Making Learning Meaningful: A Task-Based Approach to Legal Translation Instruction

María Eugenia Martínez Flores[1], Martha Alicia Vela Gámez[1] & Claudia Castañeda García[1]

[1] Universidad Autónoma De Nuevo León, Mexico

Correspondence: Martha Alicia Vela Gámez, Universidad Autónoma De Nuevo León, Mexico.

Received: October 10, 2026 Accepted: November 13, 2026 Published: November 18, 2026
doi:10.65343/jlsp.v2i2.170 URL: https://doi.org/10.65343/jlsp.v2i2.170

Abstract

This research adopted a case-study methodology based on document analysis to examine the integration of meaningful learning and the task-based approach as a means of improving instruction and competence acquisition among future legal translators. A specialized translator must master the terminology and structures of a technical field to solve translation problems. In legal translation, translators must be able to manage specialized legal terminology and complex structures. They also need an in-depth understanding of the legal systems associated with the source and target languages (Cao, 2007; Hurtado Albir, 2001; Kiraly, 2000; Prieto Ramos, 2014).

The study examined a population of legal translation students in a public university located in northeastern Mexico. The research instruments and sources included authentic documents, analysis of translation portfolios, surveys, and a review of course syllabi. The outcomes demonstrated a positive correlation between authentic tasks and greater proficiency of legal language among participants, providing evidence of meaningful learning through the resolution of real-world problems and the development of knowledge in legal translation resulting in the integration of authentic texts, a gradual increase in assignment difficulty, the application of methodologies and theoretical foundations of translation, the use of computer-assisted translation tools, and continuous feedback from the professors and peers that foster the acquisition of specialized knowledge and the development of professional competencies in legal translation practice.

Keywords: task-based approach, legal translation, legal text, meaningful learning, parallel texts

1. Introduction

Translators specializing in a particular field of knowledge encounter problems inherent in translating materials from that field. As they develop the relevant competencies and strategies, they must learn to resolve translation problems efficiently and promptly by applying appropriate translation procedures. Professional translators should consider that translation involves much more than linguistic competence; since language is a complex system that must be related to other cultural, pragmatic, semiotic and extralinguistic elements that are pin points to express a message (Castañeda, et al., 2023) In legal translation, the challenges lie not only in the vocabulary but also in the textual and morphosyntactic structures which are features of this specialized text translation (Alcaraz Varó, 2002). A professional foundation in specialized translation develops throughout different stages of translation training, enabling students to translate legal text effectively as they gain experience in the field.

Nowadays, specialized translator training responds to the growing demands of society in the translation field. Therefore, preparing translators to work in high-demand fields, such as legal translation in the northeast of Mexico is particularly important (Hurtado Albir, 2001). One reason that supports including legal translation in undergraduate translation programs is that an official document submitted in administrative proceedings before a government agency must be translated into the language of the country in which those proceedings take place. Another is the considerable market demand for translations of legal documents, particularly in northeastern Mexico. The state of Nuevo León is a hub for trade and business, where commercial agreements, customs procedures, and legal formalities are conducted. Population mobility is also increasing for migration, education, tourism, and business purposes, creating a need to translate official documents. In addition, specialization is growing across all branches of knowledge, and translators must be able to meet these demands with faithful translations within specialized texts, including the legal texts examined in this research.

The literature on teaching legal translation that is discussed in greater detail in this research identifies challenges related to the structure's characteristic of this text type considering if it is a direct or inverse translation process, as well as to the specialized terminology and technical expressions of the legal field (Alcaraz Varó, 2002; Borja Albi, 2000). These translation issues offer valuable opportunities for research and study that can benefit those interested in the translation field as well as they contribute to the professional proficiency of future translators. The main

objective of this research is to analyze the integration of meaningful learning and the task-based approach in specialized legal translation pedagogy through a documentary case study to identify good practices and pedagogical challenges in training future specialized translators. The specific objectives are to (a) examine the teaching materials and strategies used in the case study to support legal translation instruction; (b) evidence the integration of meaningful learning into legal translation teaching; (c) analyze the use of authentic tasks in legal translation teaching; and (d) explore survey participants' perceptions regarding the effectiveness of training in legal translation competencies.

2. Literature Review

Teaching legal translation reflects the challenges that require contextualized methodologies capable of promoting the development of the competencies and skills that translators specializing in this specialized field need. Therefore, the following discussion addresses concepts that contribute to students' translation competence.

The first focal point to consider is meaningful learning proposed by David P. Ausubel (1976). This constitutes a fundamental pedagogical approach to legal translation teaching because it encourages students to build new knowledge on what they already know. Under this model, learning becomes truly meaningful when students can connect and add information to existing cognitive structures in a logical and well-founded manner. From this perspective, students cease to be passive recipients of content and become active participants in constructing their own knowledge which is particularly valuable in training legal translators thorough the understanding of legal texts and essential contexts.

Applying this theory in the classroom makes it possible to design learner-centered activities aimed at solving real-world problems through authentic legal documents establishing a direct connection between theoretical knowledge and professional practice. In legal translation teaching, the approach encourages students to reflect on the nature of a text, its communicative purpose, and the distinctive features of legal language while developing strategies dealing with increasingly complex translation assignments.

Meaningful learning also facilitates a cyclical process of knowledge construction in which students anchor new concepts, including legal terminology, structures, and conventions to their existing knowledge, strengthening their translation competence. Learning aims focus on acquiring information and developing the cognitive, linguistic, and prioritization skills required to make decisions during the translation process.

Moreira (2000), as cited in Rodríguez Palmer (2008), note that applying this theory to translator education contributes to relevant learning contextualized and oriented toward professional practice. Therefore, integrating meaningful learning into legal translation teaching supports the gradual, reflective development of knowledge lined up with actual market needs within the fundamental complexity of legal language.

The understanding of incorporating meaningful learning reflects on how specialized translation courses should be organized, particularly due to the nature of the specialized field such the ones related to law. Furthermore, the meaningful learning approach highlights the importance of progressively developing and consolidating students' skills and knowledge at different stages, including knowledge of the law relevant to translation, lexical and syntactic knowledge, the microstructures and macrostructures of the texts being translated, evaluation of the translation process, and the connection of prior knowledge with new knowledge in specialized translation.

The second focal point to consider is the integration of the task-based approach, which provides an authentic learning environment in which legal translation students can develop specific translation competencies and strengthen their ability to address the complexity of legal discourse and produce accurate, functional translations. Task-based learning (TBL) emerged in the 1990s, mainly in foreign language education, and was regarded as an innovative development. Willis (1996) proposes a teaching framework that organizes course content around tasks, arguing that tasks are directed toward specific objectives focused on constructing meaning rather than on language forms. Under this methodology, language teaching takes place through tasks involving real-life activities in which students participate, communicate, and collaborate to achieve established objectives. Skehan (1996) likewise maintains that tasks must be communicative and meaningful in relation to their objectives, placing less emphasis on grammar and reflecting activities encountered in actual professional practice.

In task-based learning, students gradually assume greater responsibility and develop their knowledge by solving problems regarding the profession, which promotes motivation and enables meaningful learning. Zanón (1990) therefore identifies the following characteristics of a task: (a) it should be communicative in a real-world setting; (b) it should form part of the classroom curriculum; (c) it should focus on language learning; and (d) it should have an objective, a structure, and a sequence of activities.

Consequently, students conduct tasks centered on legal documents, including documentation and research on the legal systems associated with the source and target languages, and confront the challenges inherent in documents in this specialized field. Such tasks involve searching for comparable documents, also known as parallel texts. Organizing a course around tasks intended to meet the competencies established in different fields of specialization

enables students to acquire the knowledge and skills needed for their future professional development. As a result, students learn not only from their professors but also from what they acquire through active participation in their autonomous learning. Working a legal translation course for future specialized translators in this way increases motivation by providing a clear example of the situations students will encounter in everyday professional practice. The professor becomes a learning facilitator, promoting cooperative work, innovative thinking, critical thinking, problem-solving, and the development of skills in the specialized field.

The third focal point to consider is the legal text, understood as a specialized text that demands a rigorous understanding of its terminology, morphosyntactic structure, and communicative function within the source and target legal systems. Languages for specific purposes constitute the professional discourse of particular fields and facilitate communication among experts through shared terminology (Mayoral and Díaz, 2011). Translators must master the linguistic conventions of each field to interpret its discourse appropriately. In the legal domain, legal language stands out for its technical nature and regulatory function in society (Alcaraz, 2002).

Unlike other forms of specialized language that evolve rapidly in response to technological advances and other factors, legal language is characterized by a high degree of specificity and conservatism. According to Borja Albi (2000), this rigidity stems from the need for precision and accuracy in drafting legal rules. Consequently, legal language uses technical vocabulary and distinctive syntactic structures that may be difficult for nonspecialists to understand. Alcaraz Varó (2002), meanwhile, highlights the close connection between legal language and the culture of each society. This relationship makes legal translation a complex undertaking requiring a multidisciplinary perspective. Whereas legal professionals and linguists approach legal texts from their respective disciplinary perspectives, translators must navigate both. Legal texts require translators to conduct a comparative analysis of the legal systems involved and then draft a text that reflects both the original content and the stylistic conventions of the target language.

Given the complexity of legal language, translators must adopt a comprehensive linguistic approach. This entails a thorough command of specialized vocabulary, including Latin expressions, learned terms, and other features, as well as grammatical structures and the formal aspects of the text. As Borja (2000) notes, these elements are essential to ensure accurate translations that comply with the conventions of legal language.

Legal translation requires a high degree of specialization because of cultural differences as well as the knowledge of the different legal systems, which demand familiarity with comparative law, specialized terminology, and established conventions (Borja, 2015). It involves transferring the meaning of legal texts, such as contracts, statutes, and statements of claim, between different languages and legal systems. According to Borja (2000, 2015) legal language is highly technical, structured, and conservative, which complicates both translation teaching and practice. Professors must therefore balance linguistic and cultural aspects while fostering conceptual competencies through structured approaches applicable to both direct and inverse translation.

According to the before mentioned, Borja (2015) proposes that a task-based methodology for teaching legal translation should encompass three fundamental dimensions: (a) subject-matter knowledge, allowing students to understand the complexity and differences between legal systems and to apply strategies to address the absence of direct equivalents; (b) terminological competence, developed through tasks that build a systematic legal vocabulary adapted to the text type and different branches of law; and (c) reading comprehension competence, focused on analyzing the syntactic structures, cohesion, and coherence characteristics of legal English and legal Spanish, given its complexity compared with other varieties of language.

To conclude this section, a task-based teaching model for legal translation is considered, involving classroom reflection on knowledge in the field and the selection of activities that prioritize meaningful learning. These activities are organized around tasks that provide a foundation for legal translation pedagogy. Reflection on the importance of knowledge in teaching specialized legal translation calls for a systematic approach designed to achieve learning objectives centered on meaningful learning and the skills students must develop.

It is therefore important to recognize learner autonomy, “learning to learn,” and firsthand learning as the pillars of this perspective. Within this framework, students are continuously assessed on how they complete the assigned tasks. Attitudes and processes are highly important elements of learning; an advantage of this methodology is that it is relatively straightforward to design and implement; furthermore, its procedures can be adapted for use with any teaching materials or textbook (Prieto Molina, 2017).

As a learning initiative, Ernesto Martín Peris (1992) advocates classroom language-use activities that are representative and pedagogically structured, conducted actively and enriched by the personal contributions of participants. Such activities should prioritize both message content and linguistic forms. Martín Peris (1992) lists the following characteristics that distinguish the task-based learning approach from other activities: (a) a task forms a unit, with a beginning and an end, and its scope distinguishes it from a project; (b) it is grounded in a pragmatic and productive approach to objectives; (c) it draws on real professional activities; (d) it is directly related to the

approaches adopted in the academic program; (e) it takes students' ideas about proposed activities into account; and (f) students assess their own performance.

Within this conception of an educational model centered on the task-based approach, Zimmermann highlights the significant role of the translator's motivation as they acquire the techniques required for this professional practice (Zimmerman, 2007 as cited in Martínez, 2021, p.144). The author proposes a model for specialized translation in which texts are selected in order of increasing difficulty. Students develop subject-matter competence through a range of activities, such as researching the specialized field, documentation, and textual analysis, and gradually become aware of the challenges inherent in the specialization; in this case, legal translation.

Notably, the pedagogical principles underpinning this methodology emphasize students' active role in constructing knowledge through authentic activities connected to actual professional contexts and to the required translation competencies (González, 2003, as cited in Andújar and Cañada, 2011).

This approach enables students to undertake tasks that extend beyond translating a specialized text. These include managing processes such as preparing quotations and cost estimates for clients, setting delivery deadlines, and planning and organizing translation projects. Project planning must consider the estimated time required, proofreading and editing, and, whenever possible, advising clients about the translation process.

In specialized translation pedagogy, task-based instruction is particularly relevant when activities reproduce professional constraints and require students to justify terminological and functional decisions. The present case links this pedagogical orientation to the analysis of authentic civil-status documents, the consultation of parallel texts, and structured peer and instructor feedback. This connection extends the discussion of legal translation tasks developed by Andújar Moreno and Cañada Pujols (2011) and the constructivist perspective on translator education advanced by Kiraly (2000).

3. Methodology

This research is based on a case-study design within a qualitative methodology, focusing on document analysis as a source of data. This approach makes it possible to understand phenomena through the review and interpretation of existing texts and materials, including reports, articles, official records, and archival documents, among others. Such research provides a broad, contextualized perspective on textual interpretation, facilitating an understanding of the circumstances of a particular case.

The selection and systematic examination of relevant documents are central to qualitative document analysis (Bowen, 2009). In case-study research, documentary sources also help contextualize the phenomenon under investigation and can be considered alongside other forms of evidence (Iturralde et al., 2023)

The purpose of this research was to analyze the integration of meaningful learning and the task-based approach to improving teaching and the acquisition of linguistic, translation, and document-analysis competencies in future legal translators.

The study population consisted of fifth- and sixth-semester students enrolled in courses on direct and inverse legal translation, as part of an undergraduate B.A. degree in Applied Linguistics with a mayor on English Language Teaching and Translation at a public university in northeastern Mexico. Participants provided their consent to take part in this case study and ranged in age from 20 to 25 years. Most participants were female and had previous training in translation, including its principles and foundations, applied linguistics methodology and translation fundamentals, and at least an English-language certificate at B2 level under the Common European Framework of Reference for Languages.

Research data were obtained from documents examined through a series of stages, seeking to identify (a) common patterns in legal discourse and (b) recurring themes or contradictions that could help explain the case under study. (c) The document analysis was supplemented by surveys to provide a comprehensive, triangulated perspective.

Data collection involved various kinds of activities or tasks that were associated with textual genres, generally civil-law or academic documents. The work alternated three stages: (a) independent work, in which students researched legal translation, text types, and terminology; (b) digital work, in which students created digital translation memories and corresponding terminological glossaries using computer-assisted translation (CAT) software or other tools for digitizing glossaries; and (c) face-to-face work, in which students clarified questions, assessed their work, and discussed their translations as a group.

4. Data Analysis

The data were analyzed descriptively by extracting relevant information from the selected documents and interpreting it to generate knowledge. This process involved familiarization with the documents, coding of recurring themes and patterns, and analysis within the study context. Finally, the sources were triangulated by comparing the data obtained.

Survey responses were considered a complementary source of self-reported evidence alongside the documentary analysis, allowing the findings to be considered across distinct sources of evidence (Creswell & Plano Clark, 2018). The percentages reported below describe respondents' endorsement of the corresponding statements and should be interpreted as descriptive perceptions, not as direct measures of improvement in translation performance. This distinction is important when interpreting questionnaire data, whose design and processing affect the meaning of the results (Dörnyei & Taguchi, 2010).

5. Results

One of the fundamental premises for promoting learning in a meaningful context was to work with authentic texts: documents that had not been created or modified for educational purposes, primarily official or legal documents relating to civil matters. Their selection was guided mainly by the following criteria.

Representative documents belonged to the genre of legal discourse. In this case, they included civil documents such as birth and death certificates, apostilles, certificates of no criminal record, marriage certificates, and divorce certificates in English and Spanish. In this way, students acquired knowledge of this legal genre in both the source and target languages and learned to apply translation strategies that could help them solve similar translation problems in other texts. These documents present translation challenges involving syntactic structure, terminology, and legal formulae that may also appear in other documents within the same branch of law. This makes it possible to build progressively the knowledge required to translate this kind of documentation.

The documents selected for these courses are authentic and commonly encountered in the professional translation of legal documents in the northeast of Mexico. This location belongs to a region bordering the United States of America. Such materials immerse students in authentic professional practice from the outset, a process that Monzó (2003) calls translator socialization, and help them develop a working methodology for addressing the challenges of professional practice with confidence.

The selected documents presented a level of difficulty appropriate to the students' stage of translation training. The difficulty and length of the texts were arranged from simple to complex, allowing students to learn basic legal formulae and terminology, stylistic conventions, and functional equivalents necessitated by differences in legal concepts arising from each issuing country's legal system.

Andújar & Cañada (2011) note that legal translation activities require students to possess and master the subject matter underlying these texts to address difficulties in establishing equivalence between legal systems. Other activities included research into legal systems, their origins and characteristics, and translation strategies applicable to this text type. Parallel texts were also introduced to help students resolve terminological questions, establish functional equivalents, and undertake tasks such as compiling glossaries and creating translation memories using computer-assisted translation tools when texts were available in digital form. All these activities were designed with the student, immersion in authentic professional practice, and other features of legal text types in mind.

A survey was conducted to the participating population through a Microsoft Forms link. Students responded according to their perceptions, and the data were analyzed to identify patterns of agreement. The survey included closed- and open-ended questions intended to assess how assignments related to real-world situations; the usefulness of authentic and parallel texts; the methodological progression of tasks in terms of comprehension, analysis, translation proposals, and feedback; professional relevance and motivation; the impact of instructor and peer feedback; perceived improvements in translation competence; and, finally, the competencies acquired for future professional practice.

The findings indicate that using parallel texts, such as birth, marriage, and death certificates, enables students to identify and use terminology, formulae, and syntactic structures characteristic of the two legal systems involved, as well as functional equivalents in certain contexts.

The analysis of parallel texts comprising Mexican and U.S. civil status documents revealed clear patterns in legal translation, both terminological and structural, highlighting the value of authentic documents in training specialized translators. Birth, marriage, divorce, and death certificates were examined to observe how students identified, generalized, and applied functional equivalents between the Mexican and U.S. legal systems.

The comparison of parallel texts showed that certain terms have direct equivalents, whereas others require adaptations that respect the legal function of the document in the target language. For example, the Spanish expressions "Acta de nacimiento," "Acta de matrimonio," and "Acta de defunción" are consistently translated as "Birth certificate," "Marriage certificate," and "Death certificate," respectively. These correspondences reflect the existence of established terms within the civil status document genre that students can use as references for future translations.

Other, more context-dependent terms, such as "Compareció," require a functional approach that ensures an appropriate legal interpretation, rendered here as "Informant." Similarly, certification formulae such as "Se

extiende este certificado" and "Esta es una copia fiel y exacta del original" are adapted into the target language as "This certification is issued" and "This is a true and correct copy from the original," respectively, preserving the formality and legal meaning of the original document. This illustrates how legal translation combines linguistic and functional fidelity to ensure that the English version follows the legal conventions of the target system.

The analysis identified patterns of terminological generalization across civil law subgenres. Students observed that the Spanish word "acta" is systematically translated here as "certificate" and that the document type can be specified through expressions such as "certificate of birth," "certificate of marriage," "certificate of divorce," or "certificate of death." This terminological regularity reflects a central principle of legal translation; terminological consistency and the predictability of functional equivalents, both essential to producing accurate and coherent translations.

The use of parallel texts not only facilitates the identification of established terms but also helps students understand how textual structures and legal formulae function within each legal system. This approach offers a comprehensive view of legal translation as a process that integrates linguistic, contextual, and cultural knowledge and demonstrates the need to employ functional equivalence strategies.

The comparative analysis of terminology identified through a documentary review of Mexican Spanish and U.S. English civil status documents. The examples illustrate both direct terminological equivalence and differences in the linguistic and institutional conventions used to document vital events. However, these equivalents should be interpreted within their respective legal and administrative contexts, since the terminology and legal effects of civil status documents may vary between jurisdictions. Other examples reveal more complex translation challenges illustrating how institutional names may require functional rather strictly literal equivalence, although the official name of the corresponding institution should be verified in each jurisdiction. Similarly, this difference highlights the importance of distinguishing grammatical categories and communicative functions when establishing terminological equivalents. Some of the terminological expressions demonstrate the use of conventional formulas to attest to the accuracy of a reproduced document. Overall, these examples demonstrate that translating civil status documents requires more than lexical substitution; translators must consider institutional structures, document functions, conventional legal phrasing, and jurisdictional specific terminology to ensure accuracy, clarity, and functional equivalence. These findings support the use of parallel texts as a resource for identifying translation patterns and making informed terminological decisions in specialized legal translation.

Analysis of the outcomes demonstrate that working with authentic documents allows students to develop integrated competencies. These include recognizing terminological patterns and standard formulae in legal documents, understanding textual structures and the cohesion characteristic of legal texts, and applying cultural and functional adaptation strategies to preserve the legal validity of the translation.

In conclusion, the data showed that legal translation requires a balance between terminological fidelity and functional adaptation. The use of parallel texts is an effective teaching strategy that enables students to formulate generalizations and models of equivalence, facilitating the production of accurate, coherent, and culturally appropriate translations. Practice with authentic documents prepares students to meet the challenges of legal translation, in which an understanding of the legal system, specialized terminology, and the function of the text is crucial to the quality of the translation.

These findings reinforce the importance of incorporating authentic materials into legal translation teaching through a task-based approach that encourages observation, analysis, and generalization of terminological and functional patterns, thereby consolidating the competencies needed for professional practice in multilingual and multicultural settings.

The organization of a task-based approach therefore makes it possible to systematize and analyze the matters discussed above, while also incorporating extralinguistic considerations, the communicative situation, the linguistic features characteristic of the text type, specialized terminology, and all the elements that help students construct meaningful knowledge and connect it with what they already know.

The survey was administered to the entire population of 300 participants through a Microsoft Forms link, collecting 220 anonymous responses, equivalent to 73.33% of the total population of fifth and sixth semester undergraduate students taking courses of direct or inverse legal translation. The survey examined the relationship between meaningful learning and the task-based approach in these legal translation courses.

Because participation was voluntary and 80 students did not respond, the survey findings reflect the views of respondents rather than necessarily representing all enrolled students. The response rate was 220/300 (73.33%).

Participants' survey responses revealed several important aspects of this case study. The translations assigned in the courses reflected the professional situations that students may encounter in the future. This was achieved by using authentic legal texts, such as contracts, judgments, and civil status records, which 98% of respondents rated as useful resources. This suggests that exposure to specialized legal language helps strengthen translation

competencies. The use of parallel texts was also essential for resolving terminological doubts, identifying recurring legal formulae, and improving the plain-language style expected in legal texts.

Another aspect addressed in the survey was the progression of assigned translations. Participants also viewed this positively, indicating that academic challenges became increasingly complex and reflected students' gradual progress in comprehension, linguistic and terminological analysis, the formulation of translation proposals, and feedback. This supports a gradual learning process, 95% of participants reported that these activities strengthened their linguistic and terminological knowledge and their understanding of legal structures.

The survey also addressed the translation assignments used in the courses, where 90% of participants expressed motivation, indicating that their classroom activities were relevant to achieving the competencies specified in the undergraduate program's graduate profile. These activities contributed to preparing students for future work as legal translators. Participants identified the relevance of the activity content as a factor that increased their intrinsic motivation to specialize in translation.

Feedback from professors and peers was another aspect considered in the research instrument. It was identified as a decisive factor in improving translation decisions: more than 95% of participants stated that this academic process helped them make strategic decisions in the legal translations produced during class. In addition, 93% perceived a genuine improvement in the translation skills they developed over the semester in courses involving legal translation both into and out of the first language, supporting the effectiveness of the feedback provided in both courses.

Another aspect highlighted by participants was the development of methodologies for direct and inverse translation, reported by 90% of respondents. Participants considered this highly relevant because it included translation techniques applied to legal translation, together with analysis of and reflection on morphosyntactic and terminological features. They viewed these elements as highly important to their future professional performance in this specialized area of translation.

6. Conclusions

The findings support the conclusion that meaningful learning combined with a task-based approach is effective in training future legal translators. The integration of authentic texts, a gradual increase in assignment difficulty, methodologies focused on translating legal texts, and assignments addressing the theoretical and methodological foundations of translation into and out of the first language, together with continuous feedback from instructors and peers, promotes the acquisition of specialized knowledge of this text type and the development of competencies for future professional practice in legal translation.

These findings should be interpreted primarily as evidence of students' favorable perceptions and as descriptive observations from the instructional documents. The study does not establish a casual effect of the task-based approach on objectively measured translation proficiency.

The task-based approach to legal translation teaching enables students to engage in teaching and learning activities within contexts resembling the professional situations they will eventually face. Importantly, a task-based model for teaching legal translation connects processes for describing legal texts including their lexical, morphosyntactic, pragmatic, and discourse features, among others with learning processes, thereby contributing more effectively to the resolution of problems encountered in practice.

It is important to emphasize that student centered meaningful learning, and the task-based approach help students assimilate, acquire, and retain the knowledge needed to undertake legal translation work. Positive perceptions of the activities contribute to the development of competencies applicable to actual professional settings. Furthermore, instructor guidance and peer collaboration strengthen critical thinking and awareness of the process of direct or inverse legal translation.

One potential future implication of this research is the development of a proposed teaching model that addresses not only cognitive processes but also the combined activities through which students develop meaningful knowledge for translating legal texts. Such a model could incorporate the stages examined in this case study, including the design of instructional and methodological resources that contribute to the future professional training of legal translators.

Limitations of the Study. This case study was conducted in a single institutional and regional context, which limits the transferability of its findings. In addition, the survey relied on self-reported perceptions, and no independent pre-and-post- intervention proficiency assessment or comparison group is described. Consequently, claims about competence development should be treated cautiously. Future research could incorporate performance-based translation rubrics, longitudinal assessment, and comparisons across institutions to examine learning outcomes more directly.

References

Alcaraz Varó, E. (2002). *El inglés jurídico*. Editorial Ariel Derecho.

Andújar Moreno, G., & Cañada Pujols, M. D. (2011). El enfoque por tareas en la didáctica de la traducción jurídica: propuesta de aplicación práctica. *Estudios de Traducción*, *1,* 185-204.

Ausubel, D. P. (1976). *Psicología educativa. Un punto de vista cognoscitivo*. Editorial Trillas México.

Borja Albi, A. (2000). *El texto jurídico inglés y su traducción al español.* Editorial Ariel.

Borja Albi, A. (2015). *La traducción de contratos internacionales desde la perspectiva del derecho comparado y la traductología.* Editorial Comares / Interlingua.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40. https://doi.org/10.3316/QRJ0902027

Castañeda García, C., Martínez Flores, M. E., & Vela Gámez, M. A. (2023). Análisis traductológico de los referentes culturales en la subtitulación de "Norbit". *Lenguas en Contexto*, *14*, 5-17.

Cao, D. (2007). *Translating Law*. Multilingual Matters.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE.

Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.

González Davies, M. (Coord.). (2003). *Secuencias. Tareas para el aprendizaje interactivo de la traducción especializada.* Octaedro-EUB.

Hurtado Albir, A. (2001). *Traducción y traductología: Introducción a la traductología*. Cátedra.

Iturralde, M. E., Girado, A., & Lemiez, G. (2023). Reflexiones sobre la incorporación de fuentes documentales en un estudio de caso. *Revista Reflexiones*, *102*(2), 72-91. https://doi.org/10.15517//rr.v102i2.49330

Kiraly, D. (2000). *A Social Constructivist Approach to Translator Education: Empowerment from Theory to Practice*. St. Jerome Publishing.

Martín Peris, E. (1992). La enseñanza mediante tareas. In E. De Miguel Martínez (Ed.), *Relatorio del taller 10: Aprendizaje y enseñanza del español LE en la enseñanza secundaria y la educación de adultos* (pp. 17–71). Consejo de Coope-ración Cultural del Consejo de Europa.

Martínez Flores, M. E. (2021). *Analisis lingüístico discursvo de sentencias y su traducción: propuestas y enfoques para su traducción inversa.* Editorial Académica Española.

Mayoral Asensio, R., & Díaz Fouces, O. (2011). *Sobre las especialidades de la traducción y la traducción especializada*. Universidad Jaume I. Castellón de la Plana.

Monzó Nebot, E. (2003). La traducción jurídica a través de los géneros: el transgénero y la socialización del traductor en los procesos de enseñanza/aprendizaje. *Discursos. Revista de Tradução, 2*, 21-36.

Prieto Molina, M. (2017). *El enfoque por tareas y la construcción del significado en la enseñanza bilingüe – AICLE: Un estudio sobre las competencias y las necesidades formativas del profesorado.* UCO Press.

Prieto Ramos, F. (2014). *Legal Translation in Context: Professional Issues and Prospects.* Peter Lang.

Rodríguez Palmer, Ma. L. (2008). *La teoría del aprendizaje significativo en la perspectiva de la psicología cognitiva*. Ediciones Octaedro.

Skehan, P. (1996). A framework for the implementation of task-based learning. *Applied Linguistics, 17*, 38-62.

Willis, J. (1996). *A framework for task-based learning.* Longman.

Zanón, J. (1990). Los enfoques por tareas para la enseñanza de las lenguas extranjeras. *Cable*, (5), Equipo Cable.

Zimmermann González, P. (2007). Misión (casi) imposible: La traducción especializada inversa al alemán desde la mirada del alumno. In B. Santana, S. Roiss, & M. Á. Recio (Eds.), *Puente entre dos mundos [recurso electrónico]: Últimas tendencias en la investigación traductológica alemán-español*. Ediciones Universidad de Salamanca.

Copyrights

The journal retains exclusive first publication rights to this original, unpublished manuscript, which remains the authors' intellectual property. As an open-access journal, it permits non-commercial sharing with attribution under the Creative Commons Attribution 4.0 International License (CC BY 4.0), complying with COPE (Committee on Publication Ethics) guidelines. All content is archived in public repositories to ensure transparency and accessibility.