



**L2 Investment and Imagined Futures in an Algerian ESP Context: A Mixed-Methods
Study of Law and Political Science Students' at Khenchela University**

By

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Abstract

The global shift toward English as linguistic capital has driven educational reforms in Algeria, yet existing research remains largely descriptive, neglecting the sociological complexity of language learning. Therefore, this study examines L2 investment and imagined communities among Algerian Law and Political Science students at the University of Khenchela. This study is guided by Norton's (2001) concept of imagined communities and Darvin and Norton (2015) model of investment. In this study, particular attention is paid to gender as an ideological filter shaping investment trajectories. To maneuver this research, a convergent parallel mixed-methods design was employed, involving data gathered from 142 student questionnaires, and 19 structured interviews (13 students, 6 legal and political experts). Data were triangulated to answer three main research questions effectively. Quantitative data were analyzed through SPSS package, whereas qualitative data were analyzed thematically. Three findings emerged. First, students imagine global careers, but gender filters the path: women face capital policing, and men cite spatial barriers. Second, investment is high (1.6-2.1) but learning occurs informally through movies and apps; a shadow curriculum that supersedes ESP. Third, a mismatch exists: domestic legal practice that does not use English, international sectors treat it as a bonus, and graduates that lack confidence despite skills. In the end, this study revealed misaligned capital in a transitional context. Implications include ESP curriculum reform, integration of digital learning ecologies, and professional pragmatic training.

Keywords: L2 investment, imagined communities, ESP, Algerian higher education, gendered capital policing.

I. General Introduction

I.1. Background of the Study

In an era defined by globalization and the transnational flow of knowledge, English has evolved from a mere academic subject into a strategic resource for professional mobility and economic participation. Recognizing this shift, the Algerian ministry of higher education has recently implemented a series of ambitious reforms aimed at modernizing the university system. These reforms position English proficiency as a critical form of capital, essential not only for aligning the nation with global job market demands but also for participating in international scholarly discourse. Consequently, the role of English has expanded beyond general instruction to include English for specific purposes (ESP), English for academic purposes (EAP), and the gradual introduction of English medium instruction (EMI). Today, the pressure to publish in indexed journals and the imperative to master discipline-specific terminology mean that both learners and faculty are navigating a new linguistic landscape. This signals a top-down institutional commitment to elevating the language's status. However, this top-down promotion of English produces a complex linguistic paradox whereby it is positioned as a language of future opportunity, while Arabic and French continue to dominate local sociocultural and professional domains. This tension positions learners to invest in English for imagined future trajectories, even though its practical utility remains constrained within their current local contexts.

I.2. Statement of the Problem

Therefore, despite the growing prominence of English in Algerian higher education, existing research has yet to fully account for the sociological complexity of this learning environment. Previous studies have adopted predominantly descriptive or deficit-oriented approaches, focusing on learners' attitudes, perceived difficulties, or instrumental motivation; often treating motivation as a stable psychological trait and thus providing limited insight into the deeper social factors shaping learners' sustained investment. More specifically, little research has examined the type of professional imagined communities Algerian ESP learners aspire to belong to and the way these projections influence their current investment in learning English. Moreover, this body of research relies heavily on learner self-perceptions, with limited attention to the target realities articulated by legal and political experts, leaving the required linguistic capital for professional integration underexplored. Lastly, the role of gender ideologies in shaping these imagined futures also remains insufficiently addressed in the Algerian context.

In response to these gaps, the present study is informed by Norton's conceptualization of imagined communities (Norton, 2001) and the L2 investment framework developed by Darwin and Norton (2015). Moreover, it builds on prior research Benseddik (2020), which highlights the impact of learners' imagined future identities on their English language learning but relies primarily on qualitative data and does not fully account for the interplay between imagined communities, L2 investment, gender, and job market realities. Building on these limitations, the present study conceptualizes ESP not merely as a pedagogical concern, but as a site where broader issues of aspiration, agency and ideological constraints are negotiated.

I.3. Definition of Key Constructs

To ensure clarity and consistency throughout this study, three core constructs are operationally defined. L2 investment is conceptualized as the socially situated commitment of time, effort, and resources to learn English, driven by the anticipation of acquiring valuable symbolic or economic capital. This investment is directed toward imagined communities, defined as the representations of future professional groups and identities that learners aspire to join, along with the perceived value of English within those groups. Crucially, this process is shaped by gender ideology, which encompasses the internalized beliefs and expectations regarding appropriate roles, behaviours, and opportunities for men and women in professional contexts. Altogether, these definitions frame the analysis of the way learners' linguistic trajectories unfold in the Algerian ESP context.

I.4. Research Aim

The primary aim of the present research is to examine how learners' qualitative narratives of imagined communities align with their quantitative patterns of investment, and the way in which these imagined futures are shaped by gender ideologies and job market realities. In order to achieve this, the study addresses three central research questions

I.5. Research Questions

1. What are the characteristics of the imagined communities that Law and Political Science faculty learners aspire to join, and in what ways do gender stereotypes shape these formations?
2. To what extent do learners invest in English language strategies and practices in support of these imagined professional futures?

3. What mismatches, if any, exist between learners' investment in English and the real demand for English proficiency in the Algerian legal job market as perceived by legal and political experts?

I.6. Research Objectives

- a. To identify and characterize the specific "imagined communities" that law and political science students at the University of Khenchela aspire to join.
- b. To examine how gender ideologies influence the types of communities students imagine they can join.
- c. To examine the extent to which students engage in specific learning strategies and practices in support of their imagined professional futures.
- d. To assess the alignment between students' English learning investment and the tangible demand for English proficiency within the local Algerian legal industry.

I.7. Significance of the Study

The significance of this study is viewed through two lenses. Theoretically, it contributes to the field of applied and sociolinguistics by illustrating the way L2 investment operates in a context where English is promoted simultaneously as a tool for professional practice (ESP) and academic advancement. Moreover, by foregrounding gender as a macro-structural filter, the research offers baseline insights into the way patriarchal expectations and linguistic hierarchies intersect to shape learner agency. Practically, the findings serve as a diagnostic tool for ESP program effectiveness. By contrasting the imagined needs of learners with the target requirements identified by expert practitioners, this research provides evidence-based guidance for curriculum reform. It offers insights that can bridge the gap between educational policy

intentions and the lived sociological realities of learners, ultimately contributing to more context-sensitive language planning in Algerian higher education.

I.8. Research Structure

In light of the above, this dissertation is structured through the following sequence of organization: section two provides a review of literature, section three sets out the methodology and design, section four presents the results, section five interprets and discusses these results, and section six is a space for conclusion, limitations and further research suggestions.

II. Literature Review

II.1. Theoretical Framework: Investment, Identity, and Imagined Communities

II.1.1. From Motivation to Investment

Traditional SLA frameworks have primarily modeled learners through psychological constructs of motivation, emphasizing intrinsic and extrinsic factors to explain engagement and success (Lukianenko, 2025). However, this type of binary, conventional second language acquisition models that treat learners as isolated individuals has been critiqued for ignoring the way power and identity shape language use. In a study that analyzed immigrant women's lives, Norton demonstrated that high motivation did not guarantee good learning because learners were positioned in inequitable social contexts that limited their access to the target language community (Norton, 2000 as cited in Norton & Toohey, 2011). Thus, the notion of investment replaces instrumental motivation by shedding light on learners' historically and socially situated desire to acquire resources that enhance cultural capital; "If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital" (Norton, 2013, p. 50). Furthermore, Norton (2013) expanded second language acquisition by bringing to the front three interlinked concepts which are: identity, investment, and power. Darwin and Norton (2023) synthesize this distinction, stating "While motivation is a psychological construct that focuses on conscious and unconscious factors, investment is primarily sociological and focuses on how histories, lived experiences and social practices shape language learning" (p. 29). Consequently, this distinction offers a strong theoretical framework grounding for better understanding of learners' experiences in language learning as well as the reasons for engagement and disengagement. That is, through a sociological lens.

II.1.2. The Model of Investment

Moving beyond motivational frameworks, Darwin and Norton (2015) proposed a comprehensive model of investment, one that situates learners at the intersection of identity, ideology and capital. This model foregrounds the way power-infused social structures and imagined futures shape why and how learners invest. To begin with, the core of the triad, namely, identity which is claimed as a non-fixed personal trait but a socially constructed, multi-faceted and ongoing negotiated positionality within power relations, thus, it functions as the bridge between the individual language learner and the broader social world (Peirce, 1995). Next, the core idea of ideology in Darwin and Norton (2015) is the determination of value and accessibility of resources through power structures, it functions at both material and discursive levels shaping which forms of capital are legitimized and which identities are afforded legitimacy (Darvin & Norton, 2015). Finally, the notion of capital is understood as a source of power that goes beyond material and economic means to include cultural and social resources. Specifically, this framework distinguishes between economic capital (material assets), cultural capital (knowledge and credentials), and social capital (influential networks). However, “The value of these forms of capital is determined by ideological structures, but it is continually negotiated in different *fields* or sites of struggle” (Bourdieu, 1986 as cited in Darwin & Norton, 2015, p. 44). Collectively, the three constructs are mutually foundational. In terms of identity, a learner’s imagined identity motivates the pursuit of certain resources which is capital, meanwhile dominant ideologies dictate which resources are prized and which identities are sanctioned. Thus, investment is positioned in a way that is dynamic and context-dependent, that is, shifts in ideology or available capital can reconfigure identity and prompt new investment pathways. In

the end, despite its explanatory power, the model has attracted criticism for its dependence on qualitative stories, which can limit generalizability.

Empirical research further illustrates the operationalization of the model. In a study, Darwin and Norton's investment model was applied to a two-year long narrative case of a Bangladeshi EFL learner which demonstrated the way identity, ideology and capital intersect to shape his language investment decisions. The findings show that imagined identities, institutional ideologies and shifting forms of capital collectively influence investment, thereby illustrating the model's explanatory power beyond traditional motivation frameworks(Rahaman, 2025). Moreover, within a transnational context, a study examined mainland Chinese scholar students in Singapore using the model of investment, it showcased the way power relations and the symbolic value of English shape learner's investment, as they negotiate their identities differently in response to local and global and linguistic expectations(Liu & Liu, 2023). Lastly, Zhang and Huang (2024) present a longitudinal case study that follows a single pre-service teacher across seven years and three distinct instructional settings; EFL in mainland China, EMI in Hong Kong and ESL in New Zealand, demonstrating the way learner's identity and investment can be traced over time and space. It also shows that learner's economic, linguistic, cultural and symbolic capital is revalued differently in each setting, confirming the robustness and adaptability of the investment model in longitudinal, multi-context learning environments(Zhang & Huang, 2024). Altogether, these applications highlight the model's strength, although reliance on narrative methods may limit generalizability, suggesting the need for complementary quantitative or mixed-method approaches.

II.1.3. Imagined Communities and Imagined Futures:

The concept of imagined communities was first introduced by Anderson (2006), who defined nations as "imagined political communities" (p.5) that are socially and culturally constructed. He argued that nationalism emerges because members of a nation perceive a deep sense of equal comradeship, even though they will never personally know most of their fellow citizens (Anderson, 2006). The notion that a nation is imagined was taken by Norton (2001) and applied to the language classroom where it was argued that language learners construct visions of future professional, academic, or global affiliations that shape their investment in the target language. In this view, investment extends beyond immediate communicative needs to reflect a socially and historically situated pursuit of symbolic and material returns tied to anticipated membership in desired communities. To illustrate, Felicia imagined a community of affluent Peruvian expatriates, the teacher's omission of Peru signaled a breach, prompting her non-participation. Thus, imagined communities explain how language learning is oriented toward future identity formation rather than solely present interaction (Norton, 2001). Notably, in an empirical study that examined how young EFL learners in South Korea construct imagined communities for English learning, it was shown that learners imagined communities are often constructed by external, social factors like private tutoring, parent pressure and exams rather than official school curriculum, that is to say, there is a mismatch between the learners' exam oriented imagined communities and the school's communicative (CLT) goals which explains the learners' disengagement in the classroom (Yim, 2016). Moreover, Pavlenko and Norton argue that imagined communities are not abstract fantasies but socially grounded constructs that shape learners' agency, motivation, investment, and resistance in English learning; it produces material

actions such as adopting hybrid English styles or rejecting colonial English in favour of indigenous languages, thereby aligning with or resisting dominant language ideologies (Pavlenko & Norton, 2007).

Further empirical evidence comes from another study that revolved around the notion that English language learners' imagined identities are the primary drivers of their investment in language learning. A key finding was highlighted relevant to the present study was that tension often exists between long-term professional and global aspirations and the institution's narrow focus on short-term instrumental goals, such as passing exams, which can limit broader investment (Aslan, 2020). Furthermore, while Norton (2001) established the theory, subsequent research has confirmed its impact on proficiency; where it was found that successful university students in Malaysia could articulate clearer imagined communities and future trajectories than their unsuccessful counterparts, which suggests that a strong vision of the future drive current investment (Jack & Saufi, 2024). Overall, the empirical studies tackled, link learners' imagined futures to ideology and institutional structures, reinforcing the framework of investment model's triad: identity, ideology, and capital. This viewpoint is especially pertinent for ESP contexts, where the imagined professional identities of learners affect their engagement with language at the level of specific disciplines.

II.2. L2 Investment in ESP Contexts:

II.2.1. Defining ESP:

ESP course design is usually built on needs analysis and target situations; enabling learners to develop the language skills most relevant to their fields of study or work. Nevertheless, ESP is often underdeveloped in many contexts because needs analysis is not always robust enough and fails to meet job market expectations. The term is shaped around the

central idea that” learners’ needs differ enormously according to future academic or occupational goals, and this is why ESP has become so influential in universities around the world in recent years.”(Hyland, 2022, p. 202) . However, it is important to distinguish it from EMI where English is a delivery model, a medium for teaching the content subjects rather than the language itself. Whereas, ESP is viewed as a curricula intervention with discipline-specific vocabulary and skills for professional and academic contexts(Penjak & Zupan, 2025). To extend further, another study argues that Turkish university students perceive English as a form of linguistic capital shaped by neoliberal ideologies, treating it as a crucial investment for achieving imagined futures of global mobility and career advancement. It also highlighted a tension between learners’ personal aspirations and institutional support, noting that EMI students benefit from more sustained language resources, whereas non-EMI students depend on their own initiative and external strategies to pursue their projected futures(Çolak, 2025). Finally, following this line of thought, Benseddik offered an ESP case study in law, providing insights into learners’ language investment in a professional academic context(Benseddik, 2020). Overall, the distinction between ESP, EMI, and general English is pedagogically significant, as the alignment of coursework with learners’ professional identities is what drives their investment. Therefore, a failure to honor these boundaries and tailor instruction to specific target situations such as the legal field in this case, would risk alienating learners and their needs.

II.2.2. Global vs Local Capital in ESP

In the Algerian context, Maouche (2021) found that English is no longer framed as merely an academic subject but as economic capital tied to market reform and global competitiveness. Yet, ESP reforms remain misaligned with real market needs, revealing a

tension between global aspirations and local institutional constraints. Specific fields are often assigned to part-time teachers who emphasize theory over practice, resulting in a weak connection between universities and the economic sector. This lack of rigorous needs analysis and practical training ultimately hinders students from acquiring the linguistic and cultural capital required for global professional integration (Maouche, 2021). Similarly, Çolak (2025) revealed a tension between global competitiveness goals and institutional resource distribution. To exemplify further, one of the cases is Ege who explicitly linked global job markets to English and career prospects while also describing tension between his global aspirations and local perceptions of English use (Çolak, 2025). Within this context, the global aspect of imagined communities is highly significant, as learners often project themselves into transnational spaces where English serves as the primary currency of legitimacy. For instance, Aslan (2020) illustrates that learners envision themselves not just as local employees but also as international experts or sojourners; in this light, English becomes a symbolic capital required to enter exclusive professional circles. These findings collectively suggest that in contexts where local capital is limited, learners turn to imagined global communities as a resource for sustaining their investment in English overall.

II.3. The Algerian Higher Education Context

II.3.1. Educational Reforms and Linguistic Policy

A reconfiguration of English language provision has taken place, spanning instructional models (EMI) and specialized language tracks (EAP and ESP) while EFL programs continue to operate within the system. In line with the ministry of higher education and scientific research's broader internationalization agenda, Algerian universities are progressively expanding EMI and EAP provisions. Consequently, as degree programs and curricular design evolve under these

reforms, ESP is seen in a new light while higher education undergo this transitional phase. Having established the policy shift driven by MESRS (Ministry of Higher Education and Scientific Research) reforms, it is equally important to examine the ideology that sustains it. Ennebati and Lenba argue that English is not merely a subject of instruction but a form of human capital closely tied to economic productivity and national competitiveness. This perspective helps explain the government's motivation behind promoting EMI, EAP, and ESP models, as English proficiency is positioned as a strategic investment essential for professional growth and integration into the global market (Ennebati & Lenba, 2020). However, language use reality in Algeria demonstrates a form of linguistic paradox where despite the demand for English proficiency promotion for global integration, the educational and business landscape remains entrenched in French, creating misalignment between policy aspirations and the language realities.

II.3.2. English for Specific Purposes in Algeria

Given the policy emphasis on English as human capital, the system is increasingly prioritizing total English competence through EMI or teaching English for globalized communication (Maouche, 2021). This new light positions the traditional ESP model as misaligned, serving a supportive role in light of recent reforms. Plagued by subject-knowledge gap, insufficient needs analysis and a reliance on part-time staff, ESP is increasingly being eclipsed by the demand for immersive, all-purpose English instruction across the curriculum. Conversely, Rouaghe and Assassi argue that EMI and EAP/ESP are complementary, not competing forces. It posits that the successful expansion of EMI globally is heavily dependent on the scaffolding provided by ESP and EAP courses to support students' linguistic needs (Rouaghe & Assassi, 2024).

II.3.3. L2 Investment in Algeria:

The growing body of literature on English language teaching has traditionally focused on binary and static measures of learner motivation or general attitudes which overlooks the complex identity factor. Thus, there is scarcity of empirical research that applies the sociological framework of Norton's investment and imagined communities' model to local ESP contexts. Given this, Benseddik (2020) stands out as a pivotal study where her action research with Law students offers critical insights into the way imagined identities drive learning investment. Benseddik argues that students are not merely motivated or unmotivated; rather, their investment depends on their ability to envision themselves as future professionals specifically, as lawyer users or professional users of English. This particular finding is significant given the structural changes facing ESP in Algeria, as it suggests that strong imagined identities can sustain learner investment even when curricular support is weak. Consequently, Benseddik's work provides the foundational framework for the present study.

II.4. Gender Ideology and Language Learning

II.4.1. Gender as a Sociological Construct in Education

In Norton's poststructuralist framework, agency is conceptualized as a socially mediated capacity that emerges through learners' negotiation of identity within relations of power. It is therefore exercised through learners' investment in particular language practices that provide access to material and symbolic resources, and through their efforts to claim the right to speak in contexts where legitimacy is unevenly distributed (Norton, 2000). Drawing on feminist poststructuralism (Weedon, 1987 as cited in Peirce, 1995). Norton argues that learners are simultaneously subject to and subject of discourse, positioned by social structures yet capable of resisting, negotiating, or transforming these positions (Peirce, 1995). Within this framework,

gender must be viewed not merely as a biological trait but as a “system of social and discursive relations” (Pavlenko & Norton, 2007, p. 597).

II.4.2. Gender Ideology in the Algerian Context

In the Algerian situation, specifically EFL context, empirical research confirms that gender is a significant variable influencing learner engagement and attitudes. In their study of university students, Akhrib and Nedjai (2021) found significant gender-based variance not only in reading comprehension performance but also in situational and perceived interest regarding gender-oriented texts. Their finding suggest that male and female learners are not uniformly motivated by the same content; rather, their engagement is mediated by how closely the learning material aligns with their interests and gendered background knowledge. This indicates that interest and engagement in Algeria is not a monolithic experience but is stratified along gender lines; with learners displaying distinct preferences and levels of investment depending on whether the subject matter resonates with their gendered identity(Akhrib & Nedjai, 2021). To move further and understand the why behind this pattern, it is necessary to examine the cultural expectations and social roles that shape how students perceive the value of English. Zekri (2020) provides critical insight into this dynamic through her narrative study of Algerian women EFL students. Her work reveals that women’s investment in English is deeply intertwined with their navigation of multiple identities; including learner identity, religious identity, and future professional aspirations. She also posits that gendered cultural expectations can actually build agency if social support is present. Thus, learning English becomes a negotiation between the students’ desire for global opportunities and the limits placed on them by local cultural norms(Zekri, 2020). All in all, gender ideology in Algeria not only regulates social roles and

expectations but also mediates access to linguistic capital, shaping the way learners invest in and derive meaning from English language learning.

II.4.3. Gender, Investment, and Imagined Communities

Empirical research suggests that English offers learners the possibility of imagining different gendered identities. Notably, Pavlenko and Norton (2007) cite Kobayashi's (2002) study of Japanese students, where young women viewed English teaching and translation as socially sanctioned occupational choices that offered an escape from the marginalization of mainstream society. In this view, investment is driven by the desire to join an imagined community where gender roles are more fluid. Conversely, gendered constraints can severely limit investment if the learning environment does not align with the learners' imagined identity. Pavlenko and Norton (2007) note that immigrant women might refuse English classes if cultural constraints require them to prioritize their roles as housekeepers, or if the curriculum fails to connect to their desires for the future. Norton (2001) illustrates this through learners who withdrew from classes because the teachers did not recognize their specific investments; whether in a local community or in a professional one, proving that a mismatch between the classroom and the learners' gendered imagined community leads to disengagement. Moreover, this pattern is observable across diverse sociocultural settings and is evident in the work of Sharif and Channa (2022) where it was shown that female learners in rural Balochistan invest in English in ways shaped by restrictive patriarchal norms and limited educational access. Facing lower enrollment rates, reduced decision making power, and minimal labor force participation; many women view English as a pathway to social mobility and a means of challenging gender constraints. Therefore, their investment is not purely academic or economic but closely tied to identity negotiation and the desire to transcend socially prescribed

roles(Sharif & Channa, 2022). Lastly, while in Zhang and Darvin (2025) study, focus was on pre-service teachers, their findings regarding the negotiation of gendered identities are highly applicable to the learner context. They demonstrate that high motivation does not guarantee investment when patriarchal ideologies undermine a learner's sense of legitimacy(Zhang & Darvin, 2025). Essentially, viewing investment through the lens of gender and imagined communities moves the discussion beyond individual learning styles to a critical analysis of how learners navigate the discrepancy between their gendered social realities and their professional aspirations.

II.5. Gap and Conceptual Framework

The present study builds upon previous research by addressing three distinct gaps that add novelty to the current discourse in sociolinguistics. First, regarding methodology, this review of the literature reveals that the majority of studies on L2 investment and imagined communities rely exclusively on qualitative measures. For instance, studies have employed qualitative narratives to explore these constructs(Aslan, 2020; Benseddik, 2020; Çolak, 2025; Liu & Liu, 2023; Rahaman, 2025; Zekri, 2020; Zhang, 2024; Zhang & Darvin, 2025; Zhang & Huang, 2024) . Consequently, this study addresses the methodological gap by employing a mixed-methods model. Specifically, it adapts quantitative questionnaires from the limited number of studies that have attempted to quantify L2 investment; namely, (Dauzón-Ledesma & Izquierdo, 2023; Soltanian et al., 2018)to complement the qualitative data and provide a more robust analysis. Second, there is a significant scarcity of research tackling ESP, particularly English for legal purposes (ELP). While (Benseddik, 2020) addressed this domain using action research and qualitative measures, further investigation is required in the wake of the recent 2023 MESRS reform. As Algeria moves toward implementing English medium instruction

(EMI) in scientific fields, the status of ESP in literary streams, such as that of law, remains amidst a transitional phase. Currently, according to the literature, ESP appears to be positioned in a support role for EMI; however, it remains unclear if this is a permanent shift or if the reform will eventually expand to encompass literary fields. By shedding light on this specific area, the current research allows policymakers to assess the trajectory of English expansion. Third, the absence of gender as a primary filter in Algerian ESP research represents a critical theoretical gap. While (Zhang & Darvin, 2025) examine gender ideologies, their context is not Algerian. In a similar vein, (Akhrif & Nedjai, 2021) explore gender in Algeria but do not necessarily frame their findings through the lens of imagined communities. Furthermore, (Çolak, 2025) discusses investment in an EMI context but focuses on broader global-local capital dynamics rather than a specific gendered analysis. All in all, this study addresses methodological, contextual, and theoretical gaps to examine L2 investment and imagined communities among Law and Political Science students at the University of Khenchela.

The cross-cutting analytical lens of gender necessitates a conceptual framework to better demonstrate its position and the way it interacts with the other constructs in the present study. This conceptual framework positions Gender as the overarching sociocultural envelope that encompasses the entire learning process. Rather than acting as a mere intervening variable, Gender serves as the primary discursive context through which all other constructs are experienced and negotiated. Specifically, the framework positions gender as a macro-structural filter that guides opportunity structures; access to capital and ideological positioning, which further shape the materialization of subjects reflective of identity construction, imagined communities, and eventual L2 investment. Within this gendered environment, learners navigate the tension between Ideology and Capital (Darvin & Norton, 2015) Specifically, in the Algerian

context, they must reconcile the ideology of global English which promises symbolic capital and professional mobility with the local reality of French dominance and the specific institutional constraints of the University of Khenchela.

Situated within this gendered ideological landscape, learners then construct their Identity and Imagined Communities. However, the framework argues that these communities are not neutral; the Imagined Community of International Lawyers is viewed differently through a male versus a female lens due to patriarchal structures (Pavlenko & Norton, 2007). A female student may view the community as legitimate but inaccessible due to cultural constraints, while a male student may view it as a default path. Consequently, L2 Investment (Peirce, 1995) is the final outcome that emerges from this complex negotiation. Investment is not simply about wanting to learn English; it is the result of a learner's desire to claim a place in an imagined professional future while managing the gendered expectations and linguistic paradoxes imposed by their social reality.

Source 1: Researcher Developed from Darwin and Norton (2015) and Related Literature

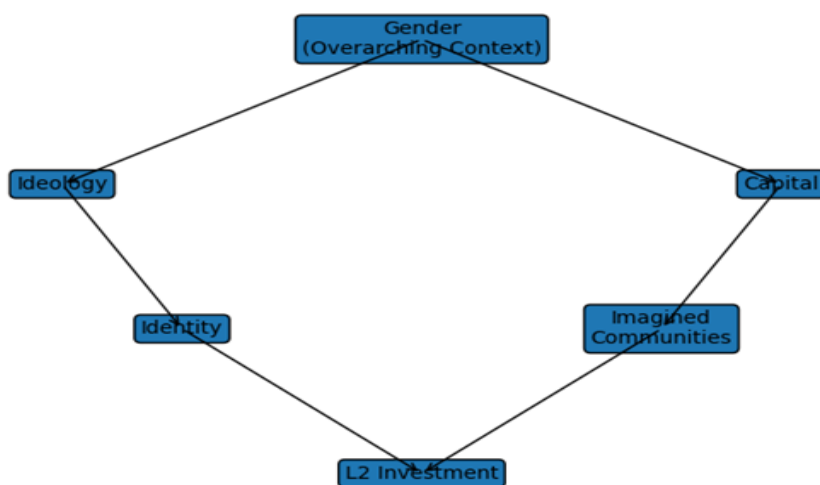


Figure 1: A Conceptual Framework Illustrating the Interactions between Gender, Ideology, Capital, Identity(ies), Imagined Communities and L2 Investment in the Algerian ESP context

III.Methodology

The primary aim of the current research is to examine the way learners' qualitative narratives of imagined communities align with their quantitative patterns of investment, specifically investigating how these imagined futures are shaped by gender ideologies and job market realities. More specifically, this study seeks to identify the characteristics of imagined communities that learners at University of Khenchela aspire to join, explore the influence of gender ideologies on these trajectories, and investigate the extent to which learner's investment in English learning aligns with the actual demands of the Algerian legal job market.

To better address these objectives, this section outlines the methodological framework and procedure utilized. It begins by justifying the research design and describing the research participants and sampling. Subsequently, it then details the data collection instruments and explains the procedures for data collection and analysis. Right after, issues of validity and reliability are addressed to ensure the rigor and trustworthiness of the research findings. Finally, ethical consideration is also discussed with particular attention to informed consent and confidentiality. Altogether, this section serves as a transparent façade of the research process, showing the detailed way this study was conducted to answer the research questions and pave the way for easier replication.

III.1. Research Design

This study is grounded in the pragmatic paradigm (Morgan, 2007) which focuses on the research problem rather than the methods themselves; prioritizing methodological choices that best answer the research questions effectively. Given the complex nature of the topic, a

pragmatic stance allows for the integration of diverse data sources to construct a holistic understanding of the phenomenon. Therefore, this study followed a convergent parallel mixed methods design. This approach was selected to capture a comprehensive understanding. While the quantitative strand identified broad patterns, the qualitative strand provided interpretive depth.

III.2. Research Context, Participants and Sampling Strategy

The University of Khenchela was selected as the research site. As a mid-sized Algerian public university, it represents a context where tension between global professional imaginaries and local job market realities are particularly salient. Therefore, while the findings are not statistically generalizable beyond this context, they offer analytical transferability to comparable ESP contexts.

Participants are drawn exclusively from the Law and Political Science faculty. This focus reflects the specific positioning of legal and political studies within recent higher education reforms, where English instruction continues to be delivered primarily through ESP rather than content-based instruction. As such, Law and Political Science programs offer relevant context for examining the way learners invest in English and imagine their professional futures within a discipline-specific language learning framework.

Participants were drawn from the third year undergraduate and first year Master cohorts. This selection was intentional because students at these levels have developed a more advanced understanding of their discipline. Third year learners, as they approach the completion of their undergraduate cycle, stand at a critical juncture where they must decide between entering the workforce or pursuing further studies. In contrast, first year master learners have entered a phase

of academic specialization, positioning them closer to the realities of professional legal and political fields. Focusing on these levels ensured participants had the disciplinary maturity to articulate meaningful answers for this study.

It is to be noted that to capture a diverse range of imagined communities while also mitigating potential disciplinary bias, this study expanded its scope beyond the department of law to include the department of political science. Including both departments allowed for a broader spectrum of professional trajectories to be captured, ensuring the data reflected a heterogeneous mix of student identities rather than a single disciplinary niche.

A stratified sampling approach was employed to ensure representation across the six specialties. For the larger cohorts which are: public, administrative, criminal and private law, proportionate stratified random sampling was utilized, selecting 30% of the population to maintain representativeness without overrepresentation. Conversely, for the smaller cohorts, namely, international relations and strategic security, where the total population was below 30, a total population sampling was used to capture sufficient data. The final participant pool consisted of 142 learners drawn from both Law and Political Science departments, that is, after excluding 34 questionnaires during data cleaning due to incomplete responses, which rendered them invalid for analysis. Regarding gender distribution, the sample included a higher proportion of female participants (n=114) compared to male participants (n=28), reflecting the broader demographic trends within this faculty at the University of Khenchela.

III.3. Data Collection and Instruments

The quantitative component of the study is a self-administered questionnaire consisting of two main sections: background information and scaled items designed to measure L2

investment. The questionnaire was adapted from previously validated scales used in two key studies. Items from Soltanian et al. (2018), regarding learner investment were selected and modified to align with the specific context of Algerian ESP learners. Similarly, constructs related to imagined communities were drawn from Dazón-Ledesma and Izquierdo (2023). Next, minor adaptations were made to the wording of specific items to ensure cultural and linguistic relevance for the target population at the University of Khenchela and a pilot study was conducted prior to the main study. The final questionnaire consisted of a 5-point Likert scale measuring learners' agreement with various statements.

Given that participants are non-English majors, the questionnaire was made available in Arabic to ensure accessibility. The translation was generated using the built-in translation feature in Microsoft Word. After which they were personally reviewed and carefully adjusted to ensure clarity and contextual relevance of the items.

The qualitative component consisted of structured written interviews administered via emails, allowing participants to provide detailed responses to a set of pre-defined open-ended questions. In addition to learner interviews which focused on eliciting narrative accounts of imagined communities, language investment, and perceived barriers, including those related to gender. Expert interviews were conducted through purposive sampling and snowballing to provide an external perspective and support triangulation, particularly in assessing the alignment between learners' perceptions and the actual linguistic demands of the legal profession.

III.4. Pilot Procedure

A pilot survey was conducted prior to full-scale administration of the main L2 investment questionnaire. This step was taken in order to check whether the 21 initial items and

5 dimensions (Appendix E) were clear, understandable and appropriate to address the participants experience as Law students. As well as to check reliability by examining the internal consistency of the L2 investment scale using Cronbach's alpha and identifying problematic items for revision and instrument refinement. Responses were recorded on a 5-point Likert scale ranging from strongly agree to strongly disagree, with one being strongly agree and five being strongly disagree. Consequently, lower mean values in the present study reflect stronger agreement.

A convenience sampling technique was used for the pilot study. From the third-year population, two accessible student groups were selected resulting in a total of 26 students (20 female, and 6 male) for the preliminary administration of the questionnaire and therefore were not part of the main data collection.

Prior to conducting the pilot, permission was obtained verbally from the Law and Political Science faculty's dean. Following that, the questionnaire was distributed during regular class sessions in paper format to ensure immediate collection of responses. Participants were given around 5 to 10 minutes, and this process took place over 2 sessions during the academic semester, specifically during first and second week of Ramadan. During the administration of the survey, participants were assured that their responses would remain anonymous and would be used solely for research purposes. No identifying information was collected.

The data collected was then organized in Excel and imported to IBM SPSS software version 31 for analysis of pilot study results, one item was reverse coded during the analysis. Descriptive statistics, including means and standard deviations were calculated to examine the distribution of responses across items. Whereas, to assess the internal consistency of the scale, Cronbach's alpha reliability analysis was conducted. Item-total correlations and alpha if item

deleted statistics were also examined to identify items that negatively affected the reliability of the instrument.

The pilot analysis ($n=26$) revealed a general trend toward agreement across the five dimensions (for the pilot study questionnaire, please refer to appendix E), as indicated by mean scores clustering between 1.5 and 2.6. The fourth dimension showed the highest level of participant agreement, reflected by consistently low means ($\mu=1.70$) and low standard deviations ($\sigma<0.80$). Conversely, the third dimension exhibited the weakest agreement (highest mean values). Specifically, the reverse-coded item D3-I1 ($\mu=3.12$, $\sigma=1.306$) scored closest to the midpoint of the scale (Neutral), suggesting that participants were more ambivalent about items in this dimension. This item also demonstrated the greatest internal variance, indicating a lack of consensus or potential ambiguity in phrasing.

Moreover, because no direct measure of satisficing was employed, the following interpretation remains tentative. Given that respondents clustered at the lower end of the scale (Strongly Agree), this suggests participants may have employed a simplified response strategy to minimize cognitive effort, rather than providing considered reflections on items. This may be partially due to administering the survey immediately preceding a scheduled lecture, suggesting a temporal and environmental context that introduced non-purposeful responding. This possible interpretation was taken into consideration during the main data collection where I was present throughout and monitoring respondents, combined with verbally reinforced clear instructions to encourage careful and honest responses. Moreover, the overall data distribution also suggests that while the scale captures variance, several items may suffer from a ceiling effect; clustering at the strongly agree end rather than a floor effect.

Table 1: Descriptive Statistics

| Dimensions and items | means | Standard deviations |
|-----------------------------|--------------|----------------------------|
| D1-I1 | 2,27 | 1,002 |
| D1-I2 | 2,35 | ,846 |
| D1-I3 | 2,62 | 1,134 |
| D1-I4 | 2,35 | 1,129 |
| D2-I1 | 2,38 | ,983 |
| D2-I2 | 2,58 | ,857 |
| D2-I3 | 2,38 | ,983 |
| D2-I4 | 2,31 | ,884 |
| D2-I5 | 2,35 | ,797 |
| D3-I1 | 3,12 | 1,306 |
| D3-I2 | 2,62 | 1,061 |
| D3-I3 | 2,15 | ,925 |
| D3-I4 | 2,62 | 1,134 |
| D4-I1 | 1,81 | ,694 |
| D4-I2 | 1,77 | ,765 |
| D4-I3 | 1,58 | ,643 |
| D4-I4 | 1,88 | ,711 |
| D5-I1 | 2,23 | ,863 |
| D5-I2 | 2,42 | 1,137 |
| D5-I3 | 1,96 | ,916 |
| D5-I4 | 1,96 | ,720 |

Moreover, the overall reliability for the pilot survey indicated satisfactory internal consistency:

Table 2: Reliability Statistics

| Cronbach's alpha | Cronbach's alpha based on standardized items | Number of items |
|-------------------------|---|------------------------|
| ,847 | ,859 | 21 |

Reliability was also checked per dimension, the analysis revealed that several items negatively affected the reliability of two dimensions. After examining item-total correlations and the alpha if item deleted statistics, three items were removed, resulting in a revised 18-item questionnaire for the main study.

In order to ensure further refinement of the questionnaire, open-ended comprehensive questions were also attached in paper format to gather qualitative feedback from participants. Responses indicated that some items were confusing due to wording, font size and structure, these comments were taken into consideration; one item that was later removed due to low reliability was also found upon re-examination, to be repetitive in content explaining the high variance in D3-I1. These notes helped refine the final 18-item questionnaire for the main study, ensuring it is as clear and as coherent as possible.

Finally, the pilot study (n=26) provided critical preliminary insights, though the results must be interpreted with caution due to the limited sample size which probably resulted in

statistical instability as well as specific administration context that potentially led to satisficing behaviour. All in all, several revisions built upon this pilot, and ensured that the limitations addressed are in control during the main study.

III.5. Data Analysis

Quantitative data were initially cleaned and organized in Excel before being imported into SPSS for statistical analysis. Descriptive statistics, including means and standard deviations, were computed for all Likert-scale items to central tendencies. Moreover, to examine broad trends across gender, independent samples t-test was conducted. At last, the internal consistency of the questionnaire scales was assessed using Cronbach's alpha.

Exploratory factor analysis was deemed appropriate as the instrument was adapted from multiple sources and modified to suit the Algerian context, meaning that the factor structure could not be assumed a priori. This approach was therefore suitable for identifying the dimensions underlying L2 investment and related constructs in the present study. Given that the constructs are theoretically correlated, Promax rotation was utilized to allow for oblique factors, thereby supporting the construct validity of the measurement scales in order to examine the underlying structure of the questionnaire.

On the other hand, interview data was collected in written format and was analyzed using thematic analysis informed by a gendered lens. A manual coding process was employed, adopting a hybrid approach that combined deductive codes derived from L2 investment and imagined communities frameworks with inductive codes emerging from the data. Moreover, to

enhance trustworthiness any discrepancies in coding were discussed and resolved through iterative refinement of the coding scheme.

Finally, the integration of quantitative and qualitative findings was guided by Norton's L2 investment framework, both strands were merged during the interpretive, where statistical patterns of investment were compared with qualitative themes in order to examine how gender ideologies shape learners' imagined communities and their orientation toward English.

III.6. Ethical Considerations

Ethicality in the current research is addressed in terms of informed consent, voluntary participation, anonymity, storage and access to data. To begin with, all participants were informed about the purpose and procedures of the study and a written consent was obtained from learners. Permission to collect data was also verbally obtained from the Law and Political Science faculty dean. Next, participation was completely voluntary and they were informed that they may withdraw without an obligation to give a reason at any stage. Moreover, the data was anonymized for both learners and experts, with obtaining consent from experts to mention their position and affiliation, participants were assigned code names; no real names appear in reports at the dissertation. Interviews were conducted remotely at their own pace, with participants responding to a set of open-ended questions via emails. This private format allows participants to answer at their own pace, reducing potential social pressure and supporting free expression, particularly for female students who may feel constrained by social norms. All responses remain confidential and will be deleted after it has fulfilled the research purpose. Finally, data was stored on a password-protected device and was accessed only by the researcher and the supervisor. All in all, data was used exclusively for research purposes. No conflict of interest is reported in the current research.

IV. Results

This chapter presents the findings of the empirical study. The data analysis follows a convergent parallel design to answer the research questions; where quantitative results derived from student questionnaires are triangulated with qualitative insights obtained from qualitative interviews with students and legal experts.

The organization of this chapter follows two main sections. The first section reports the quantitative results; all statistical analyses of the main study were conducted using IBM SPSS version 26. It starts with presenting demographic profile of participants. It then moves to report the descriptive statistics, reliability analysis, and EFA. Subsequently, inferential statistics including independent samples T-test and one-way Anova are presented to examine significant differences in L2 investment based on gender, year of study, and proficiency level. The second section reports the qualitative results. Data derived from interviews were analyzed thematically. Therefore, this part presents the themes related to learners' imagined communities, their investment, and the perceived demands of the Algerian legal job market, as viewed by both students and experts.

IV.1. Quantitative Results:

IV.1.1. Participants and Demographics:

The characteristics of the learners are presented down below in table 3,4,5, and 6. The total sample size after data cleaning is n=142; data cleaning involved the removal of incomplete entries to ensure statistical validity.

Table 3 : Distribution of Gender

| Category | Frequency | Percentage |
|----------|-----------|------------|
| F | 114 | 80.28% |
| M | 28 | 19.72% |

Table 4 : Distribution of Current Year of Study

| Category | Frequency | Percentage |
|---------------------|-----------|------------|
| Third year Bachelor | 82 | 57.75% |
| First year Master | 60 | 42.25% |

Table 5 : Distribution of English Proficiency Level

| Category | Proficiency | Percentage |
|-----------|-------------|------------|
| Mid-level | 80 | 56.34% |
| Beginner | 45 | 31.69% |
| Advanced | 17 | 11.97% |

Table 6 : Distribution of Specialty

| Category | Frequency | Percentage |
|--------------------|-----------|------------|
| Administrative law | 42 | 29.58% |
| Public law | 42 | 29.58% |
| Criminal law | 31 | 21.83% |
| Private law | 14 | 9.86% |
| Strategic security | 9 | 6.34% |

| | | |
|-------------------------|---|-------|
| International relations | 4 | 2.82% |
|-------------------------|---|-------|

IV.1.2. Descriptive Statistics:

The following table presents the mean and standard deviation for the composite scores of each dimension. Since the scale is anchored with 1 representing strongly agree, the mean scores clustering between 1.6 and 2.1 indicates a general tendency toward strong agreement across the questionnaire items (please refer to appendix C).

Table 7 : Descriptive Statistics of the Dimensions

| Dimension | Mean | Standard deviation | Min | Max |
|-----------|-------|--------------------|-----|-----|
| D1 | 2.000 | 0.660 | 1.0 | 5.0 |
| D2 | 2.042 | 0.737 | 1.0 | 4.0 |
| D3 | 2.075 | 0.689 | 1.0 | 4.0 |
| D4 | 1.676 | 0.583 | 1.0 | 3.5 |
| D5 | 1.884 | 0.683 | 1.0 | 4.0 |

IV.1.3. Reliability Analysis and EFA:

The internal consistency of the questionnaire was assessed using Cronbach's Alpha. The overall scale shows a high reliability coefficient $\alpha = 0.82$, indicating good internal consistency of the instrument as a whole. However, as shown in the table the reliability coefficients vary across the different dimensions. Dimension 3 $\alpha = 0.60$ reflects a moderate level of reliability, while dimension 2 $\alpha = 0.53$ falls below the commonly accepted threshold, indicating low internal consistency, this may also indicate that internal variance is high in this dimension and requires careful interpretation.

Table 8 : Reliability Analysis Using Cronbach's Alpha

| Dimension | Cronbach's Alpha |
|----------------------|-------------------------|
| D1 | 0.74 |
| D2 | 0.53 |
| D3 | 0.60 |
| D4 | 0.76 |
| D5 | 0.75 |
| Overall scale | 0.82 |

Next, the exploratory factor analysis yielded a weak factor structure, with the majority of items failing to reach the conventional threshold of 0.50, for the detailed EFA results (Please refer to Appendix D). This is likely due to the limited sample size $n=142$ which restricts the statistical power for complex factor extraction, as well as the high conceptual overlap between the constructs of investment due to item overlap and adaptation from multiple scales; concepts such as: identity, investment, and capital are theoretically intertwined, making it difficult for a mathematical test to separate them cleanly into separate buckets, regardless of the sample size. Given these statistical limitations, this study chose to proceed with the theoretically derived a priori dimensions to ensure the constructs remained aligned with the theoretical framework.

IV.1.4. Inferential Analysis of Gender, Academic Context, and English Proficiency

An independent samples T-test was conducted to answer the first research question and examine whether there were significant differences between male and female respondents in their responses to the questionnaire items. Results indicate that none of the items showed statistically significant differences between male and female participants because $p > 0.05$. Therefore, gender does not appear to have a significant influence on participants' responses in

this study, however, it is to be noted that the male to female ratio is considerably imbalanced. Thus, addressing the gender element in this study is limited and requires careful interpretation.

Table 9 :Independent Sample T-test by Gender

| Item | Mean (Male) | Mean (Female) | t-value | Sig. (p) |
|-------------|--------------------|----------------------|----------------|-----------------|
| D1-I1 | 2.11 | 2.07 | 0.269 | 0.789 |
| D1-I2 | 1.89 | 2.09 | -1.258 | 0.214 |
| D1-I3 | 2.04 | 2.02 | 0.099 | 0.921 |
| D1-I4 | 1.89 | 1.84 | 0.332 | 0.741 |
| D2-I1 | 2.25 | 2.0 | 0.973 | 0.337 |
| D2-I2 | 1.89 | 1.86 | 0.173 | 0.863 |
| D2-I3 | 1.96 | 2.27 | -1.416 | 0.164 |
| D3-I1 | 2.29 | 1.96 | 1.421 | 0.164 |
| D3-I2 | 1.96 | 1.82 | 1.004 | 0.32 |
| D3-I3 | 2.18 | 2.39 | -1.017 | 0.315 |
| D4-I1 | 1.75 | 1.8 | -0.284 | 0.778 |
| D4-I2 | 1.75 | 1.78 | -0.182 | 0.857 |
| D4-I3 | 1.61 | 1.52 | 0.503 | 0.618 |
| D4-I4 | 1.79 | 1.56 | 1.468 | 0.15 |
| D5-I1 | 1.89 | 1.96 | -0.392 | 0.696 |
| D5-I2 | 1.86 | 1.94 | -0.461 | 0.647 |
| D5-I3 | 1.68 | 1.88 | -1.184 | 0.243 |
| D5-I4 | 1.79 | 1.84 | -0.297 | 0.768 |

Beyond gender, linguistic capital and academic identity also can be considered to shape investment. Therefore, the following analyses briefly examines the impact of year of study and English proficiency.

To start with, year of study is addressed through conducting independent samples T-test to determine if first year Master and third year bachelor learners differ in their perceptions

D2: $p = 0.035$ (Significant), D4: $p = 0.030$ (Significant), D5: $p = 0.041$ (Significant)

Third year learners consistently reported high mean scores; which indicates lower agreement in the present study, than first year master learners in these dimensions. This suggests that learners at the undergraduate level have a weaker relationship with the materials than those who have advanced to the graduate level.

To extend further, a one-way ANOVA was used to compare learners across beginner, mid, and advanced levels as results are presented below. Significant differences were observed in dimension 1 and dimension 5. Whereas, no significant differences were found for dimensions 2,3, and 4. Interestingly, advanced learners scored significantly lower; which translates into stronger agreement than mid-level learners in dimensions 1 and 5. This suggests that advanced learners express higher levels of investment in these areas.

D1_mean: $F=5.461$, $p=0.0052$

D2_mean: $F=1.229$, $p=0.2958$

D3_mean: $F=1.525$, $p=0.2213$

D4_mean: $F=2.625$, $p=0.0760$

D5_mean: $F=3.693$, $p=0.0274$

In the end, Given the limited ability to generalize quantitative gender findings due to sample skew, the following qualitative data offers a more nuanced explanation of the specific gender dynamics at play.

IV.2. Qualitative Results

IV.2.1. Thematic Analysis of Learners' Interviews

Participants n=13 represent a range of academic levels and specializations within the department. To provide context for the analysis, the demographic profile of the participants is outlined in table 10 below.

Table 10 : Demographic Profile of Interview Participants

| Participant ID | Year of study | Specialization | Gender |
|-----------------------|----------------------|-----------------------|---------------|
| P1 | Third year Bachelor | Public law | Male |
| P2 | First year Master | Administrative law | Female |
| P3 | Third year Bachelor | Public law | Female |
| P4 | Third year Bachelor | Public law | Female |
| P5 | First year Master | Strategic security | Male |
| P6 | First year Master | Administrative law | Male |
| P7 | Third year Bachelor | International law | Female |
| P8 | Third year Bachelor | Private law | Female |
| P9 | Third year Bachelor | Public law | Female |
| P10 | First year Master | Administrative law | Female |
| P11 | First year Master | Administrative law | Female |
| P12 | First year Master | Administrative law | Male |

| | | | |
|-----|---------------------|-------------|--------|
| P13 | Third year Bachelor | Private law | Female |
|-----|---------------------|-------------|--------|

The qualitative data collected from learner interviews were analyzed using an inductive and deductive coding framework. The analysis aimed to explore the characteristics of the learners' imagined communities, their investment strategies, and the role of gender ideology. The findings reveal the following four dominant themes: English as transformative capital, gendered negotiations of the imagined community, autonomous learner investment, and the institutional gap. This theme is further elaborated through a set of sub-themes to provide richer analytical clarity.

IV.2.1.1. Theme 1: English as Transformative Capital

The data reveals that students predominantly perceive English not merely as a college subject, but rather as transformative capital that is essential for accessing global professional and academic spaces.

IV.2.1.1.1. Sub-theme: the Economic Shift from French to English

A significant narrative among participants is the recognition of a global hegemonic shift where English is replacing French as the primary language of commerce as exemplified by participant 13 *“as you can notice now all commercial dealings require the use of English”* given the nature of her specialty *“private law which is the major I study, relates to dealings between individuals, specifically contracts and commerce, such as bank dealings”*. Participants viewed this transition as inevitable for career survival. As participant 4 noted: *“Algeria is increasingly adopting English as the first foreign language, which will sweep the labor market instead of French”*. This sentiment was echoed by participant 11, who framed the continued dominance of

French as” *ignorance and intellectual backwardness*”, identifying a clear colonial legacy that English help transcend.

IV.2.1.1.2. Sub-theme: the Global Imaginary: Professional, Academic, and Exit Strategies

When projecting their futures, students constructed global imaginaries, but the data reveals a nuanced divergence in the way this capital is utilized; for career advancement, as academic elevation, or as an exit strategy.

a. Professional and Academic Ambitions:

For the majority, English was linked to high-status international sectors. Participant 1 imagined working in an embassy, and participant 12 linked English directly to the petroleum industry. However, a distinct and critical sub-theme emerged regarding English for academic purposes (EAP). For these learners, English is not just a tool for “*dealing with foreigners*” as stated by participant 4, but a prerequisite for entering the global academic sphere. Participant 2 expressed an ambition” *to improve English proficiency and complete a master’s degree through scholarships*”, and participant 13 provided a vivid image of an academic future: “*I see myself busy with a PhD thesis, I don’t know what destiny hides*”. This suggests that for these students, English represents cultural capital that elevates their status from student to scholar.

b. English as an Exit Strategy:

Crucially, the analysis uncovered that for a subset of students, investment in English serves as capital to escape the limitations of their current major or the country entirely. Participant 11 who explicitly stated “*I do not like the field I am in, I don’t see a future in it*” also views English as the vehicle to “*resume university studies in the field I was deprived of abroad*”. Similarly,

participant 4, despite being a law student, stated their primary ambition is to become an English teacher. For these students English is transformative capital that allows them to transcend a legal profession they view as stagnant or unfulfilling.

IV.2.1.1.3. ESP and Instrumental Value:

Within this theme, English for specific purpose (ESP) emerged as critical component of professional preparation. Students highly valued practical skills such as drafting formal emails and understanding legal terminology. Participant 1 noted that specialized lessons helped move beyond grammar to learning “*how to write a formal email*” a view also expressed by participant 6 who extends by saying “*this skill is very important for communicating with international companies*”. Whereas, participant 8 highlighted the importance of “*knowing terminology needed in my specialty*”. This indicates that students’ investment is instrumental and directly tied to the pragmatic demands of their specific field.

IV.2.1.2. Theme 2: Gendered Negotiations of the Imagined Community

While the quantitative results indicated no statistical difference in investment, the qualitative data reveals that the dominant narrative among participants is one of meritocratic equality. The vast majority of students; P2, P3, P4, P6, P7, P8, P9, P10, P11, P13 explicitly rejected the idea that law is gendered, emphasizing competence. Participant 6 and participant 9 argued that success depends on skills not on gender, and participant 4 stated simply “*both have the same opportunities*”. However, beneath this consensus lies a nuanced negotiation regarding the way men and women occupy the legal space. Therefore, the analysis avoids a binary conflict, instead presenting a debate between spatial, physical arguments and ethical, meritocratic counter-narratives.

a. The Physical and Spatial argument

A traditional view of the legal field was present among some participants, specifically those in sectors involving heavy industry. This argument is not merely biological but spatial. Participant 1 stated the profession is “*more suitable for men*”, a view reinforced by participant 12, who argued that specific sectors like oil drilling are suitable for men not women because they involve “*places a woman cannot reach, and I am not saying this to undermine women*”. This suggests a gendered spatial barrier where the imagined community of high-level oil contracts is physically constructed for males.

b. The Meritocratic and Ethical Counter-argument

Conversely, a strong counter-narrative of meritocracy and ethical competence emerged, particularly from female students. These students rejected gender as a criterion, emphasizing skill and a unique female approach to law. Participant 2 argued, “*the true criterion is competence not biological sex*”. Participant 6 and 9 echoed this, asserting that success depends on skills. Moreover, participant 13 provided the most sophisticated analysis, contrasting “*male logic*” with “*female empathy*”. She argued that while men may be logical and detached, women in law think of the accused or victim with the mentality of “*a neighbor, a mother, and daughter*”. She described female lawyers as “restorative” seeking to “*find the ruling that fits that case exactly*” without leaving legal loopholes. This reframes the female presence in law not as weakness, but as a distinct ethical advantage essential to justice.

c. The Social Stigma of Competence

Despite these aspirations, the data reveals a social tension where women are expected to be competent but not visibly so. Participant 4 noted that for women “*shyness*” reduces

opportunities, while others perceive competence as” *arrogance*”. Participant 13 highlighted a specific social stigma: “*women using English professionally risk being told to leave the English inside the classroom*”. This indicates a gendered barrier where linguistic capital is sometimes policed by societal expectations of modesty and conformity.

IV.2.1.3. Theme 3: Autonomous Learner L2 Investment

The third theme addresses the disconnect between classroom learning and actual acquisition. The data indicates that students are highly autonomous learners, relying heavily on informal strategies and intrinsic motivation rather than formal instruction.

a. The Informal Repertoire:

The dominant learning strategy reported was self-directed learning through entertainment media. Almost all participant attributed their proficiency to watching movies, series, and listening to songs, rather than textbooks. Participant 1 and 10 utilized series and movies to improve. Similarly, participant 3 and 9 also cited apps and reading articles as primary tools. This suggests that informal curriculum has superseded the formal one in terms of efficacy

b. Intrinsic vs Extrinsic Motivation and Barriers:

Participants displayed high intrinsic motivation, investing time as stated by participant 4 “*out of love for the language*” rather than purely for grades. However, this autonomy is constrained by financial and systemic barriers. Even though, Participant 5 emphasized that “*technology and the internet have made learning accessible*”, participant 11 highlighted that professional training is often too expensive for a student budget.

IV.2.1.4. Theme 4: The Institutional Support vs Systemic Constraints

This final theme explores the relationship between the students' needs and their educational environment. The data presents a complex picture where students distinguish between the supportive efforts of their university and the limitations of the national educational system.

a. Active University Support, Micro Level

Contrary of a view of complete institutional failure, a majority of participants reported that their university actively encourages the use of English through various academic and extracurricular channels:

- Workshops and events: both participant 7 and 6 noted that the university provides encouragement through workshops and academic activities. Participant 9 echoed this, stating the university supports learning through lessons, research, and presentations.
- Classroom encouragement: participant 6 and 8 highlighted the role of the institution in creating an environment where English is practiced. Participant 6 specifically mentioned that presentations are used as a tool to “*break the fear of using the language*”, while participant 8 credited ESP teachers for playing a major role in encouraging usage.
- Traces of teacher-led integration of English in law lectures (EMI): participant 13 provided the strongest evidence of the current shift towards English in higher education describing a transformation where some professors voluntarily use the last 10 minutes of lectures to summarize content in English, she also stated:

” In our Private Law department, there is significant focus on this aspect. They push us to use it and allow us to speak it, whether we make mistakes or get it right; the priority is that the tongue gets used to it and the ear becomes familiar with it. They speak to us in it and assign us tasks and terminology to translate; they do not want this language to remain alien to us. Look, we had

a professor who said to us: 'I will give you the lecture entirely in English from start to finish, and then explain what you didn't understand.' He considered that the students' level might not be quite there yet, but he is still trying with us to practice it and integrate it into our major as much as he can"

These findings suggest that at the micro level, the university and its staff are successfully creating a supportive ecosystem that pushes students toward English proficiency.

b. Systemic and Pedagogical Critique, Macro Level:

However, this positive institutional support exists in tension with a critique of the national educational system as a whole. Some students identified systemic barriers that hinder their progress despite the university's best efforts.

- The negative view of the curriculum: participant 11 was particularly vocal, describing it as *"a failure that plays the opposite role, it makes the person hate the language"*. She argued that the system relies on outdated methods compared to modern global standards.
- The French hegemony: participant 4 pointed out a disconnect at the systemic level, noting that *"we still read terms in French"*, implying that while the university tries to encourage English, the broader legal system remains tied to French language.

IV.2.1.5. Summary:

In brief, the qualitative data reveals that law students in this sample tend to perceive English as transformative capital, viewing it as the key to professional success, academic advancement, and international mobility as extracted from first theme. To acquire this capital, students have become highly autonomous, relying heavily on informal strategies like movies as shown in the third theme.

However, this investment takes place within a complex context. Regarding gender, the dominant view is one of equality and meritocracy, with students emphasizing competence over biology, though some traditional views about the physical or emotional demands of the profession persist as demonstrated in the second theme. Finally, the institutional landscape presents a disconnect; while students feel actively encouraged by their university and individual professors through classroom initiatives, some remain critical of the broader education system, which they view as outdated and restrictive in reference to the fourth theme. Ultimately, students rely on their own agency and local support networks to bridge the gap between their global ambitions and local realities.

IV.2.2. Thematic Analysis of Expert Interviews

The third research question necessitates an investigation of the perceived mismatch between learners' investment and job market demands. Therefore, structured interviews were conducted with six experts in the legal and political domain; background information and affiliation are referred to in table 11 below. Further, the analysis results of these interviews clustered into the following four dominant themes, namely: the dominance of Arabic and French, local vs international sectoral divergence, the proficiency- confidence paradox, and the systemic disconnect between university training and professional needs.

Table 11 :Demographic Profile of Experts

| Expert ID | Profession / affiliation | Years of experience | Key linguistic roles |
|-----------------------------|---|----------------------------|--------------------------------------|
| E1 | Public notary | 30 years | Arabic and French |
| E2 | Lawyer | 23 years | Arabic and French |
| E3 | Diplomacy | 4 years | Arabic, English, French, and Swahili |
| E4 | Lawyer | 22 years | Arabic and French |
| E5 | Bank director | 20 years | French and Arabic |
| E6 | Lawyer and founder of an association for Algerian project holders | N/A | Arabic, French, and English |
| E7 (refused to participate) | Public notary | N/A | N/A |

IV.2.2.1 Theme 1: the Dominance of Arabic and French

The most consistent finding across the expert interviews was the entrenched hegemony of Arabic and French in Algerian legal practice, which leaves little operational room for English in daily professional activities.

a. The Absence of English in Legal Routine Practice:

Experts in the judicial sector confirmed that English is obviously absent from routine work. Expert 1 explicitly stated: “*the language used is Arabic, English is not used*”. In similar vein,

expert 4 explained that legal texts and procedures rely primarily on French, thereby reinforcing the limited role of English as a non-operational language within the domestic sphere. Notably, Expert 6 does not directly contradict this but reframes the issue; rather than questioning whether English is currently used, she focuses on the growing external pressure for English in international sectors, noting that “*English, today, has become a basic tool in fields such as international arbitration, business law, multinational companies, and international organizations.*” This supports the idea that while Arabic and French dominate locally, a parallel English-dependent track is emerging globally.

b. Ideological and Institutional Constraints:

This dominance is not merely practical but ideological. Notably, one Notary refused to participate in the study on the grounds that only Arabic is relevant; a stance that suggests some professionals view English as unnecessary within the traditional legal field. Furthermore, this marginalization is structurally reinforced by legal procedures; expert 4 noted that any foreign document must be translated into Arabic before it is admissible in court. Consequently, English is rendered “*legally invisible*”. Similarly, expert 6 adds a nuanced layer by identifying that even when graduates possess English, they lack knowledge of comparative legal systems, specifically, the Anglo-Saxon (common law) tradition; which she argues that it is essential for international legal work. Thus, the constraint is not only institutional (translation requirements), but also epistemological (lack of exposure to foreign legal logic).

IV.2.2.2 Theme 2: Local vs International Sectoral Divergence

The value of English varies significantly depending in the professional context, creating a clear split between the sectors deemed more local or international.

a. The Strategic Importance of English in Global Contexts:

Experts operating in diplomacy and banking highlighted the critical importance of English in global environments. Expert 3 described English as essential for international communication and negotiations. Similarly, expert 5 emphasized that English is a decisive asset for career advancement and international banking, particularly in contexts such as the Gulf countries. However, expert 5 also made a crucial distinction regarding his local institution. He noted that while English is vital for high-level management, it is not utilized in daily agency operations, where transactions are conducted in Arabic and French for local clients. This underscores that English functions as a strategic asset in the international level but remains operationally irrelevant in routine local work. Expert 6 strongly reinforces this divergence, adding that specific high value sectors now mandate English as a basic tool. She further predicts that “the next generation of legal professionals will be required to master it in a practical and professional manner,” thereby framing English not as an optional asset but as a future necessity for those seeking international integration.

b. EAP, the Academic Exception:

While most experts confirmed that English is not needed in everyday practice, expert 2 identified an academic exception: comparative international law. He argued that this field necessitates English, as legal texts must be compared in their original language. This indicates that while English has a designated role in academic and research contexts, it remains largely absent from professional practice. Expert 6 also expands this exception, stating that “knowing English is insufficient for legal globalization”; rather, professionals must “understand different legal currents and schools of thought and practices adopted at the international level.” She explicitly distinguishes between civil law (Algeria) and common law (Anglo-Saxon) systems,

suggesting that comparative thinking is a pre-requisite for using legal English effectively. This moves beyond expert 2 's academic exception into a professional competency requirement.

Overall, the data reveals that English is instrumental in international and niche positions, while remaining largely non-essential in local legal practice. This dichotomy creates a significant gap between learners' expectations of a globalized career and the linguistic realities of the local job market.

IV.2.2.3 Theme 3: the Proficiency-Confidence Paradox

A key result is that graduates generally possess sufficient English skills but lack the professional confidence to deploy them effectively. Expert 3 and 5 agreed that many graduates attain a good to excellent level of English. However, they observed that graduates often avoid using the language due to a lack of self-assurance. As expert 3 stated:” *many professionals possess acceptable skills in English... but they avoid using it due to lack of confidence.*” He further insisted that graduates need just a bit more practical experience and mentorship when it comes to diplomatic and academic writing skill specifically. This suggests that the barrier is rather a deficit of pragmatic competence in applying the knowledge within high-stakes professional environments. Moreover, the confidence gap is not merely psychological but structural; graduates lack training in simulations of negotiations, or contract drafting that would build genuine professional self-assurance as per expert 6's insight.

a. Gendered Dynamics in Language Use:

Experts reported that in administrative and diplomatic professional environments, women often possess superior linguistic capital and confidence. Both experts 3 and 5 observed that female graduates tend to be more proficient and more willing to use English than their male

counterparts. Expert 3 noted that “*women are more proficient and more daring to use English*”, a sentiment echoed by expert 5 who attributed to them a “*greater drive to use the language*”. On the other hand, experts 1,2, and 4 displayed a neutral stance about gender, noting chorally that “*there’s no difference*”. Expert 6 offers a more cautious perspective, while acknowledging that “*some female graduates may face additional challenges related to the difficulty of accessing some professional networks or international opportunities.*” she ultimately argues that “*competence and diligence remain the basic factor in building a career path and achieving success.*” This does not contradict the previous results but adds a structural caveat, that even when women possess superior confidence and proficiency as per experts 3 and 5, they may face differential access to professional networks, which could undermine their ability to convert linguistic capital into career outcomes.

IV.2.2.4 Theme 4: Systemic Disconnect between University Training and Professional Needs

This final theme is a key result that plays a pivotal role in addressing the main research question in this study; by highlighting a misalignment between the current university curriculum and the professional legal practice.

a) Critique of Current Pedagogical Approaches:

Professionals criticized the nature of English instruction rather than its presence. While learners may undertake ESP coursework, experts described this instruction as overly generic and insufficiently linked to professional needs. Expert 3 emphasized the need for “*professional-level language instruction rather than a continued focus on basics*”. Similarly, expert 2 argued that English has not been effectively integrated into core legal subjects; citing comparative

international law as a subject that should be taught through the medium of English, rather than merely about English. This was also echoed by expert 4 stating that “*in academia it is an advantage, because comparative law necessitates linguistic competence; in order to compare Algerian and foreign law effectively*”.

b. The Necessity of English in Specific Legal Jurisdictions and Recommendations

Expert 2 provided concrete examples illustrating the gap in training, citing situations such as crimes occurring in international waters or cross-border disputes. He argued that in such scenarios, reliance on Arabic or French would be insufficient, making English essential for effective legal communication. Moreover, expert 6 added that this gap is further intensified by specific structural barriers she identifies, including: weakness in legal English practical training, lack of contact with international institutions, limited practical training opportunities, and weakness in negotiation and international legal drafting skills training. To bridge this gap, expert 2 proposed practical structural changes, specifically advocating for partnerships between Algerian universities and foreign legal institutions. Such partnerships, he suggested, would expose learners to authentic legal communication in English. Meanwhile, expert 3 simply suggested increasing the hours of English instruction.

Despite these clear professional needs, English remains a secondary criterion in recruitment. All experts described it as an “*additional advantage*” rather than a core qualification.

IV.2.2.5 Summary

Overall, this expert analysis revealed a dual reality within the Algerian legal sector. In local contexts, Arabic and French maintain a hegemonic dominance supported by institutional and procedural constraints that render English legally invisible. Conversely, in international

domains, English holds a primary value as a currency of communication and career advancements. While graduates generally possess adequate linguistic skills; with female graduates demonstrating better proficiency, they are noticed to be hindered by a confidence gap and a university curriculum that prioritizes basic instruction over professional application. Consequently, while learners' investment in English is relevant for specific international niches, it faces significant misalignment with the realities of the job market.

V. Discussion

This section discusses the findings presented in the previous section, by situating them within the theoretical framework while addressing the three research questions that guided this study. This discussion follows a convergent parallel design, triangulating quantitative and qualitative data to provide a comprehensive understanding of L2 investment among Algerian Law and Political Science learners. Consequently, the following discussion mirrors the research questions, with each major part dedicated to one question and finally followed by a synthesis that integrates the findings across the research questions.

V.1. Research Question One: What are the characteristics of the imagined communities that Law and Political Science students aspire to join, and in what ways do gender stereotypes shape these formations?

The core argument of this question's discussion is that even though the quantitative data limited by sample imbalance and measurement constraints, showed no statistically significant gender differences. The qualitative data revealed a more complex picture showcasing that gender does not operate primarily as a barrier to aspiration; both men and women articulate similar professional goals, but rather as an ideological filter that shapes the way both genders negotiate their path toward the same imagined community.

V.1.1. Part 1: The Characteristics of Imagined Communities

V.1.1.1. The Global Professional as The Dominant Imagined Community:

The qualitative data revealed that Law and Political Science students at the University of Khenchela overwhelmingly imagine a future that is transnational, economically mobile, and linguistically hybrid, with English serving as the primary currency of professional legitimacy. As established in theme one, of the findings, students in this sample tend to perceive English not as an academic subject but as transformative capital essential for accessing global professional and academic spaces.

This finding aligns with Norton (2001) foundational work on imagined communities, where she argued that language learners construct visions of future professional, academic, or global communities that shape their investment in the target language. The findings of the present study extend this theoretical insight by specifying the content of these imagined communities for Algerian Law and Political Science students. Participants articulated concrete professional destinations: embassies (participant 1), the petroleum industry (participant 12), international commercial dealings (participant 13), and elite academic trajectories including PhD research and international scholarships (participant 2, 12).

Crucially, the data also revealed a subset of students, though cannot be generalizable to the whole sample, for whom English serves as an exit strategy from their current field and country (participant 11, 4). This finding extends Pavlenko and Norton (2007) argument that imagined communities produce material actions; for these students, investment in English is oriented toward leaving the legal profession entirely, suggesting that ESP investment might be decoupled from professional identity in the target field.

The imagined community is not abstract. Students consistently valued practical, discipline-specific skills: drafting formal emails, understanding legal terminology, and navigating international commercial contracts (participant 1,8 in theme one). This finding supports Hyland (2022) argument that ESP courses derive their legitimacy from needs analysis and target situations, and corroborates Benseddik's (2020) finding that law students' investment depends on their ability to envision themselves as professional users of English rather than as general language learners.

V.1.2. Part Two: Gender and the Imagined Community

V.1.2.1. The Quantitative Evidence, what it can and cannot tell us:

The independent samples t-test revealed statistically no significant differences between male and female participants across any questionnaire items due to certain limitations. Therefore, these null findings cannot be interpreted as evidence that gender is irrelevant to investment. Given these limitations, the quantitative data are treated here as inconclusive regarding gender. The discussion therefore relies primarily on qualitative data, which is better suited for the context-dependent nature of gender.

V.1.2.2. The Qualitative Finding: Meritocratic Beliefs in Tension with Gendered Experience

In their qualitative interviews, both male and female participants explicitly endorsed meritocratic ideals. The vast majority of students rejected the idea that language in law is gendered, emphasizing competence and skills over gender as asserted by (participant 6, 9). Furthermore, the widespread endorsement of meritocratic ideology reflects what Darwin and Norton (2015) would identify as the operation of ideology within the investment model. In the neoliberal framework that dominates contemporary education discourse, the individual, not their social category, is positioned as solely responsible for success or failure. Students have internalized this ideology, and they articulate it confidently in interview settings. However, deeper analysis revealed that this stated belief coexists with gendered experiences of constraint. All in all, two distinct forms of gendered divergence emerged from the data.

V.1.2.3. Two Forms of Gendered Divergence:

a. The Spatial Argument (Male View):

Male participants articulated a traditional view of the legal field that is not explicitly biological but spatial. Participant 1 and 12 as displayed in the results section, argued that specific sectors are suitable for men, not women. This spatial argument constructs the imagined community of high level international legal practice like oil contracts, heavy industry sites, offshore negotiations as physically inaccessible to women. Crucially, these views were expressed by male participants who simultaneously endorsed meritocratic ideals, suggesting that spatial arguments operate as a seemingly neutral but effectively gendered filter.

b. Capital Policing (Female Experience):

Despite their aspirations, female participants reported that their linguistic capital is socially regulated in ways male participants did not describe. Participants noted that others perceive female competence as arrogance, a sentiment tellingly echoed by participant 13 who highlighted a specific form of social stigma. Consequently, this study introduces the term capital policing to capture this phenomenon. Drawing on Darwin and Norton (2015) concept of capital as a source of power whose value is determined by ideological structures, capital policing refers to the active social regulation of linguistic displays based on gender. Female students possess English capital but its exchange value is systematically depreciated by social expectations of modesty and conformity. A woman who deploys English in professional contexts risks being read as transgressing gendered norms of behavior, as vocalized by participant 13, women are told literally or figuratively to “leave English inside the classroom”. Capital policing is therefore the mechanism through which ideology constrains the realization of capital, particularly for women in patriarchal professional fields. Notably, the exclusion mentioned by students, translates directly into professional barriers, as noted by expert 6, who observed that female graduates often face additional challenges related to the difficulty of accessing some professional networks and opportunities.

V.1.2.4. Theoretical Contributions

The qualitative discussion of gender and imagined communities in this study offered two specific contributions to the investment literature, with first being the concept of capital policing presented above and second, the identification of exit strategies as a form of imagined community which extends on Norton (2001) original formulation. Norton focused on imagined communities that learners sought to join professional, academic, or social affiliations within their existing or anticipated fields. The present study revealed that some students imagine

communities entirely outside their current field of study. For these students, investment in English is not preparation for legal practice but preparation for departure from law. This suggests that ESP researchers should remain attentive to the possibility that students' imagined professional identities may diverge from their declared majors. This serves as a finding with crucial implications for needs analysis and curriculum design.

In the end of this first research question and having established that law students share a robust imagined community of global professional practice, but that gender shapes the terms of their membership within it, the discussion now turns to the second research question; the extent of investment and practices to realize these aspirations.

V.2. Research Question Two: To what extent do learners invest in English language strategies and practices in support of these imagined professional futures?

Students in this study demonstrate a high level of investment that is largely autonomous and informal. Quantitative data showed strong agreement across all investment dimensions. However, qualitative data revealed a critical divergence, one being that the primary locus of investment is not the classroom but the students' self-directed informal repertoire; a shadow curriculum that has superseded formal ESP instruction.

V.2.1. The Extent of Investment:

V.2.1.1. Descriptive Statistics Showing High-self Reported Investment:

Mean scores across all five questionnaire dimensions cluster between 1.676 and 2.075 (where 1= strongly agree), indicating strong agreement with investment statements across the entire sample.

a. Dimension 1 (Engagement):

It shows $M= 2.000$, indicating strong agreement with statements about class attendance, effort, speaking in class and attention to teacher explanation.

b. Dimension 2 (Agency):

It shows $M=2.042$, measuring autonomous learning strategies outside the classroom

c. Dimension 3 (Commitment):

It shows $M= 2.075$, measuring willingness to spend money on resources, sacrificing leisure time and improving despite difficulty.

d. Dimension 4 (Capital and Perceived Necessity):

It shows $M= 1.676$, meaning the strongest agreement among all dimensions. This dimension measures students' beliefs that English is essential for professional success, with questionnaire item statements like: I need English to get a well-paid job, English is essential for my professional career in law, learning English will give me more opportunities, and learning English is a valuable investment of my time and energy. The strong agreement here directly corroborates the qualitative finding that students view English as transformative capital. In alignment with Norton (2013), investment is driven by the expectation of acquiring symbolic and material resources.

e. Dimension 5 (Identity and Emerging Selves in L2):

It shows the second strongest agreement $M= 1.884$. This dimension measures students imagined professional identities, with questionnaire item statements like: I imagine myself working in a professional environment where English is used, I see myself as a lawyer or

diplomat who uses English, I see myself communicating with international colleagues, and I imagine myself being part of a global professional community. This strong agreement confirms that students have clearly articulated imagined communities of global professional practice.

All in all, the pattern is clear; students agree most strongly that English is a necessary investment for professional futures (D4) and that they imagine themselves as global legal professionals (D5). They also agree strongly on engagement (D1) and agency (D2) with commitment (D3) showing slightly weaker but still strong agreement.

V.2.1.2. Proficiency and Year of Study as Differentiating Factors:

Investment is not uniform across students. One-way ANOVA revealed significant differences by proficiency level in dimension 1 and 5, with advanced students showing stronger agreement than mid-level students. This suggests that more proficient students are not only more engaged in classroom learning but also have clearer imagined professional identities in English.

Similarly, independent samples T-test revealed that Masters' students reported significantly higher investment than Bachelor's students in dimension 2, 4, and 5. Master's students demonstrate greater autonomous learning strategies, stronger belief in English as essential capital, and clearer imagined professional identities.

These findings suggest a recursive relationship where higher proficiency and academic standing enable clearer imagined futures, which drives further investment. This aligns with Jack and Saufi's (2024) finding that successful university students in Malaysia could articulate clearer imagined communities than their unsuccessful counterparts. All in all, investment is

high, strongest for capital and perceived necessity, and increases with proficiency and academic standing.

V.2.2. The Paradox of Investment:

V.2.2.1. The Dominance of the Informal Repertoire:

While investment extent is high, its primary sites are not the university classroom. Almost all participants attributed their English proficiency to movies, apps, and articles not to formal instruction; participant 4 learned “out of love for the language” rather than for grades. This creates a critical paradox, high investment but informal locus. The formal ESP curriculum has been superseded by a self-directed shadow curriculum. When formal instruction is perceived as inadequate, students bypass it entirely, constructing their own learning ecologies from digital media.

V.2.2.2. Investment vs Motivation:

Traditional SLA frameworks (Lukianenko, 2025) would classify this as high motivation. However, Norton’s (2000, 2013) sociological construct of investment better explains these students. They are not merely motivated but are strategically acquiring linguistic capital for future identity claims. Even learning “out of love” is tied to professional aspirations.

V.2.2.3. Contribution:

The present study revealed investment is increasingly decoupled from formal instruction. The model should account for self-directed digital capital and the shadow curriculum. Moreover, quantitative data showed strong investment, while qualitative data revealed the informal locus. A purely quantitative or qualitative study would have missed the rich findings. Consequently, this validates the mixed-methods design rationale.

In the end of this second research question discussion, and after having established that students invest heavily but autonomously, the discussion now turns to whether this investment aligns with the actual demands of the Algerian legal job market.

V.3. Research Question Three: What mismatches exist between students' investment in English and the real demand for English proficiency in the Algerian legal job market?

In the context of Algerian higher education, English proficiency is increasingly promoted by policymakers as a linguistic imperative for global competitiveness. However, in the legal sector context, a fundamental disconnect between these educational objectives and the tangible realities of the workforce. A mismatch exists between students' investment in English and the actual demand for proficiency within the Algerian legal job market. However, this mismatch is not absolute, rather, it is strictly sectoral. This study demonstrates ESP value is not uniform within a single profession. Needs analysis needs to be sectorally granular: domestic vs international, practice vs academia. While English is essential for specific international niches, it remains largely irrelevant for domestic legal practice. Consequently, students are currently investing in a globalized imagined community, while the local job market remains firmly anchored in Arabic and French, creating by that misaligned capital. Three distinct mismatches emerge from the expert interview data, each exposing a different gap between student investment and market reality.

V.3.1. The First Mismatch: English Absence from Domestic Legal Practice

The most fundamental mismatch is also the simplest; English is not used in routine Algerian legal work. Expert 1 and 4 advocate for this, and is further confirmed by expert 7 refusal of participation asserting that only Arabic is relevant to legal practice. These are not opinions about

what the market should value but rather statements of fact about what the market does. For domestic legal practice, English has no operational role. A student who spends time watching legal drama in English, memorizing terminology, and practicing email drafts will find that none of that matters the moment they step into a courtroom or a notary's office; the documents are in Arabic, the procedures are in French, English is simply absent.

V.3.2. The Second Mismatch: the Value of English as a Bonus not a Requirement

In the international sector, English is widely acknowledged as valuable, but not determinative. Experts 3 and 5 both describe English as essential for communication and career advancement. Despite this recognition, all experts consistently framed English as an additional advantage rather than a core qualification. This distinction is critical because although, students often invest in English with the expectation that proficiency will directly facilitate employment, the job market does not treat it as a primary hiring criterion. Instead, recruitment decisions remain grounded in legal expertise, with English functioning as a supplementary asset. Consequently, a misalignment emerges between student expectations and market realities, wherein, English is perceived by students as a central investment but evaluated by employers as secondary credential.

V.3.3. The Third Mismatch: Graduates Have Skills but Lack Professional Confidence

A third mismatch arises in the professional application of language skills. Despite, possessing English proficiency, according to experts, graduates often lack the confidence to deploy it in workplace settings as stated by experts 3 and 5. Thus, the deficit is not grammatical

or lexical, but pragmatic; students lack the ability to apply their knowledge to complex legal tasks such as drafting contracts or diplomatic notes. This gap is intensified by a disconnect between learning methods and professional reality, as informal strategies and existing ESP curricula; often limited to terminology and basic correspondence, fail to cultivate the high-level genre competence required for international legal practice.

All in all, three mismatches starting with the local market that does not use English at all, then, the use of English as a bonus not a requirement, and lastly, lack of professional confidence to deploy their skills. Together, these mismatches reveal a single truth which is that students are investing heavily in a language that the Algerian legal job market does not yet fully want or know the way to implement.

V.4. Synthesis: The Triad of Paradoxes

This discussion has revealed three interconnected paradoxes: gender, investment, and market. Collectively, these paradoxes reveal that Law and Political Science students at the University of Khenchela are navigating a transitional sociolinguistic context, where policy aspirations, student investments, and market realities are fundamentally out of sync. participants invest in English not because the current market rewards it but because they anticipate a future Algeria, or an international career, where English will be the currency of professional legitimacy. Whether this anticipatory investment proves rational depends on structural changes that lie largely outside their control.

VI. General conclusion

This dissertation was motivated by the evolving status of English within Algerian higher education, where globalized knowledge has transformed the language from a mere academic subject into a strategic form of economic and professional capital. While the recent reforms by the ministry of higher education signal a robust top-down commitment to modernizing the university system; Specifically, through the promotion of English for specific purposes, English for academic purposes, and English as medium of instruction. Therefore, this institutional shift has generated a complex linguistic paradox. English is positioned as the language of future opportunity and global integration, yet Arabic and French continue to dominate local sociocultural and professional domains. Consequently, students are compelled to invest in English for imagined future trajectories, that often stand in tension with the practical utility of the language in their immediate local context.

Despite the growing prominence of English in Algeria, existing research has failed to account for the full sociological complexity of this environment. The scholarly landscape has been predominantly characterized by descriptive or deficit-oriented approaches that isolate students' motivation as a stable psychological trait. This body of literature has largely overlooked the dynamic, socially situated nature of language learning, specifically failing to examine the way imagined communities and professional aspirations drive sustained L2 investment. Furthermore, prior studies have relied almost exclusively on learner self-perceptions, leaving the target reality of the job market, particularly within the legal and political sectors, unexplored. Crucially, the role of gender ideologies in shaping these imagined futures has remained a theoretical void in the Algerian context.

Addressing these gaps required moving beyond the methodological and theoretical limitations of previous work, such as the qualitative-only approaches employed by Benseddik (2020). Consequently, this study conceptualized ESP not merely as a pedagogical concern, but as a critical site where broader issues of aspiration, agency, and ideological constraint are negotiated. Grounded in Norton (2001) framework of imagined communities and the L2 investment model developed by Darvin and Norton (2015), the present research introduced a robust mixed-methods design to bridge the divide between student narratives and professional realities. By foregrounding gender as a macro-structural filter and contrasting student investment with the articulated demands of legal experts, this dissertation set out to provide a comprehensive analysis of the way Law and Political Science students navigate the shifting linguistic hierarchy of post-reform Algeria.

The findings of this study collectively paint a picture of a student body navigating a complex, transitional sociolinguistic landscape. Synthesizing the quantitative and qualitative data, three major thematic areas emerge: the nature of students' professional aspirations and the gendered constraints upon them, the decoupling of student investment from formal instruction, and the sectoral misalignment between students' anticipatory efforts and the actual demands of the job market.

Regarding the first research question, the data revealed that Law and Political Science students at the University of Khenchela predominantly construct imagined communities that are transnational, mobile, and linguistically hybrid. Participants consistently articulated English as transformative capital; a prerequisite for entering elite professional spheres such as diplomacy, international commerce, and the petroleum industry. However, the study uncovered a critical nuance: for a subset of students, English serves not as a tool to join the legal profession, but as

an exit strategy from it. This extends Norton's original framework, suggesting that ESP investment may be decoupled from professional identity in the target field, functioning instead as a vehicle for migration or career shifts.

While quantitative data indicated no statistically significant gender differences, the qualitative analysis exposed gender as a potent ideological filter. Despite a widespread endorsement of meritocratic ideals among students, gendered constraints manifested in two distinct forms. First, male participants often articulated a spatial argument, constructing high-stakes international environments as physically inaccessible to women. Second, female participants experienced capital policing, a phenomenon introduced in this study wherein the social value of a woman's linguistic capital is depreciated by patriarchal norms of modesty. Here, female competence is often framed as arrogance, leading to social pressure.

Regarding the second research question, this study found that students exhibit a high level of investment, but it is increasingly decoupled from the formal ESP curriculum. Quantitative measures showed strong agreement across all dimensions of investment, particularly regarding the perceived necessity of English for future careers and the visualization of oneself as a global professional. However, qualitative insights revealed a paradox, which is that the primary locus of this investment is not the university classroom, but autonomous, self-directed shadow curriculum. For further elaboration, Students reported relying on digital media, apps, and informal resources to acquire proficiency, driven by a perception that formal instruction is inadequate. This creates a scenario where high investment coexists with low reliance on institutional structures. Furthermore, the data identified a recursive relationship between academic standing and investment; Master students and those with higher proficiency demonstrated significantly greater clarity in their professional identities and stronger

autonomous learning strategies than their undergraduate counterparts. This suggests that as students progress, their investment becomes more strategic and more closely aligned with their future selves, even if they continue to bypass formal pedagogical channels.

Finally, regarding the third research question, it has highlighted a fundamental disconnect between the students' anticipatory investment and the tangible realities of the Algerian legal job market. The study found that the value of ESP is strictly sectoral, creating a misalignment of capital. In the local legal sphere, English is absent, Arabic and French dominating courtrooms and notary offices. Consequently, the heavy investment students make in English holds little immediate utility for the majority of local legal practice. Even in the international sector, where English is acknowledged as valuable, experts characterized it as a bonus rather than a requirement. A third layer of mismatch was identified concerning the graduates' professional confidence. Despite possessing knowledge, students lack the pragmatic competence and confidence to deploy English in complex workplace tasks. Thus, while they are investing heavily in a globalized imagined community, the local market has not yet structurally adjusted to reward this investment.

In summary, these findings are interconnected through a triad of paradoxes. Students are investing in English as a tool for global participation, yet this investment is largely occurring outside the formal education system designed to support it. Ultimately, these efforts are directed toward a job market that has not yet fully integrated English into its core operations.

VI.1. Implications:

VI.1.1. Pedagogical and Institutional Policy Implications:

- a. ESP is present but insufficient. The informal shadow curriculum does the heavy lifting of proficiency development. This suggests that ESP must realign with the learning strategies students already use, namely, digital media, bridging by that formal and informal learning.
- b. A sector stratified needs analysis that first maps the institutional ecology; local vs international, private vs public, before identifying target tasks is advocated for.
- c. ESP needs analysis for legal English in transitional economies should prioritize genre mapping over lexical frequency lists. The data indicate that the critical unit of analysis is not the word but the professional genre, and whether that genre has any institutional existence in the students' target market sector.
- d. Because female students face capital policing that devalues their English competence, universities must act as counter-spaces; normalizing female linguistic leadership through mentorship programs that connect students with successful women in international law, thereby mitigating the gendered ideological constraints that depreciate their investment.

VI.2. Limitations:

VI.2.1. Methodological Limitations:

- a. Imbalanced gender sample: male participants were significantly underrepresented compared to female participants. This limits the quantitative gender comparison in the present study. This result must be interpreted with caution, as the skewed distribution likely reduced the statistical power of the analysis; meaning the study may have lacked

the sensitivity to detect subtle but existing effects. It is plausible that a more balanced sample through sensitivity analysis would have yielded different outcomes regarding gender differences.

- b. The small qualitative sample is also a limitation; student participants $n=13$, and expert participants $n=6$.
- c. Weak exploratory factor analysis structure: the majority of questionnaire items failed to reach the conventional threshold of 0.50, which is probably due to insufficient sample size. This suggests the instrument did not adequately capture the intended constructs and requires further validation and replication with a larger and balanced sample.

VI.2.2. Contextual Limitations:

- a. Single university context: the study was conducted only at the University of Khenchela. Findings can be transferable to similar context but not generalizable.
- b. Single discipline: this study focused exclusively on Law and Political Science students. The findings may not apply to other literary fields like humanities and social sciences, nor to the scientific fields where EMI implementation is more advanced.
- c. Self-reported proficiency: English proficiency level was self-reported by participants, not measured by a standardize test. This introduces potential bias in proficiency-based comparisons.

VI.3. Further Research Recommendations:

Future research can pursue five directions:

- a. Longitudinal studies can track graduates into the workforce to examine their professional trajectories.

- b. Comparative studies can examine differences across fields (law vs stem) and across Algerian regions (coastal vs interior)
- c. Workplace based research can further investigate the concept of capital policing through employer and practitioner interviews
- d. Large scale quantitative studies with balanced gender samples can employ structural equation modeling to test relationships between gender, ideology, and investment.
- e. Research can examine the pedagogical efficacy of the informal learning to inform formal ESP instruction.
- f. To validate the factor structure of the adapted questionnaire, a confirmatory factor analysis with a larger sample size is recommended.

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VIII. Appendices

VIII.1 Appendix A: Expert Interview Questions in Arabic

هل يمكنك أن تصف بإيجاز منصبك الحالي، ومسؤولياتك الرئيسية، وعدد سنوات خبرتك؟

ما هي اللغات التي تستخدمها بشكل متكرر في مهامك المهنية؟ وبخصوص مهارات اللغة الإنجليزية (مثل صياغة العقود، التفاوض الشفوي، تحليل النصوص، كتابة البيانات الصحفية، أو إجراء المقابلات)، ما هي المهارات التي تلاحظ أنها الأكثر نقصاً لدى خريجي القانون الجدد؟

من خلال تجربتك، هل يتوافق مستوى اللغة الإنجليزية لدى الخريجين الجدد مع المتطلبات الفعلية لبيئة العمل، أم توجد فجوة واضحة بين ما يمتلكونه وما يحتاجه سوق العمل؟

عند توظيف موظفين جدد، ما هي المعايير الأكثر أهمية، خاصة فيما يتعلق باستخدام اللغة ومهارات التواصل؟ بصرف النظر عن الدقة النحوية، هل يمتلك الخريجون الفهم الثقافي والعملي الضروري لاستخدام اللغة الإنجليزية بفعالية في سياق قانوني دولي؟

مع تزايد عولمة السوق القانوني، كيف تتوقع أن يتطور دور اللغة الإنجليزية بالنسبة للجيل القادم من المهنيين في المجال القانوني؟

هل تلاحظون فروقاً في كيفية استثمار المهنيين والمهنيات في مجالي القانون والعلوم السياسية لمهاراتهم في اللغة الإنجليزية من أجل الحصول على فرص عمل أو الانضمام إلى مجتمعات مهنية؟ وهل تواجه الخريجات في هذين المجالين تحديات خاصة في الوصول إلى فرص دولية مقارنة بنظرائهن من الرجال؟

حسب رأيك، إلى أي مدى تُعدّ اللغة الإنجليزية شرطاً أساسياً للتوظيف ولسير العمل اليومي داخل القطاع القانوني في الجزائر حالياً؟

ما هي أبرز العقبات التي تعيق اندماج المهنيين المؤهلين في مجالي القانون والعلوم السياسية في المحيط الدولي الناطق بالإنجليزية (مثل الشركات متعددة الجنسيات، المنظمات الدولية، أو القضايا العابرة للحدود)؟

من وجهة نظرك كصاحب عمل، ما هو التغيير الأهم الذي ينبغي على المناهج أو طرق التدريس الجامعية اعتماده لإعداد طلبة القانون بشكل أفضل ليتماشي مع متطلبات السوق الجزائري؟

VIII.2 Appendix B: Students Interview Questions in Arabic

المحور الأول: المستقبل المهني واللغة الإنجليزية

كيف تتخيل مهنتك بعد خمس سنوات؟ وهل تراها مناسبة أكثر للرجال أم للنساء؟

(ESP) إلى أي مدى ترى أن دروس اللغة الإنجليزية المتخصصة

تساعدك فعليًا على الاستعداد لسوق العمل ؟

هل يمكنك إعطاء مثال على شيء تعلمته ويفيدك في تخصصك؟

ما دور اللغة الإنجليزية في عمالك المستقبلي؟ وهل تعتقد أنها ضرورية للحصول على وظيفة؟

كيف تغيرت نظرتك لمسارك المهني منذ بدأت دراستك؟ وهل كان للأسرة أو المجتمع تأثير في هذا التغيير؟

:المحور الثاني: المجتمع، الفرص، والمساواة

هل ترى أن الرجال والنساء لديهم نفس الفرص لاستخدام اللغة الإنجليزية في العمل؟

هل تعتقد أن اللغة الإنجليزية توفر فرصًا حقيقية في العمل، أم أنها مجرد ميزة شكلية؟

هل توجد عوائق اجتماعية قد تؤثر على استخدام المرأة للغة الإنجليزية في العمل؟

هل تشعر أن الجامعة تشجعك على استخدام اللغة الإنجليزية؟ كيف ذلك؟

المحور الثالث: الاستثمار في تعلم اللغة الإنجليزية

لماذا تستثمر وقتك في تعلم اللغة الإنجليزية؟

هل تشعر أن هذا التعلم سهل أم صعب؟ ولماذا؟

ماذا تفعل لتحسين مستواك في اللغة الإنجليزية؟

ما الذي يمكن أن يساعدك أكثر على تعلم اللغة الإنجليزية

VIII.3 Appendix C : L2 Investment Questionnaire for Students

الاستبيان

عزيزي/تي المشارك/ة،
 ة للمشاركة في دراسة بحثية تهدف إلى فهم أفضل لتجارب طلاب القانون مع تعلم اللغة الإنجليزية / أنت مدعو
 سيستغرق إكمال الاستبيان حوالي 5-10 دقائق. سيتم الحفاظ على سرية ووجهات نظرهم حول فرص العمل المستقبلية.
 يرجى قراءة كل بيان. ردودك بشكل صارم واستخدامها فقط لأغراض البحث. المشاركة طوعية بالكامل ومجهولة الهوية
 بعناية والرد بصدق باختيار الخيار الذي يعكس رأيك بشكل أفضل. إجاباتكم الصادقة ضرورية لدقة وصحة هذا البحث.
 أود أن أشكركم على وقتكم وتعاونكم.

- لقد قرأت المعلومات عن هذه الدراسة. أفهم أن مشاركتي طوعية، يمكنني الانسحاب في أي وقت، وستظل
 ردودي سرية. أوافق على المشاركة في هذه الدراسة.
 نعم، أوافق على المشاركة

القسم أ: معلومات خلفية

- الجنس:
 ذكر أنثى

- سنة الدراسة الحالية:
 طالب في السنة الثالثة
 طالب ماستر

- ما هو مستواك الحالي في الكفاءة في اللغة الإنجليزية؟
 مبتدئ
 متوسط
 متقدم

- التخصص/المسار (اختر واحدا):
 القانون العام
 القانون الخاص

القانون الإداري

القانون الجنائي

علاقات دولية: علوم سياسية

دراسات استراتيجية وأمنية: علوم سياسية

القسم ب: استثمار المتعلمين في اللغة الثانية في تعلم اللغة الإنجليزية

العبارات أدناه تتحدث عن تعلمك للغة الإنجليزية وكيف يرتبط بهويتك وفرصك ومستقبلك. يرجى إظهار مدى موافقتك على كل بيان من خلال ✓

| الأبعاد | التصريحات | أوافق بشدة | أوافق | محايد | لا أوافق | أختلف بشدة |
|----------|--|------------|-------|-------|----------|------------|
| الاندماج | أحضر دروس اللغة الإنجليزية بانتظام. | | | | | |
| | أبذل جهدا لإكمال تمارين اللغة، حتى لو كانت صعبة. | | | | | |
| | أحاول التحدث بالإنجليزية أثناء الحصة، حتى لو شعرت بالتوتر. | | | | | |
| | أنا أركز على شرح الأستاذ عن كتب. | | | | | |

| | | | | | | |
|----------|---|--|--|--|--|--|
| الفاعلية | في وقت فراغي، أستمع إلى الأغاني أو البودكاست الإنجليزية لتحسين فهمي. | | | | | |
| | أستخدم تطبيقات الجوال لممارسة قواعد اللغة الإنجليزية أو المفردات خارج الصف. | | | | | |
| | أشعر أنني أستطيع أن أكون أكثر في التفاعل فاعلية (استقلالية) الافتراضي مع المتحدثين بالإنجليزية دوليا مقارنة بالتفاعل المباشر وجهًا لوجه | | | | | |

| | | | | | | |
|----------|---|--|--|--|--|--|
| الالتزام | أنا مستعد لإنفاق المال على موارد لتعلم اللغة الإنجليزية (كتب، إنترنت). دورات، | | | | | |
| | أنا ملتزم بتحسين إتقاني للغة الإنجليزية، حتى عندما يكون الأمر صعبا. | | | | | |
| | أنا مستعد للتضحية بأنشطة ترفيهية أخرى من أجل دراسة اللغة الإنجليزية. | | | | | |

| | | | | | | |
|--------------------------------|---|--|--|--|--|--|
| الموارد، الضرورة المدركة | أحتاج إلى اللغة الإنجليزية لأحصل على وظيفة ذات أجر جيد في المستقبل. | | | | | |
| | اللغة الإنجليزية ضرورية لمسيرتي السلك، المهنية المستقبلية في القانون الدبلوماسي والسياسة الخارجية | | | | | |
| | تعلم اللغة الإنجليزية سيمنحني فرصا أكثر (منح دراسية، سفر). | | | | | |
| | تعلم اللغة الإنجليزية استثمار قيم لوقتي وجهدي | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| الهوية والذوات الناشئة في اللغة الثانية | أتخيل نفسي أعمل في بيئة مهنية تستخدم فيها اللغة الإنجليزية. | | | | | |
| | في المستقبل، أرى نفسي كمحام أو مدير.... إلى آخره، يستخدم اللغة الإنجليزية. | | | | | |
| | أرى نفسي أتواصل مع زملاء دوليين في مسيرتي المهنية المستقبلية | | | | | |
| | أتخيل نفسي كجزء من مجتمع مهني عالمي. | | | | | |

- إذا كنت مستعدا للمشاركة في مقابلة تكميلية، يرجى ترك عنوان بريدك الإلكتروني أدناه. هذه المعلومات اختيارية وسيتم استخدامها فقط للتواصل معك لإجراء المقابلة. ستظل إجاباتك على الاستبيان مجهولة الهوية ولن ترتبط بهويتك.

..... البريد الإلكتروني (اختياري):

VIII.4 Appendix D: Exploratory Factor Analysis (Promax Rotation)

| Item | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 |
|-------|---------|---------|---------|---------|---------|
| D1-I1 | 0.013 | 0.122 | 0.073 | 0.011 | 0.007 |
| D1-I2 | -0.014 | 0.136 | 0.117 | -0.006 | 0.002 |
| D1-I3 | -0.002 | 0.119 | -0.068 | 0.012 | -0.032 |
| D1-I4 | 0.005 | 0.085 | -0.132 | -0.042 | 0.007 |
| D2-I1 | 0.008 | 0.017 | -0.089 | 0.052 | -0.109 |
| D2-I2 | -0.009 | 0.04 | 0.043 | -0.001 | -0.041 |
| D2-I3 | -0.039 | -0.008 | 0.079 | -0.033 | -0.073 |
| D3-I1 | 0.018 | -0.007 | 0.227 | 0.035 | -0.021 |
| D3-I2 | 0.018 | 0.014 | 0.079 | 0.018 | -0.036 |
| D3-I3 | 0.012 | 0.02 | 0.553 | -0.029 | 0.021 |
| D4-I1 | 0.078 | 0.009 | 0.028 | -0.006 | 0.015 |
| D4-I2 | 0.093 | -0.009 | 0.064 | 0.024 | -0.004 |
| D4-I3 | 0.04 | -0.007 | -0.102 | -0.02 | -0.037 |
| D4-I4 | 0.008 | 0.004 | -0.017 | -0.05 | -0.039 |
| D5-I1 | 0.024 | -0.017 | 0.014 | -0.081 | -0.009 |
| D5-I2 | -0.007 | -0.014 | 0.05 | -0.194 | 0.015 |
| D5-I3 | 0.028 | -0.019 | -0.028 | -0.06 | -0.038 |
| D5-I4 | -0.007 | 0.014 | 0.042 | -0.199 | 0.025 |

VIII.5 Appendix E: L2 Investment Questionnaire Used in the Pilot Study

الاستبيان

عزيزي/تي المشارك/ة،

أنت مدعو/ة للمشاركة في دراسة بحثية تهدف إلى فهم أفضل لتجارب طلاب القانون مع تعلم اللغة الإنجليزية ووجهات نظرهم حول فرص العمل المستقبلية. سيستغرق إكمال الاستبيان حوالي 5-10 دقائق. سيتم الحفاظ على سرية ردودك بشكل صارم واستخدامها فقط لأغراض البحث. المشاركة طوعية بالكامل ومجهولة الهوية، ويمكنك الانسحاب في أي وقت دون أي عواقب.

لقد قرأت المعلومات عن هذه الدراسة. أفهم أن مشاركتي طوعية، يمكنني الانسحاب في أي وقت، وستظل ردودي سرية. أوافق على المشاركة في هذه الدراسة.

نعم، أوافق على المشاركة

يرجى قراءة كل بيان بعناية والرد بصدق باختيار الخيار الذي يعكس رأيك بشكل أفضل. إجاباتك الصادقة ضرورية لدقة وصحة هذا البحث. أود أن أشكركم على وقتكم وتعاونكم.

القسم أ: معلومات خلفية

• العمر:

• الجنس:

ذكر أنثى

• سنة الدراسة الحالية:

طالب في السنة الثالثة

طالب ماستر 1

• ما هو مستواك الحالي في الكفاءة في اللغة الإنجليزية؟

مبتدئ

المستوى المتوسط

متقدم

• التخصص/المسار (اختر واحدا):

القانون العام

القانون الخاص

القانون الإداري

القانون الجنائي

بين القطاعات (نعم/لا)

• أي قطاع هو مكان عملك الرئيسي؟

.....

القسم ب: استثمار المتعلمين في اللغة الثانية في تعلم اللغة الإنجليزية

العبارات أدناه تتحدث عن تعلمك للغة الإنجليزية وكيف ترتبط بهويتك وفرصك ومستقبلك. يرجى إظهار مدى موافقتك على كل بيان من خلال ✓

| الأبعاد | التصريحات | أتفق بشدة | أتفق | محايد | لا أوافق | أختلف بشدة |
|----------|---|-----------|------|-------|----------|------------|
| الاندماج | أحضر دروس اللغة الإنجليزية بانتظام. | | | | | |
| | أبذل جهدا لإكمال تمارين القراءة، حتى لو كانت صعبة. | | | | | |
| | أحاول التحدث بالإنجليزية أثناء الحصة، حتى لو شعرت بالتوتر. | | | | | |
| | أنا أركز على تفسيرات الأستاذ عن كُتب. | | | | | |
| الفاعلية | أبحث عن فيديوهات على الإنترنت لتحسين لغتي الإنجليزية. | | | | | |
| | أبحث عن قراءات باللغة الإنجليزية (مقالات/مجلات) تكمل ما أتعلمه في الصف. | | | | | |
| | في وقت فراغي، أستمع إلى الأغاني أو البودكاست الإنجليزية لتحسين فهمي. | | | | | |
| | أستخدم تطبيقات الجوال لممارسة قواعد اللغة الإنجليزية أو المفردات خارج الصف. | | | | | |
| | أشعر أنني أستطيع أن أكون أكثر فاعلية (استقلالية) في التفاعل الافتراضي مع المتحدثين بالإنجليزية دوليا مقارنة بالتفاعل المباشر وجهاً لوجه | | | | | |
| الالتزام | أدرس اللغة الإنجليزية فقط لأجتاز الامتحانات وليس أكثر من ذلك. | | | | | |
| | أنا مستعد لإنفاق المال على مصادر لتعلم اللغة الإنجليزية (كتب، دورات، إنترنت). | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | أنا ملتزم بتحسين إتقاني للغة الإنجليزية، حتى عندما يكون الأمر صعباً. | | | | | |
| | أنا مستعد للتضحية بأنشطة ترفيهية أخرى من أجل دراسة اللغة الإنجليزية. | | | | | |
| الموارد، الضرورة المدركة | أحتاج إلى اللغة الإنجليزية لأحصل على وظيفة ذات أجر جيد في المستقبل. | | | | | |
| | اللغة الإنجليزية ضرورية لمسيرتي المهنية المستقبلية في القانون | | | | | |
| | تعلم اللغة الإنجليزية سيمنحني فرصاً أكثر (منح دراسية، سفر). | | | | | |
| | تعلم اللغة الإنجليزية استثمار قيم لوقتي وجهدي | | | | | |
| الهوية والذوات الناشئة في اللغة الثانية | أتخيل نفسي أعمل في بيئة مهنية تستخدم فيها اللغة الإنجليزية. | | | | | |
| | في المستقبل، أرى نفسي كمحام يستخدم اللغة الإنجليزية. | | | | | |
| | أرى نفسي أتواصل مع زملاء دوليين في مسيرتي المهنية المستقبلية | | | | | |
| | أتخيل نفسي كجزء من مجتمع مهني عالمي. | | | | | |

- هل كانت هناك أي عبارات غامضة أو تحمل أكثر من معنى؟ إذا كانت الإجابة نعم، ما هي؟ ولماذا؟

.....

- هل كانت هناك أي كلمات أو مصطلحات مُربكة؟ إذا كانت الإجابة نعم، ما هي؟

.....

- هل كانت هناك أي عبارات مكررة؟

.....

- هل شعرت أن بعض الأسئلة غير مرتبطة بتجربتك؟

.....

- هل شعرت بأنك مضطر لاختيار إجابة لا تعكس رأيك بشكل كامل؟

.....

- هل تقترح أي تعديلات أو تغييرات؟

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