



An Investigation of the Four English Specialties: A Case Study of Teacher Applicants at the National University
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ملخص البحث

Abstract:

The paper aimed to identify the best English specialty (English Literature, English Language, English Language Teaching, or Translation) through an analysis of the performance of teacher applicants applying to the Department of English Language and Translation at the National University - Sana'a. To identify the best English specialty, whose graduates were able to teach academic courses and translate miscellaneous texts, an analysis of 1) the teacher applicants' language through two mediums: interviews and cover letters that were attached alongside their CVs, 2) their specializations, 3) their employment, 4) and their responses to the questionnaire had been studied and then evaluated. Remarkably, the conclusion was reached that the literature specialty might be the best specialization.

Keywords: Teacher, Applicant, Specialty, English Literature, English Language, English Language Teaching, Translation



1. Introduction

Someone may say that an acquisition of spoken English language as a second language, in addition to one's mother tongue (Arabic), may enable a person to translate or teach English language courses. Yet the fact is that acquiring a second language without learning it scientifically may enable the person to use that language in his daily life, but he will not be able to teach students or help in developing students' professional translation skills. In other words, the acquisition of two languages at the same time without academic knowledge means the acquisition of a skill, not a science. In an online article entitled "*English Subject Curriculum*" established by the Ministry of Education and Research (2013), this concept was discussed clearly:

To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts. Thus, we need to develop a vocabulary and skills in using the systems of the English language, its phonology, orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations. This involves being able to distinguish between oral (spoken) and textual (written) styles and formal and informal styles. Moreover, when using the language for communication we must also be able to take cultural norms and conventions into consideration. (para. 2)

To emphasize the above-mentioned concept, it can be said that a speaker of the Arabic language, who is not specialized in it, cannot teach any course in Arabic language, and this can be applied to English language as well. Hence, there are many people who are fluent in two languages at the same time, but they cannot produce professional translations because they are simply not specialized in this area.

On the other hand, it is not possible to translate or teach the specialized courses, not even the four English skill courses, without acquiring English language, as it is unreasonable to teach any language and to translate from/to without a full mastery of that language supported by literary and linguistic comprehension. In their study, Al-Mahrooqi & Al-Shihi (2012) pointed out:

The findings show that students thought that literature, linguistics and language courses are all important and in varying degrees contribute to their language development, but that there are factors



limiting benefit from some of them. Also, there was a greater preference for literature courses than for linguistics ones. (p.154)

With regard to the field of translation, and with the advancement of science and the availability of modern technology, it has been observed that in the recent years that most bachelor graduates of the departments of English with their four specialties could not translate without full reliance on “Google Translate.” Ana Niño (2020) stated that “Many people are not aware of why online machine translations are not that accurate and rely on them too much” (pedagogical implications). El-Banna and Naeem (2016) also confirmed, “With the increased dependence on computer software and Internet applications, foreign language learners resort to Machine Translation (MT) so as to obtain quick and easy translation for source texts” (p. 3). They added, “In terms of learners’ attitudes to use Machine Translation tools, it was found that there was an inclination to resort to such tools” (p. 21).

Many fresh bachelor graduates did not even make any amendment or correction to this kind of translation, which is definitely known as a literal translation. Rila Hilma (2011) confirmed that “translation machine Google Translate produces a word for word translation, also called literal translation which often results in unclear, unnatural, and sometimes nonsensical translations” (p. 509). Supposedly, instead of using literal translation, their translations should be based on the ‘semantic translation method’ and/or the ‘functional translation methods.’¹ Also, some of the bachelor graduates were unable to teach, and it was due to the lack of a well-constructed learning methodology and the non-systematic acquisition of English as a second language. However, it is worth noting that there was a difference in capabilities among bachelor graduates of the four specialties, and this was the objective of the study.

In this regard, there is a competition among the bachelor graduates of the four specialties of English (literature, language, ELT and translation)², and each specialty group considers itself the best candidate. Obeidat (1997) pointed out, “At present, there is a heated debate about the issue in general: Are Arab students actually interested in learning language or literature” (p. 30)? Nevertheless, in reality, these four specialties complement each other. Al-Kharabsheh et al. (2009) believed that their study “...succeeded in revealing the fact that language, linguistics, literature, and translation

¹For further information of the translation methods, see the books of Alabbasi, *Business Translation*, pp 19-23, and *Introduction to Translation*, pp 20-22 and 29-32.

² For a detail about the views in favor of linguistics, literature and translation, see Al-Kharabsheh et al. (2009), pp. 21-22.



complement each other. In other words, they are based on each other, and the disregard of any one of them results in some imbalance in the others” (p.20).

This study did not underestimate the capabilities of the bachelor graduates of the four specialties since one could find graduates of different levels in each specialty: excellent, good and poor. Also, this study did not launch an initiative to tackle and evaluate the study materials (syllabus) for each specialty, which might be truly regarded by some scholars as the basis for the graduate’s efficiency or not. It was because each university had made its own program after doing a scientific and academic workshop and then coming up with recommendations in choosing the best study materials that suited each specialty, and those outputs might be in accordance with the standards of the quality unit. So, it was inappropriate to go into the evaluation of the best specialty in terms of their syllabuses. To attempt to ascertain the best English specialty, it was necessary at the same time to study and measure the best teachers graduated from the four specialties based on their capabilities in the labor market, whether in the teaching careers and/or translation works.

2. Methodology and Tools

From this standpoint, the gathered data was prepared, and then, on its light, the four main surveys of the undertaken study: (language, applicant’s specialization, employment among the four specialties, and responses to questionnaire) were analyzed. The procedure of these surveys was taking place through the following methodology and tools.

2.1 Methodology

Based on the following determinants, the study relied on the analytical-descriptive method to conduct the study.

2.1.1 Period of Study

The collection, and then later analysis, of the applicants’ CVs, cover letters, interviews and questionnaires continued for seven years, from June 2014 to June 2021. This period was spent gathering the largest possible number of teacher applicants.

2.1.2 Target Segment

The target segments were male and female teacher applicants who held PhDs or their equivalents, Masters or their equivalents, and Bachelors or their equivalents, except the holders of certificates issued by institutes and language centers. The professors and associate professors were counted among the PhD holders.



2.1.3 Targeted Specialties and Faculties

The four specialties of English in literature, language, language teaching, and translation were taken into account whether they were from public or private Yemeni faculties, or from any faculty outside the country, for example:

- 1- English Literature - Faculties of Arts
- 2- English Language - Faculties of Languages
- 3- ELT (English Language Teaching) - Faculties of Education (ELT)
- 4- Translation - Faculties of Translation or Faculties of Languages

2.1.4 Number of Studied Applicants

A total of 332 male and female teacher applicants were collected and used for analysis. They were 60 applicants of PhD degree holders, 106 applicants of master's degree holders, and 166 applicants of bachelor's degree holders.

Table 1: Number of Studied Applicants

Qualification	Number		Total
	Male	Female	
PhD	41	19	60
Master	45	61	106
Bachelor	75	91	166
Total	161	171	332

2.2 Tools

Four tools were used in this study: CVs, cover letters, personal interviews, and a questionnaire.

2.2.1 CVs

When applying for an opportunity to teach at the Department of English Language and Translation at the National University, Sana'a Branch, the CVs and the last graduate certificate (Certificate of Grades) of each applicant were collected. Through the CVs, it could be found out that their specializations, qualifications, experiences, and employment would help in analyzing the questionnaire.

2.2.2 Cover Letters

Each CV ought to have contained a cover letter or a personal statement in order to assess the applicant's language. Any CV that did not have a cover letter or at least a statement talking about the applicant's desire, experience, etc. was not considered. The language of each applicant was evaluated through two tools: the written language through the cover letter and the spoken language through the personal interview.



2.2.3 Personal Interview

All applicants were interviewed to find out their linguistic abilities and their teaching tendencies. In addition to the cover letter, each applicant was asked to speak in English about his/her experience, the courses he/she would like to teach, and how to deal with the individual differences among students. The aim was not only to evaluate the teaching method and teacher's style as most universities had done, but the primary goal was also to analyze the differences between the four specialties in which the scientific and linguistic ability could be measured. In other words, the applicant's fluency and easiness of using the appropriate vocabulary were taking into account. This did not mean that the scientific and linguistic capabilities of the applicants were less than the person conducting the interviews with them, but it was commonly known that anyone with a plain English language could judge the person's fluency and accent. In the interview, along with the information provided in the CV, the second goal was to identify whether each applicant had got a job or not, and if yes, whether he/she had a full-time job, a part-time job, or even self-employment. To acquaint with their employment, it could help to know the specialization that got the largest percentage in employment, which meant that this specialization was the most important and capable one. The third goal was to present the questionnaire to each applicant and to make sure of the courses he/she would like to teach.

2.2.4 Questionnaire

To find out the applicants' desires for teaching and translation, a questionnaire was presented to every applicant of 332 to be filled and was analyzed later. Generally, the specialized courses can be in four categories: English skill courses, literary courses, linguistic courses, and/or translation courses. However, the focus of this succinct questionnaire was on whether each applicant was ready to teach all courses, some courses or none out of his/her specialization, and whether to do translation works or not. This was the sample of the questionnaire that was filled in, while the analysis of all questionnaires would be presented in Table 5.



Table 2: The Questionnaire

Place the tick (✓) in front of the appropriate tab													
Your Specialty (Major)				The courses you would like to teach (yes) The courses you would not like to teach (no)									
English Literature	English Language	ELT	Translation	Skill Courses		Literary Courses		Linguistic Courses		Translation Courses		Translation Works	
				Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
All Courses													
Some courses (Specialization Courses)													

3. Results and Discussion

3.1 Language

It was intended to evaluate the ability of each applicant to speak fluently and perfectly without preciosity, as well as to assess the language and manner of writing the cover letter.

3.1.1 Cover Letters

It was worth noting that most of the cover letters were mostly brief and were not written according to the methods of writing well-constructed and acceptable cover letters. It was also striking to note that the applicants who held degrees of masters and bachelors were more careful in writing the cover letters according to the established methods, although some of those cover letters contained grammatical errors. Generally, the difference lied in the fact that the language of the cover letters written by the PhD applicants of the four specialties was embellished in an attractive way, and the language of the cover letters written by the applicants of the master's degree was simple and clear. The language of the cover letters written by the applicants of the bachelor's degree was mostly weak and contained many errors either in grammar or in punctuation though they used bombastic words. There were also computer errors in some of the cover letters whether written by PhD holders, master holders or bachelor holders.

The organization of the CVs was different from one applicant to another since each one had his own method, style, and organization. Generally speaking, they did not organize the CVs according to the methodology of writing CVs, yet all the CVs contained the basic information that must be provided when applying for any work.



3.1.2 Personal Interview

All applicants were interviewed, and the file of the applicant who was not interviewed was excluded. However, all PhD holders spoke fluently, smoothly and perfectly, in addition to their distinctive language; they had extensive experiences in the field of teaching or in the field of translation. The master's holders were excellent in their spoken languages, but some of them did not have sufficient experience in the method of teaching, which was not accounted for in this paper. The applicants of the bachelor's degree had shortcomings in either spoken language or teaching methods. Many of them had a broken language that contained many logical and grammatical errors. It might be said, the reason was that, they did not have enough experience since they were fresh graduates. This matter of argument might be somewhat correct, but the goal was to measure the differences between the four specialties based on the linguistic abilities of the graduates, whether they have or have no experiences. This meant that the study shed light more on the importance of verifying the best graduates according to their specializations.

With respect to the bachelor's degree holders, it could be confirmed that most applicants of literature specialty were excellent and spoke fluently, and some of them might perform a language that was close to the language of PhD holders. In the same vein with regard to the spoken language, the applicants of the language specialty came second, the applicants of the ELT came third, and applicants of the translation specialty came fourth. Some might be surprised by this distribution, but these results were basically concluded after conducting the interviews for 166 bachelor's degree applicants from the four specialties.

At this point, the reason why the translation specialists have got the last order will not be discussed in details since it is not the objective of the study. Yet, generally, the reason may be because the "Translation probably is the most complex type of event yet produced in the evolution of the cosmos" (Richards, 1953, intro.). It may be because "a translator must have the critical linguistic knowledge in tackling both the surface and underlying relations of language" (Akan, et al., 2019, p. 58). Some other linguists do believe that this was due to the lack of English literary and linguistic courses that fed language since the focus of their most courses was on the methods of teaching translation but not on feeding them with the required language and its accompanying vocabulary before graduation. In their article entitled "STUDENTS' DIFFICULTIES IN TRANSLATING ENGLISH TEXT", Arono & Nadrah (2019) concluded, "The difficulties of students in



translating were lack of vocabulary (87,50%)...” (p. 88). In their turn, Napu & Hasan (2019) also pointed out:

As a result, problems in the translation are often inevitable in students’ writing due to the inadequate strategies of translation... The findings show that the translation problems involved several linguistic aspects, such as grammatical problems, lexical-choice, rhetorical, and pragmatic problems. (p. 1)

Actually, the intensification of literary and linguistic courses that supported translation specialists linguistically and lexically were regarded the most important pillars for learning the language, which then was the fundamental to be able to translate. Salih (1986) affirmed:

The student survey shows that language skills seem to develop through studying literature in English. The positive impact of literature in language skills is by no means novel, since students exercise or practice all of the skills in literature courses. During a literature class, they are required to listen to what an instructor is saying, they must jot down notes, they often ask or answer questions, and they are frequently required to read passages relevant to the idea(s) under consideration. (p. 25)

Keshavarzi (2012) added:

Although some scholars have pointed out to the shortcoming of literature use in practice, it is so vast and so practicable that instructors cannot stop using it. Language learning requires acquiring four skills of reading comprehension, writing, listening and speaking. Some sources provide materials that can meet some of these abilities, but literature has proved a good source that fulfills these four skills. (p. 554)

Al-Kharabsheh et al. (2009) wrote also about the importance of linguistics, “Literature is displayed in language, and the translation of literature is performed by resorting to at least two languages, where linguistics forms the backbone of the translated text(s)” (p. 20). Certainly, this does not mean at all that literature and linguistics will substitute translation since “... they need to be balanced by language and translation courses” (Al-Mahrooqi & Al-Shihi, 2012, p.154).

3.2 Number of Applicants of Specialties

The importance of the survey of the applicants’ specialties lied in knowing the demand for which one of the four English specialties was most



likely to be highly joined. It is worth noting that the English language specialties before two decades were generally limited to English literature, English language, and ELT. Those specialties were prevalent in Yemen before opening a new program - the translation specialty. Nowadays, translation is the most desirable specialty. Al-Kharabsheh et al. (2009) emphasized, “the traditional view of language/linguistics and literature dominance in English Departments in the Arab World drastically changed over the last few decades” (p. 19). Akan et al. (2019) also stated:

Translation is indispensable in our everyday life for its being a most diverse means of human communication. In these days of globalization and widespread immigration, the need of translation is increasing due to the continuous expansion of trade, science, culture, technology and so on. (p. 58)

At the time of examining the CVs, it was noticed that many holders of PhD and Masters specialized in translation had done their bachelors in English literature or English language, yet they changed their specializations into translation when doing their master’s degrees and/or PhDs.

In the following table, it is noted that the number of PhD holders of English literature is 22, English language is 16, and ELT is 14 while the number of PhD holders of translation is just 8. On the other hand, it is noticed that the number of applicants holding master’s degrees in translation has increased significantly. The number is 31 applicants, which is more than the other specialties. So, the two specialties translation and literature become close to each other in the number of applicants. As for the holders of bachelor’s degrees in translation, the number is 56, and it is ranked first over the rest of the other specialties. To be more acquainted, the following table shows the number of applicants according to their specialties, qualifications and genders.

Table 3: Specialties and Qualifications of the Applicants

Qualification	Total Number	Gender	Total Number according to gender	Specialty			
				Literature Specialty	Language Specialty	ELT Specialty	Translation Specialty
PhD	60	male	41	15	10	10	6
		female	19	7	6	4	2
Master	106	male	45	15	12	8	10
		female	61	18	14	8	21
Bachelor	166	male	75	20	20	11	24
		female	91	14	30	15	32
Total	332		332	89	92	56	95



3.3 Employment among the Four Specialties

In next tables, there was a survey of the applicants according to the jobs they had obtained. The importance of this survey was to know which group of the specialist applicants had official or private jobs, or daily or hourly wages in order to identify the specialty that has acceptance in the labor market and can work in any sector whether government, private or self-employed. Zughoul (2003) observed that English in general is necessary to get a job in the Arab community, "As globalization accelerates, there is a growing need for English as a language of communication. Across the Arab nations job market leaders are stressing English as a tool for gaining advantage in a world rife with competition" (p. 106). Regarding their employment, the applicants were classified into employed or unemployed.

Table 4-1: Employment of Literature Specialty

Literature Specialty					
Qualification	Total Number	Gender	Total Number by Gender	Employed	Unemployed
PhD	22	male	15	15	
		female	7	7	
Master	33	male	15	15	
		female	18	18	
Bachelor	34	male	20	19	1
		female	14	13	1
Total	89		89	87	2

Looking at Table 4-1 regarding literature specialty, there were only two applicants of the bachelor's degree who were unemployed.

Table 4-2: Employment of English Language Specialty

English Language Specialty					
Qualification	Total Number	Gender	Total Number by Gender	Employed	Unemployed
PhD	16	male	10	10	
		female	6	6	
Master	26	male	12	11	1
		female	14	10	4
Bachelor	50	male	20	15	5
		female	30	20	10
Total	92		92	72	20



As for English language specialty, Table no. 4-2 shows that there were five applicants of the master's degree who were unemployed, and fifteen applicants of the bachelor's degree who were also unemployed.

Table 4-3: Employment of ELT Specialty

ELT Specialty					
Qualification	Total Number	Gender	Total Number by Gender	Employed	Unemployed
PhD	14	male	10	10	
		female	4	4	
Master	16	male	8	7	1
		female	8	7	1
Bachelor	26	male	11	4	7
		female	15	6	9
Total	56		56	38	18

Looking at Table 4-3, ELT specialty, it shows that there were two applicants of the master's degree who were unemployed and sixteen applicants of the bachelor's degree who were unemployed.

Table 4-4: Employment of Translation Specialty

Translation Specialty					
Qualification	Total Number	Gender	Total Number by Gender	Employed	Unemployed
PhD	8	male	6	6	
		female	2	2	
Master	31	male	10	9	1
		female	21	15	6
Bachelor	56	male	24	13	11
		female	32	10	22
Total	95		95	55	40

Table no. 4-4 shows that the translation specialty was less fortunate in obtaining job opportunities, as there were seven applicants of the master's degree and thirty-three applicants of the bachelor's degree who were unemployed.

3.4 The Questionnaire

Table 1 was drawn up as a questionnaire, and it was an important survey relied upon when analyzing and evaluating the four specialties in terms of the ability to teach: skill courses, literary courses, linguistic courses, translation courses, and/or to do translation works. The questionnaire was structured around one question, 'are you ready to teach other specialized courses when needed, or to be committed to teach only the courses you are specialized in?' The specialized courses were in four categories:



- General Language Skill: listening, speaking, reading, writing, basic grammar, etc.
- Specialized Literary Courses: short English stories, novels, dramas, poetry, criticism, analysis of literary texts, comparative literature, etc.
- Specialized Linguistic Courses: phonetics & phonology, syntax, morphology, semantics, comparative linguistics, sociolinguistics, applied linguistics, etc.
- Specialized Translation Courses: theories of translation, business translation, mass media translation, religious translation, legal translation, medical translation, interpretation (simultaneous, consecutive & sight), etc.

The responses were different and varied, and each applicant was confident, veteran, and unmatched in his/her specialty, yet there were some variables as shown below in Table number 5. The table was filled with the applicant numbers of PhDs, masters, and bachelors of the four specialties who were ready to teach the courses of English language skills, literature, linguistics, translation, and work as translators. The applicant numbers who neither agree to teach such courses nor to do translation works were subtracted from the total number in the table mentioned below.

Table 5: Questionnaire Analysis Result

Qualification	Courses	Specialty							
		English Literature		English Language		ELT		Translation	
		M	F	M	F	M	F	M	F
Pd. D	Total Number	15	7	10	6	10	4	6	2
	English Language Skill Courses	15	7	10	6	10	4	6	2
	Literary Courses	15	7	2	1	2	1	0	0
	Linguistic Courses	15	6	10	6	10	4	2	1
	Translation Courses	15	7	9	2	2	1	6	2
	Translation Works	15	7	10	3	7	3	6	2
Master	Total Number	15	18	12	14	8	8	10	21
	English Language Skill Courses	15	18	12	14	8	8	10	21
	Literary Courses	15	18	0	0	5	4	0	1
	Linguistic Courses	14	18	12	14	8	8	4	6
	Translation Courses	14	17	9	12	4	4	10	21
	Translation Works	15	17	11	13	4	4	10	20
Bachelor	Total Number	20	14	20	30	11	15	24	32
	English Language Skill Courses	20	14	20	30	11	15	21	30
	Literary Courses	20	14	0	0	1	2	0	0
	Linguistic Courses	19	13	20	29	10	13	8	15
	Translation Courses	18	13	14	17	5	3	24	32
	Translation Works	18	13	12	15	5	6	22	28



As it is clear in the above-mentioned table, most of the applicants of the three specialties: English language, ELT and translation were not ready to teach literary courses. Thus, the above table could be analyzed as follows:

3.4.1 Specialty of English Literature

Most of the applicants specialized in literature were ready to teach all courses whether English skills, literary, linguistic, or translation courses, or to do translation works when needed. There was one PhD applicant out of a total of 22 PhD applicants who did not like to teach such specialized linguistic courses. The total number of applicants of the master's degree was 33; one out of them did not like to teach such specialized linguistic courses, two applicants out of the total number did not like to teach specialized translation courses even though they were willing to teach most of the translation courses, and one applicant out of the total number did not like to do translation works. The 34 bachelor's degree holders were as follows: two applicants out of the total number did not wish to teach linguistic courses, three other applicants did not wish to teach translation courses, and the same three ones do not wish to do translation works.

3.4.2 Specialty of English Language

The applicants of the language specialty were varied in their choices. The applicants of the PhD and Masters were unanimously agreed to teach the skill and linguistic courses, and there was only one case from the Bachelor's degree holders who did not like to teach such linguistic courses. As for the rest of the specialized courses, applicants were distributed as follows: thirteen applicants out of the total of 16 PhD applicants did not like to teach the literary courses, five applicants out of the total number did not like to teach translation courses, and three applicants out of the total number did not like to do translation works. All the 26 applicants of the master's degree did not like to teach literary courses, five applicants out of the total number did not like to teach translation courses, and two applicants out of the total number did not like to undertake translation works. As for the 50 applicants of the bachelor's degree, none of them wanted to teach literary courses, nineteen applicants out of the total number did not wish to teach translation courses, and twenty-three applicants out of the total number did not wish to undertake translation works.

3.4.3 Specialty of ELT

The total number of the PhD applicants of the ELT specialty of the Faculty of Education was about 14. Eleven of them did not like to teach literary courses, eleven out of the total number did not like to teach translation courses, and four out of the total number did not like to do translation works. As for the 16 applicants of the master's degree, there



were seven applicants out of the total number who did not like to teach literary courses, eight applicants out of the total number did not want to teach translation courses, and the same eight applicants did not like to do translation works. The total number of the applicants of the bachelor's degree was 26; twenty-three applicants out of them did not like to teach literary courses, three applicants out of the total number did not like to teach specialized linguistic courses, eighteen applicants out of the total number did not like to teach translation courses, and fifteen applicants out of the total number did not like to do translation works.

3.4.4 Specialty of Translation

The total number of the translation specialty was as follows: the PhD applicants were eight, the applicants of the Master's degree were thirty one, the applicants of the bachelor's degree were fifty six. Noticeably, all the applicants of the PhD, Master and Bachelor were not ready to teach literary courses except one applicant of the master's holders who was willing to teach literary courses, and by reference to her CV, it turned out that her specialization in the Bachelor's degree was literature. Five PhD applicants out of the total number were also unwilling to teach the linguistic courses. Twenty-one applicants of the master's degree out of the total number did not like to teach specialized linguistic courses, and one applicant of the total number did not like to do translation works. As for the Bachelor's degree holders, there were five applicants out of the total number who did not like to teach English skill courses. It was noted that all the applicants from the other three specialties were ready to teach the English skill courses, and no one of them refused to teach them. Anyhow, thirty-three applicants out of the total number did not like to teach specialized linguistic courses, and six applicants out of the total number did not like to do translation works.

4. Conclusion

Relying on the four research surveys to find out the best English specialty, it indicated that the language of PhD holders in the four specialties was excellent and could not be distinguished between them, while the language of the holders of the master's and bachelor's degrees in literature specialty was better than the other three specialties. When comparing the number of applicants in each specialty, the number of applicants of PhD and master's degree in literature specialty ranked first, while the number of applicants of bachelor's degree in translation specialty ranked first. These variables indicated that the specialization within the past two decades was heading towards literature specialty, while the specialization trend in the current years is heading towards translation specialty because it is the popular job career these days. In terms of employment, literature specialty of PhD, MA and Bachelors holders were luckier in getting jobs. On the other hand, the questionnaire showed that the PhD, Master and Bachelor specialists in literature were ready to teach most



of the academic courses and perform the translation works. To conclude, after all, based on previous data and analysis, the graduates of the literature specialty are more qualified than the other specialties, the language specialty comes second, ELT specialty comes third, and the translation specialty comes fourth. Hence, the best English specialty, or it can be said, the best department, has been identified, in which its graduates will be proficient teachers and seasoned translators.



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