (SOTL) in higher education (Murray, 2009) and scholarship of pedagogy in higher education. It is a SOTL – based understanding that one's acquisition of a qualification as a specialisation in an academic discipline does not automate one's pedagogical expertise in the discipline. One needs to undergo requisite training in theories and strategies for teaching one's specialisation in higher education (D'Andrea & Gosling, 2005). It is in view of these scholarships that the proposed model features oval 8th which signifies to need for LASED and DELL lecturers' acquisition of teaching skills for teaching the content of their specialisation disciplines such as Literature in English, English Language, Literature in English Education and English Language Education. The recommendation according to oval 8 draws from the provision in the document on Higher education programme accreditation standards (Council of Higher Education (CHE) – Lesotho, 2013) through which the Council expects lecturers to acquire qualifications for teaching their specialisations in higher education.

The proposed model is benchmarked on the guiding principles of the theories underpinning this study. In particular, the model draws from an overlap in the guiding principles of the theories. The Language in/for/with content theory, for instance, suggest that acquisition of language and content is simultaneous and inseparable. The theory also posits that academic subjects, by virtue of having to be learned and taught through language, are contexts for both acquisition of subject- related language proficiency and execution of knowledge acquired through language from the academic disciplines (Matsoso, 2012). In addition, the Language and context theory is premised on meaning by relation, wherein the two disciplines whether taken as pure majors or teaching subjects, are the environment and situations which dictate how language should be used for meaning making. The schema theory is about the inseparability of the schemata from the new knowledge/information. Acquisition of literary content is dependent on already acquired linguistic knowledge or vice versa

because the two disciplines are contexts for acquisition of proficiency in English. Linguistic or literary schemata, therefore, determine new linguistic or literary proficiency. The theories are based on interdependence and inseparability which is analogous to the interdependence of Literature in English and English Language, leading to the acquisition of proficiency in English and content knowledge.

The study has amply demonstrated that in both theory and practice, Literature in English and English Language are mutually beneficial. As long as these disciplines are accorded space in the curriculum as it is the case with the concerned departments. They will continue to be dialectical, reciprocal, interdependent and symbiotic in the learning process and acquisition of linguistic skills. To say this is not to give the impression that the subjects run the risk of merging into one omnibus and an unwieldy discipline. As in the past, present perhaps future, the two subjects relentlessly retain their autonomy, uniqueness, singularity, distinctiveness and identity. It is strongly recommended that Literature in English and English Language should continue to be offered at all levels of the national curriculum. This recommendation is being made in hindsight of some high schools which have desisted from offering Literature in English under the pretext that it poses challenges in terms of passing examinations. Such a situation undermines the fruitful symbiosis at tertiary education level which this research has set out to underline, apply, foreground and underscore.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

A number of issues point to the need for further research to enhance the understanding of the relationship between Literature in English and English Language. Inaccessibility of course descriptions and outlines of some courses posed a challenge. These are the poetry courses. The content could have reflected whether there is interrelatedness between the two disciplines existed or not. Although this study, by virtue of its qualitative nature and therefore cognizant of the fact that participants are selected because of their defining characteristics one of which is participants' willingness to participate (Vide 3.4.1), it could have benefitted from data from all course descriptions and outlines; hence the need for further research with an analysis of descriptions and outlines from more courses. In this study, the data collection tools used were Face-to-Face Open ended Interviews, Focus Group Discussions and Document Analysis to get a deeper understanding of the nature of the relationship between Literature in English and English Language as well as the

implications of such a relationship. An understanding of the relationship between Literature in English and English Language and its pedagogical implications for teaching and learning of the two disciplines, even in their own right as conventionally dichotomous specialisations in higher education was achieved. It is, however, envisaged that an even deeper understanding would benefit from research that specifically probes Literature in English genres such as poetry, fiction, drama and other forms of Literature in English for their requisite genre-grounded proficiencies.

English Language calls for proficiencies requisite for different purposes for reading and writing genres. Further research on the pedagogical and course design implications of these for overall acquisition of proficiency in the English for doing academe work would benefit scholarship. There is a need for further research is an understanding of proficiency needs to other interrelated disciplines such as History, Development Studies and Geography and other disciplines in the Social and hard sciences. The recommendation is in view of the realization that in higher education elsewhere such research has been associated with acquisition of requisite disciplines cross-cutting language proficiencies but improved academic performance.

It should be noted however that despite the identified issues for further research, this study in its own right has contributed data, the findings, conclusions and recommendations to argue that Literature in English and English Language are symbiotically related. This argument draws mainly from the rigor that the researcher engaged in to standards for trustworthiness of the findings of the inquiry (4.3).

My argument in this PhD is that the two disciplines remain dichotomous but are symbiotically related. They have pedagogical and course review implications which call for application of a model such as the one proposed here. The two disciplines are a situation to be explored and utilized for the enhancement of proficiency in academic English and knowledge of content.

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APPENDICES

APPENDIX A: FGD Y4 LAS

FOCUS GROUP DISCUSSION GUIDELINES FOR FOURTH YEAR STUDENTS IN LANGUAGE AND SOCIAL EDUCATION (LASED) (fgdy4las)

1. What, in your experience and opinion, do you perceive to be the nature of the relationship between Literature in English and English Language in terms of the following:
   a) Content
   b) Acquisition of proficiency in English as the medium of instruction in Higher Education.

2. Based on your experience and opinion, what **linguistic and literary skills** are needed for your core courses to enable you to manage:
   a) content,
   b) critical analysis
   c) other learning needs in both Literature in English and English Language?

3. In your faculty, which **core courses** are you taking?

4. In your experience and opinion, how does each of the core courses assist you in your learning and teaching of:
   a) Literature in English
   b) English Language?

5. view, what are the **pedagogical** and other **implications** of the interdependent relationship between Literature in English and English Language in terms of:
   a) Management of content,
   b) Critical analysis and
   c) Requisite proficiency in English?

6. Based on your understanding of the nature of the relationship between Literature in English and English Language, what **strategies** would you recommend for the teaching and learning of the two disciplines?

7. In your opinion as a fourth year double major student in the Faculty of Education, what are the **curriculum reform implications** of the nature of the relationship between the two disciplines for LASED?

APPENDIX B: FGD Y3 LAS

FOCUS GROUP DISCUSSIONS GUIDELINES FOR THE THIRD YEAR STUDENTS IN LANGUAGE AND SOCIAL EDUCATION (LASED) (fgdy3las)

1. What, in your experience and opinion, do you perceive to be the nature of the relationship between Literature in English and English Language in terms of the following:
   a) content
   b) acquisition of proficiency in English as a medium of instruction in Higher Education?

2. Based on your experience, what **linguistic and literary skills are needed for your courses** in order to learn Literature in English and English Language in terms of ;
   a) content,
   b) critical analysis
   c) other learning needs in both Literature in English and English Language?

3. In your faculty, which **courses** are you undertaking?
   How would you say the **content of the courses** that you are taking in Literature in English and English Language **prepares you for teaching** the two as related?

4. In your view, what are the **pedagogical and other implications** of the interdependent relationship between Literature in English and English Language in terms of
   a) management of content,
   b) critical analysis and
   c) requisite proficiency in English?

5. Based on your understanding of the nature of the relationship between Literature in English and English Language, what **strategies** would you recommend for the teaching and learning of the two disciplines?

6. In your opinion as a year four double major student in the Faculty of Education, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language for the Language and Social Education Department?

APPENDIX C: FGD Y4 H

FOCUS GROUP DISCUSSION GUIDELINES FOR FOURTH YEAR STUDENTS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES. (Fgdy4h)

1. What in your experience and opinion do you perceive to be the **nature** of the relationship between Literature in English and English Language in terms of
    a) content
    b) acquisition of proficiency in English as a medium of instruction in Higher Education?

2. Based on your experience and opinion, what **linguistic and literary skills** are needed for your core courses to enable you to manage:
    a) content,
    b) critical analysis and
    c) other learning needs in both Literature in English and English Language?

3. In your faculty, which **courses** are you undertaking?
    3.1 How does each of the courses assist you in the learning of:
    a) English Language
    b) Literature in English?

4. In your view, what are the **pedagogical and other implications** of the symbiotic relationship between Literature in English and English Language in terms of
    a) management of content,
    b) critical analysis and
    c) requisite proficiency in English?

5. Based on your understanding of the nature of the relationship between Literature in English and English Language, what **strategies** would you recommend for the teaching and learning of the two disciplines?

6. In your opinion as a year four double major student in the Faculty of Humanities, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language in the Department of English?

APPENDIX D: FGD Y3 H

FOCUS GROUP DISCUSSION FOR THIRD YEAR STUDENTS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES. (Fgdy3h)

1. What, in your experience and opinion, do you perceive to be the **nature** of the correlation between Literature in English and English Language in terms of
   a) content
   b) acquisition of proficiency in English as a medium of instruction in Higher Education

2. Based on your experience, what **linguistic and literary skills** are needed for your core courses to enable you to manage
   a) content,
   b) critical analysis and
   c) other learning needs in both Literature in English and English Language?

3. In your faculty, which **courses** are you undertaking?
   a) How does each of the core courses assist you in the learning of:
   b) English Language
   c) Literature in English?

4. In your view, what are the **pedagogical and other implications** of the symbiotic relationship between Literature in English and English Language in terms of
   a) management of content,
   b) critical analysis and
   c) requisite proficiency in English?

5. Based on your understanding of the nature of the relationship between Literature in English and English Language, what **strategies** would you recommend for the teaching and learning of the two disciplines?

6. In your opinion as a year four double major student in the Faculty of Humanities, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language in the Department of English?

APPENDIX E: FF OILLL

FACE- TO- FACE OPEN - ENDED INTERVIEWS FOR LITERATURE IN ENGLISH LECTURERS IN LANGUAGE AND SOCIAL EDUCATION (LASED) – (ffoilll)

1. What, in your experience as a Literature in English lecturer, do you perceive to be the **nature** of the relationship between Literature in English and English Language in terms of
   a) content
   b) acquisition of proficiency in English as a medium of instruction in Higher Education.

2. Based on your experience, **what literary and linguistic skills** do students need to manage
   a) content,
   b) critical analysis and
   c) other teaching needs in both disciplines?

3. In your experience, what would you say is the contribution of Years Three and Four content of your courses in assisting
   a) student teachers
   b) and yourself, in learning and teaching of **Literature in English and English Language?**

4. Based on your experience what do you perceive to be the **pedagogical implications** of the symbiotic relationship between Literature in English and English Language in terms of
   a) Enhancement of requisite proficiency in English
   b) Critical analysis
   c) Identification of relevant content.

5. Based on your understanding of the nature of the relationship between Literature in English and English Language, **what teacher training strategies should be embedded in your Literature in English courses in terms of**;
   a) content
   b) critical analysis
   c) proficiency in English
   d) others

6. In your opinion as a Literature in English lecturer in the Faculty of Education, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language for the Language and Social Education Department?

APPENDIX F: FF OIELL

FACE- TO- FACE OPEN-ENDED INTERVIEWS FOR ENGLISH LANGUAGE LECTURERS IN LANGUAGE AND SOCIAL EDUCATION (LASED) – (ffoiell)

1. What, in your experience and opinion as an English Language lecturer, do you perceive to be the **nature** of the relationship between Literature in English and English Language in terms of
   a) Content
   b) And acquisition of proficiency in English as a medium of instruction in Higher Education.

2. Based on your experience, **what linguistic and literary skills** are needed by students to manage:
   a) content,
   b) critical analysis and
   c) other teaching needs in both disciplines?

3. In your experience what would you say is the contribution of Years Three and Four content of your courses in assisting
   a) student teachers and
   b) your in **learning and teaching of Literature in English and English Language**?

4. Based on your experience, what do you perceive to be the **pedagogical implications** of the symbiotic relationship between English Language and Literature in English in terms of
   a) Enhancement of requisite proficiency in English
   b) critical analysis and
   c) identification of content

Based on your understanding of the nature of the relationship between English Language and Literature English what teacher training **strategies should be embedded in your English Language courses** in terms of;

   a) content
   b) critical analysis
   c) proficiency in English
   d) others

5. In your opinion as an English Language lecturer in the Faculty of Education, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language in LASED at NUL?

APPENDIX G: FF OILL H

FACE -TO –FACE OPEN-ENDED INTERVIEWS FOR LITERATURE IN ENGLISH LECTURERS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES – (Ffoillh)

1. What, in your experience as a Literature in English lecturer, do you perceive to be the **nature** of the relationship between Literature in English and English Language in terms of
   a) content
   b) acquisition of proficiency in English for purposes of teaching and learning at NUL?

2. Based on your experience, what **linguistic and literary skills** are needed by students to understand
   a) Content
   b) Ability to be critical analysts and
   c) other learning needs in both disciplines

3. In your experience, what would you say is the contribution of Years Three and Four **content** of your courses in assisting
   a) students and
   b) yourself learn and teach Literature in English and English Language?

4. Based on your experience what do you perceive to be the **pedagogical implications** of the symbiotic relationship between Literature in English and English Language in terms of;
   a) enhancement of requisite proficiency in English
   b) critical analysis and
   c) identification of relevant content?

5. Based on your understanding of the nature of the relationship between English Language and Literature in English what training **strategies** would you recommend for the teaching and learning of the two disciplines?

6. In your opinion as a Literature in English lecturer in the Faculty of Humanities, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language at NUL?

APPENDIX H: FF OIELH

FACE-TO-FACE OPEN-ENDED INTERVIEWS FOR ENGLISH LANGUAGE LECTURERS IN THE DEPARTMENT OF ENGLISH IN THE FACULTY OF HUMANITIES – (ffoielh)

1. What, in your experience and opinion as an English Language lecturer, do you perceive to be the **nature** of the correlation between English Language and Literature in English in terms of
   a) content
   b) acquisition of proficiency in English for purposes of teaching and learning at NUL?

2. Based on your experience, **what linguistic and literary skills** are needed by students and lecturers to manage
   a) content
   b) critical analysis and
   c) other learning needs in both disciplines?

3. In your experience, what would you say is the contribution of years three and four content of your courses in assisting students and yourself in learning and teaching of English Language and Literature in English?

4. In your view, what are the **pedagogical and other implications** of the symbiotic relationship between English Language and Literature in English in terms of
   a) requisite proficiency in English
   b) critical analysis
   c) identification of the relevant content?

Based on your understanding of the nature of the relationship between English Language and Literature English, what **strategies** would you recommend for the teaching and learning of the two disciplines?

   a) content
   b) critical analysis
   c) proficiency in English
   d) others

5. In your opinion as an English Language lecturer in the Faculty of Humanities, what are the **curriculum reform implications** of the nature of the relationship between Literature in English and English Language in the department of English?