



(RESEARCH ARTICLE)



CAREER ASPIRATIONS AND LANGUAGE LEARNING MOTIVATION: HOW VIETNAMESE LAW STUDENTS PERCEIVE LEGAL ENGLISH

Thong Phuong Nguyen *

Faculty of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam.

* Corresponding Author

ORCID Details

Thong Phuong Nguyen: <https://orcid.org/0009-0006-6779-5671>

World Journal of Advanced Research and Reviews, 2026, 31(02), 1348–1360

Publication history: Received on 06 July 2026; revised on 15 August 2026; accepted on 17 August 2026

Article DOI: <https://doi.org/10.30574/wjarr.2026.31.2.2134>

Copyright © 2026 Author(s) retain the copyright of this article. This article is published under the terms of the Creative Commons Attribution License 4.0

ABSTRACT

The present study examines how Vietnamese law students perceive Legal English in relation to their career aspirations, and how far career-related motivational dimensions relate to their intended learning effort. Framed by the L2 Motivational Self System and complemented by the notion of career instrumentality, the study adopts an explanatory sequential mixed-methods design. Quantitative data were collected through a bilingual questionnaire administered to 72 law students at a private university in Ho Chi Minh City, and qualitative data were obtained through semi-structured interviews with seven purposively selected participants. Descriptive analyses revealed moderately high endorsement across all six motivational constructs, with career instrumentality receiving the strongest support ($M = 3.85$, $SD = 1.11$) and attitudes towards Legal English closely following ($M = 3.65$, $SD = 1.15$). Reliability coefficients were consistently high (Cronbach's $\alpha = 0.87$ to 0.97). Correlational analyses indicated that both the Ideal L2 Self ($r = 0.87$) and career instrumentality ($r = 0.85$) were strongly associated with intended learning effort, with the L2 learning experience and attitudes also emerging as powerful correlates. Interview data corroborated and enriched these patterns: participants construed Legal English less as an obligation than as a passport to internationally oriented legal work, whilst identifying dense terminology, rigid syntax, and the perceived remoteness of authentic professional exposure as principal demotivators. The findings support the extension of the L2 Motivational Self System to specialised ESP settings and suggest that pedagogic designs foregrounding authentic, career-embedded tasks are likely to sustain engagement in Legal English courses.

Keywords: Legal English; English for Specific Purposes; Language learning motivation; L2 Motivational Self System; Career aspirations; Vietnamese law students

1 INTRODUCTION

In the era of globalisation, English has consolidated its position as the primary language of international law, commerce, and diplomacy, and a working command of it has become a virtual prerequisite for professionals operating across national jurisdictions. Within higher education, this reality has fuelled the expansion of English for Specific Purposes (ESP), a branch of language teaching predicated on the premise that instruction should be tailored to the target needs of particular learner groups [1, 2]. Legal English, the specialised discourse of legal practice and scholarship, occupies a

distinctive place within the ESP family, for it demands not merely general communicative competence but familiarity with an intricate register characterised by archaic terminology, syntactically dense provisions, and culture-bound conceptual systems [3, 4].

Motivation is among the most robust predictors of success in second and foreign language learning, frequently accounting for variance that aptitude alone cannot explain [5, 6]. In ESP it is arguably even more consequential, since learners are typically adults whose engagement is bound up with concrete professional trajectories rather than a generalised interest in the language. Yet despite the intuitive link between career aspirations and the willingness to invest effort in a demanding variety such as Legal English, the motivational lives of law students learning English remain comparatively under-explored, and the way their imagined professional futures shape that engagement has attracted little sustained attention.

These considerations are heightened by the changing profile of the legal profession itself. Whereas legal work was once conducted almost entirely within a single national language and legal system, contemporary practice is increasingly transnational, and lawyers are routinely required to read foreign-language contracts, correspond with overseas counterparts, and participate in negotiation and arbitration conducted in English. For many law students, competence in Legal English is therefore not an ornamental accomplishment but, in effect, a condition of entry into the more competitive and prestigious sectors of the profession. Against this backdrop, what motivates law students to invest in this competence acquires practical as well as theoretical significance, yet learners' own construals of the relationship between Legal English and their careers have received little empirical scrutiny.

In Vietnam, English has long been taught predominantly as a foreign language, and its status has risen markedly in tandem with the country's accession to the World Trade Organization and its deepening integration into regional and global markets. The National Foreign Languages Project, a large-scale state initiative, has further institutionalised the expectation that university graduates, particularly those in professional disciplines, will be able to function in English. For law students, this expectation is intensified by the internationalisation of legal services, the proliferation of cross-border transactions, and the growing presence of foreign-invested enterprises, all of which presuppose practitioners capable of navigating legal texts and interactions in English. This context offers a timely opportunity to examine how prospective legal professionals in Vietnam perceive Legal English and how those perceptions intersect with their imagined careers.

1.1 Conceptualising motivation in foreign language learning

Motivation has long been regarded as one of the most influential individual-difference variables in second and foreign language (L2) learning, even amid disagreement over how it should be defined. The earliest sustained theorisation is attributed to Gardner and Lambert [13] and Gardner [5], whose socio-educational model distinguished an integrative orientation, reflecting genuine interest in the target-language community, from an instrumental orientation, denoting pragmatic reasons such as career advancement or examination success. For several decades this dichotomy dominated the field, with integrativeness in particular reported to correlate with achievement. As English increasingly became a global lingua franca detached from any specific community of speakers, however, scholars questioned whether integrativeness retained conceptual purchase in settings where learners had little contact with, or desire to assimilate into, an identifiable native-speaker group [14, 15].

Concurrently, motivation research absorbed insights from Self-Determination Theory [16, 17], which reframed motivation along a continuum from intrinsic motivation, propelled by inherent enjoyment, to extrinsic motivation regulated by external or internalised pressures. Applying this framework to language learning, Noels, Pelletier, Clément, and Vallerand [18] showed that learners' orientations could be arrayed according to their degree of self-determination, offering a more nuanced account than the binary integrative-instrumental model. This reconceptualisation of motivation as multifaceted and dynamically internalised prepared the ground for the self-based turn with which the present study is principally concerned.

In ESP, the study of motivation acquires a particular inflection. Because ESP learners are, by definition, oriented towards a target situation beyond the classroom, their motivation is characteristically bound up with the anticipated demands of a future professional or academic role, and is therefore less readily explicable in terms of integrativeness or a diffuse interest in the target-language culture. Crucially, the instrumentality so central to ESP need not be reduced to a shallow or purely transactional orientation; when the target role is one with which a learner strongly identifies, instrumental reasons may become deeply internalised and function much as intrinsic motives do. This possibility, which the self-based frameworks discussed below render tractable, is of evident relevance to law students, for whom the prospect of a legal career may constitute a powerful and personally meaningful source of engagement.

1.2 The L2 Motivational Self System

Building upon the constructs of possible selves [19] and self-discrepancy theory [20], Dörnyei [12, 14] proposed the L2 Motivational Self System (L2MSS), arguably the most influential contemporary framework for conceptualising language learning motivation. It comprises three components. The Ideal L2 Self refers to the attributes a learner would ideally like to possess, the vision of the competent L2 user one aspires to become; where this future self-image is vivid and personally cherished, it generates motivation through the learner's desire to reduce the discrepancy between actual and ideal self. The Ought-to L2 Self encompasses the attributes a learner believes they ought to possess to meet expectations and avoid negative outcomes, capturing more extrinsic, obligation-driven regulation. The L2 Learning Experience pertains to situated motives associated with the immediate learning environment, including the teacher, curriculum, peer group, and the experience of success [12].

Empirical validation of the L2MSS has been extensive. In a large-scale comparative investigation among Japanese, Chinese, and Iranian learners, Taguchi, Magid, and Papi [21] confirmed the tripartite structure and, notably, reported that instrumentality could be partitioned into a promotion-focused variant, aligned with the Ideal L2 Self, and a prevention-focused variant, aligned with the Ought-to L2 Self. This distinction is directly relevant here, since career-related reasons for learning Legal English may be construed either as the promotion-oriented pursuit of a desired professional self or as the prevention-oriented avoidance of failing occupational requirements. Earlier, Csizér and Dörnyei [22] had shown the Ideal L2 Self to be a strong predictor of intended effort and language-choice behaviour. The L2MSS thus furnishes an apposite lens through which to examine how the imagined professional futures of law students shape their engagement with Legal English.

The notion of career instrumentality, which the present study appends to the L2MSS, may be situated within this promotion-focused variant, since it denotes the perceived contribution of Legal English to attaining a desired professional future rather than the mere avoidance of sanction. Conceived thus, career instrumentality is not extraneous to the self system but may be understood as one of its principal substantive contents in the ESP context, giving concrete professional shape to what might otherwise remain an abstract vision of an idealised L2 user. On this basis, the present study treats the Ideal L2 Self and career instrumentality as the two career-related dimensions whose association with intended learning effort is of central interest.

The L2MSS has not been immune to critique. Scholars have observed that the Ought-to L2 Self frequently exhibits weaker and less consistent predictive power than the Ideal L2 Self, and that its measurement is complicated by the difficulty of distinguishing internalised from externally imposed obligations. Others have called for greater attention to the situated, dynamic, and context-dependent nature of motivation, cautioning against treating self-guides as static traits [15]. These reservations notwithstanding, the framework's capacity to accommodate future-oriented, career-linked motivation renders it well suited to the present study, provided its constructs are interpreted with due sensitivity to the professional and cultural context in which Vietnamese law students are situated.

1.3 English for Specific Purposes, needs, and imagined futures

Legal English belongs to the broad field of ESP, whose defining tenet is that language instruction should proceed from a systematic analysis of learners' target needs [1, 2, 23]. ESP thus foregrounds the purposes for which learners require the language and is inherently future-oriented, in that the target situation is typically a professional or academic context learners have yet to enter. Belcher [24] captured this in arguing that ESP practitioners teach to learners' perceived needs and imagined futures in the worlds of work and study, a formulation that resonates strikingly with the self-based conception of motivation outlined above. Indeed, the imagined professional future of a learner preparing for legal practice is difficult to distinguish, at the level of lived experience, from the Ideal L2 Self posited by the L2MSS, and it is this conceptual convergence that motivates the present study's integration of the two traditions.

The centrality of needs to ESP is reflected in the prominence of needs analysis, the systematic investigation of the target situation, learners' present competence, and the gap between them [2, 23]. Needs analysis has traditionally been conducted from the course designer's standpoint, with a view to specifying objectives and selecting content; yet learners' own perceptions of their needs, and their affective responses to them, are themselves integral to the motivational equation. When learners perceive a course as directly pertinent to their imagined futures, engagement is likely to be enhanced; a perceived mismatch between instruction and anticipated professional requirements may instead engender frustration and disengagement. In attending to how law students perceive Legal English in relation to their careers, the present study may thus be understood as an inquiry into the subjective, and motivationally consequential, dimension of needs.

1.4 Legal English as a specialised variety

Legal English constitutes one of the most demanding varieties within the ESP spectrum. Mellinkoff [25] and, later, Tiersma [4] chronicled the historical sedimentation of the register, drawing attention to its archaic and formal lexis, its

terms of art, its lengthy and syntactically complex sentences, and its recourse to Latin and French expressions. Working within genre theory, Bhatia [3] demonstrated that legal texts realise highly conventionalised communicative purposes through recognisable rhetorical structures whose mastery is indispensable for professional competence. From a pedagogic standpoint, Candlin, Bhatia, and Jensen [7] argued that developing legal writing materials for second-language learners poses particular challenges, since legal discourse fuses linguistic difficulty with conceptual and cultural specificity, and Northcott [8] likewise underlined the interdependence of language and legal content. For learners whose first language is typologically and culturally remote from English, as with Vietnamese students, these difficulties are compounded, and Legal English is widely perceived as arduous, a perception that renders the question of motivation all the more pertinent.

In foreign-language settings, the acquisition of Legal English is further complicated by the relative scarcity of authentic input and of opportunities for meaningful use beyond the classroom. Learners frequently encounter the register primarily through pedagogic materials and formal instruction, with limited exposure to it in its natural professional habitat until, and unless, they enter practice. This places a heavier burden upon motivation, for the learner must sustain effort towards a distant and imperfectly experienced goal, and it lends further weight to the contention that future-oriented, career-linked motivation is of particular importance in the Legal English classroom. It is against this background that the empirical literature reviewed below may most profitably be read.

1.5 Empirical research on Legal English pedagogy and learner motivation

Recent empirical work on Legal English reveals a marked preponderance of studies concerned with pedagogic innovation, and comparatively thinner engagement with learner motivation as such. One prominent strand has explored task-based and technology-mediated instruction. Girón-García [26] examined the potential of online tasks and dictionaries to facilitate autonomous learning in a higher-education ESP classroom, while Girón-García and Gargallo-Camarillas [10] investigated the effects of an online task on Legal English students' perceptual learning styles and achievement, reporting benefits for both engagement and outcomes. Burkšaitienė and Teresevičienė [27] integrated alternative learning and assessment into a course for law students, arguing for its instructional advantages. From Vietnam, Minh [11] explored the strategic integration of technology to foster outcomes and motivation in Legal English lessons, reporting a positive association between technologically enriched instruction and motivation. In these studies, however, motivation tends to figure as a downstream outcome of an intervention rather than as a construct examined in its own right.

A second strand has emphasised authentic and simulation-based tasks. Nhac [28], also in Vietnam, reported that simulation-based activities enhanced law students' Legal English skills and heightened their interest, while Bilová [9] advocated case briefs as a means of exposing students to authentic legal vocabulary and reasoning, observing that real cases could increase motivation. The pedagogic exploitation of professionally based fiction, and of legal films and television series in particular, has been explored by O'Connell [29] and Di Pardo Leon-Henri [30], who argued that such resources stimulate communicative competence and motivation by embedding language in engaging, profession-relevant narratives. A third strand has attended to attitudes and instructional contexts: Urgal [31] surveyed law and business students' attitudes towards ESP within CLIL and non-CLIL settings, and Çelik, Stavicka, and Odina [32] interrogated whether ESP provision genuinely addresses specific purposes or merely reproduces basic English instruction, drawing on the cases of Turkey and Latvia.

Taken together, this body of work indicates growing scholarly interest in Legal English, yet also discloses several lacunae the present study seeks to address. First, motivation has predominantly been examined as an effect of pedagogic intervention, and few studies have foregrounded the motivational orientations law students bring to Legal English independently of any treatment. Second, where attitudes have been surveyed, quantitative instruments have generally been employed in isolation (e.g. [31]), and mixed-methods research capable of illuminating both the distribution and the texture of learners' motivation is scarce. Third, and most pertinently, the nexus between career aspirations and language learning motivation, though frequently invoked in passing, has not been systematically investigated in the Legal English domain, and remains largely untouched within the Vietnamese higher-education context despite the acute professional demand described earlier.

It is worth noting, moreover, that although two reviewed studies were situated in Vietnam [11, 28], both were principally concerned with the effects of particular instructional approaches, technology integration and simulation-based activities, upon students' skills and engagement, and neither examined the motivational orientations of law students in their own right, still less their career-related dimensions. To the present researcher's knowledge, no prior study has investigated, through a mixed-methods design, how Vietnamese law students perceive Legal English in relation to their career aspirations. This lacuna is consequential, given both the theoretical interest of the career-motivation nexus and the practical importance of Legal English within an internationalising legal sector, and it is this lacuna that the present study addresses.

1.6 The present study

On the premise that career aspirations constitute a powerful, yet insufficiently theorised, source of motivation among law students, the present study examines how Vietnamese law students who study Legal English perceive the language in relation to their future professional selves, and how such perceptions relate to their intended learning effort. It thereby seeks to contribute to the understanding of motivation within this specialised and locally significant domain. Specifically, the study addresses the following research questions:

- What motivational orientations do Vietnamese law students hold towards learning Legal English?
- How do these students perceive the relationship between Legal English and their future career aspirations?
- To what extent are career-related motivational dimensions, namely the Ideal L2 Self and career instrumentality, associated with the students' intended effort to learn Legal English?

2 MATERIALS AND METHODS

2.1 Research design

The study adopts a mixed-methods design, combining quantitative and qualitative strands within an explanatory sequential logic, whereby an initial questionnaire phase is followed by a qualitative interview phase intended to elaborate and interpret the numerical findings. This design suits the study's purpose, since the research questions call both for a broad mapping of the motivational orientations prevailing among law students and for a fine-grained understanding of how those students construe the relationship between Legal English and their careers, which numbers alone cannot furnish. The study is further framed as a case study of a single institutional setting, on the premise that the motivation of law students is embedded in the particular curricular and professional ecology in which they are situated; this framing permits a contextually rich account, the aim being analytical rather than statistical generalisation.

The mixed-methods approach is underpinned by a pragmatist orientation, according to which the choice of methods should be dictated by the research questions rather than by an a priori allegiance to a single epistemological tradition. Since the study seeks simultaneously to quantify the prevalence and structure of particular motivational orientations and to render intelligible the meanings learners attach to Legal English and to their careers, neither a purely quantitative nor a purely qualitative design would have sufficed alone. The explanatory sequential structure, in which the qualitative phase is designed to illuminate the quantitative findings, is well suited to this dual objective.

2.2 Research site and participants

The study was conducted at the faculty of law of a private university in Ho Chi Minh City, Vietnam, where Legal English is a compulsory ESP component of the undergraduate law programme. Participants were seventy-two law students ($N = 72$) taking, or having recently completed, Legal English courses at the time of data collection. Female respondents accounted for 63.9% ($n = 46$), male respondents for 34.7% ($n = 25$), and one identified as other. Second-year students constituted 16.7% ($n = 12$), and third- and fourth-year students each 41.7% ($n = 30$). As for prior English exposure, 52.8% ($n = 38$) reported five to ten years of study, 29.2% ($n = 21$) fewer than five years, and 18.1% ($n = 13$) more than ten. Self-rated proficiency was concentrated at the lower-intermediate band: 70.8% ($n = 51$) at A1-A2, 25.0% ($n = 18$) at B1-B2, and 4.2% ($n = 3$) at C1-C2. At the time of the survey, 79.2% ($n = 57$) were enrolled in the course, 9.7% ($n = 7$) had completed it, and 11.1% ($n = 8$) had not yet taken it. A purposive strategy was adopted, since the research questions presuppose respondents with direct experience of, or imminent exposure to, Legal English. For the qualitative phase, seven participants were selected through maximum-variation sampling to capture a spectrum of motivational profiles and career orientations, from strong career-linked motivation to weaker or more ambivalent engagement. Pseudonyms are used throughout the reporting of interview data.

2.3 Instruments

Two instruments were designed. The first, a structured questionnaire, operationalised the guiding framework in two parts. Part A elicited background information, including gender, year of study, years of English study, self-rated proficiency, and prior experience of Legal English courses. Part B consisted of twenty-one items rated on a five-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree), distributed across six theoretically motivated constructs: the Ideal L2 Self as a career-oriented future self (four items), career instrumentality (four items), the Ought-to L2 Self (three items), attitudes towards Legal English (three items), the L2 learning experience (three items), and intended learning effort (four items). The items were adapted from established L2MSS instruments [12, 21, 22] and contextualised to the Legal English setting, so as to preserve the construct validity of validated items while ensuring their relevance to the target situation of law students. An additional open-ended prompt invited respondents to elaborate on what most motivated or discouraged them from learning Legal English.

To mitigate the comprehension difficulties arising from participants' varying proficiency, the questionnaire was prepared in a bilingual English-Vietnamese format, the Vietnamese renderings produced through translation and back-translation to preserve semantic equivalence. The second instrument, a semi-structured interview guide, comprised five main questions with optional probes, and was designed to explore the participants' career aspirations, their perceptions of the role of Legal English therein, the sources of their motivation and demotivation, their evaluation of the learning experience, and any changes in their motivation over time. The semi-structured format affords sufficient consistency across interviews to permit comparison while retaining flexibility to pursue unanticipated but salient lines of thought.

The five-point Likert scale was chosen in view of the participants' familiarity with such scales and the desirability of a response burden proportionate to the instrument's length; the twenty-one items were deemed sufficient to represent each construct with multiple indicators while avoiding the fatigue an unduly long questionnaire might induce. The construct labels, reproduced here for expository clarity, were not shown to respondents, and the items were interspersed to reduce response sets and priming effects.

2.4 Data collection procedure

Prior to full administration, the questionnaire was piloted with a small group of comparable students, and minor wording revisions were made on the basis of their feedback. The finalised questionnaire was administered to the seventy-two participants through an online form and required approximately fifteen minutes. Participation was voluntary, and respondents were assured of anonymity and of the exclusive use of the data for research purposes. Following analysis of the questionnaire data, semi-structured interviews were conducted with the selected participants; each lasted approximately fifteen to twenty-five minutes, was conducted in Vietnamese or English according to the participant's preference, and was, with consent, audio-recorded and subsequently transcribed for analysis.

2.5 Data analysis

The quantitative data were analysed using descriptive statistics, namely means, standard deviations, and frequencies, to characterise the motivational orientations of the sample and thereby address the first research question. To address the third, correlational analyses examined the associations between the career-related dimensions, the Ideal L2 Self and career instrumentality, and intended learning effort. Prior to these analyses, the internal consistency of each construct was assessed via Cronbach's alpha, with 0.70 taken as the threshold of acceptable reliability, and items that materially depressed a construct's reliability were flagged for reconsideration.

The qualitative interview data were analysed thematically, following the six-phase procedure of reflexive thematic analysis: familiarisation, the generation of initial codes, the construction of candidate themes, their review against the data set, their definition and naming, and the reporting of the analysis. To enhance trustworthiness, coding was conducted systematically and iteratively, and the emerging themes were revisited and refined in light of the entire corpus, with interpretive discrepancies resolved through reflective re-examination of the transcripts. In keeping with the explanatory sequential design, the qualitative findings were then brought into dialogue with the quantitative results to corroborate, qualify, or complicate the questionnaire patterns, the two sets of results being juxtaposed in a joint display arranged by research question to facilitate the identification of convergence, divergence, and complementarity.

2.6 Validity, reliability, and ethical considerations

Several measures safeguarded the quality of the study. Content validity was pursued by grounding the questionnaire items in the established literature and by subjecting the draft instrument to review by colleagues familiar with ESP and L2 motivation research, while the bilingual presentation and piloting further contributed to construct validity by reducing ambiguity. The convergence of questionnaire and interview data affords a measure of methodological triangulation, the qualitative findings substantiating and enriching the quantitative results rather than merely restating them. As regards ethics, the study adhered to the principles of informed consent, voluntary participation, anonymity, and confidentiality; participants were apprised of the purpose of the research and of their right to withdraw at any point without consequence, and no personally identifying information was retained.

3 RESULTS AND DISCUSSION

The findings are presented in the sequence of the three research questions. Section 3.1 reports the descriptive results and reliability estimates addressing the motivational orientations of the sample. Section 3.2 turns to the students' construal of the relationship between Legal English and their future careers, drawing principally on the interview data and open-ended survey responses. Section 3.3 examines the associations between the career-related dimensions and intended learning effort, integrating the quantitative pattern with the qualitative accounts. Throughout, the findings are read in dialogue with the theoretical framework and the empirical literature reviewed earlier.

3.1 Motivational orientations towards Legal English (RQ1)

The reliability of each of the six scales was first inspected, and the results, reported in Table 1, confirm the internal consistency of the instrument. Cronbach's alpha ranged from 0.87 for the Ought-to L2 Self scale to 0.97 for the intended learning effort scale, comfortably exceeding the conventional threshold of 0.70. It may therefore be inferred that the items composing each construct cohere as intended and that the composite scores derived from them are suitable for subsequent analysis.

Table 1: Descriptive statistics and internal consistency of the six motivational constructs (N = 72).

Construct	No. of items	M	SD	alpha
A. Ideal L2 Self	4	3.54	1.09	0.95
B. Career Instrumentality	4	3.85	1.11	0.96
C. Ought-to L2 Self	3	3.68	1.08	0.87
D. Attitudes towards Legal English	3	3.65	1.15	0.92
E. L2 Learning Experience	3	3.54	1.11	0.95
F. Intended Learning Effort	4	3.61	1.14	0.97
Overall scale	21	3.65	1.11	-

As indicated in Table 1, the mean scores cluster in the moderately high range, from 3.54 for both the Ideal L2 Self and the L2 Learning Experience to 3.85 for Career Instrumentality. That the highest mean is registered for Career Instrumentality is arguably the most consequential of these findings, since it suggests that respondents most readily endorse Legal English on grounds of its perceived contribution to their occupational prospects. Endorsement of the Ought-to L2 Self ($M = 3.68$) is likewise noteworthy, pointing to externally originating pressures such as programme requirements and the expectations of significant others. Yet the closely comparable means of the Ideal L2 Self and Career Instrumentality (3.54 and 3.85) suggest that students are motivated in appreciable measure by promotion-oriented, self-directed images of themselves as future users of Legal English, rather than exclusively by the desire to avoid falling short of imposed expectations. The moderate mean of the L2 Learning Experience (3.54), with its comparatively wide dispersion ($SD = 1.11$), further indicates that classroom experience is a differentiating rather than uniform source of motivation, developed in Section 3.3.

At the item level, the highest endorsement was recorded for the perception that a good command of Legal English would increase students' chances of career advancement (item 6, $M = 3.90$, $SD = 1.22$) and that Legal English confers a competitive advantage in the job market (item 8, $M = 3.92$, $SD = 1.20$). The obligation to learn Legal English because the programme and future profession require it (item 10, $M = 3.78$, $SD = 1.17$) was likewise endorsed, though less strongly than the promotion-oriented items. Conversely, the lowest mean was observed for self-directed study outside class hours (item 21, $M = 3.47$, $SD = 1.21$), a pattern hinting at a gap between motivational endorsement in principle and self-regulated behaviour in practice. This gap, on which the qualitative data cast further light, echoes long-standing observations that professed motivation and enacted effort may diverge, particularly where the target register is perceived as difficult [22].

Two features of the distribution merit comment. First, the standard deviations across all constructs exceed 1.0 on a five-point scale, indicating substantial inter-individual variation and cautioning against reading the sample as motivationally homogeneous. Second, the demographic composition, with more than two-thirds of respondents at the A1-A2 band, supplies an important interpretive backdrop: the sample largely consists of learners for whom the linguistic demands of Legal English represent a significant stretch, and their moderately high motivational endorsement is therefore all the more noteworthy for being sustained in the face of such demands.

3.2 Perceptions of the Legal English-career nexus (RQ2)

Whereas the questionnaire mapped the distribution of motivational endorsement, the interview data render intelligible the meanings students attach to Legal English in relation to their imagined professional lives. Four themes were constructed from the reflexive thematic analysis: (i) Legal English as a passport to internationally oriented legal work; (ii) uneven salience across career pathways; (iii) terminology and text density as principal demotivators; and (iv) a motivational trajectory from grade orientation to career orientation. Each theme is set out in turn.

3.2.1 Legal English as a passport to internationally oriented legal work

Across the seven interview participants, Legal English was construed less as an item of curricular obligation than as an enabling condition of entry into the more competitive, and generally more remunerative, sectors of the legal profession. Ly, aspiring to become an in-house legal specialist at a multinational corporation, expressed this clearly: ‘Tiếng Anh pháp lý là một cái yêu cầu bắt buộc chứ không còn là một cái điểm cộng nữa rồi’, Legal English, in her formulation, has ceased to be an added bonus and become a strict requirement. She specified the material stakes, observing that graduates with proficient Legal English at foreign-invested firms typically command twelve to twenty million Vietnamese dong monthly, whereas those without it at small domestic offices earn only six to eight million. Doan framed the same point metaphorically, describing Legal English as an ‘essential passport that allows young Vietnamese legal professionals to break out of the domestic market and compete regionally’. These accounts do not merely echo the item-level endorsement of career instrumentality reported in Section 3.1; they crystallise it, providing concrete referents, salary bands, transaction types, professional destinations, that the questionnaire could only measure in the aggregate.

The passport metaphor recurred in the accounts of participants oriented towards different destinations. Hiền, aspiring to work at international law firms and public notary offices concentrated on civil, corporate and international trade law, described Legal English as ‘a mandatory skill and a core element for directly handling cross-border transactions, reviewing commercial contracts and conducting in-depth research’. Thịnh, oriented towards corporate in-house work, argued that Legal English constitutes ‘a core competitive advantage’, indispensable even for domestic practitioners in interacting confidently with foreign clients and keeping abreast of international standards. From the standpoint of the L2MSS, these accounts exhibit the hallmarks of a well-articulated Ideal L2 Self: the participants can visualise themselves in specific professional situations, with specific interlocutors, deploying Legal English for specific purposes, and it is this specificity of the imagined future that has been argued to render self-guides motivationally potent [12, 21, 22].

3.2.2 Uneven salience across career pathways

Yet the interview data also complicate any depiction of Legal English as uniformly indispensable across the spectrum of legal careers. Chi, aspiring to work at a domestic law firm, observed that in that environment English was not routinely used because ‘the majority of clients and files are in Vietnamese’. She nevertheless affirmed that Legal English would remain ‘a very important competitive advantage’, particularly should the firm accept foreign clients or handle bilingual contracts. Kha, orienting towards the legal department of a domestic enterprise, likewise conceded that not every position mandated Legal English proficiency, though those who possessed it would enjoy ‘more career opportunities’. One survey respondent, oriented towards purely domestic practice, expressed a stronger reservation: legal practice in Vietnam was already highly competitive, and international opportunities in which Legal English served as the foundation for communication were, in their perception, scarce.

These accounts do not contradict the passport theme but refract it through the participants’ distinct target situations. For students envisaging themselves in transnational or corporate environments, Legal English figures as a condition of professional entry, and their Ideal L2 Self is correspondingly vivid. For students envisaging predominantly domestic practice, it figures as a competitive edge, valuable but not indispensable, and their motivation is accordingly more contingent, resting less on a self-defining professional vision than on an instrumental calculation of relative advantage. This differentiation is theoretically consequential, for it suggests that the strength of the career-linked Ideal L2 Self is a function not merely of learners’ aspirations in the abstract but of the specific professional destination they envisage and its perceived language-use profile. It also carries pedagogical implications, to which Section 3.3 returns.

3.2.3 Terminology, syntax, and text density as principal demotivators

If career prospects supplied the principal source of motivation, the linguistic characteristics of the register were, without exception, identified as the principal source of demotivation. The open-ended survey responses were saturated with references to lexical difficulty: ‘quá nhiều từ vựng khó nhớ’ (too many difficult vocabulary items to remember), ‘vốn từ vựng ít’ (limited vocabulary), ‘từ vựng chuyên ngành quá nhiều’ (too many specialised terms), and, in one respondent’s expressive rendering, ‘brain-melting vocabulary and zero room for error’. The complexity of legal syntax and the length of legal texts were similarly, though less frequently, cited: one respondent complained of ‘complex sentence structures’ and legal texts that were ‘often complex’; another remarked on the perceived incongruity that words familiar from general English acquired specialised, and often opaque, meanings in the legal register.

The interview data corroborate and enrich these patterns. Chi observed that ‘the system of terminology and vocabulary is very broad, with many words carrying specialised meanings different from ordinary English, so it is quite complex and difficult to remember’. Kha described his susceptibility to discouragement when ‘encountering a legal text with too many new words’. Biên focused on pronunciation, remarking that specialised legal terms are ‘quite difficult to read and require quite rigorous training’. Hiền identified the terminological system as the principal obstacle, though gradually mitigated by modern software tools. Ly and Doan identified an additional, analytically distinct source of difficulty: the mismatch between Vietnam’s civil-law framework and the common-law concepts embedded in Legal English, which, in

Doan's phrasing, made 'accurately translating local legal concepts into English without misleading international clients the toughest challenge'.

These accounts are consistent with the linguistic profile of Legal English documented by Mellinkoff [25], Tiersma [4], and Bhatia [3], and they resonate with the pedagogic observations of Candlin, Bhatia, and Jensen [7] and Northcott [8] concerning the inseparability of legal language from legal reasoning. What the present findings add is a motivational-affective reading: the lexical and syntactic properties of Legal English are experienced by these students not as abstract linguistic characteristics but as concrete impediments that repeatedly threaten to erode their sustained effort. The gap between endorsed motivation and enacted self-study effort observed in Section 3.1 is arguably explicable, in significant measure, by the sheer cognitive and affective cost of engaging with such texts in the absence of an immediately meaningful communicative purpose.

3.2.4 From grade orientation to career orientation: a motivational trajectory

A striking, and previously under-theorised, pattern concerns the temporal evolution of the participants' motivation. Several described a shift, over their exposure to Legal English, from an orientation centred on course grades to one centred on professional relevance. Kha articulated this clearly: 'At first, I studied Legal English mainly to complete the course and achieve good results. But after learning about recruitment requirements and the legal work available in enterprises, I realised that this is truly a necessary skill. My motivation for studying has therefore shifted from a grade-oriented goal to a career-oriented one.' Chi similarly reported that she had 'developed a more positive way of thinking about Legal English, because I realise that this is not merely a course but a necessary skill for enhancing competitiveness in the labour market'. Thịnh described his change as 'clear', moving from viewing Legal English as 'merely a university subject' to regarding it, through his exploration of the legal profession, as 'a long-term tool for raising one's professional standing'.

Ly and Doan reported a related but distinct shift concerning the substitutability of Legal English by AI-based translation tools. Ly recounted that she had 'previously believed AI tools could completely handle legal translation, but after this course, I realised AI only assists with vocabulary; understanding the essence of legal issues to protect clients through legal reasoning in English still requires the lawyer's own thinking'. This is theoretically significant, for it reframes Legal English not as an ancillary skill that technology can automate away but as a constitutive component of professional expertise, the internalised, identity-linked construal that the L2MSS treats as the hallmark of a well-developed Ideal L2 Self [12]. These trajectories may thus be read as the progressive elaboration of the Ideal L2 Self, whereby an initially imposed obligation, associated more with the Ought-to L2 Self, is gradually reworked into a personally cherished professional vision, catalysed by concrete exposure to recruitment requirements, salary differentials, and the demands of specific legal roles.

3.2.5 The learning experience: what helps, what hinders

Interview participants were consistent, though not uncritical, in evaluating current Legal English pedagogy. The teaching was credited with delivering foundational terminological and conceptual knowledge, but participants recurrently characterised instruction as excessively focused on the literal translation of statutory texts and the memorisation of isolated terms. Ly captured this, observing that Vietnamese university programmes 'still overemphasise literal translation of rights, statutes, and rules, verbalising and isolated legal terms', and calling for greater attention to practical skills such as contract redlining, simulated negotiation, and client email drafting, together with practising lawyers as guest lecturers. Kha likewise remarked that 'learning only vocabulary and translating texts is sometimes dry and unlikely to inspire interest', preferring case analyses, mock-lawyer role plays, discussion of cases, and contract-drafting practice. Chi requested more practical exercises approximating actual work, and Hiên contrasted the tedium of predominantly theoretical instruction with the motivational and mnemonic benefits of practical activities such as legal debating and moot court.

These evaluations resonate strikingly with the empirical literature on Legal English pedagogy, and in particular with the arguments of Bilová [9] on case briefs, Nhac [28] on simulation-based activities, and Girón-García and Gargallo-Camarillas [10] on task-based online instruction. What the present data add is the students' own articulation of the mechanisms by which such approaches motivate: authentic tasks, in their accounts, make Legal English feel less like an inert body of terminology to be memorised and more like a professional practice to be inhabited, thereby closing the perceptual gap between the classroom and the target situation. Conversely, when instruction is confined to translation exercises and isolated vocabulary, this gap is reinforced, and the burden of sustaining career-oriented motivation is displaced almost entirely onto the learner's own imagination.

3.3 Career-related motivation and intended learning effort (RQ3)

The third research question concerns the extent to which the two career-related motivational dimensions, the Ideal L2 Self and career instrumentality, are associated with the students' intended effort to learn Legal English. Pearson product-moment correlations were computed among all six constructs, and the results are displayed in Table 2.

Table 2: Zero-order correlations among the six motivational constructs (N = 72). All coefficients are significant at $p < 0.001$.

Construct	1	2	3	4	5	6
1. Ideal L2 Self	-	0.84	0.83	0.90	0.90	0.87
2. Career Instrumentality	0.84	-	0.86	0.87	0.82	0.85
3. Ought-to L2 Self	0.83	0.86	-	0.93	0.85	0.90
4. Attitudes towards Legal English	0.90	0.87	0.93	-	0.91	0.94
5. L2 Learning Experience	0.90	0.82	0.85	0.91	-	0.88
6. Intended Learning Effort	0.87	0.85	0.90	0.94	0.88	-

As Table 2 demonstrates, both career-related dimensions correlate strongly and positively with intended learning effort: the Ideal L2 Self at $r = 0.87$ and career instrumentality at $r = 0.85$. These coefficients are large by conventional criteria and lend robust quantitative support to the claim that promotion-oriented, career-linked motivation is a substantive correlate of self-reported effort to invest in Legal English. That the two dimensions correlate at very similar magnitudes with the outcome is theoretically apposite, consistent with the argument in Section 1.2 that career instrumentality is best construed not as an alien addendum to the L2MSS but as one of the principal substantive contents of the promotion-focused Ideal L2 Self in ESP settings.

It is worth noting, however, that the Ought-to L2 Self also correlates strongly with intended learning effort ($r = 0.90$), which is unusual against the L2MSS literature, in which it tends to show weaker predictive validity than the Ideal L2 Self [21]. Two interpretations may be advanced. The first is that the very high inter-construct correlations across the matrix, ranging from 0.82 to 0.94, indicate substantial common variance and warn against interpreting any single bivariate relationship in isolation; in this sample the several motivational dimensions function largely as facets of a broader engagement with Legal English. The second, more substantive, is that the professional and curricular context of Vietnamese legal education renders the distinction between what one wishes to become and what one ought to be able to do less sharply drawn than in more discretionary settings: when a competence is simultaneously mandated by the curriculum, expected by employers, and personally desired, the Ideal and Ought-to L2 Selves converge, and both may function as active sources of sustained effort, a convergence that warrants further scrutiny.

Two further patterns merit comment. First, the L2 learning experience correlates with intended effort at $r = 0.88$, comparable to the two career-related dimensions. This aligns with, and extends, the interview finding that classroom experience, its authenticity, relevance, and interactional character, is a powerful sustainer of career-linked motivation rather than a marginal variable, and it converges with the pedagogic literature reviewed in Section 1.5, which has consistently identified task authenticity and simulation as levers of engagement [9, 10, 28]. Second, attitudes towards Legal English exhibit the strongest zero-order correlation with intended effort in the matrix ($r = 0.94$), suggesting that affective evaluation of the register is closely bound up with the willingness to invest effort in it. Since attitudes are themselves highly correlated with both the Ideal L2 Self and the L2 learning experience, the pattern is compatible with a reading in which favourable attitudes serve as a proximal mediator through which the more distal self-guides and situational experiences translate into intended behaviour.

Taken as a whole, the correlational pattern is consistent with the theoretical logic of the L2MSS as extended to the ESP context. The career-related dimensions occupy a central position in the motivational architecture of these students, and their strong association with intended learning effort provides empirical purchase for the argument that career aspirations, when they take the form of a vivid Ideal L2 Self and a keenly perceived instrumentality, function as substantive sources of engagement in the Legal English classroom. The pattern also invites a note of caution, however: the high inter-construct correlations imply that any pedagogic intervention likely to enhance one dimension of motivation will operate synergistically upon the others, and it may be unproductive to seek to strengthen career-linked motivation in isolation from the affective, situational, and normative dimensions with which it is entwined.

3.4 Integrating quantitative and qualitative findings

Read in conjunction, the quantitative and qualitative strands are largely convergent, and where they diverge they do so in ways that qualify rather than contradict one another. Convergent, first, is the primacy of career instrumentality: the questionnaire located it at the highest mean of the six, and the interview participants, without exception, adverted to career prospects as the principal warrant for their engagement. Convergent, second, is the salience of terminology as an impediment: the open-ended responses were dominated by references to lexical difficulty, and every interviewee identified the terminological system as their central challenge. Convergent, third, is the strong association of the L2 learning experience with intended effort, both as a correlational pattern and as an articulated preference for authentic, career-embedded tasks over predominantly translation-based instruction.

Divergent, by contrast, is the qualitative differentiation of career pathways that the questionnaire, by its aggregated structure, could not detect. Whereas the survey means portray a sample uniformly persuaded of the career value of Legal English, the interview data reveal that this persuasion is unevenly distributed across professional aspirations, with students oriented towards domestic practice construing the value of Legal English in more contingent, competitive-advantage terms than those oriented towards transnational corporate work. Divergent, likewise, is the qualitative discovery of a motivational trajectory from grade- to career-orientation, a temporal dynamic that a cross-sectional survey cannot capture. These divergences do not vitiate the quantitative findings; rather, they render them more textured and underscore the analytical value of the explanatory sequential design.

Finally, the study contributes a further nuance to the L2MSS literature by suggesting that, in a specialised ESP context such as Legal English, the Ideal and Ought-to L2 Selves may function as complementary rather than opposed sources of motivation. Where the professional register is at once curricularly mandated, employer-expected, and personally desired, the distinction between what one wishes to become and what one ought to be able to do loses much of its perceptual force, and the two self-guides may operate in tandem, as the strong correlations of the Ought-to L2 Self with both intended effort ($r = 0.90$) and attitudes ($r = 0.93$) suggest. Considered together, the findings render a coherent picture in which Vietnamese law students of Legal English are motivated primarily by a career-oriented Ideal L2 Self and a keenly perceived career instrumentality, sustained by favourable attitudes and, where present, engaging classroom experience, and threatened chiefly by the lexical, syntactic, and conceptual density of the register itself.

4 CONCLUSION

The present study set out to examine how Vietnamese law students perceive Legal English in relation to their career aspirations, and to assess how far career-related motivational dimensions are associated with their intended learning effort. Employing an explanatory sequential mixed-methods design, it drew on a bilingual questionnaire administered to seventy-two law students and semi-structured interviews with seven purposively selected participants. Three principal findings emerge. First, the students endorsed a range of motivational orientations at moderately high levels, with career instrumentality most strongly endorsed and the L2 learning experience most weakly, though still positively, endorsed. Second, they perceive Legal English predominantly as a passport to internationally oriented legal work, though its perceived indispensability varies with the career destinations they envisage, and its linguistic characteristics function as the principal source of demotivation. Third, both career-related dimensions are strongly and positively associated with intended learning effort, within a broader pattern in which the several motivational constructs cohere unusually tightly.

The theoretical significance of the study lies in its demonstration that the L2 Motivational Self System retains explanatory purchase in a specialised ESP setting, and that career instrumentality may be productively integrated with the promotion-focused Ideal L2 Self rather than treated as an alien extrinsic construct. The findings likewise nuance the treatment of the Ought-to L2 Self, suggesting that in professional contexts where curricular, employer-imposed, and personally desired attributes converge, the distinction between promotion- and prevention-focused self-guides may be less sharply drawn than the general L2MSS literature implies, the two operating as complementary rather than opposed sources of engagement.

The pedagogical implications are threefold. First, the strong endorsement of career instrumentality, elaborated qualitatively through exposure to concrete information about recruitment requirements and professional roles, suggests that Legal English courses stand to benefit from systematically incorporating such information, through guest lectures by practising lawyers, structured reflection on career pathways, and case studies drawn from actual practice. Second, the qualitative preference for authentic, career-embedded tasks over translation-based instruction, corroborated by the strong correlation between the L2 learning experience and intended effort, supports the wider literature advocating simulation-based activities [28], case briefs [9], and task-based instruction [10, 26]. Third, the pervasive identification of terminological and syntactic density as sources of demotivation suggests that vocabulary and discourse pedagogy should aim not merely to expand learners' lexical repertoires but to render the labour of engaging

with dense legal texts affectively sustainable, through scaffolded reading tasks, staged terminological support, or the strategic integration of digital tools.

The study is subject to several limitations. First, it was conducted at a single institution, and its findings ought not to be generalised uncritically to Vietnamese law students at large, still less to other national contexts. Second, the sample of seventy-two respondents, though sufficient for the correlational analyses, is modest, and larger-scale studies are warranted to test the robustness of the patterns. Third, the very high inter-construct correlations raise the possibility of some shared method variance or a global evaluative response tendency, and future research using more differentiated measurement, including behavioural indicators of effort and longitudinal designs, would be well placed to disentangle the several dimensions of motivation. Fourth, the study focused exclusively on students' own perceptions and did not incorporate the perspectives of instructors, employers, or graduates, whose accounts would enrich understanding of the career-motivation nexus.

Directions for future research follow from these limitations. Comparative studies across institutional types, public and private, elite and mass-access, domestically and internationally oriented, would clarify how the career-motivation nexus varies with context. Longitudinal designs would allow the trajectory from grade- to career-orientation identified qualitatively here to be traced more systematically. Intervention studies manipulating the salience of career-embedded pedagogic elements would provide causal evidence complementing the associational findings reported here. Finally, comparative work across ESP registers, Legal English alongside Medical, Business, and Engineering English, would test how far the present refinements generalise to other specialised domains. Notwithstanding these avenues, the study offers an initial account of how career aspirations and language learning motivation intersect in the Legal English classroom in Vietnam, and it is hoped to contribute both to the theorisation of ESP motivation and to the design of Legal English pedagogies more attuned to the professional futures students imagine for themselves.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

Acknowledgments

The author acknowledges Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam for supporting this study.

Funding Source

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Disclosure of conflict of interest

The author declares that there is no conflict of interest.

Statement of ethical approval

This study did not require formal approval from an institutional ethics committee, in keeping with common practice for student-based educational research in Vietnam. The study was nonetheless conducted in accordance with recognised ethical principles: participation was entirely voluntary, participants were informed of the purpose of the research and of their right to withdraw at any time without consequence, anonymity and confidentiality were maintained throughout, and no personally identifying information was retained.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study. Participants were apprised of the aims of the research and of the intended use of the data prior to participation, and the interview participants additionally consented to being audio-recorded.

REFERENCES

- [1] Hutchinson T, Waters A. English for specific purposes: a learning-centred approach. Cambridge: Cambridge University Press; 1987.
- [2] Dudley-Evans T, St John MJ. Developments in English for specific purposes: a multi-disciplinary approach. Cambridge: Cambridge University Press; 1998.
- [3] Bhatia VK. Analysing genre: language use in professional settings. London: Longman; 1993.
- [4] Tiersma PM. Legal language. Chicago: University of Chicago Press; 1999.

- [5] Gardner RC. Social psychology and second language learning: the role of attitudes and motivation. London: Edward Arnold; 1985.
- [6] Dornyei Z, Ushioda E. Teaching and researching motivation. 2nd ed. Harlow: Pearson Education; 2011.
- [7] Candlin CN, Bhatia VK, Jensen CH. Developing legal writing materials for English second language learners: problems and perspectives. *Engl Specif Purp*. 2002;21(4):299-320.
- [8] Northcott J. Teaching legal English: contexts and cases. In: Belcher D, editor. *English for specific purposes in theory and practice*. Ann Arbor: University of Michigan Press; 2009. p. 165-85.
- [9] Bilova S. Case briefs in legal English classes. *Stud Log Gramm Rhetor*. 2016;45(1):7-20. doi:10.1515/slgr-2016-0012.
- [10] Giron-Garcia C, Gargallo-Camarillas N. The effects of an online task on legal English students' perceptual learning styles and academic achievement. *Cult Leng Represent*. 2023;30:107-30. doi:10.6035/clr.6537.
- [11] Minh LNB. Strategic integration of technology to foster students' learning outcomes and motivation in legal English lessons. *Stud Engl Lang Educ*. 2024;11(2):957-75. doi:10.24815/siele.v11i2.34885.
- [12] Dornyei Z. The L2 motivational self system. In: Dornyei Z, Ushioda E, editors. *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters; 2009. p. 9-42.
- [13] Gardner RC, Lambert WE. Attitudes and motivation in second-language learning. Rowley (MA): Newbury House; 1972.
- [14] Dornyei Z. The psychology of the language learner: individual differences in second language acquisition. Mahwah (NJ): Lawrence Erlbaum; 2005.
- [15] Ushioda E. A person-in-context relational view of emergent motivation, self and identity. In: Dornyei Z, Ushioda E, editors. *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters; 2009. p. 215-28.
- [16] Deci EL, Ryan RM. Intrinsic motivation and self-determination in human behavior. New York: Plenum Press; 1985.
- [17] Ryan RM, Deci EL. Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemp Educ Psychol*. 2000;25(1):54-67.
- [18] Noels KA, Pelletier LG, Clement R, Vallerand RJ. Why are you learning a second language? Motivational orientations and self-determination theory. *Lang Learn*. 2000;50(1):57-85.
- [19] Markus H, Nurius P. Possible selves. *Am Psychol*. 1986;41(9):954-69.
- [20] Higgins ET. Self-discrepancy: a theory relating self and affect. *Psychol Rev*. 1987;94(3):319-40.
- [21] Taguchi T, Magid M, Papi M. The L2 motivational self system among Japanese, Chinese and Iranian learners of English: a comparative study. In: Dornyei Z, Ushioda E, editors. *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters; 2009. p. 66-97.
- [22] Csizer K, Dornyei Z. The internal structure of language learning motivation and its relationship with language choice and learning effort. *Mod Lang J*. 2005;89(1):19-36.
- [23] Basturkmen H. Developing courses in English for specific purposes. Basingstoke: Palgrave Macmillan; 2010.
- [24] Belcher D. English for specific purposes: teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Q*. 2006;40(1):133-56.
- [25] Mellinkoff D. The language of the law. Boston: Little, Brown; 1963.
- [26] Giron-Garcia C. The potential of online tasks to facilitate autonomous language learning with the use of online dictionaries in a higher education ESP classroom. *Rev Alicant Estud Ingleses*. 2025;(42):25-51. doi:10.14198/raei.25252.
- [27] Burksaitiene N, Tereseviciene M. Integrating alternative learning and assessment in a course of English for law students. *Assess Eval High Educ*. 2008;33(2):155-66. doi:10.1080/02602930601125699.
- [28] Nhac TH. Enhancing legal English skills for law students through simulation-based activities. *Int J Learn Teach Educ Res*. 2023;22(9):533-49. doi:10.26803/ijlter.22.9.29.
- [29] O'Connell AM. Approche pedagogique de la FASP: Erin Brockovich et la class action aux Etats-Unis. *Cah APLIUT*. 2011;30(2):129-37.
- [30] Di Pardo Leon-Henri D. Teaching foreign languages through the analysis of film and television series: English for legal purposes. *Cah APLIUT*. 2012;31(2):126-39. doi:10.4000/apliut.2732.
- [31] Urgal CC. Law and business students' attitudes towards learning English for specific purposes within CLIL and non-CLIL contexts. *Languages*. 2019;4(2):45. doi:10.3390/languages4020045.
- [32] Celik S, Stavicka A, Odina I. Are we really teaching English for specific purposes, or basic English skills? The cases of Turkey and Latvia. *Engl Lang Educ*. 2018;11:243-64. doi:10.1007/978-3-319-70214-8_14.