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**| RESEARCH ARTICLE**

## **Integrated Pedagogy between Literature in English and English Language in Higher Education**

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**| ABSTRACT**

The concept of an integrated pedagogical approach in higher education has been discussed for years. Some institutions of higher learning offer Literature in English and English Language as separate academic disciplines. They do not consider the inherent interrelated pedagogical benefits each carries for the other. Consequently, students who major in any one of the two disciplines separately fail to hone the benefits of the integrated pedagogical set up. This study explored how Literature in English and English Language could be taught as integrated disciplines in higher education and the benefits of the integrated pedagogical approach. The study adopted a constructivist paradigm that holds that knowledge is a social construction; therefore, multiple experiences could be shared. It is qualitative in nature because it examines the depth of the integrated pedagogical approach and allows researcher's interpret views. Data were generated from the literature review on integrated teaching between the two disciplines for the past six years. It was analyzed thematically. Language in/for/with content theory, reader response and schema theories formed the basis for the study. The results showed that lecturers could employ teaching methods such as stylistics and communicative approaches. Students could simultaneously gain language and content for the two disciplines because of their intrinsic relatedness. The study recommends that the two disciplines should be studied in juxtaposition in higher education because they each form the basis for the other and deal with language linguistically and literarily.

**| KEYWORDS**

English Language, Higher education, integrated pedagogy, Literature in English, strategies.

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### **1. Introduction**

The integrated pedagogical approach between Literature in English and English Language in higher education has been discussed for years worldwide, which is consistent with Ramolula's (2021) observation that in the integrated pedagogical set up, students majoring in the two disciplines can perceive the application of numerous linguistic concepts such as punctuation marks, sentence types, definite and indefinite articles in different literary contexts. Similarly, Ajoke and Aspalila (2017) argue that the simultaneous teaching of the two subjects gradually assists students in developing their English proficiency through a systematic study of the English language and exposure to English literary texts. Furthermore, in the study that investigated the opinions and preferences of Kurdish university students on English as a Foreign Language (EFL) and the integration of Literature in English and language learning, the findings indicated that students consider Literature as a significant tool for learning English Language and enhancing the four primary language skills (Barzani et al., 2021). The scholars further emphasize that students find literary texts to develop an awareness of cultural knowledge, inseparable from learning a second language (English). Barzani (2020) also opines that the inclusion of literature has a positive impact on improving English language skills as well, as it develops students' motivation and awareness of cultural language-related issues and enhances the identification and reproduction of sounds for correct pronunciation. The assertions above imply that the English Language and Literature in English are intrinsically related phonetically, semantically and culturally. Literature also consists of language issues related to culture, politics, society, etc. Culture can also be

learnt from reading literary texts, history books, and language books, providing context for language learning in the integrated pedagogical set up.

Research shows that in many institutions of higher learning, Literature in English and the English Language are considered independent disciplines and, therefore, taught separately (Sun, 2023). The scholar further argues that most colleges and universities in China cannot provide students with good practice platforms and opportunities. Yet, integrating traditional Chinese culture into classroom teaching is significant for students to learn English (Sun, 2023). The assertion above points to the importance of the integrated pedagogical approach in the English Language and culture, which is subsumed in Literature; for example, in Achebe's *Things Fall Apart*, we learn the culture and tradition of the Nigerians, particularly the Igbo tribe, meaning that as students learn literary concepts, they also learn culture and language in context. In furtherance, Sun (2023) states that college English teachers lack the meaning of integration; for example, in China, to integrate Chinese traditional culture into college English teaching, teachers must first rely on textbooks to display their excellent traditional culture. The statement implies that in China, there is no integrated pedagogical approach between the two disciplines in higher education. It also suggests that English Language learning should be taught in the context of the Chinese culture in an integrated set up. In addition, to achieve this goal successfully, students should read textbooks, predominantly literary material, about the life and culture of the Chinese people. It can also be inferred from Sun's statement that English Language and culture should be learned in juxtaposition because language is effectively learned in context, which culture provides; hence, the necessity of an integrated pedagogical approach and the relevance of language and context theory.

Furthermore, in the English courses of higher education, teachers should firmly grasp the principle of relevance, combine traditional cultural elements with the teaching routine, and closely link with the teaching content (Hakeem et al., 2021). The statement implies that teaching the English Language in higher education-related disciplines such as Literature in English, culture, and even teaching methods should be integrated for effective teaching and learning. The implication is consistent with Barzani's (2020) argument that language and culture may not be separated. When students learn the language, they also simultaneously learn content (culture). English is, therefore, understood in context; thus, the relevance of Language and context theory in this study. Literature provides content and context for the integrated teaching of the two disciplines because it consists of various disciplines such as history, development studies, religious studies, English language, geography, and commerce. As students acquire the content of either English Language or Literature in English, they consciously and subconsciously acquire the use of language in context, which points to a need for an integrated pedagogical approach between the two disciplines.

The studies above have contributed to the importance of literature in teaching the English Language and the integration of culture in teaching language. Still, very few have contributed to the strategies that could be employed to enhance an integrated pedagogical approach between the two disciplines in higher education and the benefits of the integrated pedagogical approach. Therefore, this study aimed to explore how Literature in English and English Language could be taught as integrated disciplines in higher education and the benefits of the integrated pedagogical approach between the two disciplines. My study is unique in that it specifically concentrates on the strategies that could be devised to promote the integrated pedagogical approach to enhance the teaching of the two.

### **1.1 Problem Statement**

There is a separate teaching of Literature in English and English Language in Higher Education, which is affirmed by Sun's (2023) proclamation that English Language and Literature in English are taught separately in many institutions of higher learning. The separatist pedagogical approach between the two inherently related disciplines denies students an opportunity to harvest the cross-cutting benefits of the integrated pedagogical approach set up. Students are taught the English Language in a dry context where there are insufficient relevant examples of English structures when Literature is not involved. The skills/competencies the two disciplines offer are not enhanced in the other discipline, yet they share some requisite skills and linguistic competencies. Institutions of higher learning seem not to value the two disciplines' inherent pedagogical interrelatedness.

Consequently, students who major in either of the two fail to learn or even teach one discipline effectively in the context of the other or even use one as the basis for the other in a separate set-up. Linguists strictly concentrate on the scientific structure of the language, whilst literary scholars focus on the content. Yet, a lecturer for the English Language could use literary texts to teach some of the linguistic concepts, whilst an English one could also teach language aspects within the literary content. By implication, this analogy justifies a need for the integrated pedagogical approach thereof. Therefore, the purpose of this study was to explore how Literature in English and English Language could be taught side by side to enhance the acquisition of proficiency in language and content knowledge for the two disciplines, as well as the benefits of the integrated approach in higher education.

## **1.2 Research Questions**

1. How can Literature in English and English Language be taught as integrated disciplines in Higher Education?
2. What are the benefits of an integrated pedagogical approach between the two disciplines?

## **2. Theoretical Framework**

The study is premised on many theories: Schema theory, Reader-response theory, Language and Context theory and Language in/with/for content theory. According to Sarah Vinz (2017), the theoretical framework gives a solid scientific research study base, grounded in and based on scientific theory. This statement implies that in research writing, there is always logical information on/about or around any phenomenon from which a concept or idea can be developed. The theories mentioned above formed the basis for this study.

### **2.1 Schema theory**

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 that can be created and modified in people's minds. Bartlett emphasizes that when people meet and encounter new situations or problems, they use their stored knowledge and existing frame (schema) to perceive, interpret and understand their new environment and select corresponding strategies. The theory describes how knowledge is acquired, processed and cerebrally organized (Pankin, 2013; Sun, 2014). Implicit in the above statements is the understanding that schema theory is about how information is acquired, absorbed, stored in the knowledge tank, managed and interpreted, controlled in the mind and retrieved, when necessary, especially when one meets new information/ environment. The theory also holds that comprehending a text is an interactive process between the reader's background knowledge and the text (An, 2013). Students do not interact with new information with empty minds (tabularasa). In the context of this study, higher education students who major in English Language or Literature in English bring to the class the already acquired linguistic or literary knowledge (schema) to study either of the two.

Linguists interpret a literary text with the help of literary schemata such as reading skills, whilst literary scholars require linguistic schemas to interpret a literary text. The interdependency of the two schemas points to the inseparability of the two disciplines; thus, an integrated pedagogical approach is needed between the two in higher education.

### **2.2 Language in/for/with content learning theory**

Language in/for/ with content learning theory also formed the basis for this study. The theory advocates for the teaching of the English language through stimulating content. Sharing the same viewpoint 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 learn a particular English Language concept, they can study it by looking at the content provided by literary texts. This chain points to the close relationship between language (English Language) and content (Literature in English); therefore, there is a need for an integrated pedagogical approach between the two.

Furthermore, Lee (2007) opines that English Language learners in content-based English Language classes naturally and incidentally acquire English and its structures. This means language and content are received simultaneously. This exposure is because students comprehend the language expressed in content-related concepts. The scholar further explains that if English learners are to be proficient in academic language, different kinds of comprehensible input have to be provided, implying that teaching the English Language outside of content makes learning complicated, hence the need for this research study, which aims at exploring strategies for the integrated pedagogical approach between Literature in English and English Language in Higher Education. Moreover, requisite skills can be enhanced in an integrated environment, such as when Literature in English and English Language are treated as one major and taught in juxtaposition. The reason is the competencies are applicable in the two disciplines. It can be understood that students will be able to acquire proficiency in the language and content of the two disciplines (Banda & Kakoma, 2020).

### **2.3 Reader-Response Theory**

The reader-response theory is also applicable in this study. The reader-response approach assumes that a literary work occurs in a mutual relationship between the reader and the text when the reader demystifies literature and links it to their individual experience (Browne et al., 2021; Mart, 2019). The theory holds that no two responses can be identical (Mandal, 2017). This implies that knowledge construction in this context involves two factors (the reader and the text), and there must be a mutual understanding between the two to construct new knowledge. The two may not be separated. The same analogy may be applied in the context of this study in the sense that language acquisition is effective if learnt within a context that literary or informational texts could provide, implying that knowledge construction (students/reader) may not be distanced from (text/content/context).

The interpretive skills they put into the given text facilitate knowledge construction. Therefore, they need an integrative approach to studying, teaching and learning the two disciplines.

Mart (2019) takes the discussion further and affirms that in reader-response theory, meaning is constructed through a transaction between the reader and the text within a particular context. The scholar additionally emphasizes that classroom discussions' potential value helps learners express their emotional reactions, elicit their responses, nourish their perspectives for furthering the depth of their interpretation, corroborate their opinions and share their responses to build a social relationship. Learners must be directed to perform more adequately in response to texts and actively engage in dialogues to pose literal and inferential questions, explore a range of possible meanings and foster cognitive development and comprehension (Mart, 2019).

Reader-response theory has influenced education research and re-examined relationships between teachers and students, text selection issues, and teaching methods (Mandal, 2017). The theory has impacted the first language and the teaching of second or foreign languages (Mandal, 2017). The theory maintains that textual meaning occurs within the reader in response to text and recognizes that each reader is situated in a particular manner, including factors such as ability, culture, gender, and overall experiences (Browne et al., 2021). The assertions denote that meaning is reader-constructed. That is, readers are the ones who attribute importance to the text, not necessarily the author.

Furthermore, another fundamental principle of reader-response theory is that teaching becomes student-centered, so every reader has their own interpretation, which makes literature teaching concurrent with EFL practices that involve process-based teaching (Carter & Walker, 1989; Elliot, 1990; Kramsch, 1985). This means students can contribute their own interpretations of the given text, which promotes verbal communication through discussion or debate, wherein proficiency in English is enhanced. The scholars further emphasize that such a situation will create a classroom where students find in literature something relevant to their lives and where creative and reflective thinking becomes dominant. Hence, the role of the teacher is to facilitate, not to give lectures to the students about "correct" interpretations, as there is no fixed interpretation in the reader-response approach. A change that can be realized in the teaching of literature as a result of the introduction of the reader-response approach is that "form" and "content" are not and should not be dissociated or separated in the process of meaning creation (Rosenblatt, 1970). The assertion denotes that even when teaching literature, a content language is also acquired consciously or subconsciously because the content is expressed in language (form/different language structures), contributing to meaning-making. The same analogy could be applied in this study wherein the teaching of literature (content) could not be separated from language acquisition because the literary concepts are expressed in a language using a particular form/style of expression. The same understanding could also apply to the inseparability between the reader and the text. It, therefore, makes academic sense to teach the two disciplines in tandem, thus implementing the integrated pedagogical approach. Furthermore, Mandal (2017) states that applying the reader-response approach in teaching encourages students to interact with the text, express their responses, and discuss with others, helping them to comprehend better and interpret texts and acquire improved language skills, thus justifying the benefits of 'the integrated model'.

The principles of task-based language teaching enable students to process the information required to respond to texts. It is the 'integrated model' that combines the ideas that are found in the reader-response theory with that of task-based teaching. Task-based teaching "refers to an approach based on using tasks as the core unit of planning and instruction in language teaching" (Richards & Rogers, 2001, p.223). The approach evolved as a branch of communicative language teaching in which learners themselves discover the system for learning (Mandal, 2017). It can be inferred that the theory and the integrated model that encompass the task-based are mutually related in the sense that in meaning-making (reader-response) of a given text, students are given a task to perform which will force them to communicate and share ideas which will result in language and content awareness.

### **3. Literature Review**

#### ***3.1 Strategies for Integrated Pedagogical Approach***

There are different views concerning how Literature in English and English Language could be taught in juxtaposition in higher education. This opinion is consistent with Akhmedov's (2018) observation that there is no specific methodology for integrating language and literature in EFL because, in nearly all the literature, the approach is linked inevitably to a teaching methodology that is student-centered, activity-based and process-oriented. The assertion implies that there is no ideal or specific recommended integrated pedagogical method for the two integrated disciplines; instead, what is key is the lecturer's ability and expertise to engage students more to participate in their learning through structured activities, organized and guided procedures, exercises and tasks that would help them acquire the intended knowledge or achieve a particular objective/goal within a short/ long period. For instance, a teacher can assign a learner to pre-determined activities like matching acronyms and words on the insertion of novel words to complete sentences (Hakeem et al., 2021); such activity develops vocabulary, thinking skills, writing skills, inference and creativity. It also allows students to exhibit their language comprehension proficiency (Sultan et al., 2018). The skills and

competencies discussed above are requisite to language and literature teaching. Students do not only gain language proficiency but content as well, hence a need for an integrated approach.

In addition, literary texts as a strategy to enhance English language learning can be traced to the 19th century, during which literary forms were utilized as a significant tool for the Grammar Translation Method. Learners were required to translate literary texts into their native languages. Learners were only expected to focus on surface levels like the meaning assigned to grammatical structures or given vocabulary, as opposed to the literary value of such forms (Elhaj, 2017). Today, educational institutions have resorted to seeking ways to resolve learner needs regarding difficulties learners might face (Elhaj, 2017). One of the strategies for solving students' challenges in studying language and literature is the way teachers and students interact in the classroom, and the institutional approaches used in the classroom are all part of the pedagogical strategy (Abdul-Rahamanet et al., 2022). The relationship between lecturers and students plays a significant role in the classroom because it paves the way to mutual understanding, making teaching easier. Students' level of education and teachers' creativity and flexibility form part of teaching methods. In English teaching, for example, teachers should lead students to experience the wonders of different cultures through multimedia technology (Lie & Jun, 2019) and strengthen students' foreign exchanges. Audiovisual aids could expose students to other cultures; for example, in the Malaysian education system, teachers have been encouraged to introduce innovative teaching strategies to advance students' English learning (Sidhu et al., 2018). Moreover, applying basic EFL techniques such as cloze, multiple choice and jigsaw reading to literature study develops language skills and promotes engagement with the text (Akhmedov 2018).

Furthermore, teaching should attempt to engage with the learners' experiences, using collaborative methods and promote self-discovery (Akhmedov, 2018). The scholar implies that a teacher should consider students' background knowledge (linguistic and literary schemata) and choose approaches that incorporate and involve students' participation (hands-on approach) and other lecturers' involvement to promote students' knowledge construction since knowledge is a social construction, which aligns with Milik's (2021) statement that constructivism is a collection of multiple perspectives rather than one viewpoint. Literature in English lecturers could collaborate with other English Language lecturers or vice versa to teach a particularly relevant concept/content to literary and linguistics scholars. Students also could work with other students in the classroom. Taking the discussion further is Akhmedov's (2018) argument that the methodology envisaged for an integrated approach to language and literature is partly derived from language teaching methodology, which has clear links with transactional and reader-response theory. The theory holds that readers give multiple understandings of the text; collaborative methods promote practical knowledge construction.

In addition, the approach that helps to integrate language and literature teaching is the 'integrated' model that uses insights from the reader-response theory and task-based teaching for this purpose (Mandal, 2017). The scholar further argues that the rationale behind using the reader-response theory is that students can interpret and respond to texts and discuss with others. In the process, they can consciously and subconsciously acquire content and language skills. The student's engagement with literary texts creates satisfaction through increased 'self-knowledge', motivation. He further clarifies that the 'integrated' model addresses the following issues: the selection of literary texts that are judged as appropriate to teach at the required educational levels or of the standard of education, the development of tasks that can improve the linguistic and literary competence of the learners and the attempt to use a student-centered approach in the teaching-learning process. The fundamental difference between the 'integrated model' and 'language through literature' is that the former pays attention to meaning while the latter is concerned with the language alone. The 'integrated model' also takes into account the conventions that are required for reading literary texts, without which one cannot speak or interact with the text and with other readers; therefore, integrating language and literature in teaching the language trainees is a justifiable practice (Mandal, 2017). It can, therefore, be inferred that the combination of the two approaches (integrated approach and language through literature) is recommended for it provides a holistic approach to teaching the two.

### **3.2 Use of Literary Texts Strategy**

Using literary texts to enhance English Language learning is among the various approved ways instructors use to improve different areas of English language learners (Hakeem et al., 2021). It can be inferred that literature is a good model for teaching language aspects because it is language in use. Students can see the practical use of language in a familiar context of literature, so as they acquire/learn the content of literature, they also learn language in context, hence a need for the integrated pedagogical approach for the two disciplines. The scholars also opine that since literary works improve students' thinking skills, the knowledge acquired in this way becomes permanent. Moreover, students who develop language skills through literary products will also develop vocabulary and conceptual perceptions, which are the building blocks of thought (Hakeem et al., 2021). Literary genres, such as short stories, may force learners to analyze the content of the stories and think critically, which develops higher-order thinking skills applicable to Literature and language. Taking the discussion further is Akhmedov's (2018) suggestion that literature can be used in teaching speech through the linguistic manipulation of literary texts. Still, with an eye to their suitability for such manipulation, exercises that include vocabulary recognition and development, grammar reinforcement and extension, sentence building and pronunciation practice can help students acquire language and content. As suggested above, lecturers could choose the literary texts that best suit their intended English Language content. Students simultaneously learn literary and linguistic

content, hence the integrated pedagogical approach, which is in line with Newton et al.'s (2018) statement that when literary texts are appropriately identified, selected, and utilized, they carry the potential to offer quality text content that can improve English Language Teaching (ELT) courses and cultural awareness of learners.

Furthermore, Rankhambe and Patil (2019) state that to study literature means to study the language used to write literature (Literature and language), which are inextricably bound together, implying that the two disciplines are language-oriented, in fact, language indeed is blood and meat of literature, so the competent teacher of literature must know the structure of the language of the literary work being studied, be it written in English, French or any other standard language (Rankhambe & Patil, 2019). The scholars denote that the two disciplines are intrinsically related, so the teacher should be conscious of the content and teaching methods applicable to both.

In addition, traditional folktales allow students to draw on their own cultural and linguistic experiences (Rankhambe & Patil, 2019). The same is true of narratives and stories generally. Literature understood in these terms means that, increasingly, the boundaries between literary and non-literary are being blurred, making the idea of integration between language and literature even more feasible (Rankhambe & Patil, 2019). Teachers should let students derive the benefits of communication and other activities for language improvement within the context of suitable works of literature. For example, poetry can break down barriers and involve learners in thinking, feeling and interacting in ways conducive to language acquisition (Akhmedov, 2018). Furthermore, the instructor is expected to develop the thinking skills they desire their learners to master. For a beginner, for instance, the teacher must test the learners' ability to recall information, including the ability to state the characters' names in short stories, a level identified as knowledge (Sultan et al., 2018).

Teaching language through literature has effectual and purely linguistic benefits: its appeal to the imagination can motivate and stimulate learners and aid language acquisition (Smart, 2018). Moreover, Literature in English facilitates the acquisition of grammar, vocabulary, reading and writing (Ajoke & Shapii, 2017). For example, punctuation, sentence elements, pronunciation, subject-verb agreement, articles, prepositions, paragraph development, and meaning-making could be taught. The same applies to the English Language lecturer. They could teach related concepts such as reading skills, character development through description and narratives, paragraph development and meaning-making.

Literature in English enables direct English language learning because it is the actual application of what is taught in a language class. It develops language awareness and curiosity (One & Petaling, 2018). This means language is used in literary writings, and lecturers could use literary texts as evidence of language use in context. Similarly, literary scholars could, in their effort to teach the content of the texts, draw students' attention to communicative and linguistic competence. Furthermore, literary texts can also be linked to creative language activities such as rewriting endings to stories, role-playing, and rewriting a narrative from a different point of view or another genre, making the text more accessible to the learners (Akhmedov, 2018). This approach is student-centered in that students are hands-on in the creativity of story development; it allows them to get into the authors' creative imagination linguistically and literarily. The author further argues that the literary text, in other words, is not to be regarded as sacrosanct: students should be encouraged to experience the writing process 'from the inside' by casting themselves in the role of the writer rather than simply being passive consumers of the text. In this way, they are also practising their writing and critical skills. Moreover, applying basic EFL techniques (such as cloze, multiple choice and jigsaw reading) to literature study develops language skills and promotes engagement with the text (Akhmedov, 2018).

### ***3.3 Stylistics Approach***

The stylistic approach is another strategy that literature reveals. Stylistics is the study of language varieties that tries to establish principles capable of accounting for the particular choices made by individuals and social groups in their use of language (Rankhambe & Patil, 2019). The scholars further explain that it is a branch of linguistics which deals with the study of varieties of language (situationally distinctive use of speech), its properties, principles behind choice, dialogue, accent, length and register. They also emphasize that a morphological make-up of the word 'stylistics' also suggests the same fact, that it has two morphemes: "style" and "-istics". The first morpheme relates to criticism, and the second to linguistics (Rankhambe & Patil, 2019). The scholars further indicate that other features of stylistics include regional accents and people's dialects, descriptive language, grammar such as the active or passive voice, direct or indirect speech, and the distribution of sentence lengths and language registers. Stylistics is a distinctive term that may be used to determine the connections between the form and the effects within a particular variety of languages. Therefore, stylistics looks at what is 'going on' within the language and the linguistic associations that language style reveals. In essence, the assertions above imply that stylistics deals with the structure of a language in a given text, how it is used and the multiple meanings it could have. They also denote that Literature in English and English Language as related disciplines could be taught in juxtaposition given their cross-cutting linguistic and literary proficiencies and content. The two disciplines' content and language acquisition are simultaneous, therefore, a justification for an integrated pedagogical approach.

Stylistics plays a vital role in the effective teaching of Literature, which aligns with Akhmedov's (2018) statement that stylistics aims to develop readers' interpretative procedures rather than make them dependent on the told meanings. The teacher can teach literature to sensitive students to the freshness, richness and novelty of literary texts, for example, through elementary stylistic analysis, which provides them with a way to the text, a starting point for the process of comprehension and appreciation (Akhmedov, 2018). The scholar describes stylistics as an approach to texts that allows ideas, intuitions and initial interpretations to be explored by linguistically principled analysis of the functions of grammar, lexis, phonology and discourse in creating meaning. It can be deduced from the assertion that a stylistic approach to a text examines the use of language in a literary text, the structure of the language in terms of grammar, terminology, pronunciation of words and word order to make meaning. It allows readers to assume the role of the author: it provides them with ways of justifying their judgment by making precise reference to the text as far as possible (Akhmedov, 2018). This promotes creativity, imagination, and language acquisition while acquiring English Language and Literature content. This approach is intrinsically integrative by nature because it applies to linguists and literary scholars and is therefore suitable for the integrated pedagogical approach for the two disciplines.

Taking the discussion further is Sharma's (2019) clarification that stylistics provides a systematic and logical approach to a text. She explains that stylistics focuses on how an author fabricates his writings and work. She also argues that literature mainly depends on language, for which there can be language without literature, but literature cannot be without language. Stylistics analysis clearly defines concepts and an explicit vocabulary produced within the text (Sharma, 2019). It has two primary goals: the first is to help the readers make meaningful interpretations of the text, and the second one is, in general, to expand the knowledge and awareness of language. These aims are helpful for students to read and study literature with excellent language practice (Sharma 2019). A stylistic approach is, therefore, ideal for students' scrutiny of language use and meaning-making in a text.

Furthermore, Rankhambe and Patil (2019) opine that while some of the techniques favoured in the integration of language and literature do focus on the text and a careful, analytical reading of the words (stylistics, comparison of texts), many others, especially those drawn from the methodology of EFL, have much in common with reader-response theories. The scholars suggest that the literary text should be seen as a springboard and resource in classroom activities. Students should also develop the habit of self-reflexivity skills in interpretation and recognize the need to validate their responses so techniques such as small group discussions, logs and journals can promote this development (Rankhambe & Patil, 2019). The researchers also emphasize that all the above supports personal growth and ownership of reading and allows the students to develop strategies for dealing with other texts independently.

### **3.4 Communicative Approach**

Nowadays, teachers are beginning to incorporate more communicative approaches in teaching English Language. According to Hien (2021), the communicative approach provides learners with more opportunities to develop their communicative ability and increase the role of learners in teaching and learning second language classroom activities. In that regard, Dos Santos (2019) acknowledges that modern teaching methods have been introduced to meet the needs of recent learning and teaching English, including CLT (Communication and Language Teaching), CBI (Content-Based Instruction) and TBI (Task-Based Instruction). The researcher further states that CLT, which requires spoken output, proves effective when it meets learners' need for communicative competence. It implies that language learning is efficient when learners can use it in real conversations, such as literary texts. This new perspective makes learners more independent and conscious of their learning process and allows them to think logically and critically. Therefore, including literature in the curricula has been a subject of interest to many EFL/ESL teachers, educators and researchers to create that communication platform (Hakeem et al., 2021).

The rationale behind the communicative approach to language teaching is that it promotes communication skills through interaction with others, presentations, debate and discussion. It should be stated that, as its nature, language is a two-way communication. In other words, for successful and meaningful communication, both spoken and comprehension abilities must be met (Hakeem et al., 2021). By implication, students acquire practice in comprehension skills if they study literature, which is rich in language use figuratively and literarily. It also provides opportunities for oral communication; this aligns with Banda and Kakoma's (2020) statement that speaking is an area where literature shines; for example, when a story resonates with students, they cannot stop talking about it. Some ideas for getting a conversation going could include discussing questions, discussing the themes raised by the story, taking a side on an issue, debating it with a partner, and even reenacting scenes from the stories. It can be deduced that the integrated pedagogical approach between the two disciplines is necessary because the literature content creates more communication platforms in a language class. Students could always have something to discuss or argue about, for example, character traits, plot or storyline and even the conflict and its resolution. Students can improve their communication, pronunciation, presentation, thinking, inference, and reasoning skills, which apply in a language class, hence the integrated pedagogy suggestion.

Furthermore, a communicative method of learning English emphasizes listening, speaking, reading, and writing and teaching English at any level, be it primary, secondary, intermediate, or tertiary, requiring equal emphasis on the four language skills

(Abduamitovna, 2023). The scholar further emphasizes that because every English language teacher recognizes that speaking and writing are productive skills, they let students practice real-life actions in class. This is consistent with Dos Santos's (2019) opinion that CLT is one of the most effective methods in teaching and learning a second language because it provides opportunities for learners to practice and improve their communicative competence in pedagogic and real-life situations. The scholar further argues that the real practice of CLT in university schools has shown advantages and disadvantages or difficulties inside and outside the classroom; therefore, teachers need to consider the real situation at their school to implement CLT classes effectively. Another undeniable strength of CLT is that it enhances and enriches learners' general and linguistic knowledge regardless of their language level (Dos Santos, 2019). He also states that textbooks nowadays update new teaching methods in their design and content. Teachers with knowledge of CLT can take advantage of the material to create communication activities in class like problem-solving, interview, role-play, discussions, simulation, or information gap exchange, all of which are more practical and physical in Literature.

With the development of technology, especially the internet, teachers can easily find authentic material online and in real life. Learning cultures through authentic material is also necessary because it enlarges students' knowledge and prepares them to integrate into the different cultures of the places they visit (Dos Santos, 2019). Furthermore, group discussions are encouraged; a student's interpretation of a text is not the end of the process because the other students in the classroom, the teacher and even subjects outside the classroom further refine responses (Mandal, 2017). Here, the teacher's role of facilitating discussions and arguments becomes essential, so the literature classroom becomes a site for argument and compromise among the members rather than a dormant place where one gives, and others receive interpretations without posing any questions (Mandal, 2017). Batang (2018) also claims that university students can learn best through group work and spoken language with experience. Therefore, students favour CLT because it allows them to work for meaningful communication and learn English by using it in context instead of memorizing grammar points. They can also develop their social skills when working in groups. Furthermore, learners' behavior contributes to CLT practice's success or failure. Dos Santos (2020) states that East Asian students are not motivated and active like Western students due to their cultural background, which may cause limitations in CLT activities like discussing or arguing to reach a final agreement.

Dos Santos (2020) furthermore opines that teachers should be flexible in the implementation of the CLT method; for example, they could adapt activities such as puzzles, games, interview, survey, map reading, giving instruction or direction, discussion to give a final decision, spotting the differences, for specific skills (listening, speaking, reading, or writing). The reason is that 'activities can be fun, meaningful, interactive, and routinely used to build and maintain a communicative culture in the classroom' (Courtney, 2020, p.21). Furthermore, when teachers want to implement CLT in their classes, they need more extra content outside the textbook (Dos Santos, 2019). Sharing the same viewpoint is Brandl's (2019) statement that authentic material may not be suitable for all students when they have different levels of English. Still, to cope with this issue, teachers should spend their time "locating suitable sources and materials and developing learning tasks that accompany the materials and scaffold the learning process" (p.23). Such materials could be found in literary textbooks; however, teachers' most obvious hesitation is the selection of literary texts due to their difficulty, linguistic richness, students' interaction and interest, and cultural issues that might be sensitive to some. Therefore, selecting suitable literary texts is the principal teaching phase in ESL/EFL contexts (Hakeem et al., 2021). Another factor that affects the implementation of CLT is the attitude of teachers and students. Teacher's belief is fundamental because it impacts how and what they teach. Borg (2017) states that their beliefs may be affected by their personalities, experience as learners, and practice assumptions. With its goals, main characteristics, and principles, CLT is an excellent way to foster university students' communicative competence (Borg, 2017), and its practical implementation can bring a lot of benefits to teachers and students because this method exploits many different aspects of language knowledge and general knowledge to enhance sociolinguistic and strategic competence.

### ***3.5 Benefits of the Integrated Pedagogical Approach***

The pedagogical integration of disciplines has documented support consistent with the understanding that integrating language and literature helps compensate for any inadequacies in the learners' linguistic competence (Akhmedov, 2018). This denotes that linguistic competence students acquire from language may not be enough to study language effectively; studying literature (literary texts) helps cover the missing competencies. Moreover, an integrated pedagogical approach is, for instance, noted as facilitative of acquiring language skills such as listening, speaking, reading, and writing in the English Language (Anka et al., 2017; Bacon, 2019; Shava, 2017). This implies that the pedagogical integration of the English Language and Literature in English can contribute to developing students' productive and receptive reading skills because Literature in English is a use of the English language (Banda & Kakoma 2020). That is, literature exists because language is in practical use in literature, and they both promote the acquisition of requisite skills; therefore, the two are pedagogically related and deserve to be treated as such.

Taking the discussion further is Barzani's (2020) argument that including literature in the curricula has interested many EFL/ESL teachers, educators and researchers. The scholar attests to the effectiveness of literature in second language learning. The



understanding aligns with Mandal's (2017) statement that integrating the teaching of language and literature, the 'integrated model', is suggested as an alternative to other teaching methods. The integration will help learners develop their language and literary proficiency. The scholar further emphasizes that the 'integrated model' does not consider literature teaching as different from language teaching. Instead, it assumes that literature teaching helps create holistic learners in their understanding of humanity and, at the same time, in developing their language. This denotes that the pedagogical juxtaposition of the two disciplines completes the whole cycle of studying and learning language and literature because of their intrinsic relatedness. In furtherance, the essentialist supporters and a growing body of research consider literature as a must and effective in the process, as mentioned earlier (Hakeem et al., 2021).

Furthermore, Vuckovic (2017) opines that modern teaching should provide a better, broader and more meaningful connection between the subjects and that inter-disciplinary is essential today. In the context of this study, the scholars' assertion denotes that the pedagogical interface of Literature in English and English Language is a necessity in the institutions of higher learning because of the cross-cutting linguistic and literary proficiencies it possesses. There are more benefits when the two disciplines are pedagogically integrated than when offered separately; for example, integration invites joint departments' content planning and core teaching, thus effective teaching and studying of the two disciplines in HE.

In a study that investigated the opinions and preferences of EFL university students on integrating literature in English language learning, the findings indicated that students consider literature a significant tool for learning the English language and enhancing the four primary language skills (Hakeem et al., 2021). They argued that the inclusion of literary texts would help them to not only master linguistic competence but the functional aspects of language as well, which is significant for appropriate and correct communication. It is also discovered that students find literary texts to develop awareness of cultural knowledge, which is inseparable from learning a second language (Meena & Ali, 2021).

Various specific claims have been made about the benefits of integrating language and literature, whether the focus is on language or literature; the latter provides a resource and authentic context for teaching grammar and vocabulary (Akhmedov, 2018; Banda & Kakoma, 2020). The scholars further reiterate that teaching literary devices, excerpts from novels and plays would need to be integrated into English, so the connected and webbed modes help, which would imply localizing this integration. It can be inferred that there is a need for an integrated pedagogical approach because teaching language by the linguistic manipulation of literary texts enhances the teaching of the two (Akhmedov, 2018).

Literature as a subject of study is an activity that involves and uses language (One & Petaling, 2018). The English language is embedded in its literary form because the two exist concretely in the presence of the other. Students who study the two subjects separately are at a disadvantage of not fully being engrossed in effective learning of the two subjects (Ramolula, 2021). The same analogy could be used in Literature in English and English Language, where learning and acquiring one without the other makes the process incomplete.

Literature in English facilitates explicitly the acquisition of grammar, vocabulary, reading and writing (Ajoke & Aspalila, 2017; Hakeem et al., 2021). Similarly, English Language is about the rules of grammar, the prescriptive use of the language, the reading approaches and the ability to communicate effectively. Students should be habitual readers to acquire proficiency in English and content knowledge for the two disciplines. Therefore, the reading culture binds the two disciplines because of their similar requisite competencies that students gain and make them pedagogically related. The assertion is in line with Srialala's (2018 p. 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 several disciplines, aspects and terminology for different fields. Based on that, it can be assumed that language and related requisite skills can also be acquired from literature as it is the source of all knowledge. This makes the involvement of Literature in English in English Language learning the shortest approach to teaching English Language.

Proficiency in English and attaining the subject matter for the two disciplines are equally implanted in the integrated set-up. In line with this perspective is Ajoke and Aspalila's (2017) viewpoint that teaching the two subjects in juxtaposition gradually assists in developing their English proficiency through a systematic study of the English language and exposure to English literary texts.

#### **4. Methodology**

This qualitative study is a critical review of the global existing literature on integrated pedagogical approach between Literature in English and English Language over the past six years. This study is supported by the constructivism paradigm, a collection of multiple perspectives rather than one viewpoint (Milik, 2021). The paradigm holds that reality is socially constructed and subjective. Therefore, it aims to generate knowledge through people's individual views and the significance ascribed to those viewpoints

(Creswell & Poth, 2018). Furthermore, constructivists view knowledge as constructed by the processes individuals undertake (interpret) to make sense of their lived experiences (Creswell & Poth, 2018). The scholars imply that knowledge/understanding of the integrated pedagogical approach between Literature in English and English Language in higher education was constructed after critically reviewing and interpreting the relevant literature for the past six years.

The researcher analyzed and interpreted the existing literature on the scholarship of integrated pedagogy between Literature in English and English Language in higher education and filled the missing gap (strategies for integrated pedagogical approach) left by the literature, thus constructing new knowledge. The constructivist paradigm also holds that truth depends on people's interpretation of facts (Cilliers et al., 2014). Similarly, qualitative research seeks an in-depth understanding of the phenomenon, which is in line with the understanding that it is an inquiry process where a researcher develops a complex, holistic picture, analyses words, reports, and detailed views of the informants, and conducts the study in a natural setting (Creswell & Poth, 2018; Rajasekar et al., 2013). Qualitative research also allows one to explore or investigate the quality of relationships, activities, situations, or materials (Fraenkel et al., 2015). It lets the reader know something new and probably find viable solutions to problems (Islam et al., 2022). In the context of this study, the researcher explored the literature on the integrated pedagogical approach between Literature in English and English Language in higher education to find the trends and gaps. Data were analyzed qualitatively, including identifying patterns, categorizing them into themes, and interpreting them, which helped understand the phenomenon deeper, thus constructing new knowledge (Islam et al., 2022). Thematic Analysis (TA), which the study employed, is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset by focusing on meaning across a dataset (Islam et al., 2022). TA allows the researcher to see and make sense of collective or shared meanings and experiences. This method identifies what is common to how a topic is discussed or written about and makes sense of those commonalities.

## **5. Data Presentation, Analysis, and Discussion**

This study explored the strategies for the integrated pedagogical approach between Literature in English and English Language in higher education and the benefits of the integrated set-up. The researcher analyzed the current literature on the phenomenon. The themes that emerged from the literature are strategies for implementing an integrated pedagogical approach, which includes the use of literary texts strategy, stylistic approach, and communicative approach, as well as the benefits of the integrated pedagogical approach in teaching and learning English Language and Literature in English.

### **5.1 Strategies for Integrated Pedagogical Approach**

The literature-related findings concerning the strategies for the integrated pedagogical approach reveal no specific methodology for integrating language and literature because the approach is unavoidably linked to a teaching methodology that is student-centered, activity-based and process-oriented (Akhmedov, 2018). A teacher can apply various teaching strategies to achieve his objectives; for example, they can assign a learner to pre-determined activities like matching acronyms and words on the insertion of novel words to complete sentences (Hakeem et al., 2021). Such an activity develops students' vocabulary, thinking, writing, inference, and creativity, consistent with the understanding that such activities allow students to display their language comprehension proficiency (Sultan et al., 2018). Furthermore, the data show that lecturers could also apply techniques such as cloze, multiple choice and jigsaw reading to the literature study, which develops language skills and promotes engagement with the text (Akhmedov, 2018). All the above competencies apply to linguists and literary scholars, thus requiring juxtaposition teaching. The application of different activities in the integrated pedagogical approach implies students' acquisition of language and content and application of schemas, hence the theories – Language in/with/for content, schema theories and reader-response. The theories hold that language cannot be learned without acquiring content, without retrieving and activating the already stored knowledge and experience (schemas) into action (Banda & Kakoma, 2020; Chang, 2009; Lee, 2007; Pankin, 2013; Sun, 2014). The scholars imply that language and content are consciously and subconsciously learned simultaneously with the help of the relevant schemas.

Another finding is the interaction between lecturers and students in the classroom and the institutional approaches used; they are all part of the pedagogical strategy (Abdul-Rahamanet et al., 2022). This implies that the interaction and relationship between the two parties (lecturers and students) is significant. There has to be a mutual connection so that their working relations will make teaching and learning easier. The bond between lecturers and students enables teachers' creativity and flexibility in applying teaching methods that engage students' level of education and experience in teaching and learning, using collaborative methods that promote self-discovery (Akhmedov, 2018).

Furthermore, the findings also reveal that the methodology envisaged for an integrated approach to language and literature is partly derived from language teaching methodology, which has clear links with transactional and reader-response theory (Akhmedov, 2018). The 'integrated' model also uses insights from the reader-response theory and task-based teaching (Mandal, 2017). It can be deduced that English Language teaching methods form the basis for the integrated model because it

accommodates the reader/ students to interact, interpret the given text and respond concerning meaning-making (content), during which language acquisition is also enhanced (Browne et al., 2021; Halliday, 1989; Mandal, 2017; Mart, 2019;). It also addresses issues such as selecting literary texts judged as appropriate to teach at the required educational levels or standards.

### **5.2 Literary Texts Approach**

The literature review revealed that instructors have approved the use of literary texts as one of the teaching strategies that can improve different areas of English language learning, such as thinking skills, vocabulary building, and conceptual perceptions, which are the building blocks of thought (Hakeem et al., 2021). The understanding aligns with Banda and Kakoma's (2020) emphasis that literary texts can improve learners' reading skills, qualifying the idea that integrating the two subjects would improve performances. Hakeem et al. (2020) further opine that knowledge acquired in this way becomes permanent. Moreover, short stories, for example, may force learners to analyze the content of the stories and think critically, which impacts the development of higher-order thinking skills. Also, the stories expand the students' vocabulary by introducing words in a memorable context (Banda & Kakoma, 2020).

On the other hand, poetry can break down barriers and involve learners in thinking, feeling and interacting in ways conducive to language acquisition (Akhmedov, 2018). Such skills apply to Literature and language, therefore a justification for integrated teaching. In addition, Meena and Ali (2021) opines that, students find literary texts to develop awareness of cultural knowledge, which is inseparable from learning a second language.

The findings also demonstrate that literature can be used in the teaching of language by the linguistic manipulation of literary texts but with an eye to their suitability for such manipulation for exercises that include vocabulary recognition and development, grammar reinforcement and extension, sentence building and pronunciation practice which can help students acquire language and content (Akhmedov, 2018). This points to the understanding that literary texts with linguistic requisite qualities can be chosen and identified with care in language teaching to promote the above skills and offer quality text content that cuts across the disciplines (Newton et al., 2018).

The literature further highlights that those literary texts can also be linked to creative language activities such as rewriting endings to stories, role-playing, and rewriting a narrative from a different point of view or in another genre, which makes the text more accessible to the learners (Akhmedov, 2018). The scholar further elaborates that basic EFL techniques (such as cloze, multiple choice and jigsaw reading) to literature study develop language skills and promote engagement with the text. The excerpts above imply that different literary activities, as mentioned above, enhance better and deeper content comprehension and conscious and subconscious language acquisition.

The findings also revealed that language (English Language) is the blood and meat of literature (Literature in English), so the competent literature teacher must know the structure of the language of the literary work being studied, be it written in English or any other standard language (Rankhambe & Patil, 2019). That knowledge will enable such a lecturer to plan the content of literature and the teaching methods for his class in the context of language so that the two can be studied in juxtaposition.

### **5.3 Stylistics Approach**

The Stylistics approach emerged as another finding from the review of the literature. The approach is referred to as a branch of linguistics which deals with the study of varieties of language (situationally distinctive use of language), its properties, principles behind choice, dialogue, accent, length and register (Akhmedov, 2018; Rankhambe & Patil, 2019; Sharma, 2019). This implies that this approach examines the structure of the language of the text, its features, choice of vocabulary and its usage to communicate a particular meaning. It helps readers to interpret the text. Akhmedov (2018) even emphasizes that stylistics allows readers to assume the role of the author: it provides them with ways of justifying their judgment by making precise references to the text as far as possible. That is, it allows the reader to get into the author's shoes and look at the content from their point of view. The approach improves students' creative thinking, linguistic and communicative competencies and deeper understanding of the content of the text. The approach provides a systematic and logical approach to a text, hence the integrated approach that promotes simultaneous language and content acquisition (Sharma, 2019).

Furthermore, the literature revealed that while some of the techniques favoured in the integration of language and literature do focus on the text and a careful, analytical reading of the words (stylistics, comparison of texts) and many others, especially those drawn from the methodology of EFL, have much in common with reader-response theories (Rankhambe & Patil; 2019). The scholars argue that students should also develop the habit of self-reflexivity, that is, the skills to interpret and recognize the need to validate their responses, so techniques such as small group discussions, logs and journals can promote this development. By implication, it can be inferred that students should improve their personal analysis skills, independence and ability to reason and stand their ground through activities such as discussions and consistent and regular interpretations of texts.

#### **5.4 Communicative Approach**

The literature revealed Communicative Language Teaching as another teaching strategy that could be employed in an integrated set-up. Communicative Language Teaching (CLT) is referred to as a teaching method that emphasizes communicative output because it provides learners with more opportunities to develop their communicative ability and real-life situations and increase the role of learners in teaching and learning second language classroom activities (Dos Santos, 2019; Hakeem et al., 2021; Hien, 2021). This points to the understanding that CLT is a method that creates more opportunities for verbal communication, expression and comprehension for meaning-making in the teaching and learning of the two disciplines. The CLT enhances language and content acquisition in that students are fully and verbally involved in expressing ideas related to the content. The literature also shows that speaking is an area where literature shines; for example, when a story is familiar to students' context, they cannot stop talking about it, talking about the themes raised by the story, taking a side on an issue and debate it with a partner and even reenacting scenes from the stories (Banda & Kakoma, 2020).

Furthermore, CLT as a finding encourages group discussions because the interpretation a student makes about a text is not absolute/final; the other students and teachers in the classroom, and even subjects outside the classroom, are involved in further refining responses (Mandal, 2017). The students' collective understanding of the phenomenon justifies the choice of the constructivism paradigm, which holds that knowledge is a social construction. The role of the teachers here is to facilitate discussions and arguments so that the literature classroom becomes a site for argument and compromise among the members rather than a dormant place where one gives, and others receive interpretations without posing any questions (Batang, 2018; Mandal, 2017). The scholars further claim that university students can learn best through group work and spoken language with experience. Therefore, students favour CLT because it allows them to work for meaningful communication, learning English by using it in context instead.

Another finding from the literature is that the undeniable strength of CLT is that it enhances and enriches learners' general knowledge, four language skills and linguistic knowledge regardless of their language level (Abduamitovna, 2023; Dos Santos, 2019). The scholars also state that textbooks nowadays update new teaching methods in their design and content. Teachers with knowledge of CLT can take advantage of the material to create communication activities in class like problem-solving, interview, role-play, discussions, simulation, or information gap exchange, all of which are more practical and physical in Literature thus promoting social skills in a group (Browne et al., 2021). Akhmedov (2018) avers that the themes and plots of literary works provide stimuli for meaningful debates, discussions and other language tasks, which develop the learners' linguistic and communicative competence.

Flexibility is another finding from the literature. The literature reveals that teachers should be flexible in the implementation of the CLT method; for example, they could adapt activities such as puzzles, games, interviews, surveys, map reading, giving instructions or directions, discussion to provide a final decision, spotting the differences for specific skills (listening, speaking, reading, or writing) (Dos Santos, 2019). Lecturers should be proactive, plan ahead of time, and be conversant with different teaching and learning strategies so that they can easily choose or create an appropriate integrated teaching method related to the day's objectives. They should be able to select suitable literary texts in ESL/EFL contexts (Hakeem et al., 2021). They, therefore, need more extra content outside the textbook (English) (Dos Santos, 2019). Literary texts can be valuable resources in a language teaching class because it is language in use. In addition, teaching language by the linguistic manipulation of literary texts enhances the teaching of the two (Akhmedov, 2018).

#### **5.5 Benefits of the integrated pedagogical Approach**

Literature has revealed that integrating language and literature helps compensate for any inadequacies in the learners' linguistic competence (Akhmedov, 2018). Any missing competencies from the two disciplines are offset by integrating the other discipline in an integrated set up. Furthermore, an integrated pedagogical approach is, for instance, noted as facilitative of acquiring language skills such as listening, speaking, reading, and writing in the English Language (Anka et al., 2017; Bacon, 2019; Shava, 2017). In addition, the findings also show that integrating the two subjects into the curriculum would serve and save both subjects diligently in achieving the aims of both subjects (Banda & Kakoma 2020). It can be deduced that the two subjects deal with language linguistically (linguistic competence) and communicatively (communicative competence).

Data also demonstrated that university students consider the integration of Literature in English language learning as a significant tool for learning the English language and enhancing the four primary language skills (Hakeem et al., 2021). They argue that the inclusion of literary texts would help them to not only master linguistic competence but the functional aspects of language as well. That is, it exposes them to the actual use of language in the familiar literature context. Furthermore, teaching language through literature has effectual and purely linguistic benefits. Through its appeal to the imagination, it can motivate and stimulate learners and aid language acquisition (Smart, 2018). Moreover, Literature in English provides a resource and authentic context for teaching and the acquisition of grammar, vocabulary, reading and writing (Ajoke & Shapii, 2017; Akhmedov, 2018; Banda & Kakoma, 2020), for example, punctuation, elements of a sentence, pronunciation, subject-verb agreement, articles, prepositions and paragraph

development and meaning-making could be taught. The scholars further reiterated that teaching literary devices, excerpts from novels and plays would need to be integrated into English.

Another finding from the literature review is that integrating the teaching of language and literature, the 'integrated model', is suggested as an alternative to other teaching methods (Mandal, 2017). The scholar also emphasizes that the 'integrated model' does not consider literature teaching as different from language teaching. This implies that the two disciplines could be taught in juxtaposition using similar or related strategies. Another benefit of an integrated pedagogical approach, according to literature, is that it has the potential to contribute to the development of both productive and receptive reading skills of students because Literature in English is a use of the English language (Banda & Kakoma 2020).

Another finding is that effective learning occurs when connections are made (Jensen, 2018). Taking the discussion further, Vuckovic's (2017) opinion is that modern teaching should provide a better, broader, and more meaningful connection between the subjects and that inter-disciplinary teaching is an essential requirement today. It can be inferred that connection in terms of discipline integration, especially to those related ones, is necessary because it helps students acquire skills, relate ideas and contextualize them across disciplines.

#### **4. Conclusion**

This study concludes that an integrated pedagogical approach is dependent on the language teaching methods, which are activity-based and student-centered. The teacher has to be creative enough to manipulate the use of literary texts to meet his intended objectives. It also concludes that there has to be a good working relationship between the teacher and the students because a good working atmosphere enables the teacher's flexibility and creativity. Using literary texts in teaching the English Language promotes content acquisition for the two disciplines (linguistic and communicative competences) because students can see the authentic use of the language concepts in literary texts. Furthermore, the study has concluded that the stylistic approach in the integrated set-up is a systematic and structured examination of language use in context. The approach improves students' interpretation skills for meaning-making in a given context by examining the structure of the language, thus promoting creative thinking, linguistic and communicative competencies.

Moreover, the study concludes that the communicative approach is the basis for effective teaching and learning of the two disciplines. Teachers should provide activities that allow students to be fully engaged and learn through effective communication, such as discussions, debate, writing and presentations. Group discussions improve effective communication, social skills and content sharing among students. Themes, plots, and storylines enhance students' meaningful debates. Creativity and teachers' flexibility to teach a literary concept in a linguistic context and vice versa is also improved in an integrated pedagogical set-up. Finally, the study concludes that an integrated pedagogical approach is requisite in the teaching and learning of the two disciplines because it compensates for the missing cross-cutting pedagogical proficiencies.

#### **5. Recommendations**

Owing to the findings, the study recommends that institutions of higher learning should restructure their curriculum in such a way that they will allow students who major in English Language to major in Literature in English as well and vice versa because of the disciplines' cross-cutting inherent interrelated pedagogical proficiencies (Ramolula, 2021). The study also encourages the curriculum to incorporate all four requisite abilities and give them equal attention (Abduamitovna, 2023). Universities and lecturers should have clear structures of how the two disciplines could be taught in juxtaposition. Moreover, the study recommends that universities train lecturers on integrated pedagogical strategies in English and English Language literature. Most studies agree that training is essential to improve teachers' knowledge and competence (Yuhana et al., 2023). The study also recommends that teachers re-consider their syllabi to include more literary texts in English classes. Popular literary texts could be edited for simplification for language teaching classes. It also recommends that technology integration in English as a Foreign Language (EFL) should be implemented; for example, most English teachers in Indonesia believe in the essential and usefulness of technology for teaching all English skills, although it was contrary to their teaching practice in the classroom (Yuhana et al., 2023). The study also recommends that to increase the quality of teaching and learning English at the University, teaching methods should be specially discussed because teachers typically take the instructor role and directly influence the learning process in the classroom (Dos Santos, 2020).

There are, however limitations in this study: the study did not cover reasons behind the separate teaching of Literature in English and English Language in higher education; advantages and disadvantages of the separatist teaching of the two disciplines were also not discussed. By implication, future studies may focus on why institutions of higher learning still separate the two disciplines pedagogically and the benefits and challenges of that.

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