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## PRESENTATION DE LA REVUE AKIRI

Dans un environnement marqué par la croissance, sans cesse, des productions scientifiques, la diffusion et la promotion des acquis de la recherche deviennent un impératif pour les acteurs du monde scientifique. Perçues comme un patrimoine, un héritage à léguer aux générations futures, les productions scientifiques doivent briser les barrières et les frontières afin d'être facilement accessibles à tous.

Ainsi, s'inscrivant dans la dynamique du temps et de l'espace, la revue « **AKIRI** » se présente comme un outil de promotion et de diffusion des résultats des recherches des enseignants-chercheurs et chercheurs des universités et de centres de recherches de Côte d'Ivoire et d'ailleurs. Ce faisant, elle permettra aux enseignants-chercheurs et chercheurs de s'ouvrir davantage sur le monde extérieur à travers la diffusion de leurs productions intellectuelles et scientifiques.

**AKIRI** est une revue à parution trimestrielle de l'Unité de Formation et de Recherches (UFR) : Communication, Milieu et Société (CMS) de l'Université Alassane Ouattara. Elle publie les articles dans le domaine des Sciences humaines et sociales, Lettres, Langues et Civilisations. Sans toutefois être fermée, cette revue privilégie les contributions originales et pertinentes. Les textes doivent tenir compte de l'évolution des disciplines couvertes et respecter la ligne éditoriale de la revue. Ils doivent en outre être originaux et n'avoir pas fait l'objet d'une acceptation pour publication dans une autre revue à comité de lecture.



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La revue *AKIRI* n'accepte que des articles inédits et originaux dans diverses langues notamment en allemand, en anglais, en espagnol et en Français. Le manuscrit est remis à deux instructeurs, choisis en fonction de leurs compétences dans la discipline. Le secrétariat de la rédaction communique aux auteurs les observations formulées par le comité de lecture ainsi qu'une copie du rapport, si cela est nécessaire. Dans le cas où la publication de l'article est acceptée avec révisions, l'auteur dispose alors d'un délai raisonnable pour remettre la version définitive de son texte au secrétariat de la revue

### Structure générale de l'article :

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- Juste après le titre, l'auteur doit mentionner son identité (Prénom et NOM en gras et en taille 12), ses adresses (institution, e-mail, pays et téléphones en italique et en taille 11)
- Le résumé (200 mots au maximum) présenté en taille 10 pts ne doit pas être une reproduction de la conclusion du manuscrit. Il est donné à la fois en français et en anglais (abstract). Les mots-clés (05 au maximum, taille 10pts) sont donnés en français et en anglais (key words)
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Les références des sources d'archives, des sources orales et les notes explicatives sont numérotées en série continue et présentées en bas de page.

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## **Questioning Interdisciplinarity between Anglophone Literature and Psychology at Université Joseph KI-ZERBO (UJKZ)**

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### **Abstract**

Research in Anglophone literature and psychology often involves studying the internal attributes of authors, characters, and even readers for a better understanding of works. Researchers from the departments of Anglophone studies and psychology at UJKZ follow this method, often applying psychological theories to their studies. Surprisingly, researchers from both departments do not fully utilize the benefits of interdisciplinarity, despite its contribution to more conclusive results. This article aims at promoting interdisciplinarity between Anglophone literature and psychology at UJKZ by examining existing scientific collaborations, identifying their challenges, and proposing solutions for better interdisciplinary collaboration. A quantitative method approach is used, drawing on William H. Newell's (2001) theory of interdisciplinarity. Lack of communication is identified as the main obstacle to interdisciplinarity among these researchers, emphasizing the need for improving communication to reach more effective scientific collaboration.

**Keywords:** Anglophone, interdisciplinarity, literature, psychology, research.

## **L'interdisciplinarité entre littérature anglophone et psychologie en question à l'Université Joseph KI-ZERBO (UJKZ)**

### **Résumé**

La recherche en littérature anglophone et en psychologie implique souvent l'étude des caractéristiques internes des auteurs, des personnages et même des lecteurs pour une meilleure compréhension des œuvres. Les chercheurs des départements d'études anglophones et de psychologie de l'UJKZ suivent cette méthode, appliquant souvent des théories psychologiques à leurs études. Étonnamment, les chercheurs des deux départements n'exploitent pas suffisamment les avantages de l'interdisciplinarité, malgré l'importance de celle-ci pour des résultats plus concluants. Cet article vise à promouvoir l'interdisciplinarité entre la littérature anglophone et la psychologie à l'UJKZ en examinant les collaborations existantes, en identifiant les défis à relever, et en proposant des solutions pour une meilleure collaboration interdisciplinaire. Une approche à méthode quantitative est utilisée, s'appuyant sur la théorie de l'interdisciplinarité de William H. Newell (2001).





Le manque de communication est identifié comme le principal obstacle à l'interdisciplinarité entre ces chercheurs, soulignant ainsi l'importance de l'améliorer pour une collaboration scientifique plus efficace.

**Mots clés** : anglophone, interdisciplinarité, littérature, psychologie, recherche.

### **Introduction.**

The analysis of a work of art in literature frequently relies on different sources of information, like history, sociology, politics, and psychology. Although all of these fields are equally important, psychology seems to be the most commonly used when examining the internal and external factors that influence the behavior and attitudes of characters, the authors who craft them, and the readers who engage with literary pieces. B. C. Emir, (2016: 49) citing I. Emre provides an interesting explanation for this scenario, stating that no other field of study delves as deeply into the complexities and conflicts of the connection between the human body and soul as literature and psychology. In reality, literature and psychology, both falling under Arts and Humanities, have numerous shared interests in investigating human experience, comprehending emotions, cognition, and individual or social behavior (D. M. Yimer, 2019: 155). B. C. Emir aligns with Yimer's perspective by stating that "psychology researches human behaviors and their causes while literature depicts human behavior through fiction." (2016: 49). Both fields consider human behavior as key focuses of their research and each contributes in unique ways to deepening the understanding of both real and imaginary individuals.

While it is true that literature and psychology can enhance understanding of people individually, it is clear that their collaboration could be even more advantageous. Eminent pioneers of psychoanalysis like S. Freud, C. Jung, and A. Adler (1981) underscore the importance of merging knowledge from psychology and literature by introducing tools to facilitate their application (Qtd. in N. Birlik, 2019: 4). The current generation of scholars such as J. Newman (2024), B. C. Emir (2016), L. Sanbaek (2021), and D. M. Yimer (2019) among others, assert that psychology and literature go hand in hand, with literary critics and psychologists utilizing psychological tools to study creative works and people.

Scholars in Anglophone literature and psychology at Université Joseph KI-ZERBO (UJKZ) in Burkina Faso are likely conscious of the interrelationship between their disciplines. Many scholars in Anglophone literature utilize psychological resources to analyze their texts, while



psychology researchers often apply their studies to literature or its authors. Furthermore, numerous psychology researchers would like to have their studies published in well-known scientific journals in English, yet face difficulties due to their lack of fluency in the language. Therefore, by collaborating, researchers in Anglophone literature and psychologists can not only improve knowledge but also overcome the language barrier and boost the visibility of research in both disciplines. Yet, as it can be easily observed, researchers from these two disciplines do not seem to be collaborating within UJKZ at the moment. This observation, supported in this study by data collected from a questionnaire, demonstrates their obvious lack of cooperation. The limited collaboration between researchers from both disciplines is puzzling, especially since they work in neighboring Research and Training Units (Arts and Communication Research Unit/Humanities Research Unit (UFR LAC/UFR SH)) within the same university building and they are likely familiar with each other.

Numerous studies have been conducted on interdisciplinarity from its inception to the present day. Interdisciplinary research is defined by the US National Academies as “research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge” (J. Newman, 2024:148). It continues to be a relevant topic as evidenced by the development of typologies, models, and methods, as well as discussions on its advantages and disadvantages. This article stands out for its innovative exploration of the connection between Anglophone literature and psychology at Université Joseph KI-ZERBO in Burkina Faso, a country in West Africa. The primary goal of this study is to assess the potential for enhancing cooperation between Anglophone literature and psychology within the same university. Using quantitative data collection method, this study draws on the theory of interdisciplinary studies by William H. Newell (2001), highlighting the importance of interdisciplinarity in examining complex systems like human behaviors and experiences in literature and psychology. The article begins by examining existing research on interdisciplinarity and emphasizing the advantages and challenges of cooperation between literature and psychology. Next, it examines partnerships in research between Anglophone literature and psychology researchers at Université Joseph KI-ZERBO. Next, a study of the challenges of scientific collaboration between researchers from these two areas of study is conducted. The final point suggests potential ways to improve interdisciplinary cooperation between Anglophone literature



researchers and psychologists in order to enhance research on human behaviors and experiences at UJKZ.

### **1. Interdisciplinarity at the heart of scientific research.**

The concept of interdisciplinarity has emerged recently, and it has taken time to develop due to the apparent independent nature of various fields of knowledge. Before interdisciplinary approaches became popular, individual disciplines had followed their own methods and practices to reach outcomes, and had depended solely on their own expertise for issues that could benefit from diverse viewpoints. Interdisciplinary collaboration started to thrive in the middle of the 20th century through initiatives like the Manhattan Project in World War II (R. Rhodes, 1986: 123). The Project brought together researchers from different fields like physicists, chemists, engineers, and mathematicians to develop the atomic bomb. It would have been nearly impossible for one field alone to achieve the same results as the collaborative Manhattan project. Combining perspectives from various fields was proven to be much more effective, showing the scientific community the success of the project (R. Rhodes, 1986: 123).

Another significant step forward in the advancement of interdisciplinary studies can be linked to the emergence of cognitive science in the 1950s (S. Choi; K. Richards, 2017: 39). The unique aspect of cognitive science is its utilization of various disciplines like psychology, philosophy, neuroscience, life sciences, and education to generate knowledge. According to J. T. Klein (1996: 33), the growth of interdisciplinarity is attributed to the growing complexity of scientific and societal issues, leading to collaborative initiatives between different fields. Interdisciplinarity has thus become a crucial approach to address complex scientific problems that demand contributions from various fields.

The concept of interdisciplinarity refers to combining ideas, techniques, and information from different fields to address interconnected issues and gain a holistic understanding. According to J. T. Klein (2010: 15), interdisciplinarity involves more than just combining disciplines; it also involves merging disciplinary perspectives to create new research and understanding frameworks. A. F. Repko et al (2017: 10) support her, explaining that the goal of interdisciplinarity is to combine different knowledge in order to generate comprehensive insights that cannot be achieved through the research of individual disciplines alone.



The topic of interdisciplinarity cannot be addressed without including the associated typologies. The most common typology is the one provided by the Organization for Economic Cooperation and Development (OECD). In its perspective, multidisciplinary research happens when knowledge from established disciplines with no obvious link between them is utilized simultaneously. An example of multidisciplinary research will associate musicology and mathematics (OECD, 1972: 25-26). Unlike multidisciplinary, pluridisciplinarity associates established disciplines with more apparent links between them, such as mathematics and physics. As far as interdisciplinarity is concerned, different knowledge bases are combined to shape new research, with researchers communicatively working on the same issue (OECD, 1972: 25-26). Literature and psychology dealing with human behavior and attitudes is a perfect example. The last typology refers to transdisciplinarity, in which the creation of knowledge goes beyond conventional disciplines and establishes a unique form of scientific investigation (OECD, 1972: 25-26). Like all ideas, interdisciplinary approaches bring various advantages along with several challenges to overcome.

### **1.1. Interdisciplinarity: A Profitable but Challenging field.**

Interdisciplinarity encourages collaboration and communication between researchers from disciplines who may previously be unaware of their complementarities. Such a collaboration is necessary in the opinion of many experts of the field such as L. R. Lattuca (2001: 51), A. F. Repko *et al.*, (2017: 15), and L. Winowiecki *et al.* (2011: 78–79), because real-world problems are inherently interdisciplinary as they involve many disciplines. These problems cannot be addressed with knowledge from only a single scientific or academic discipline. Interdisciplinary collaboration offers committed researchers a broader, more objective, and more enlightened view on issues too complex to be dealt with by a single discipline. This generates innovation and creativity because when several thinkers come together to reflect on the same thematic area, ideas compete to achieve more convincing results (M. Nissani, 1997: 203). In addition, interdisciplinary research teams are more likely to benefit from funding opportunities, with many funding organizations acknowledging the added value of solving problems through collaborative approaches (H. Bruun *et al.*, 2005: 30). To reap the aforementioned multiple benefits of interdisciplinarity, a number of challenges need to be overcome.



Indeed, the problem of communication most often undermines the smooth running of interdisciplinarity according to J. T. Klein (2010: 20). This prevents researchers from complementary disciplines such as literature and psychology from pooling their research efforts, as each discipline has its own conception of truth, speaks its own language for its own needs, and therefore avoids contradiction by staying in their own areas of expertise (L. R. Lattuca, 2001: 29–31). J. T. Klein adds that the problem of communication between researchers results in the creation of institutional resistance, with each research institution having its own methods and practices, and being afraid of losing more with the change that interdisciplinarity implies (1996: 40). And even if there is collaboration, the thorny issue of large funds and large research teams' management often thwarts the impetus of researchers. Managing complex funds and teams is actually a challenge that most researchers avoid taking (A. F. Repko *et al.*, 2017: 20). Another aspect of interdisciplinarity that holds back researchers is the difficulty of assessing interdisciplinary research, since it may not fit exactly with the criteria used to assess work within a single discipline. In M. Nissani's perspective, this can have an impact on career advancement, funding and publication opportunities, and therefore constitutes an additional obstacle to promoting interdisciplinarity (1997: 209). Although challenging, eminent scholars such as William H. Newell champion interdisciplinarity as the future of scientific research.

### **1.1. William H. Newell's Theory of Interdisciplinarity.**

Many interdisciplinary theories exist, but Newell's one offers a more comprehensive understanding of the field. He makes it clear that “complex systems and phenomena are a necessary condition for interdisciplinary studies” (2001:1). Therefore, the only reason for scholars to conduct an interdisciplinary study must be the complexity of the issue they would like to deal with. Any issue which is not complex in nature does not deserve the attention of interdisciplinarians. Newell's conception of interdisciplinarity is better described as follow:

In order to justify the interdisciplinary approach, its object of study must be multifaceted, yet its facets must cohere. If it is not multi-faceted, then a single-discipline approach will do (since it can be studied adequately from one reductionist perspective). If it is multi-faceted but not coherent, then a multi-disciplinary approach will do (since there is no need for integration). To justify both elements of interdisciplinary study—namely that it draws insights from disciplines and that it integrates their insights—its object of study must then be represented by a system. (W. H. Newell, 2001: 2)



Simply put, interdisciplinarity results from the limitations of single disciplines and the shortcomings of multidisciplinary, which fail to incorporate diverse knowledge types. Thus, when single disciplines and multidisciplinary approaches fail to provide clear understanding of complex issues, interdisciplinarity is the approach that can improve the situation.

Interestingly, Newell proposes a process and method to conduct an interdisciplinary research. Actually, interdisciplinary researchers start their work by defining a problem, then identifying relevant disciplines, developing a framework, conducting research, and finally, synthesizing the results (W. H. Newell, 2001: 10-12).

Newell believes that overcoming obstacles to interdisciplinarity, like disciplinary and institutional barriers and differences in terminology and methodology, can be achieved through effective communication and respecting the methodologies and perspectives of other disciplines. Another key to addressing these challenges is researchers' commitment to flexibility, open-mindedness, and collaboration (W. H. Newell, 2001: 10-12). Interdisciplinary education which consists in preparing students to think across disciplinary boundaries and apply integrated approaches to problem solving is also hypothesized by Newell as a solution for the development of interdisciplinarity (Newell, 2001: 10-12). Newell believes interdisciplinarity is relevant to all fields, including the Arts and Humanities.

## **2. Application of Interdisciplinarity to the Arts and Humanities**

Many scholars have been interested in the strong connection between the Arts and Humanities. Their proximity is aptly depicted by D. M. Yimer as he observes that "Human's soul makes the literature and literature nourishes human's soul" (2019: 155). Literature and Psychology, as components of the Arts and Humanities, focus on human beings and their inner selves. The author assumes literature and psychology can enhance each other's understanding of the human condition by focusing on inner and outer attitudes and behaviors of individuals. W. H. Newell agrees with this concept. He admits that "The humanities and arts are more concerned with behavior that is idiosyncratic, unique, and personal—not regular, predictable, and lawful" (2001: 4). These actions stem from intricate systems as scholars consider historical, biographical, psychological, geographical, sociopolitical, and economic factors to enrich their analyses of texts, authors, or works. Hence, the relevance of incorporating interdisciplinarity into their studies remains significant.





Psychoanalysis demonstrates how closely literature and psychology are connected by using psychological theories and concepts to analyze the mind. L. Thrilling points out that “Freud [Lacan, Jung, and many others] has had an effect on literature as much as literature had an effect on [them]” (Qtd. in N. Birlik, 2019: 4). Indeed, it was through reading literature, applying psychology to literature, and borrowing certain words and concepts such as “Oedipus” that Freud coined and validated many of his theories (N. Birlik, 2019: 4). In his own words, Freud admitted that “The poets and the philosophers discovered the unconscious before I did...What I did discover was the scientific method through which the unconscious can be studied” (N. Birlik, 2019: 4). His statement highlights the common object of study both disciplines deal with, that is, human mind. That is certainly the reason why most literary scholars resort to psychoanalysis for their studies and psychologists explore human minds through artistic productions. Interdisciplinarity between literature and psychology is thus appropriate for better understanding of fictional or real human beings.

### **3. Introduction to the case study and research Methodology.**

To examine the level of scientific collaboration between Anglophone literature scholars and psychologists at (UJKZ), one needs to first introduce their academic institution. UJKZ is indeed, the biggest university in Burkina Faso, a country in West Africa. Currently, there are more than 100,000 students enrolled, with over 700 full-time lecturers, over 500 part-time lecturers, and more than 600 administrative, technical, and support staff (ATOS). It has 5 Training and Research Units (UFR), including Language, Arts, and Communication (UFR LAC) and Humanities (UFR SH). The university has six Research Institutes, two University Centers, and four Doctoral Schools with around fifty research laboratories and over 75 training courses. (R. Diallo, *LeFaso.net*, May 1, 2024). These figures demonstrate the significant size of UJKZ.

The study focuses on the research units UFR LAC and UFR SH. Both of these UFRs are located within the same educational facility. UFR LAC is made up of various departments including the Department of Modern Arts, the Department of Linguistics, and the Department of Anglophone Studies. UFR SH also comprises the Departments of Philosophy, Sociology, History and Archeology, Geography, and Psychology. The staff rooms of the Anglophone Studies Department and the Psychology Department are in close proximity, increasing the





likelihood of researchers from both departments knowing each other. The Anglophone Studies Department has a diverse range of teaching and research staff, including nine (9) experts in Anglophone literature and civilization (African, American, and British). The Department of Psychology has twelve (12) teaching and research staff members with diverse backgrounds, such as educational psychologists, social psychologists, and developmental psychologists.

The selected tool for data collection in this study is the questionnaire. Questionnaires are selected in the study for their efficiency and ability to provide valuable quantitative data that can be easily analyzed with softwares like Microsoft Excel in this case.

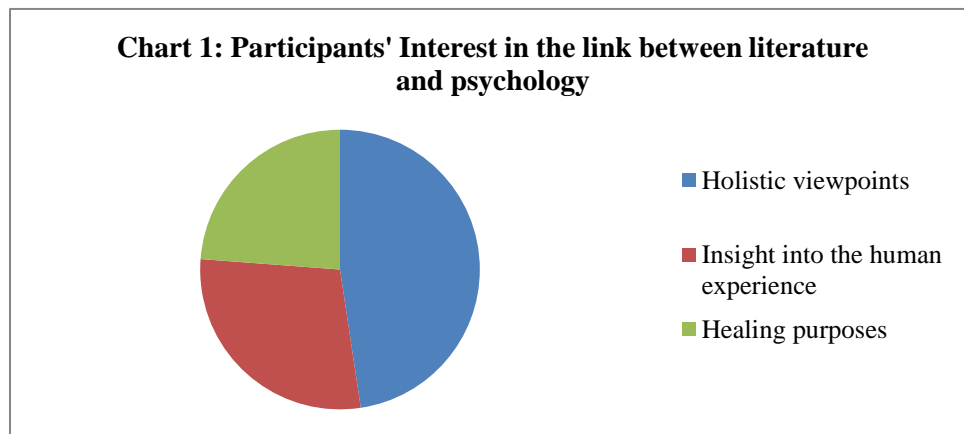
### **3.1.Results and Discussion.**

The research was carried out for a duration of one month, spanning from June 10 until July 17, 2024. Out of the 21 Anglophone literature and psychology researchers targeted in the study, 15 were contacted, accounting for 71.42% of the entire population. Achieving a high percentage of the desired population proved to be difficult due to the fact that all the participants are overloaded with their teaching and research responsibilities. However, their interest in participating in the study could be attributed to the study's importance. 60% of the surveyed participants are researchers in Anglophone literature, with the remaining 40% researching in psychology. The unbalanced representation within the population being studied may impact how interdisciplinary collaboration is viewed and approached.

The majority of those surveyed, 57.14%, are over the age of 50, while 42.86% fall within the 30-50 age range. They possess a range of teaching and research backgrounds, with 46.67% having over 20 years of experience and 26.67% with less than 5 years. A combination of experienced and junior researchers will provide diverse viewpoints, making it valuable for this study. Nevertheless, there were no researchers below the age of 30 identified, indicating a lack of representation of younger researchers in these fields. This lack of representation also impacts gender balance as most respondents are male (93.33%), with only 6.67% being female respondents. This highlights a clear gender disparity and the necessity of enlisting additional female researchers in both fields.

The participants were asked about their knowledge in the fields of literature and psychology, as having familiarity is essential for effective collaboration and mutual understanding across disciplines. Most Anglophone literature researchers (66.67%) have a high level of familiarity with psychology, indicating their keen interest in interdisciplinary studies. However, the majority of psychologists (83.33%) have a fair knowledge of literature, while only 16.67% are very familiar. This indicates that while psychologists are intrigued by literature, increased exposure to literature could be advantageous.

The research also examined the participants' interest in the link between literature and psychology. In general, the surveyed researchers are primarily focused on holistic viewpoints (66.67%) and gaining a deeper insight into the human experience (40%). The use of therapy for healing purposes (33.33%) is also highly appreciated. These figures are better represented in the chart below:

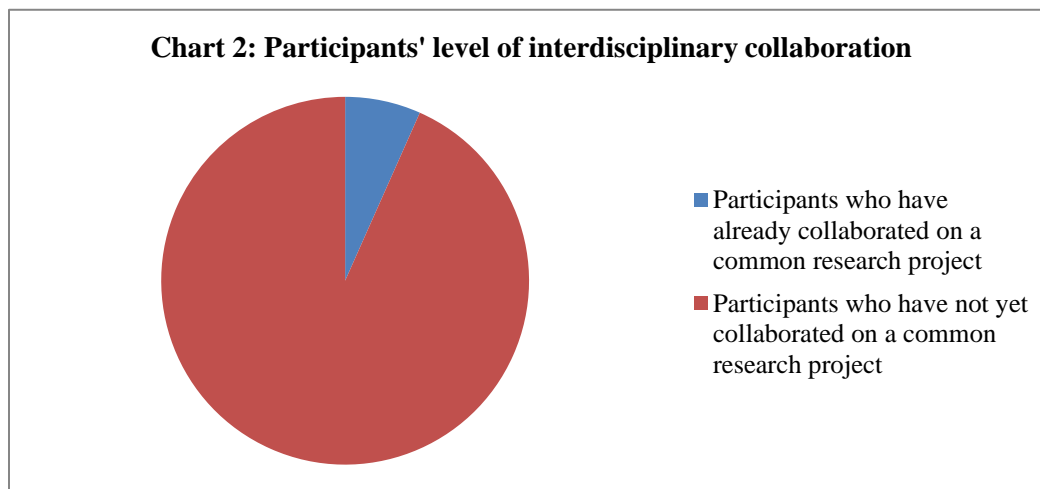


*Designed by us through the collected data*

These statistics show that researchers in both fields highly appreciate interdisciplinary collaboration. Most psychologists believe that literature can help explore psychological themes, with 73.33% agreeing, and that narrative techniques can offer insights into psychological mechanisms, according to 60% of psychologists. At the same time, scholars of Anglophone literature view psychological theories as useful instruments for examining the motivations and behaviors of characters (93.33%). They claim that these theories also help in understanding literary themes (53.33%) and interpreting symbols (33.33%).

Although there is a clear interest in interdisciplinary collaboration, only 6.66% of researchers in Anglophone literature and psychology at UJKZ have actually collaborated on a common

research project, with 93.33% having never done so. Similarly, 60% of those surveyed have yet to utilize psychological theories in their analysis of literary works. According to them, the main obstacle to their failure to collaborate and apply psychological theories to literary texts is simply the lack of opportunity. The chart below better illustrates the lack of interdisciplinary collaboration between Anglophone literature researchers and psychologists.

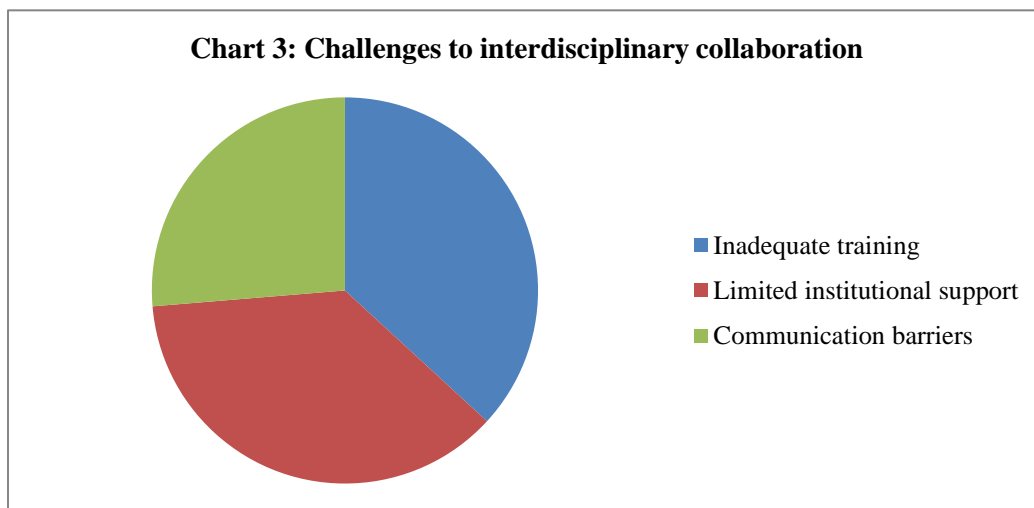


*Designed by us through the collected data*

This lack of shared research opportunities between Anglophone literature researchers and psychologists is fascinating because it showcases a communication issue among the surveyed researchers. In fact, they do not have access to shared research opportunities due to a lack of communication about their research interests. They usually conduct their own research within their respective fields, yet focusing on topics that may interest both parties. Another factor contributing to the lack of cooperation and failure to utilize psychological theories among the surveyed researchers is the fear of being misunderstood (6.67%), which is also indicative of challenges related to communication, and limited resources (6.67%). These figures are significant because they demonstrate that the surveyed researchers are more interested in interdisciplinarity in theory rather than in practice. Nonetheless, those who have used psychological theories in analyzing literature (40% of the surveyed group) see great importance in grasping the motivations of characters.

All the participants at UJKZ agree that promoting interdisciplinarity is important. They unanimously support the incorporation of interdisciplinary studies into the educational programs at UJKZ. Interdisciplinarity between Anglophone literature and psychology offers

significant opportunities for improved understanding of works (73.33%), easier publication in well-rated scientific journals in English (60%), and funding for joint research projects (53.33%). The utilization of literature in therapy settings is seen as a significant opportunity by 46.67%. This widespread agreement indicates a clear desire and excitement for interdisciplinary cooperation among Anglophone literature and psychology researchers at UJKZ, as well as for the education of future researchers. Yet, the surveyed researchers acknowledge that merging Anglophone literature and psychology at UJKZ would encounter obstacles. The chart below highlights the main obstacles to interdisciplinary collaboration among Anglophone literature researchers and psychologists at UJKZ.



*Designed by us through the collected data*

As the chart indicates, there are three major obstacles to interdisciplinary collaboration between Anglophone literature scholars and psychology at UJKZ. Actually, participants to the survey identified inadequate training (46.67%), limited institutional support (46.67%), and communication barriers (33.33%) as challenges to their research collaboration.

The primary focus in overcoming these obstacles for successful interdisciplinary partnerships should revolve around providing training for interdisciplinary skills (86.67%). Enhancing communication (60%) to foster greater collaboration in research and establishing research facilities (53.33%) are equally crucial. While financial support is important, it is not considered as crucial as other strategies in dealing with the challenges to interdisciplinarity at UJKZ. Other propositions made by the surveyed researchers include collaborative work, workshops, and seminars to bridge gaps between disciplines.



### **3.2. Prospects for improving interdisciplinarity between Anglophone literature and psychology at UJKZ.**

While the survey reveals at the same time strong interest and serious challenges to interdisciplinary work between Anglophone literature and psychology, one must recognize that the benefits of interdisciplinarity make it worthwhile developing. With regard to this situation, suggestions should be made to improve interdisciplinarity between both fields at UJKZ.

First, basing on the results of the survey, it becomes clear that organizing regular workshops and seminars focusing on the intersection of literature and psychology is of primordial importance. Such scientific events can solve the problem of the lack of collaboration opportunities mentioned by the great majority of surveyed researchers. The lack of communication between these researchers will also be resolved as they would have places for sharing their research interests and create research networks. By the same way, such events can reduce the epistemological differences between both disciplines as training on their theories, methodologies, and tools can be given. These workshops and seminars should even be extended to the other disciplines such as philosophy, linguistics, history, geography, anthropology in both UFRs LAC and SH.

Next, creating an interdisciplinary research center which will cover research projects between Anglophone literature, psychology, and the other disciplines in both UFRs can be a pertinent strategy for the promotion of interdisciplinarity. This center can be a platform for collaborative research, resource sharing, and academic support. With the support of the highest decision makers of UJKZ, the research center can create funding opportunities such as grants and fellowships to encourage collaboration.

Finally, in order to make interdisciplinarity between Anglophone literature and psychology a tradition at UJKZ, interdisciplinary courses should be included in the curricula in both departments and even in both UFRs. Such courses should cover education to the importance of interdisciplinarity and introduction to literary and psychological theories and methodologies. They can be taught together by Anglophone literature and psychology



scholars. These are some solutions among others, which can foster a thriving interdisciplinary research environment between Anglophone literature and psychology at UJKZ.

### **Conclusion**

This article examined the interdisciplinary connection between Anglophone literature and psychology at Université Joseph KI-ZERBO (UJKZ). The primary goal of this study was to examine the potential for enhancing cooperation between Anglophone literature and psychology within the same university, for more effective research on human behavior and experience. The research emerged out of observations showing a lack of collaboration between the aforementioned researchers at UJKZ, despite working on issues that may be better dealt with by both disciplines.

However, research studying interdisciplinarity demonstrates that it is a commonly used approach within worldwide scientific community, despite encountering obstacles like communication and institutional issues. Newell's (2001) theory of interdisciplinarity used as the theoretical background for the study showed that collaboration between literature and psychology is important as both fields examine the complex aspects of human behavior and experience.

A survey was used to evaluate the present condition of interdisciplinary cooperation between Anglophone literature and psychology at UJKZ. Interesting findings were uncovered through analyzing the responses of 15 researchers with different levels of experience and knowledge in literature and psychology. In fact, researchers from both fields appreciate and understand the possibilities of interdisciplinary research. Their focus is primarily on the comprehensive viewpoints and pragmatic uses that can result from this collaboration. Yet, although their interest is significant, most individuals have never worked together on a joint research endeavor primarily due to a lack of opportunity (specifically, a lack of communication about their research interests). If researchers from both fields agree on the importance of promoting interdisciplinary research and education at their university, they have identified various obstacles like insufficient training, lack of institutional support, and communication barriers that could hinder collaboration.



This paper put forward three propositions in order to overcome the identified challenges. It proposed holding frequent workshops and seminars that explore the connection between literature and psychology, as well as establishing an interdisciplinary research center to facilitate collaborative research in these fields. It was also recommended to establish interdisciplinarity as a tradition by incorporating it into the curricula of both departments, thus sparking an early interest in interdisciplinarity among future generations of researchers.

The small sample size in this study hinders the ability to fully extrapolate the findings to a larger population. Only two disciplines were included, but additional disciplines at UJKZ could be added to enhance scientific knowledge. Future studies could build upon this viewpoint to enhance UJKZ as a more advanced knowledge cluster.

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