

Comparing the Aims of University Departments of English with Those of the Department Subjects

Mohammed Jasim Betti¹, Jasim Enad Lehwag²

Abstract

The present study seeks to compare the aims of departments of English (henceforth DsE) at the university level in Iraq with the subjects of these departments, and stating whether those subjects contribute to achieve the aims of DsE which are found in four colleges respectively: Colleges of Education for Humanities (henceforth CsEHs), Colleges of Basic Education (henceforth CsBE), Colleges of Languages (henceforth CsLs) and Colleges of Arts (henceforth CsAs). The study aims at: (1) Listing the colleges that teach English as a foreign language (EFL) in Iraq. (2) Listing the subjects of the DsE in the cited above colleges. (3) Analyzing the subjects of the stages of the DsE to see if they achieve the aims of the DsE in Iraqi CsEHs, CsBE, CsLs and CsAs. This study hypothesizes that the subjects of the DsE in Iraq achieve the aims of departments. This study concludes that (1) The investigation of the subjects of DsE proved that these subjects achieve the aims of these departments. (2) The DsE subjects differ from one college to another. (3) It is necessary to reformulate the aims of DsE in order to coincide the vast scope of aims of subjects that are taught in different colleges.

Keywords: *Aims; University Departments of English; Department Subjects.*

Introduction

The subjects of DsE at the university level in Iraq are selected to meet the aims of teaching English in those corresponding departments. The DsE at Iraqi universities consist of many courses such as: the language, linguistics, literature, educational and non-departmental courses.

The study tries to find responses to:

- What are the colleges in Iraq that contain DsE?
- What are the DsE subjects in those colleges in Iraq?
- To what extent do the subjects taught in the DsE in the various colleges achieve the department's designed aims?

The study aims at:

- Listing the colleges that teach EFL in Iraq.
- Listing the subjects of the DsE taught in the cited above colleges.
- Analyzing the subjects of the DsE stages to see if they achieve the aims of those departments in the Iraqi referred to Colleges.

This study hypothesizes that the subjects of the DsE in Iraq achieve the aims of departments.

¹ Department of English, College of Education for Humanities, University of Thi-Qar; mohammedjasimbetti@utq.edu.iq.

² Department of English, College of Education for Humanities, University of Thi-Qar; jasimenadlehwag@gmail.com.

Literature Review

Aims of DsE in Iraq

Aims describe the ultimate goal of the researcher or investigator which he wants to achieve at the end of the project. They basically describe what is going to be achieved in a long-term scale. They should be in broad terms and ambitious but not beyond the possibility. They are usually expressed using infinitive verb such as, "to evaluate, to describe, to recognize, to design, to understand". Simply, the aim is what a researcher hopes to accomplish (Alruwaili, 2020: 1).

The term of research aims are broad statements which describe the overall purpose of the study. They determine a general direction for the study and indicate the intended achievements of a research. Aims are usually written in a general and abstract manner describing the ultimate goal of the study or research (Thomas, 2023). According to Ritz (2014), aims mean a general statement which suggests directions, they provide a guide for the educational and training processes to arrive at the research objectives.

Aims of DsE in CsEHs

The Aims of DsE in CsEHs include the following:

- Graduating teachers to teach English language vocabulary in these educational sessions.
- Training a graduate who uses the English language and is proficient in understanding and comprehension, speaking, reading and writing.
- Enabling students to rely on themselves in what they read and hear in the English language.
- Developing students' literary taste and aesthetic sense through teaching English vocabulary.
- Using technologies to achieve integration between other methodological aspects and introducing them as an essential part of the department's education programs.

Aims of DsE in CsBE

The Aims of DsE in CsBE involve the following:

- Training students, trainees, and people with different interests.
- Encouraging diligence and providing more opportunities for distinction and creativity.
- Achieving a balance between the components of the programs offered by the department.
- Achieving a work environment that is more attractive to distinguished faculty members and sharpens their skills.
- Developing, implementing and evaluating the department's programs and activities.
- Developing the capacity of teaching staff through continuing education and scientific research programs.
- Providing the society with educational cadres specialized in the language and its teaching methods.

- Raising the academic and cognitive level of the English language student and preparing him to be a university teacher and translator who can perform his duties in schools and other departments.
- Training educational, scientific and professional capabilities for the English language student so that they have a role in building his academic personality.
- Making the department more scientifically sound through scientific research in order to compete with other departments and enter the international classifications.

Aims of DsE in CsLs

The Aims of DsE in CsLs consist of the following:

Constructing a distinguished educational program for a DE at a high level of quality and developing it to keep pace with global developments, in addition to working to develop educational curricula so that they are not viewed from the traditional perspective and concept, but rather from the modern perspective.

Preparing graduates who are proficient in the language skills of reading, writing, research and translation, which qualifies them to compete in the labor market.

Preparing graduate students with the ability to research in EFL and linguistics and to participate in both local and international specialized conferences.

Constructing a cultural atmosphere that gives students the opportunity to develop themselves by acquiring a full understanding of the EFL and literature, as well as linguistics and translation methods.

Encouraging critical knowledge of the thought and cultures of the English-speaking world and developing channels of cultural communication with them helps in understanding and managing diverse cultures and widening the horizons of dealing with others through teaching various literary texts.

Contributing to serving and enriching society by implementing training courses directed to all sectors of society and providing linguistic and translation expertise and consultations in the field of the EFL.

Making an effort to create a pleasant environment that is characterized by a democratic climate, high-quality human relations, and an emphasis on teamwork.

Improving the level of overall performance through continuous evaluation of the department's inputs and outputs.

(https://colang.uobaghdad.edu.iq/?page_id=20207).

Aims of DsE in CsAs

The Aims of DsE in CsAs include the following;

Building a positive attitude towards science and its amazing potential in serving humanity.

Specializing researchers in EFL, sciences and literature.

Preparing technical cadres in the field of translation from Arabic to English and vice versa.

Meeting the students' needs for linguistic and literary skills and knowledge to achieve success in daily communication.

Providing new youth cadres to provide universities with teachers specialized in the English language, sciences and literature by opening postgraduate studies to grant master's and doctoral degrees.

Constructing comparable cultures associated with the Arabic and English languages and providing the opportunity for comparison, interaction and civilized dialogue between those cultures.

(<https://arts.uokufa.edu.iq/archives/4471>).

Subjects of DsE in Iraq

The subjects and textbooks of DsE in CsEHs involve the following:

Table 1: Subjects and textbooks of DsE in CsEHs

No	Stages	Subjects and Textbooks
1	First	Listening and speaking, Composition Writing, English Grammar , Phonetics, Introduction to Literature, Fundamentals of Education , Human Rights, Educational Psychology, Computer Science, Arabic.
2	Second	Advanced Reading, An Introduction to Academic Writing, Listening and speaking , Morphology and Syntax, English Phonetics and Phonology, Introduction to ELT, One Act Play and Elizabethan Drama , Short story, An Introduction to ELT, Adults Education.
3	Third	Writing Academic English, Listening and Speaking, Contemporary Grammar of English, Introduction to Linguistics, Pedagogy and Curriculum Innovation, Emily Bronte, Wuthering Heights, Charles Dickens, Hard Times, Hamlet, Twelfth Night), Romantic and Victorian Poetry 1780-1900, Pedagogy and Curriculum Innovation , Trends in ELT Syllabus Design, Guidance and Psychological Health, Graduation Research.
4	Fourth	Translation , Advanced Listening and Speaking, Contemporary Grammar of English, Linguistics II, Test design and Assessment, Practicum and EFL Classroom Practices, William Golding, Lord of the Flies, George Orwell, Animal Farm), George Bernard Shaw, Arms and the Man, Samuel Beckett, waiting for Godot), Maurice Wollman (ed), Ten Twentieth Century Poets), Test design and Assessment, Practicum and EFL Classroom Practices

(Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016)

Subjects and Textbooks of DsE in CsBE

The subjects and textbooks of DsE in CsBE include the following:

Table 2: Subjects and Textbooks of DsE in CsBE

No	Stages	Subjects and Textbooks
1	First	General English, Conversation, Grammar, An Introduction to Phonetics and Phonology, An Introduction to Literature: Poetry (Mastering Poetry by Sara Thorine, The Study of Poetry by Alterbend, L. and Louis, L L),
2	Second	Composition, Conversation, Reading Comprehension, Grammar, Phonetics, Prose: Short Story Saki's Short Story "The Open Window", 4- Hazlitt's essay "On Going Journey"), Prose: Novel, The Old Man and the Sea by Ernest Hemingway).
3	Third	Essay Writing, Research Methodology , Translation, Grammar, Linguistics, Drama - One Act Play (The Stronger by August Strindberg).
4	Fourth	Advanced Listening and Speaking, Methods of Teaching English, Testing, Practical Translation, Textbooks Analysis, Graduation Research, Practicum.

(Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016)

Subjects and Textbooks of DsE in CsLs in Iraq

The subjects and textbooks of DsE in CsLs consist of the following:

Table 3: Subjects and textbooks of DsE in CsLs

No	Stages	Subjects and Textbooks
1	First	Comprehension, Composition, Conversation, Grammar, Phonetics, An Introduction to Literature, French, Computer Science, Human Rights.
2	Second	Translation, Conversation, Comprehension, Composition, English Grammar, Phonology, Poetry, Prose, Whitfield, George, An Introduction to Drama, Swift, Gulliver's Travels, Arabic,.
3	Third	Essay and Letter Writing, Translation, Contrastive Grammar, Linguistics, Grammar, Poetry , Novel, Drama, Arabic.
4	Fourth	Translation and Application, Communicative Grammar, Linguistics, Critical Theories, Poetry, Drama , Novel, Graduation Research Work .

(Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016)

Subjects and Textbooks of DsE in CsAs in Iraq

Table 4: Subjects and Textbooks of DsE in CsAs in Iraq

No	Stages	Subjects and Textbooks
1	First	Reading and Listening, Writing, English Grammar, Phonetics, Introduction to English Literature, Second Language, Arabic Language, Computer Science, Human Rights.
2	Second	Reading and Listening, Writing, Communication Skills, English Grammar, Phonology, English Novel in the 18th century, English Poetry from Renaissance to Neoclassicism, English Renaissance Drama, Second Language, Arabic Language.
3	Third	Essay Writing, Translation, English Grammar, Introduction to Linguistics, Methods of Research, 19th c. Novel, English Poetry in the 19th c, Drama, Second Language.
4	Fourth	Translation, Communication Skills, Transformational Generative Grammar, Linguistics, Literary theory and criticism, 20th c. Poetry, 20th c. Novel in English, 20th c. Drama in English, Second Language, Graduation Project.

(Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016)

Methodology

The data of the present study involves the subjects of the DsE in Iraq that are found in CsEHs, CsBE, CsLs, and CsAs. This is done through surveying the documents available in DsE in Iraq by adopting the content analysis as a tool for investigation. Content analysis can be defined as research technique for making replicable and valid inferences from data to their context (Krippendorff. 1989. 403). It can be seen as a method in which the content of the message forms the basis for drawing inferences and conclusions about the content Further. It is located in the interface of observation and document analysis. It is a method of observation in the sense that instead of asking people to respond to questions, it takes the communications that people have produced and asks questions of Communications (Nachmias and Nachmias, 1976, 132).

Data Analysis and Discussion

Analyzing the subjects of DsE in Iraq shows that they achieve the following aims:

Aims of Subjects of DsE in CsEHs

Analyzing the subjects of DsE in CsEHs shows that they achieve the following aims. These are related to all the types of subjects:

- Developing students' listening, speaking, reading, and writing skills.
- Providing contextualized practices to help students to use practical language or specific vocabulary areas.
- Correcting learners' pronunciation by the use of production activities.
- Conducting groups to work such as pair work and group work.

- Encouraging students' thinking about what they have learnt at the end of every unit.
- Training the students to read various types of passages that relate to students' views of life.
- Cultivating the students critical thinking skills and encourage them to explore their own thoughts.
- Concentrating on some concepts such as synonyms, opposites, matching words with their meanings, how to use tenses correctly, learning new vocabularies, answering questions.
- Knowing how to discover and analyze contemporary global and international questions by using language.
- Teaching students on using writing aids from different sources such as handbooks and dictionaries.
- 11.Using various grammatical and stylistic format and conversations to be suitable for different types of audience.
- Knowing how to use English grammar correctly and improving the student's confidence of self-study at the end of the course.
- Having the knowledge of grammatical problems which happened because of the first language and the target language interference.
- Having the ability to use the basic rules of English grammar and being familiar with how to use the basic principles of Syntax.
- Having the ability to master using certain grammatical terms.
- Being able to Produce and identify a good number of phonetic sounds in English.
- Using the International Phonetic Alphabet.
- knowing the basics of the sounds production system, the units of a word and the relationship among these units, and the relationship among words in a sentence.
- Identifying the features of sounds and the functions of organs of speech.
- Identifying the morphemes and its features and the English morphological structures.
- Helping students to be aware of the meaning of literature, and major literary types and studying literature develops students' language skills and widening the student's cultural awareness and improving their critical thinking.
- Knowing the characteristics of different literature types and about some literary types such as poetry, prose, drama, novel, and fiction.
- Familiarizing students will be familiar with some concepts such as Renaissance age, Victorian era, Elizabethan era, Romantic poetry, the 16th century and the 17th century poetry, etc. and the Victorian Novel themes, characteristics, and ideologies of Victorian Novelists as social reformers.
- Introducing students to Shakespearean theatre and its features and about the Elizabethan age and developing their information about that era.

- Reinforcing students' knowledge about the poetry of the eighteenth and nineteenth centuries.
- Increasing the students' knowledge of the language analytical and critical ability.
- Knowing some basic concepts such as culture, ethnicity, race, racism in order to avoid them in the education process.
- Understanding the meaning of some concepts such as stereotype, prejudice, core values, operation and discrimination.
- Understanding some cultural components such as rites and social customs and differentiating one culture and among other cultures.
- Knowing sound phenomena from other cultures when they integrate together.
- Knowing how to apply the principles and fundamentals of ELT.
- Teaching students some knowledge about the issue of protecting human rights and stating the historical origins of human rights which are protected by the international regime.
- Familiarizing the students with various factors that trigger the violation of individual human rights.
- Knowing the skills to have a positive and professional attitude towards teaching and to become a caring, committed, creative and effective teacher.
- Reinforcing consciousness that all students can learn, and showing positive attitudes towards teaching EFL.
- Engaging students on the personal and emotional levels.
- Acquainting students with different aspects of written language by reading a large and contextualized corpus of literary texts (Betti, Al Yasiri. 2023: 2657).

Inspecting the aims to be achieved by the language, linguistics, literature, educational and non-departmental courses of the department along with those of the department subjects and textbooks, it is clear that these subjects and textbooks can achieve the current abridged aims of the DsE of the CsEHs.

Aims of Subjects of DsE in CsBE

Analyzing the subjects of DsE in CsBE shows that they achieve the following aims:

- Practising students in how to use the language fluently and accurately.
- 2-Merging themes, structures, functions, vocabularies, and pronunciation of language.
- Teaching students how to use the language in different topics and situations in real life.
- Knowing the steps of the writing process and the qualities of good writing such as coherence and cohesion.
- Enabling students about how to answer questions and exercises.

- Improving the students' listening and speaking skills.
- Learning many important expressions and phrases that are used in dialogues.
- Indicating the sentence's topics and the main ideas and developing their skills in writing paragraphs.
- Teaching the students, the key issues in educational research.
- Enhancing students' ability to write graduation research.
- Enabling students to do effective and accurate translation from English to Arabic and vice versa.
- Knowing how to identify the parts of speech such as nouns, verbs, adverbs, adjectives, and functional words such as conjunctions and determiners.
- Knowing the definition of a phrase and its types.
- Knowing the use of the patterns of the sentence.
- Understanding the mechanism of sound production.
- Teaching students, the symbols of sounds of the International Phonetic Alphabet and how to transcribe words.
- Teaching students, the types of confidential sentences and how to recognize their forms.
- Knowing what is meant by morphology.
- Teaching students some concepts of phonetics like syllables, stress, and distinctive features.
- Teaching some basic concepts in English poetry such as poem, the structure, the devices, kind, etc.
- Understanding the features of 20th century poetry.
- Enabling students to have a general idea about a short story and to study and analyze short stories as application for the theoretical part in the course.
- Enabling students to have a general idea about a novel.
- Increasing and expanding the students' vocabularies.
- Having a general idea about Shakespearean's life and works.
- Knowing about the issue of protecting human rights and stating the historical origins of human rights which are protected by the international regime.

- Teaching students, the various factors of violation of individual human rights.
- Teaching the skills to have a positive and professional attitude towards teaching and to become a caring, committed, creative and effective teacher.
- Reinforcing consciousness that all students can learn, and showing positive attitudes towards teaching English language.
- Being aware that there are individual differences between students, and supporting the physical, emotional, and moral sides of students.
- Knowing the basic information and functions of the Windows system

Investigating the aims to be achieved by the language, linguistics, literature, educational and non-departmental courses, it is evident that these subjects and textbooks can achieve the current abridged aims of the departments of English of the College of Basic Education.

Aims of Subjects of DsE in CsLs

The analysis of subjects of DsE in CsLs achieves the following aims:

- Teaching students, the basic concepts related to writing such as topic, topic sentence, controlling idea, and supporting sentence.
- Learning the grammatical points related to writing such as the types of sentences, conjunctions and subordinating, tenses, etc.
- Knowing how to comprehend passages, how to use different confusing words in good sentences.
- Learning new vocabularies and how to pronounce them correctly.
- Providing students with proper skills of carrying out different types of conversation especially those related to daily life.
- Learning students how to write well organized grammatically correct paragraphs and how to analyze written ones in terms of contract and form.
- Developing the students four skills listening, speaking, reading, and writing.
- Learning students, the main principles and concepts of translation from English to Arabic and vice versa.
- Learning students, the techniques to translate scientific texts, and how to overcome problems pertaining to scientific texts in order to be as accurate as possible.
- Enabling students to recognize the similarities and differences between English and Arabic in terms of structure.
- Acquiring the basic grammatical patterns of sentences and their types.
- Learning students some basic information about phonetics.

- Teaching students the principles of English grammar.
- Teaching students, the BBC pronunciation, that is the narrow phonetics transcription where phonology is the main concern.
- Teaching students how to distinguish among different English accents in order to improve their spoken English.
- Teaching students, the basic points of similarities and differences between the English grammar and its Arabic counterpart, and how to render certain parts of speech from English into Arabic and vice versa.
- Learning students how to compare between certain parts of speech between the two languages as this process is a vital requirement for the qualifications of a translator.
- Teaching students the basic concepts in linguistics and the relation of linguistics and other related fields of study.
- Teaching students that grammar includes both morphology and syntax.
- Being familiar with the word formation process.
- Enabling students to develop their communicative competence that makes them able to communicate properly in real life situations.
- Teaching students some basic information about English literature.
- Reading literary texts with comprehension and understanding to which periods or ages it belongs.
- Knowing the effects of political and historical factors on the literary texts studied.
- Learning how to draw a critical analysis of these literary texts.
- Enriching students' knowledge of poetry.
- Teaching students, the different poetry schools in the different points in the history of literature.
- Improving student's ability in understanding the Hidden meanings of poetry.
- Enriching students' knowledge about Neo-classical and Romantic poetry.
- Enriching students' knowledge about the culture of the English society.
- Recognizing the key features of genres within Shakespeare's plays.
- Assessing to establish the cultural values and educational significance of Shakespeare's drama.
- Learning the basic components of drama.
- Teaching the students, the 20th century literary trends and schools.
- Teaching the students, the most outstanding representative plays of the 20th century

- Teaching the students to know some basic information about the
- French language such as vocabularies, expressions, and tenses.
- Teaching the students to know the issue of protecting human rights and stating the historical origins of human rights which are protected by the international regime.
- Knowing the basic information and functions of the Windows system.
- 39. Knowing the rules of Internet access etiquette.
- Having the knowledge of using the grammatical concepts and terms of Arabic Language.
- Knowing how to criticize pieces of literary works.

Analyzing all the aims of the department leads us to identify that these subjects and textbooks can achieve the current abridged DsE aims of CsLs.

Aims of Subjects of DsE in CsAs

The analysis of subjects of DsE in CsAs states the following aims:

- Improving learners' skills.
- Improving learners' debate skills, public speaking, and job interviews.
- Developing students' skills in writing essays in all its types and in academic research.
- Providing students with a background of translation and developing their skills in translation from and to English.
- Enriching students' skills in writing academic papers.
- Developing students' understanding of English tenses. auxiliaries and adjective sequence.
- Teaching students how to pronounce English sounds and their different clusters correctly.
- Enriching students' pronunciation of vowels and voiced and voiceless sounds besides enabling students to develop their accent and intonation.
- Developing students' skills in structural grammar and their ability to disintegrate morphemes used in word formation and the basics of generative grammar and sentence deep structures.
- Introducing students to linguistics and its inter-related fields.
- 11 - Teaching students the basic approaches to deal with literary texts.
- Teaching the students to become able to recognize different literary genres and to study the earlier forms of literature.
- Learning students, the genre of English novel, and present the social, economic and cultural elements which led to the rise of the novel in the 18th century.

- Teaching the students, the English poetry of the sixteenth, seventeenth and eighteenth centuries. And make them aware of the most important poets and styles.
- Introducing students to the English dramatic texts of the renaissance age.
- Teaching students the English novel of the 19th century. and the transition from romanticism toward realism in English fiction.
- Teaching students, the English poetry of the 19th century and its social and philosophical context.
- Introducing the development of English drama from the time of Shakespeare, followed by the restoration, Augustan and ends with Bernard Shaw.
- Teaching students poetry of various periods and the study of the social context of this poetry and introducing the social and political context that contributed to developing this genre.
- Teaching students the English drama of the 20th century with its social and political contexts.
- Enabling students to learn another language besides English.
- Developing students' skills in contrastive linguistics between Arabic and English.
- Developing students' skills in computer applications.
- Enabling students to understand the Human Rights chart.
- Developing students' understanding of comparative literature in Arabic and English.
- Introducing more advanced readings in the second language they are studying besides English.

Checking all the aims achieved by the language, linguistics, literature, and non-departmental courses, it can be seen that these subjects can achieve the current abridged aims of the DsE of the CsAs. Thus, the hypothesis of the study is accepted. Comparing the aims of DsE in different colleges states that the aims of those department are very succinct and they need to reformulate as following:

The Reformulation of the Aims of the DsE in Iraq

The aims of the DsE in different colleges are not consistent with the aims of department subjects and textbooks. It is thus proved that the aims of these departments are very succinct. In addition, this fact leads to the necessity to suggest a change the DsE aims in each college.

Aims of the DsE in CsEHs

- Encouraging and enabling students to communicate effectively in English and developing their communication skills.
- Graduating teachers who are able to teach English in various levels of schools.
- Teaching students how to translate different types of texts from English to Arabic and vice versa.
- Having the ability to read and critical literary works in the English language.

- Knowing how to write texts that are logically coherent and organized.
- Knowing how to analyze and interpret their own texts or others, and how to understand the contexts of this texts.
- Teaching students how to criticize literary texts.
- Preparing an educated generation deepening on cultural awareness and openness to global cultures.
- Linking the graduates of Colleges of Education for Human Sciences with the Ministry of Education by graduating English teachers.
- Reinforcing the linguistic ability of speakers of English as a foreign language.
- Enabling students to reflect and show the nature, culture and costumes of their countries to the world.
- Enabling students to have a real recognition to what they read and write in English.
- Enabling students to establish educational institutions which specialize in the English language.
- Knowing the cultural aspects and ideas of the Renaissance age, Victorian era, Elizabethan era, Romantic poetry, the 16th century and the 17th century poetry, eighteenth century poetry, nineteenth century poetry, twentieth century poetry, Neo-classical poetry...etc.
- Knowing how to apply the principles and fundamentals of ELT.
- Teaching the students, the general principles of language testing.
- Improving students' professional self-awareness.
- Teaching students how to criticize literary texts.
- Providing students with almost complete understanding of culture of the English-speaking world.

Aims of the DsE in CsBE

- Graduating university teachers who are able to teach the English language subject and work in primary and middle schools.
- Graduating university teachers of English who are proficient in the four skills listening, speaking, reading and writing.
- Improving students' ability to rely on themselves in understanding what they read and hear in the English language outside the boundaries of previous study.
- Reinforcing students' personality behaviorally and emotionally.
- Improving students' literary taste and aesthetic sense through teaching English vocabulary.
- Enabling students to use technologies in explaining their lessons.
- Developing students' ability to comprehend texts and pronounce words and sentences well.

- Enabling students to use the grammatical structures correctly.
- Training students in research writing.
- Providing educational environment by providing an appropriate atmosphere which meets quality requirements and keeps pace with modern scientific developments.
- Encouraging critical understanding of the thoughts and cultures of the developed world and opening channels of dialogue with English-speaking nations.
- Encouraging the members and staff of the college to strengthen scientific and research cooperation with corresponding scientific institutions at home and abroad.
- Developing the skills and capabilities of faculty members through participation in courses and workshops inside and outside Iraq.
- Encouraging the staff and students of the college to publish research in the global magazines and periodicals to improve Iraq's position on the global ranking list for scientific research.
- preparing students for postgraduate studies
- Enabling the students to do effective and accurate translation from English to Arabic and vice versa.
- Teaching students some concepts of phonetics like syllables, stress, distinctive features, mechanism of sounds' production, ...etc.
- Introducing students to some important concepts in English literature such as poetry, short story, novel and drama.
- Knowing the principles and methods for teaching English.
- Learning students, the characteristics of a good test such as validity and reliability.
- Providing students with some basic information about some secondary subjects that are taught in the English department such as Arabic, computer science, human rights and psychology.

Aims of DsE in CsLs

- Developing students' ability to communicate in the English language.
- Enriching students' ability in reading, writing and thinking critically.
- Teaching students how to write well organized grammatically correct paragraphs and how to analyze written ones in terms of content and form.
- Improving the learners' concepts of translation from English to Arabic and vice versa.
- Learning students the BBC pronunciation, that is the narrow phonetics transcription where phonology is the main concern.
- Knowing students how to distinguish among different English accents in order to improve their spoken English.

- Teaching students, the relation of linguistics and other related fields of study.
- Teaching students, the effects of political and historical factors on the literary texts studied.
- Teaching students how to draw a critical analysis of these literary texts.
- Enriching students' knowledge of the sixteenth and seventeenth century poetry, twentieth century poetry, neo-classical poetry, romantic poetry.
- Learning students, the key features of genres within Shakespeare's plays.
- Teaching students to know some basic information about the French language such as vocabularies, expressions, and tenses.
- Learning the students to know the issue of protecting human rights and stating the historical origins of human rights which are protected by the international regime.
- Knowing the basic information and functions of the Windows system.

Aims of the DsE in CsAs

- Enabling students to be specialists in English language and literature equipped with linguistic and literary skills.
- Teaching students how to write artistically, research, draft, and creative.
- Teaching students how to Creative and inventive in the field of the English language.
- Preparing students to be specialized researchers in the English language and literature.
- Graduating technical cadres in the field of translation from Arabic to English and vice versa.
- Providing students' needs for linguistic and literary skills and knowledge to achieve success in daily communication.
- Preparing graduates for postgraduate studies to grant master's and doctoral degrees.
- Teaching students about cultures associated with the Arabic and English languages, and enabling them to compare, interact and have cultural dialogue between those cultures.
- Introducing students to linguistics and its inter-related fields.
- Teaching the students, the English poetry of the sixteenth, seventeenth eighteenth and twentieth century.
- Introducing students to the English novel of the 19th century. and the transition from romanticism toward realism in English fiction.
- Introducing students to the English poetry of the 19th century and its social and philosophical context.
- Introducing the development of English drama from the time of Shakespeare, followed by the restoration, Augustan and ends with Bernard Shaw.

- Enabling students to learn another language besides English.
- Improving students' skills in contrastive linguistics between Arabic and English
- Developing students' understanding of comparative literature in Arabic and English.
- Developing students' reading skills in the European language they are learning (French, Spanish or German).

Conclusions

Scrutinizing the aims and subjects of the DsE in CsEHs, CsBE, CsLs and CsAs, some conclusions are drawn in accordance with their aims and hypotheses:

- The aims of departments are very abridged and do not express the whole of what is to be achieved by the teacher and textbook.
- The subjects of the DsE in Iraq achieve the aims of departments.
- The policy of teaching EFL in Iraq consists of teaching English, in the university DsE in some colleges such as CsEHs, CsBE, CsLs and CsAs.
- The aims as well as subjects of DsE differ from one college to another depending on their college aims. The department, subjects and the college aims are interrelated.
- The selected subjects of university DsE contribute to the achievement of graduating people who work in the designed areas. They are very comprehensive.
- There is a correlation between department aims and subjects ones.
- The DsE aims of the four colleges in Iraq are very abridged and do not lead teachers to achieve them in an evident way. This is because of not being inclusive for all the aims for their colleges and content.
- It is necessary to reformulate the aims of the university DsE in order to coincide with the vast scope of aims of subjects and textbooks that are taught in different colleges.

References

- Akhmad, Enni, Saleh. R. Yuwin, Pakaya. Susanti. The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis. E ISSN : 2964-9277 Vol. 1 No. 3, December 2022.
- Alruwaili, Muharib. 2020. What is the difference between Aims and Objectives. Al-Jouf University.
- Betti. Mohammed Jasim and Al Yasiri. Safaa Abbas Noor. The Use of literature at the University Level: Observing Literature Specialists in Their EFL Classes DOI:10.52113/uj05/023-16/2648-2659, ISSN : 2072-6317(P) – 2572-5440(O).
- Hoenby. Albert Sydney, Turnbull. Joanna. 2010. Oxford Advanced Learners Dictionary. Oxford University Press. ISBN 9780194799003 019479900X.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal* 48 (4), 315–328.
- Krippendof. Klaus. 1989. Content Analysis. University of Pennsylvania, krippendof@asc.upenn.edu.
- Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016. English Language Curriculum Development and Updating Project in Iraq .
- Nachmias, D. & Nachmias, C. (1976). Content analysis. In *Research methods in the social sciences* (pp.132-139), UK: Edward Arnold.
- Ministry of Higher Education and Scientific Research/ Department of Research and Development. 2016. English Language Curriculum Development and Updating Project in Iraq .
- Thomas, Riya. Research Aims and Objectives: The dynamic duo for successful research. Enago Academy. 2023/04/28. <https://www.enago.com/academy/research-aims-and-objectives/>.
- Ritz, John (2014). Note taking Guide: Aims, Goals and objectives. Old Dominion University.

<https://cehs.uobasrah.edu.iq/the-vision-mission-and-objectives-of-the-English-department>.

<https://uomisan.edu.iq/basicedu/ar/%D8%A7%D9%84%D9%84%D8%BA%D8%A9%D8%A7%D9%84%D8%A3%D9%86%D9%83>

https://colang.uobaghdad.edu.iq/?page_id=20207.

<https://arts.uokufa.edu.iq/archives/4471>.