

**EXPOSURE, MOTIVATION, AND SELF-EFFICACY AS DETERMINANTS OF
ENGLISH PROFICIENCY: A CASE STUDY OF NON-ENGLISH MAJORS AT
PANCA MARGA UNIVERSITY**

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Abstract: In this research, the researchers investigated the key factors that enabled college students outside the English major to enhance their speaking and writing abilities after completing an English course. The study employed a purposeful sample of 90 college students through a cross-sectional quantitative approach. The researchers utilized self-report surveys to assess English Exposure (X1), Learning Motivation (X2), and Self-Efficacy (X3). The researchers also applied a standard English language test alongside a self-assessment tool to gather data on English Language Proficiency (Y). The researchers adopted PLS-SEM, or Partial Least Squares Structural Equation Modeling, to examine the collected data. The findings revealed that all three independent variables significantly and positively influenced English Language Proficiency. Learning motivation emerged as the strongest predictor, with self-efficacy and English exposure following in that order. These results highlight the crucial role of students' interest in English, their internal and external motivations, and their confidence in language abilities for proficiency improvement. Ultimately, the study concludes that educators must foster these psychological and practical elements to help non-English major students advance their language skills.

Keywords: *english exposure, english proficiency, learning motivation, self-efficacy*

INTRODUCTION

Proficiency in speaking and writing English has become increasingly vital for achieving academic success and securing promising career prospects in the globalized

era. As English functions as the primary medium for international education and communication, understanding the individual and environmental factors that drive language competence is paramount (Al-Qahtani, 2013; Teng et al., 2021). In the expanding domain of international higher education, non-English major students face mounting pressure to articulate themselves effectively (Wu et al., 2022). However, formal classroom instruction alone frequently fails to adequately account for the wide variations in proficiency levels observed among these students, even after completing mandatory English coursework (Fatimah et al., 2023; Phakiti et al., 2013). This discrepancy suggests that external exposure, intrinsic psychological drives, and individual self-perceptions exert a far more substantial collective influence on language learning outcomes (Musa & Fojkar, 2019; Pun, 2022).

Although existing literature has explored factors like language exposure, learning motivation, and self-efficacy independently (Al-Qahtani, 2013; Pun, 2022), their simultaneous interplay and collective impact on non-major students remain largely underexplored. Non-English majors often face severe constraints, such as limited instructional time and fewer organic opportunities to utilize the language compared to their peers in English-focused programs (Al-Qahtani, 2013; Phakiti et al., 2013). Most contemporary investigations addressing these gaps rely predominantly on qualitative or fragmented descriptive approaches, which fail to capture the complex, concurrent paths of language acquisition (Wu et al., 2022).

To address these methodological and empirical limitations, the researchers adopted a rigorous, prediction-oriented quantitative approach utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM). This advanced analytical approach sharply distinguishes this study from previous research, rather than evaluating variables in isolation or through basic symmetrical regressions. PLS-SEM allows the researchers to examine these environmental and psychological determinants simultaneously within a single, comprehensive predictive framework. Consequently, the researchers can effectively map the intricate, concurrent interactions that govern proficiency development in a real-world educational setting (Musa & Fojkar, 2019).

Accordingly, this study aims to clarify how external linguistic environments and internal psychological factors concurrently shape language achievement beyond the traditional English major curriculum. To achieve this objective, the researchers

specifically investigated the extent to which autonomous English exposure positively influences the English language proficiency of non-English major students. Furthermore, this study examined how significantly learning motivation predicts language proficiency within this student cohort, alongside exploring the predictive impact of self-efficacy on the students' overall English speaking and writing competencies. By answering these questions, this study intended to provide actionable insights for curriculum designers, language educators, and policymakers seeking to optimize and scale English language instruction for non-major student populations (Teng et al., 2021).

Researchers have looked at different pedagogical approaches and individual factors that affect learning English. However, they haven't looked into how Exposure to English (X1), Learning Motivation (X2), and Self-Efficacy (X3) affect each other to improve English Language Proficiency (Y). The positive benefits of certain ways of teaching have been shown in many studies. For example, studies on gamified learning environments have shown that fun, engaging methods like those used in online games can motivate students to learn and, as a result, help them learn new words (Bilova, 2022, 2023). Also, using computers in ESL classes has been shown to give students more opportunities to use real language and can improve both their interest and their language skills (Aksiutina, 2023; Budilova & Bilova, 2020).

Although these improvements have been made, most earlier studies have focused on single variables instead of using a comprehensive framework. Role-playing games have been shown to boost self-esteem and motivation, which are two things that are closely linked to self-efficacy. However, research on these games doesn't look at how these factors interact with regular English exposure in a complete learning model (Bilova, 2019). There is also a noticeable lack of research that looks into the connected, sequential relationships between language exposure, intrinsic motivation, and learners' self-perceptions of their abilities (self-efficacy) when it comes to overall language proficiency, even though digital platforms and computer-assisted language learning methods have effectively changed the educational process and created new opportunities for language exposure (Aksiutina, 2023; Budilova & Bilova, 2020).

This gap is made even bigger by the fact that strategies like gamification and role-playing have been shown to increase motivation and interest on their own (Bilova,

2019, 2023), but they haven't been tested in real life with prolonged language exposure. There is a lot of proof that fun, tech-based, and dynamic ways of learning work (Bilova, 2022, 2023), but not enough research has been done on how exposure, motivation, and self-efficacy all work together to improve English language skills. Researchers have not yet created a model that has been tested in the real world and can quantitatively measure the mediation or moderation effects between these important factors. For instance, scholars could examine the notion that self-efficacy moderates the connection between exposure and learning outcomes, or that learning motivation moderates the influence of digital engagement on language proficiency. This poses a fascinating empirical issue that demands deeper exploration (Aksiutina, 2023; Bilova, 2019).

Moreover, contemporary investigations predominantly employ qualitative or descriptive approaches to examine targeted interventions. Consequently, scholars seldom apply more robust quantitative techniques, such as structural equation modelling, to unravel the intricacies of language acquisition (Aksiutina, 2023; Budilova & Bilova, 2020). This methodological orientation could illuminate the interconnections among exposure, motivation, and self-efficacy, alongside their longitudinal impacts on achievement. Therefore, researchers require a comprehensive inquiry that integrates English Exposure (X1), Learning Motivation (X2), and Self-Efficacy (X3) within a unified predictive model to facilitate deeper comprehension and subsequent enhancement of English language competencies.

REVIEW OF LITERATURE

English Exposure and Language Proficiency

English Exposure is how much English language learners interact with it in different places, like school, media, and social ones. This has been shown to have a big effect on how well they learn English (Pun, 2022). There are many things that count toward this goal, like formal classroom teaching, watching English-language media, and going to social and academic events where English is the main language spoken (Pun, 2022). A lot of study from the past shows that previous English exposure affects how well a person learns English. People who have had more frequent and meaningful interactions with English reach higher levels of proficiency (Pun, 2022). These kinds of studies show that real language information, different language situations, and chances

to use language in real life all help people become better at communicating (Pun, 2022; Wu et al., 2022).

There is a lot of real-world proof to support this link. Research shows that the amount and quality of contact, which includes both classroom teaching and media use, are positively linked to language learning outcomes (Pun, 2022). Researchers at colleges and universities have found that students who spend more time in real English-speaking settings usually do better on tests of their language skills (Pun, 2022). For instance, studies of students in English Medium Instruction (EMI) settings have found that more spoken and written English exposure is linked to better success in both receptive and productive language skills (Pun, 2022). It looks like English Exposure (X1) might be a good indicator of English Language Proficiency (Y). This gives the original theory that this study looked at a strong theoretical basis (Al-Qahtani, 2013; Pun, 2022).

The Role of Learning Motivation

Learning Motivation (X2) represents the internal psychological drive and goal-directed effort that stimulates, guides, and sustains a learner's commitment to acquiring a second language (Al-Qahtani, 2013; Phakiti et al., 2013). It encompasses a complex interplay of intrinsic curiosity, personal interest, and extrinsic rewards, such as career advancement or academic recognition. In the framework of language acquisition, motivation functions as a foundational catalyst that determines the intensity of a student's engagement and their level of persistence when facing linguistic challenges.

In order to learn a language, students also need to be motivated (X2). The psychological drive is what gets students to begin, keep going, and finally finish learning a language (Al-Qahtani, 2013; Phakiti et al., 2013). It's a complicated idea that includes personal interest, outside motivation, and the need to communicate well (Phakiti et al., 2013). Some theories, like Gardner's Socio-Educational Model and Dörnyei's L2 Motivational Self System, show how personal goals, societal influences, and national identity are all connected (Al-Qahtani, 2013; Phakiti et al., 2013).

A lot of study has shown that higher levels of both intrinsic and extrinsic motivation are linked to more dedication to language learning activities, which leads to better language outcomes (Al-Qahtani, 2013; Phakiti et al., 2013). Studies on ESL and EFL students show that motivated students are more likely to practice for a long time,

look for extra learning opportunities, and enjoy tasks that help them improve their language skills (Phakiti et al., 2013). Both quantitative and qualitative studies have shown that motivation and language test scores are positively related, providing strong proof for the importance of motivation in academic language achievement (Phakiti et al., 2013). Because of this, adding Learning Motivation as a separate variable is necessary to test the idea that higher levels of motivation (X2) are linked to better English language skills (Y).

Self-Efficacy as a Predictor of Success

Based on Bandura's social cognitive theory, self-efficacy (X3) refers to how confident language learners are in their ability to do well in certain language tasks (Kim, 2022; Musa & Fojkar, 2019). This concept has gotten a lot of attention because it has a big effect on how well people learn languages. Learners who have strong self-efficacy tend to be more adaptable when problems arise and are more determined to keep trying to learn a language (Kim, 2022; Musa & Fojkar, 2019). The way someone feels about their own ability to learn affects the methods they use, the amount of work they put in, and how persistent they are with language tasks (Musa & Fojkar, 2019).

Studies show that having a high sense of self-efficacy is linked to doing better in school and wanting to learn on your own (Kim, 2022; Musa & Fojkar, 2019). For example, a study of young Indonesian language learners showed that strong beliefs in one's own abilities are linked to better English language skills (Musa & Fojkar, 2019). Also, studies looking at the connection between personal interest and self-efficacy have found that students who are both naturally motivated and sure of themselves are more likely to master language tasks (Kim, 2022). Self-Efficacy is treated as a measurable variable (X3) in this study, with the idea that students who have high self-efficacy will also have high English Language Proficiency (Y).

METHOD

This study adopts a quantitative research methodology utilizing a cross-sectional design to systematically examine the hypothesized relationships among the variables at a single time point (Phakiti et al., 2013; Teng et al., 2021). The sample comprises 90 non-English major university students who have successfully concluded an undergraduate English language course. Specifically, the study drew these participants

from the economics and business disciplines-encompassing the Digital Business, Accounting, and Management programs at a single higher education institution, Panca Marga University. The researchers selected participants through a purposive sampling approach to ensure adherence to established inclusion criteria (Phakiti et al., 2013). These criteria required that participants be active undergraduate students outside of English literature or education departments, have formally completed the mandatory university English course, and engage in autonomous English exposure outside the classroom, such as through digital media, articles, or podcasts. This method deliberately targeted individuals with a baseline level of English exposure, which minimized inconsistencies arising from limited prior language involvement (Phakiti et al., 2013; Teng et al., 2021). Because the sample was drawn exclusively from a single institution and limited to specific academic disciplines, it may not fully reflect the extensive heterogeneity typically associated with the broader population of non-English major students. Consequently, this study explicitly acknowledge that the findings are context-bound and primarily exploratory in nature.

Despite this contextual boundary, the sample size of 90 is robust and methodologically adequate for the structural model. Based on the established “10-times rule” for Partial Least Squares Structural Equation Modelling (PLS-SEM), the minimum sample size should be ten times the maximum number of structural paths pointing at a latent variable. Since the structural model contains a maximum of three predictor paths directed at English Language Proficiency, the minimum required threshold is 30 participants. Thus, the sample significantly exceeds this requirement, ensuring sufficient statistical power. To measure the variables, this study employed a comprehensive self-report questionnaire to assess English Exposure (X1), probing various dimensions of language contact including frequency, duration, and contextual settings (Pun, 2022). For Learning Motivation (X2), this study utilized a validated questionnaire focusing on intrinsic curiosity, external rewards, and goal-directed behaviors, quantified via a Likert scale (Al-Qahtani, 2013; Phakiti et al., 2013). The measurement of Self-Efficacy (X3) required a tailored Likert-scale instrument that evaluated learners’ assurance in performing assorted English tasks (Kim, 2022; Musa & Fojkar, 2019). To evaluate English Language Proficiency (Y), this study applied a standardized English test across core domains alongside a self-assessment form to aid in

data triangulation (Wu et al., 2022). The researchers conducted pilot testing on these instruments with a modest subset of the intended population to pinpoint issues concerning clarity and dependability, thereby bolstering overall rigor (Bai & Wang, 2020; Musa & Fojkar, 2019).

The researchers administered the questionnaires and evaluations of students' competencies during designated class sessions within a supervised academic environment to gather data consistently and eliminate response biases (Phakiti et al., 2013). For the data analysis, this study utilized PLS-SEM via SmartPLS version 4. The researchers chose PLS-SEM because the primary goal of the modelling is prediction-oriented and exploratory, rather than strictly theory-testing. This method is highly capable of maximizing the explained variance of the dependent constructs and evaluating the predictive capabilities of the framework. The first step in the PLS-SEM analysis was to assess the measurement model to verify if the latent constructs were reliable and valid (Rahmansyah, Hudzafidah et al., 2024). According to Rahmansyah, Dhany et al. (2024), both Composite Reliability and Cronbach's Alpha must be greater than 0.70. Furthermore, the AVE test ensured that each construct achieved a value higher than 0.50 to confirm convergent validity (Hudzafidah et al., 2023). To check discriminant validity, the researcher used the Fornell and Larcker criterion-dictating that the square root of the AVE for each construct must be higher than its correlation with any other construct-and the Heterotrait-Monotrait Ratio (HTMT), which established that values should stay below 0.85 for theoretically different constructs or below 0.90 for constructs showing conceptual similarity (Rahmansyah & Dhany, 2023). Upon fulfilling these prerequisites, the researchers evaluated the structural model to assess the efficacy of the proposed direct connections by examining the path coefficients and determining their statistical significance through a bootstrapping procedure incorporating 5,000 resamples. Established guidelines dictated that a relationship achieved significance when the t-statistic exceeded 1.96 and the p-value fell below 0.05 at a 95% confidence interval (Dhany et al., 2024).

FINDINGS AND DISCUSSION

Findings

This study subjected the measurement model to several statistical assessments in order to confirm its validity. Convergent validity, discriminant validity, and concept reliability were some of these tests. These tests are needed to see if the latent variables are being measured properly and regularly through their own indicators. There was also hypothesis testing to see if there were clear ties between the variables that were not dependent on the dependent variable (English Language Proficiency) and the variables that were dependent on it (English Exposure, Learning Motivation, and Self-Efficacy). Here are the full results of these tests and model checks for the structure.

Table 1. Convergent Validity Test

Variable	Average variance extracted (AVE)
X1.	0.765
X2.	0.773
X3.	0.770
Y.	0.765

Source: SmartPLS 4 data processing results

There were tests for convergent validity, and the results are in Table 1. They use the Average Variance Extracted (AVE) values for each construct, which are English Exposure (X1), Learning Motivation (X2), Self-Efficacy (X3), and English Language Proficiency (Y). Hair et al. (2021) say that if the AVE number is 0.50 or higher, it means that the indicators correctly measure the latent construct that lies beneath. In this study, all of the factors had AVE scores above 0.75, which means they are very similar. It means that the things that are used to test each design are good at testing what they are meant to test. For instance, the items used to measure English Exposure do a good job of measuring what they're supposed to, like how often and where the exposure happened, as well as different types of drive for Learning drive and task-related confidence for Self-Efficacy.

Table 2. Discriminant Validity Test

Connection	Heterotrait-monotrait ratio (HTMT)
X2. <-> X1.	0.807
X3. <-> X1.	0.886
X3. <-> X2.	0.770
Y. <-> X1.	0.895
Y. <-> X2.	0.886
Y. <-> X3.	0.897

Source: SmartPLS 4 data processing results

The Heterotrait-Monotrait Ratio of Correlations (HTMT), which can be seen in Table 2, was used for the discriminant validity test. For discriminant validity to work,

each idea in the model needs to be different from the others in the real world. When the HTMT number is less than 0.90, Hair et al. (2021) say that the discriminant validity is good enough. There is no good cut-off point for any number in this table between 0.770 and 0.897. The results show that English Exposure, Learning Motivation, Self-Efficacy, and English Language Proficiency are all different ideas and not the same thing. It is thought that the measurement model doesn't have any issues with multicollinearity between units because of this.

Table 3. Reliability Test

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
X1.	0.923	0.924	0.942
X2.	0.902	0.903	0.932
X3.	0.900	0.902	0.930
Y.	0.897	0.897	0.929

Source: SmartPLS 4 data processing results

Table 3 shows what the dependability study found for each variable. Cronbach's Alpha, rho-A, and Composite Reliability (CR) are a few of these. All of the scores for reliability are better than the level of 0.70 that Hair et al. (2021) recommends. In other words, this means that each design is very consistent. To be more specific, the Composite Reliability number is always better than 0.92 and Cronbach's Alpha is between 0.897 and 0.923. These results show that the items in each construct accurately measure their own variables, such as how much and how long a person speaks and writes English, what motivates them (both inside and outside of themselves), how confident they are in their language skills, and how well they understand and use English. In this way, the study's tool is even more regular and certain.

Table 4. Hypothesis Testing

Connection	Original sample	T statistics	P values
X1. -> Y.	0.287	3.501	0.000
X2. -> Y.	0.362	5.761	0.000
X3. -> Y.	0.324	5.509	0.000

Source: SmartPLS 4 data processing results

A hypothesis test was done to see how English Exposure (X1), Learning Motivation (X2), and Self-Efficacy (X3) directly affect English Language Proficiency (Y). The results are shown in Table 4. A lot of the path coefficients have p-values of 0.000 and T-statistics that are above the important value of 1.96. This means that the coefficients are statistically significant. Self-Efficacy (Original sample = 0.324) and English Exposure (Original sample = 0.287) are the next two most important indicators. Learning Motivation (Original sample = 0.362) is the most important. All three ideas

are supported by these results, which show that giving students more chances, making them more motivated, and giving them more confidence all make their English skills much better. In order to learn a second language, it's important to think about both mental and physical aspects.

Discussion

The effect of English exposure on English language proficiency

The findings of this research not only provide strong evidence in support of the first hypothesis, but also demonstrate that exposure to the English language is a significant factor that has a positive influence on the English language skills of students who do not major in English. Due to the fact that it is tied to the manner in which pupils use the English language on a regular basis and in a variety of different ways, this variable has a significant impact. This investigation gathered substantial data during the process, encompassing details like the frequency of media usage among participants and the duration of such engagements. The study aimed to explore the manners in which learners interacted with tangible resources including printed scholarly articles, auditory content such as podcasts, and visual formats like unsubtitled English talk shows and films. This approach aligns well with the inquiry by Musa and Fojkar (2019), which illustrates the direct support that particular authentic inputs provide to individuals during language acquisition.

For non-English major students at Panca Marga University, autonomous exposure emerges as a profoundly influential element. Learners who proactively offset inadequate classroom teaching through diverse digital avenues, encompassing social media, e-learning sites, and supplementary outlets, exhibited enhanced achievement results (Fatimah et al., 2023). The data underscore this pattern with evident clarity. Musa and Fojkar (2019) assert that such behaviour bolsters established frameworks on language skill development among people. This phenomenon suggests that abundant linguistic input simplifies the initial acquisition of lexical items and syntactic patterns. Moreover, this interaction bolsters abilities hard to cultivate via textbooks solely, including the discernment of nuanced tonal variations and contextual cues. Participation in auxiliary pursuits like language clubs or virtual forums exemplifies further how deliberate exposure establishes a solid groundwork for communicative proficiency (Tambunan et al., 2024). Consequently, scholars have established that English Exposure

(X1) transcends mere variable status. It constitutes the core linguistic foundation that fosters overall competence.

The effect of learning motivation on English language proficiency

The structural model estimation provides powerful empirical validation for the second hypothesis, proving that Learning Motivation is the foremost dominant determinant of English Language Proficiency among the targeted student cohort. To understand why motivation holds a superior predictive capacity over both self-efficacy and environmental exposure, the researchers must look at the fundamental academic and professional realities facing non-English major students at Panca Marga University.

For students enrolled in non-linguistic disciplines such as Digital Business, Accounting, and Management, English proficiency is rarely pursued as an abstract academic exercise or a mere requirement for graduation. Instead, it is viewed through a highly pragmatic, instrumental lens. These students operate under immense extrinsic pressure driven by the rapid digitization of the modern corporate ecosystem, international business integration, and global career opportunities (Liu, 2016). Because their formal curriculum allocates limited instructional hours to language training, formal education alone cannot adequately account for proficiency success. Consequently, their internal psychological drive and career-oriented ambitions function as the primary engine (*catalyst*) of the entire acquisition process.

Highly motivated students do not merely react to passive environmental inputs, they actively seek out, filter, and master them. This psychological force manifests in concrete behavioral commitments, such as autonomous engagement with supplementary digital materials, active participation in class discussions, and a greater willingness to undertake challenging communicative tasks despite potential errors (Tambunan et al., 2024). In the predictive framework, learning motivation acts as the ultimate driving force that converts potential language exposure (X1) and individual confidence (X3) into functional, practical language competence. Without a high intensity of motivation, environmental exposure remains unutilized and self-belief remains unexercised.

The effect of self-efficacy on English language proficiency

Researchers provide compelling evidence that affirms the third hypothesis. They uncovered through their inquiry that Self-Efficacy constitutes a pivotal psychological component, which exerts a substantial positive influence on students' English Language

Proficiency. This construct rests upon an individual's perception of their capability to execute particular linguistic tasks, and scholars quantify it via extensive insights drawn from preceding investigations (Musa & Fojkar, 2019). Investigators scrutinized the credibility of this perceptual framework by incorporating practical illustrations, including students' assurance in tackling demanding assignments such as conducting classroom presentations, undergoing oral assessments, and structuring written arguments with logical coherence. Elevated competence levels enable individuals to mitigate linguistic apprehension and foster greater persistence amid challenges. This impact has a deep psychological origin. One thing that has been emphasized in prior studies (Musa & Fojkar, 2019) is that lowering the emotional barrier makes it simpler to learn and take chances. This is something that has always been the case. This is of utmost significance for students at Panca Marga University who are not majoring in English and who may lack self-assurance due to the fact that they have not had sufficient opportunities for serious practice. Additionally, self-efficacy does not only have an influence that is direct, it also plays a significant part in amplifying the effects that are caused by other elements. Having a high level of self-efficacy allows a pupil to more effectively convert the language they are exposed to into output that is useful and to continue moving forward with the motivation that comes from their desire. In the context of language acquisition, the mediating function is an essential component of social cognitive theory. In this function, the value of experience and effort is elevated by the individual's own personal viewpoint. Consequently, the findings make it abundantly evident that pedagogical interventions that attempt to enhance this self-belief over time—for instance, by utilizing scaffolded learning, regular positive feedback, and making chances for success are necessary for the development of genuine language abilities.

CONCLUSION AND SUGGESTIONS

Conclusion

The primary objective of this exploratory study was to investigate the structural determinants of English language proficiency among non-English major students, specifically within the context of Panca Marga University. By utilizing PLS-SEM for predictive modeling, this study found that Learning Motivation (X2), Self-Efficacy (X3), and English Exposure (X1) all exert significant, positive effects on English

Language Proficiency (Y). Notably, Learning Motivation emerged as the most dominant predictor, underscoring the critical function of internal drive and career-oriented goals in overcoming the limitations of formal, non-linguistic curricula.

However, the researchers explicitly acknowledge the methodological limitations of this research. Because the sample was drawn purposefully from specific economics and business disciplines within a single institution, the findings are inherently context-bound. Therefore, the conclusions should not be broadly generalized to all higher education populations. Instead, the predictive model serves an exploratory purpose, illuminating the specific, concurrent relational pathways that drive language acquisition within this particular academic ecosystem.

Suggestions

In light of these context-bound findings, the researchers propose several targeted pedagogical interventions for curriculum designers, policymakers, and language educators. First, because learning motivation acts as the primary catalyst, instructional strategies must deliberately trigger both intrinsic and extrinsic motivational factors. From a theoretical standpoint, educators can achieve this by directly linking English assignments to the students' specific academic disciplines (e.g., analyzing digital business case studies or financial reports in English). This approach enhances task relevance and utility, thereby directly stimulating the students' instrumental motivation.

Second, considering the significant impact of self-efficacy, educational interventions must actively cultivate the students' psychological belief in their own capabilities. Rooted in social cognitive theory, educators can build this efficacy through structured scaffolding-gradually increasing the linguistic difficulty of tasks to ensure students achieve early, repeated mastery experiences. Furthermore, promoting peer-to-peer collaborative projects and providing consistent, constructive feedback creates a secure psychological environment. This reduces language anxiety and reinforces confidence through vicarious learning and peer observation.

Third, because continuous English exposure is essential for building a robust linguistic foundation, institutions must systematically facilitate language interaction beyond the physical classroom. Rather than leaving autonomous learning to chance, educators should actively curate and recommend discipline-specific English media, such

as business podcasts, international webinars, or online discussion forums, allowing students to independently immerse themselves in practical language use.

By integrating exposure, motivation, and self-efficacy into a unified PLS-SEM predictive framework, the study significantly contributes to the existing body of literature. This study extends traditional, isolated models of language acquisition by empirically demonstrating the simultaneous, concurrent pathways through which environmental inputs and internal psychological forces interact to drive proficiency in constrained, non-major academic settings. To build upon this exploratory model, future researchers should address the methodological limitations by conducting longitudinal studies and expanding the sample size across multiple institutions and diverse academic disciplines. Such efforts will be vital to test the broader generalizability of the proposed framework and to explore potential moderating variables across different educational contexts.

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