

Improving the Quality of Translation Education in Iraq

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Abstract—Translation is considered a main field of language and human sciences today. The Iraqi Ministry of Higher Education and Scientific Research has paid special attention to translation since the 20th century and this attention has expanded since 2003. On the other hand, artificial intelligence (AI) has revolutionized all aspects of knowledge even though, it has been existed a long time ago. This study is concerned with the status of translation education at Iraqi universities. It focuses on updating the methodology of translation education at Iraqi universities by adopting the task-based approach in accordance with AI. The study also tries to emphasize the concept of learner-centered translation education classroom rather than teacher-centered one. It concludes that AI should be used as an essential part of translation education.

Keywords—Artificial intelligence, Education, Instruction, Task-based teaching, Translation

I. INTRODUCTION

The college stage is a crucial period for students' learning and growth, during which they must develop the ability to adapt to society (Al Delawi, 2019). In the field of translation, students need to possess flexible application skills, particularly in the areas of oral translation and written translation, so as to lay a solid foundation and provide important guarantees for students' life and work (Zannrni et al., 2023b). Translation teaching for college students has evolved over time, with a wide range of teaching methods and approaches being used. Richards and Rodgers have described some of the most commonly used approaches to teaching, including TBA and the vocab approach. They compare the advantages and disadvantages of these approaches (Richards and Rodgers, 2014). Li and Zhang found that the task-based Approach (TBA) appeared as a popular and powerful approach to Translation Teaching in college settings (Türkel and Brogaard, 2025). TBA is a learner-centered approach that emphasizes the use of real-life tasks to promote language learning. Li and Zhang analyzed the effectiveness of TBA in improving college students' Translation proficiency. The results showed that TBA was effective in promoting students' creative thinking, reading, and writing skills, as well as their motivation and autonomy in Translation. Zannrni (2024) analyses the key

principles and practices of TBA, including task design, implementation, and assessment.

It highlights the effectiveness of TBA in promoting learner autonomy and developing communication skills, as well as its capacity to foster critical thinking and culturally-intersected competency. Furthermore, this study focuses on artificial intelligence (AI) in the field of TBA particularly the digital tools which can improve the quality of the translation.

Interest in investigating the integration of AI technology has increased since its inception (Boymurodova, and Berdiqobilova, 2025). Das (2018) discovered that AI has become more prevalent in many facets of teaching Translation, such as MT and CAT tools platforms (Kong, 2022). AI has the capacity to improve translation accuracy and efficiency while offering individual and comfortable learning for students.

There are worries over AI technology's limits in several fields, despite its potential advantages. instruction in the Translation, including oral communication and translation. For instance, even if AI translation can produce translations using its own corpus, however it frequently finds it difficult to take into account elements such as emotion and culture. The production of high-quality translations depends on factors such as history and style (Zeng and Lu-Chen, 2008).

In addition, several academic institutions are facing difficulties integrating AI technology into teaching. The

flawed design of AI translation platforms is a significant problem that can lead to incorrect translations that could damage the technology's reputation (Zannrni et al., 2023a). In addition, to guarantee that the integration of AI is successful, the assessment model for college instruction must be optimized.

This study looks at how TBA and AI translation technologies may be successfully incorporated into Translation instruction in colleges and universities. In addition, the study will look at the problems and worries related to using AI technology in Translation instruction and offer solutions. The paper's ultimate goal is to support the enhancement of college instruction against the backdrop of AI translation.

An inventive and relatively recent method of teaching translation is the combination of TBA and AI translation technology. Given its potential to solve some of the shortcomings of AI technology in language acquisition, this technique has substantial scientific value. It offers a more individualized and participatory method of language acquisition. The teaching approach known as TBA encourages students to utilize language for communication by emphasizing its use in everyday contexts. This aligns with AI translation technology's objective of promoting efficient communication. Combining these two methods can improve students' language learning experiences and provides them with more chances to use and develop their language abilities in real-world contexts.

In addition, combining AI technology with TBA can yield a multitude of information on the requirements and development of language learners. Learners can receive more individualized feedback and support from this data, which can also be utilized to guide and enhance language education. This has important scientific implications as it may help create more efficient and successful methods of teaching.

II. LITERATURE REVIEW

A. Prioritize Theory and Disregard Practice

Alenezi (2020) mentioned that the syllabus used to be closely tied to the translation courses taken by undergraduate Translation majors. After discussing translation theory and methodologies, the instructor will use particular examples to illustrate how words, phrases, and paragraphs are translated. Students are then given after-class practice assignments to complete in order to provide class remarks. The instructor has a prominent role in this form of instruction. The low level of student involvement in the translation course implies that the class's growth is constrained. From a teaching perspective, translation courses at colleges and universities seldom incorporate current events and popular subjects and frequently rely on unique teaching materials. As a result, it struggles to stay up with the times and misses opportunities for discipline integration and interchange. This will prevent students from experiencing the formality and focus that translation should have in subsequent formal work, leading to issues like inflexible translation material and a deficiency

of coherent translation concepts. This is detrimental to the development of pupils' real translation abilities as well as their capacity to translate from comparable cultures. Favorable to enhancing students' real translation proficiency and developing their translation abilities of linked cultures.

Furthermore, some college students finish their assignments using just pertinent AI translation software, failing to think independently or reassess from many angles. A certain student has become overly dependent on clever technology as a result of this, which has had a detrimental function in impeding the advancement of instruction. In this classroom setting, pupils overall It is impossible to successfully enhance their linguistic abilities. In this instance, college instruction in translation and Universities failed to successfully integrate AI with instruction, and the students' learning impact was not further improved.

B. Failing to Motivate Students to Participate

Currently, more has to be done to improve the teaching philosophy and role orientation of instructors in college translation instruction. The most recent advancements in AI translation technology are not recognized by some college instructors, who continue to view AI translation software as a tool that undermines productivity. They contend that this approach might make children overly dependent on technology and does not enhance their capacity for learning and translation. Furthermore, even while some educators recommend that students examine unusual phrases using AI translation software after class, this practice also restricts the usage of AI technology more broadly. There is a lack of thorough investigation into AI translation technology and college Translation classroom teaching methods because some colleges and universities do not support teachers' innovative teaching methods. This leads to a lack of innovation in college translation courses. In addition, it has an impact on students' excitement for learning and interest in teaching, which is detrimental to raising student engagement and attention in the classroom.

C. Inadequate Translation Course System Development

Tahseen Mohammed (2021) mentions that as long as language is evolving, so too should the instructional strategies and materials used in translation classes. Some schools and universities now only offer optional translation courses with brief class periods. Due to this trait, students are unable to integrate translation practice with a thorough understanding of translation theories and techniques. As a result, it is insufficient to assist pupils in developing their translation abilities.

Furthermore, the creative evolution of the translation teaching mode necessitates that teachers take into account the task-based teaching strategy, translation course teaching materials, and students' Translation competency to enhance the translation teaching mode. Teachers should understand that students are the primary audience for translation instruction in terms of role orientation. The instructor should serve as a mentor, offering advice and assistance when

needed without interfering too much with the students' translation practice. During instruction, instructors place more emphasis on explaining theoretical concepts and less emphasis on actual application. Students rapidly lose interest in traditional teaching methods as a result of the infrequent use of AI translation technology in the classroom.

Therefore, to support the overall growth of students' learning efficiency, instructors should set clear learning objectives, maximize their teaching material, innovate their teaching methods, and enhance the classroom environment using cutting-edge, intelligent technology (Massoudi, 2025).

D. Introduction to Task-based teaching

Research on TBA began in the late 1970s and early 1980s. The development of TBA is based on the rationale of communicative language teaching and the interaction hypothesis (Zannrni and Shareef, 2024). Task-based teaching is a task-oriented teaching method of learning that focuses on communicating and completing learning tasks in the comprehension process. TBA is a teaching plan and teaching method with tasks as the core unit. The task, as applied to language learning, has been conventionally defined as "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings" (Van den Branden, 2016), or an "activity which requires learners to use language, with emphasis on meaning, to attain an objective" (Li, 2013). Under the guidance of the teacher, students gradually achieve the requirements of teaching objectives by means of experience, practice, participation, communication, cooperation, and other methods. Therefore, task-based teaching emphasizes "learning by doing," and teaching should be based on the student's interests, experience and knowledge levels (Jameel et al., 2021). Under the guidance of teaching objectives, the teacher can make students gain a sense of achievement in task-based teaching. In the learning process, get emotional experience adjust learning strategies, and gradually form a positive learning attitude. By giving full play to students' subjective initiative, it can promote the practical application of students' language ability enhancement.

The language communication exercises that are directed by the established task goals in real life are the main emphasis of the task-based education methodology. Students must employ tasks to finish learning exercises and become proficient in real-world, useful, and significant language. Students are encouraged to experience language through the use of language, the discovery of issues and rules, the summarization of information, and the accomplishment of objectives through task-based learning activities created by teachers or syllabuses.

As a result, in the context of teaching translation, the task-based teaching method places a strong emphasis on instructing students on how to advance their translation skills, overall language application proficiency, and communication level through the completion of a number of instructional activities. Conversely, it concentrates on investigating the principles of translation in order to help students become

proficient in language acquisition and translation techniques and develop their capacity for creativity.

E. The Foundational Framework for Task-based Instruction

The task-based teaching method is rigorously divided into three stages by Ellis' (2021) *Task-based language teaching*: Task-based Learning: pre-task, task-cycle, and language emphasis (Ellis, 2021). First, the pre-task is thought of as the TBA preparatory stage. In order for pupils to acquire linguistic information and develop their abilities under the pressure of work, the teacher suggests realistic and relevant assignments that are appropriate for discussion. The instructor helps the pupils comprehend the task's objectives and specifications at the same time. During the task cycle phase, students create, complete, and report on their tasks. The instructor can only effectively assist the students as a spectator at this point as they are the primary means of communication and task accomplishment. Students initially engage in active participation and finish communication exercises. Collaborate to finish a task summary report, and then communicate the task accomplishment to teachers and other students verbally or in writing. Under the teacher's direction, pupils utilize their newly gained knowledge and abilities to complete language output during the language concentration stage. In addition to summarizing and evaluating the language's correctness and task completion, they concentrate on the language forms used in communication.

Consequently, the TBA is a task-driven procedure that helps to increase students' motivation to learn, their interest in learning, and their ability to represent the task's authenticity.

F. Benefits of Task-based Instruction

For English majors, the translation practice course is a professional course. Its primary goal is to develop and enhance students' proficiency in translation. Being able to translate well is a must to join the firm.

As a result, the translation course is mostly a crucial one that students should focus on before finding work. The most crucial aspect of translation is accurately conveying the original text's meaning. Because translation necessitates transforming the source material into a different linguistic form while maintaining the original text's semantic substance. Give students the opportunity to evaluate, contrast, and debate the greatest translations to introduce them to the idea and practice of comparative translation. Students might be impressed by talking about common translation errors. To find representative issues, the instructor is essential in describing and examining the types of errors that pupils make.

Students' comprehension of the information is accelerated in task-based learning because they can receive feedback and confirmation from their peers or the teacher after linguistic output. In order to solve difficulties and finish assignments, the instructor encourages students to engage in meaningful conversations and actively participate in exchange activities.

Motivated by many assignments, students may actively learn Translation and feel the satisfaction of personal growth by applying their own reasoning to finish certain projects.

III. USING TBA IN TRANSLATION INSTRUCTION WITH AI AS A BACKGROUND

A. Presenting Facilities for AI

In light of AI, it is vital to think about integrating facilities to provide a basic environment for teaching intelligent Translation and to encourage the integration of AI. In order to further advance the improvement of Translation classroom teaching quality, the innovation of college instruction necessitates not only the enhancement of the original translation teaching system but also the successful integration of AI translation technology (Nunan, 2004). It is advised that relevant translation software, such as computer-aided translation and machine translation, be included in the course curriculum when teaching translation. This will allow students to effectively use the newest tools and software in their future work, improving productivity and quality (Massoudi et al., 2025). For instance, Atman can assist with specialist medical translations, while Yandex can translate words, web pages, documents, photos, and more. Thus, to better include AI, educators must learn how to use intelligent translation software, make sure that technology is used appropriately, and then encourage the growth of intelligent translation instruction. The secret to guaranteeing the caliber of translation instruction is AI. It must be utilized sensibly to establish a supportive learning environment.

B. The TBA Application for Translation Instruction

AI has been growing at an ever-increasing rate since the Internet information era began, and its applications in various spheres of life are becoming more and more widespread. More sophisticated facilities should be implemented in the translation teaching classroom, and AI-related facilities should be introduced in accordance with the school's current circumstances. In order to change conventional teaching styles, educators should be encouraged to integrate these intelligent resources into their lesson plans. Building an artificial translation platform may give students access to learning materials and avenues for vocabulary exploration, both of which are beneficial for expanding students' vocabulary and enhancing their translation skills (Al-Awawdeh and Al-Shaboul, 2025).

The design of activities in task-based learning should take into account not only language operability but also language authenticity and communication in everyday situations. Teachers should actively use AI in their lesson plans to improve instructional materials and give students new, interesting learning opportunities. Teachers should actively integrate the traditional translation teaching mode with the practical functions of AI teaching, utilize the functions of AI, and flexibly combine these functions with the actual teaching content in order to fully enhance students' translation skills. Instructors can help students apply the lessons they have been given to raise their level of independent learning. In addition, the technology may be used to benefit mankind in collaboration with IT businesses.

Using the intelligent teaching platform and relevant corpora, the instructor may offer pre-class translation

assignments to students after discussing learning objectives and related subjects with them. The instructor then instructed the class to get ready in groups, gather resources, research relevant subjects, and comprehend the background information on the subjects. Using the relevant AI intelligent translation technology, students may finish the pre-class preview.

In order to pique the students' attention and curiosity, the instructor first requested them to present the pre-task preview findings in groups. Then, using the images and subject-matter background material, the teacher added pertinent information. Students become used to the translation of essential terminology and sentence structures when subject-related keywords are added to pertinent instructional subjects.

During the task-cycle phase, the instructor then uses the intelligent teaching platform to analyze data from the students' translation preview assignments. The teacher assists students in using explicit translation techniques and provides guidance for them as they continue to analyze the translated materials through engagement and conversation. In addition, the instructor lays out particular translation needs and teaches the students the translation theory, techniques, and abilities they want to acquire through translation comparison.

During the language focus stage, the instructor leads the class in evaluation first, and then the teacher and students jointly assess how well each set of activities was completed. To guarantee that translation instruction has the greatest possible impact, the instructor can also use relevant AI technology to analyze and assess the translation circumstances of the pupils and offer suggestions for additional development and innovation. Second, the instructor gives the class well-known translation example texts to examine and contrast. The instructor can then help students learn how to obtain information using reference materials and AI to support language proficiency development. In order to enhance translation instruction and increase students' interest in translation by sharing their own professional experiences, students or translators with real-world translation expertise might be asked to conduct special lectures after class.

The teacher's objective in creating this teaching activity is to educate pupils on how to gather, evaluate, and properly translate material. By giving students specific assignments, the instructor enables them to experience translating materials on particular subjects while methodically going over the ideas, principles, and techniques of translation. Students are the primary focus of the activities, and the teaching task is open during the entire process. The instructor also serves as the activities' creator, implementer, and participant.

Students work in groups to finish the translation assignments, report their work, and assess one another. This sequence of procedures helps pupils develop their cooperative spirit and their communication abilities. The goal is student-centered and actively fosters students' passion and inventiveness. In the end, attempts are made to give pupils the ability to connect their learned language skills with translation practice, turning information and skills into practical talents.

C. Increase the Level of Integration between AI Technology and Translation Instruction

The evolution of college instruction requires flawless and scientific platform support in light of artificial translation to continually improve students' Translation proficiency. To improve the current AI translation platform, fix problems such as dropped calls, glitches, and unfinished features in the actual teaching and application process, and further enhance the university experience for both instructors and students, the university should hire specialized technicians (Cheng, 2021).

Universities should, first and foremost, make translation practice courses more applicable, thoroughly and precisely prepare the integration of AI translation technology with the TBA teaching approach, and offer guidelines for the actual teaching of translation. Second, teaching translation to English majors should always incorporate new and creative components. Teachers may further enhance the use of AI technology in the actual teaching process and continually improve the translation teaching model by actively assisting and encouraging them to create their teaching models. Finally, to improve teachers' comprehension and application of AI translation technology and to continuously improve and develop the educational system, teacher education and training should be reinforced. In the context of human translation, translation teaching innovation must not only enhance the initial translation teaching system but also successfully incorporate AI translation technology into instruction to raise the standard of translation instruction even higher.

IV. CONCLUSION

University teaching must shift from traditional methods to a more technology-driven and creative approach. With advancements in AI and technology, it is essential to embrace innovative teaching strategies that align with industry needs. TBA can be an effective method for integrating AI into translation education, fostering research and discussions on translation teaching. By combining TBA with AI tools, universities can cultivate skilled foreign language professionals who contribute to translation studies and societal growth. AI can enhance translation instruction by guiding students' work, ensuring advanced translation exercises, and deepening instructional development. It allows students to improve their translation skills while developing their individual translation styles. To optimize translation education, continuous innovation and AI integration are necessary. Although this study introduces an innovative approach and improves student learning, further research is needed. The study is limited to a single translation course at one university over one semester, with no exploration of other foreign language courses. Future research should expand this combined teaching model to a broader range of subjects and institutions.

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