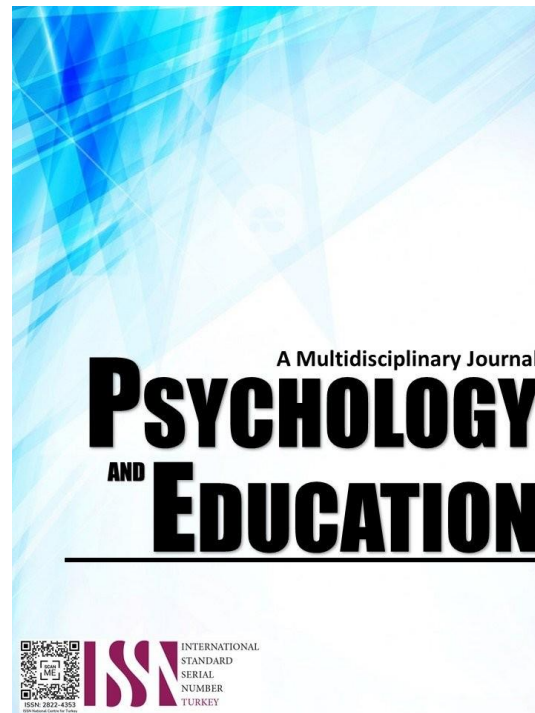


# **INVESTIGATING THE INFLUENCE OF ENGLISH LANGUAGE EXPOSURE AND TEACHER CREATIVITY ON MOTIVATION FOR ENGLISH LANGUAGE LEARNING AMONG UNDERGRADUATE STUDENTS**



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# Investigating the Influence of English Language Exposure and Teacher Creativity on Motivation for English Language Learning Among Undergraduate Students

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## Abstract

Undergraduate students in English Medium Instruction settings encounter linguistic, psychological, and social challenges that impede motivation for English language learning. While previous research has explored English language exposure and teacher creativity independently, their combined influence remains understudied. This study examined the levels of exposure, teacher creativity, and motivation, alongside their interrelationships, using survey data from 304 undergraduate students in Davao del Sur. Results revealed moderate English language exposure ( $M = 3.49$ ,  $SD = 0.708$ ), with the highest levels in media use (e.g., watching English movies,  $M = 4.20$ ,  $SD = 0.935$ ) and the lowest at home ( $M = 2.29$ ,  $SD = 0.734$ ). Teacher creativity was rated high overall ( $M = 3.88$ ,  $SD = 0.784$ ), particularly in fostering motivation through feedback ( $M = 4.07$ ,  $SD = 0.923$ ). Motivation was predominantly instrumental, with career-related goals rated highest ( $M = 4.53$ ,  $SD = 0.808$ ). Regression analysis demonstrated that teacher creativity significantly predicted motivation ( $\beta = 0.593$ ,  $p < 0.001$ ). In contrast, exposure correlated weakly with motivation ( $r = 0.326$ ,  $p < 0.001$ ) and lacked predictive power ( $\beta = 0.077$ ,  $p = 0.120$ ). These findings highlight the critical role of creative teaching strategies in enhancing motivation, supported by diverse exposure opportunities.

**Keywords:** *English language exposure, teacher creativity, motivation, undergraduate students, EMI settings*

## Introduction

In English Medium Instruction (EMI) settings, undergraduate students tackle several challenges that affect their ability to succeed academically and achieve language proficiency. Soruc et al. (2021) emphasized difficulties in writing, speaking, listening comprehension, and pronunciation, which can hamper academic performance. Kamagsak et al. (2021) likewise observed that these linguistic challenges are significant barriers to success, while Afzal (2019) noted that vocabulary acquisition remains a continuing issue for many students. In addition to linguistic difficulties, Susanto et al. (2020) identified social and psychological barriers, such as low motivation and shyness, that further impede English language development. Furthermore, Aizawa et al. (2020) observed that students with lower proficiency levels face these challenges more severely, suggesting that language proficiency plays a vital role in communicative and academic outcomes.

The factors affecting English language development extend beyond the classroom, with exposure to English taking place in different settings, such as home, school, peer interactions, and media. Domingo (2020) found that limited English use at home, due to household language preferences, can limit practice opportunities, thereby restraining students' proficiency. Peer interactions also play a role, with Botha (2017) and Wilson et al. (2020) showing that students with lower proficiency may feel unwilling to engage with friends who offer slight linguistic support. However, exposure to academic environments, particularly in EMI contexts, provides significant opportunities for language practice (Domingo, 2020; Pun, 2022). Media exposure, while beneficial for language learning through platforms like YouTube, can be limited by students' preferences for native-language content (Chandrella, 2023; Edelman, 2022). These varied sources of exposure create a complex landscape in which language development occurs.

Another key factor influencing language acquisition is teacher creativity, which has been shown to positively impact student motivation. Masri and Smadi (2023) found that creative teaching strategies, such as brainstorming and flexible approaches, increase student engagement and foster critical thinking. Arifani et al. (2019) and Hidayat et al. (2023) suggested that factors such as language proficiency, motivation, and technological access enable teachers to implement creative teaching strategies that make learning more enjoyable and effective. Additionally, motivated teachers who prioritize professional development are more likely to adopt innovative pedagogies that enhance students' motivation (Hidayat et al., 2023). This suggests that teacher creativity can significantly improve both language acquisition and students' overall learning experience.

Despite the recognition of both English language exposure and teacher creativity as important factors in language learning, there remains a gap in understanding how these elements interact to affect students' motivation to learn English. While previous research has examined these factors independently, little has been done to explore their combined impact. Specifically, this study aims to assess the level of English language exposure among undergraduate students, considering home environment, social interactions, school-related exposure, and media exposure. It also aims to evaluate teachers' creativity in terms of originality, fluency, motivation, autonomy, and brainstorming techniques. Additionally, this study measures students' motivation, focusing on both instrumental and integrative aspects. It also examines the relationships between English language exposure, teacher creativity, and students' motivation, testing whether these factors significantly predict motivation among undergraduate students.

This study's findings provide valuable insights for educators, policymakers, and institutions working to improve English language education in EMI settings. By examining the relationship between language exposure, teacher creativity, and motivation, the research

could inform targeted interventions to create more supportive and engaging learning environments. Liao et al. (2018) suggested that understanding which types of exposure most effectively enhance motivation could help shape curriculum designs that integrate media and social interactions in meaningful ways. Additionally, Huriyah (2019) emphasized that findings on creative teaching could inform teacher training programs, promoting innovative pedagogies that enhance motivation and language proficiency. With the foregoing, this study aims to contribute to the development of strategies that support undergraduate students in overcoming the challenges of learning English in EMI contexts.

## Methodology

This study utilized a quantitative research design using regression analysis to examine the relationships between English language exposure, teacher creativity, and motivation for English language learning among undergraduate students in Davao del Sur, Philippines. Creswell and Creswell (2023) emphasized that the quantitative approach is effective for identifying statistical patterns and relationships using structured instruments. Regression analysis, as explained by Field (2013), was selected to evaluate causal relationships by designating motivation as the dependent variable and English language exposure and teacher creativity as independent variables. This approach allowed for predicting how changes in the independent variables influence motivation.

The survey questionnaires adopted were used as the primary data collection tool, comprised of five sections: informed consent, demographic profile, English language exposure, teacher creativity, and language learning motivation. Following Fink's (2017) recommendations, the first section provided participants with clear information about the study's purpose and their rights. The demographic profile included details such as gender, year level, course/program, and college/university, enabling subgroup analysis. Questionnaires measuring English language exposure and teacher creativity were adapted from Magno et al. (2009) and Pishghadam et al. (2012), respectively. Meanwhile, the language learning motivation questionnaire was derived from Sudirman et al. (2022), ensuring content validity by employing instruments previously validated in similar educational contexts.

The questionnaires were distributed online using Google Forms for its accessibility and ease of use. Mondal et al. (2019) and Fu'adin et al. (2023) highlighted that Google Forms facilitates efficient data collection and management in remote contexts, making it ideal for this research. To ensure confidentiality and reliability, participants were informed their responses would remain anonymous, consistent with Kovalchuk's (2013) assertion that such measures encourage honest and accurate data reporting.

A stratified random sampling method was used to ensure diverse representation across subgroups, such as year level and academic program. Creswell and Creswell (2023) noted that stratified sampling enhances the generalizability and accuracy of findings by reducing variability. The sample size was calculated using G\*Power. An a priori power analysis for multiple regression showed that at least 140 respondents were needed to achieve adequate statistical power, assuming a medium effect size ( $f^2 = 0.15$ ), an alpha level of 0.05, and a desired power of 0.95 (Faul et al., 2009). A total of 304 participants were included, exceeding the minimum requirement, which improved statistical power and reduced the risk of Type II errors (Faul et al., 2009).

Data analysis was conducted using Jamovi Version 2.6 software to assess the level of English language exposure among undergraduate students, focusing on the home environment, social interactions with friends, school-related exposure, and media exposure. Additionally, the study evaluated the level of English language teachers' creativity in terms of originality and elaboration, fluency and flexibility, personal characteristics, press and materials, motivation, autonomy, and brainstorming techniques. Furthermore, the study measured the level of English language learning motivation among undergraduate students, considering both instrumental and integrative motivation. On the other hand, multiple regression analysis was employed to test the hypotheses, examining whether there is a significant relationship between English language exposure and learning motivation (Ho1), whether teachers' creativity influences learning motivation (Ho2), whether English language exposure predicts motivation among undergraduate students (Ho3), and whether teachers' creativity predicts learning motivation among undergraduate students (Ho4).

## Results and Discussion

### Reliability of the Constructs

The validity and reliability of the constructs of the adapted questionnaires, as shown in Table 1, were thoroughly examined ensuring robust measures for research and practical applications. Reliability was assessed through Cronbach's alpha, with coefficients ranging from 0.709 to 0.937, reflecting strong internal consistency. Taber (2018) highlights that values within this range signify reliable measurement tools. Constructs such as Originality and Elaboration, Fluency and Flexibility, and Person demonstrated high reliability, with Cronbach's alpha values exceeding 0.95, indicating their consistent ability to measure intended dimensions. Factor analysis further confirmed construct validity, substantiating that the items accurately represented their theoretical constructs. Hair et al. (2020) highlight the importance of such analyses in verifying that instruments align with theoretical frameworks. The close agreement between Cronbach's alpha and McDonald's omega coefficients reinforced the uniform contribution of items to their respective scales, as discussed by Zinbarg et al. (2005).

Even constructs with slightly lower reliability, such as Home, Friends, and School, exhibited coefficients between 0.76 and 0.79, which are still considered acceptable for general research applications. Motivation-related constructs, including Instrumental Motivation and Integrative Motivation, achieved exceptional reliability, with coefficients of 0.926 and 0.959, respectively. These results highlight the

precision of these scales in capturing elaborate motivational dimensions. Taber (2018) posits that reliability metrics like these affirm the robustness of research instruments. Similarly, Hair et al. (2020) note that strong construct validity and reliability are important to ensure accurate measurements in behavioral and psychological research. These findings confirm the reliability and validity of these scales across diverse contexts, confirming their capacity to produce consistent and meaningful results.

Table 1. *Reliability Estimates Across Constructs*

<i>Construct</i>	<i>Cronbach's <math>\alpha</math></i>	<i>McDonald's <math>\omega</math></i>
Home	0.766	0.792
Friends	0.791	0.797
School	0.764	0.769
Media	0.876	0.877
Originality and Elaboration	0.951	0.952
Fluency and Flexibility	0.961	0.962
Person	0.968	0.968
Press and Materials	0.918	0.919
Motivation	0.960	0.960
Autonomy	0.953	0.953
Brainstorming	0.944	0.944
Instrumental Motivation	0.926	0.931
Integrative Motivation	0.959	0.960

### Level of English Language Exposure of Undergraduate Students

This study investigates the level of English language exposure among undergraduate students, revealing varying mean scores across indicators, as shown in Table 2.

Table 2. *The Level of English Language Exposure of Undergraduate Students*

<i>Indicator</i>	<i>Item</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Home	H1	2.06	0.878	Low
	H2	1.93	0.928	Low
	H3	2.20	0.907	Low
	H4	2.96	1.101	Moderate
	Grand Mean	2.29	0.734	Low
Friends	F1	2.93	1.004	Moderate
	F2	2.50	1.108	Low
	F3	2.48	0.971	Low
	Grand Mean	2.64	0.864	Moderate
School	S1	4.09	0.845	High
	S2	3.92	0.961	High
	S3	2.90	0.944	Moderate
	S4	3.74	1.094	High
	S5	3.79	0.986	High
	Grand Mean	3.69	0.695	High
Media	M1	2.83	0.897	Moderate
	M2	2.77	0.926	Moderate
	M3	3.01	0.965	Moderate
	M4	3.88	1.161	High
	M5	4.18	0.981	High
	M6	4.20	0.935	Very High
	M7	3.74	1.041	High
	M8	3.25	1.261	Moderate
	M9	3.06	1.239	Moderate
	M10	3.80	1.102	High
	M11	3.67	1.080	High
	Grand Mean	3.49	0.708	High

At home, students were most exposed to English through self-directed activities like watching English-language content ( $M = 2.96$ ,  $SD = 1.101$ ), demonstrating initiative despite limited familial support. However, the lowest exposure came from English being spoken at home ( $M = 1.93$ ,  $SD = 0.928$ ), reflecting the dominance of native languages in family settings. These findings align with Domingo

(2020), who identified cultural and linguistic preferences as barriers to consistent English practice in households, potentially impeding foundational language skills.

In social settings, peers occasionally speaking in English provided the highest exposure ( $M = 2.93$ ,  $SD = 1.004$ ), indicating moderate social use. However, students were less likely to initiate English conversations themselves ( $M = 2.48$ ,  $SD = 0.971$ ), suggesting reluctance or low confidence. Botha (2017) and Wilson et al. (2020) similarly found that limited proficiency and peer dynamics often hinder active English use in informal settings. This highlights the need for strategies to boost conversational confidence and encourage English use among peers, addressing social language exposure gaps.

In the academic context, the highest exposure came from teachers consistently using English as the medium of instruction ( $M = 4.09$ ,  $SD = 0.845$ ), underlining the pivotal role of formal education in providing structured English input. However, classmates were less likely to use English informally ( $M = 2.90$ ,  $SD = 0.944$ ), echoing Domingo (2020) and Pun (2022), who noted that while English-medium instruction enhances academic language proficiency, peer interactions in native languages limit comprehensive language development.

Media emerged as a significant source of English exposure, with watching English movies showing the highest mean score ( $M = 4.20$ ,  $SD = 0.935$ ). This highlights the role of entertainment in providing immersive language experiences. Conversely, sending text messages in English had the lowest mean score ( $M = 2.77$ ,  $SD = 0.926$ ), suggesting limited engagement in active written practice. These findings resonate with Chandrella (2023) and Edelman (2022), who emphasized media's impact on listening skills but noted the underutilization of digital communication for active language use.

### Level of English Language Teachers' Creativity

The study also investigated the level of English language teachers' creativity across dimensions, with results generally indicating high scores as shown in Table 3.

Table 3. *The Level of English Language Teachers' Creativity*

Indicator	Item	Mean	SD	Description
Originality and Elaboration	OE1	3.82	0.965	High
	OE2	3.88	0.944	High
	OE3	3.97	0.940	High
	OE4	4.06	0.893	High
	OE5	3.99	0.915	High
	OE6	4.01	0.916	High
	OE7	3.98	0.875	High
	OE8	4.00	0.916	High
Grand Mean		3.96	0.794	High
Fluency and Flexibility	FF1	3.84	0.910	High
	FF2	3.90	0.973	High
	FF3	3.70	0.932	High
	FF4	4.00	0.910	High
	FF5	3.73	0.946	High
	FF6	3.90	0.958	High
	FF7	3.98	0.930	High
	FF8	3.94	0.917	High
	FF9	3.93	0.927	High
	FF10	3.93	0.920	High
	FF11	3.85	0.938	High
	FF12	3.78	0.971	High
Grand Mean		3.88	0.784	High
Person	P1	3.88	0.941	High
	P2	3.86	0.962	High
	P3	3.95	0.969	High
	P4	4.01	0.961	High
	P5	3.97	0.936	High
	P6	3.78	0.924	High
	P7	3.96	0.933	High
	P8	3.92	0.923	High
	P9	3.94	0.978	High
	P10	3.88	0.922	High

	Grand Mean	3.92	0.833	High
Press and Materials	PM1	3.56	0.963	High
	PM2	3.97	0.949	High
	PM3	3.63	1.029	High
	PM4	3.72	0.954	High
	PM5	3.77	0.954	High
	PM6	3.72	1.011	High
	PM7	3.93	0.981	High
	Grand Mean	3.76	0.801	High
Motivation	MO1	4.07	0.923	High
	MO2	3.93	0.905	High
	MO3	3.83	0.959	High
	MO4	3.96	0.913	High
	MO5	3.76	0.930	High
	MO6	3.82	0.952	High
	MO7	3.82	0.919	High
	MO8	3.90	0.909	High
	MO9	3.83	0.934	High
	MO10	3.82	0.957	High
	Grand Mean	3.87	0.798	High
Autonomy	AU1	3.92	0.903	High
	AU2	3.99	0.939	High
	AU3	3.91	0.933	High
	AU4	3.93	0.934	High
	AU5	3.82	0.982	High
	AU6	3.87	0.902	High
	AU7	3.76	0.956	High
	AU8	3.80	0.936	High
	Grand Mean	3.88	0.812	High
Brainstorming	BS1	3.91	0.885	High
	BS2	3.81	0.951	High
	BS3	3.92	0.889	High
	BS4	3.93	0.913	High
	BS5	4.03	0.935	High
	BS6	3.81	0.924	High
	BS7	3.81	0.918	High
	Grand Mean	3.89	0.793	High

In terms of Originality and Elaboration, the highest-rated item was teachers supporting students in articulating their thoughts clearly during discussions ( $M = 4.06$ ,  $SD = 0.893$ ), emphasizing the role of teacher support in fostering expressive skills (Hidayat et al., 2023). However, the lowest-rated item, emphasizing enriching class discussions ( $M = 3.88$ ,  $SD = 0.944$ ), suggests a need for deeper engagement to enhance critical thinking, a concern echoed by Arifani et al. (2019), who linked limited discussion focus to hindered communication skills.

In Fluency and Flexibility, the highest score was for teachers welcoming diverse ideas ( $M = 4.00$ ,  $SD = 0.910$ ), demonstrating the value of inclusivity in fostering creativity (Masri & Smadi, 2023). Conversely, the lowest score, related to previewing themes through pictures ( $M = 3.70$ ,  $SD = 0.932$ ), reflects limited use of visual aids. Wong (2022) similarly highlighted that visual scaffolding significantly engages learners and enhances creativity, suggesting that teachers could benefit from incorporating more visual tools into their teaching strategies.

For the Person dimension, the highest-rated item involved teachers promoting a positive learning environment by encouraging adherence to rules ( $M = 4.01$ ,  $SD = 0.961$ ), supporting Wong's (2022) assertion that structure and clear expectations foster confidence and creativity. However, the lowest-rated item, which involved focusing on listening skills through conversation activities ( $M = 3.78$ ,  $SD = 0.924$ ), points to a need for more targeted auditory exercises. This aligns with Arifani et al. (2019), who identified gaps in listening-specific activities that could limit auditory skill development.

In terms of Motivation, teachers valuing both correct and incorrect responses ( $M = 4.07$ ,  $SD = 0.923$ ) was the highest-rated item, underscoring the importance of fostering a growth mindset (Masri & Smadi, 2023). On the other hand, the lowest score, related to selecting relevant writing topics ( $M = 3.82$ ,  $SD = 0.952$ ), indicates that teaching materials could be more aligned with students' daily



experiences. Wong (2022) emphasized that relevance enhances engagement and stimulates creativity, highlighting a key area for improvement.

Finally, in Brainstorming, the highest score was for teachers reviewing prior knowledge before introducing new topics ( $M = 4.03$ ,  $SD = 0.935$ ), highlighting effective scaffolding's role in enhancing comprehension (Masri & Smadi, 2023). However, insufficient emphasis on exploratory strategies, such as guessing word meanings ( $M = 3.81$ ,  $SD = 0.951$ ), reveals missed opportunities to encourage critical thinking (Wong, 2022). These findings suggest that while teachers exhibit strong creative practices, targeted improvements in engagement and exploratory methods could further enhance student learning.

### Level of English Language Learning Motivation of Undergraduate Students

The study further examined the level of English language learning motivation. Results, as shown in Table 4, revealed differences between instrumental and integrative motivations, with significant implications for language education.

Table 4. *The Level of Language Learning Motivation of Undergraduate Students*

Construct	Item	Mean	SD	Description
Instrumental Motivation	IM1	4.53	0.808	Very High
	IM2	4.33	0.827	Very High
	IM3	4.25	0.896	Very High
	IM4	4.24	0.923	Very High
	IM5	4.22	0.878	Very High
	IM6	4.31	0.842	Very High
	IM7	3.60	1.190	High
	IM8	4.12	0.933	High
	IM9	3.94	0.995	High
	IM10	3.95	0.972	High
Grand Mean		4.15	0.722	High
Integrative Motivation	TM1	4.19	0.938	High
	TM2	4.22	0.877	Very High
	TM3	4.29	0.845	Very High
	TM4	4.13	0.900	High
	TM5	4.06	0.988	High
	TM6	4.19	0.865	High
	TM7	4.17	0.885	High
	TM8	4.26	0.895	Very High
	TM9	4.15	0.907	High
	TM10	4.21	0.898	Very High
Grand Mean		4.19	0.770	High

Instrumental motivation, centered on practical outcomes like career advancement and academic success, was the primary motivator. The highest-rated item, "Learning English is important for my future career" ( $M = 4.53$ ,  $SD = 0.808$ ), underscores the importance of career aspirations in language learning, reflecting findings by Aspuri et al. (2019) and Khan et al. (2022), who linked English proficiency to employability. Conversely, external validation held less sway, as indicated by the lowest-rated item, "Learning English is important because other people will respect me more" ( $M = 3.60$ ,  $SD = 1.190$ ). This aligns with Radfar and Lengkanawati (2020), who found students prioritize tangible benefits over social prestige.

Integrative motivation, while secondary, also emerged as a significant factor. The highest-rated item, "Learning English is important because it enables me to better understand English art and literature" ( $M = 4.29$ ,  $SD = 0.845$ ), highlights students' appreciation for cultural immersion. Chalak and Kassaian (2010) similarly found that cultural engagement motivates language learners. In contrast, the item "Learning English will help me make friends from different parts of the world" ( $M = 4.06$ ,  $SD = 0.988$ ) received lower ratings, suggesting that interpersonal connections, though valued, are less central than cultural pursuits. This finding echoes Rahman et al. (2016), who noted that cultural immersion often outweighs social motivations.

Instrumental motivation surpasses integrative motivation, aligning with studies by Sinap et al. (2021) and Tanjitanont et al. (2021), which emphasized English's practical utility in career and academic contexts. However, integrative motivation remains a vital secondary influence, reflecting students' dual motivations for both practical benefits and cultural enrichment. Addressing both dimensions can enhance the effectiveness of language education programs.

### Significant Relationships

As shown in Table 5, the study identified a weak to moderate positive correlation ( $r = 0.326$ ,  $p < 0.001$ ) between English Language Exposure (ELE) and English Language Learning Motivation (ELLM), suggesting that increased exposure to English moderately

enhances motivation.

This finding aligns with Bilankov (2002) and Galiana et al. (2020), who emphasized the role of media exposure in improving motivation and proficiency. Similarly, Leona et al. (2021) observed that informal extramural exposure enhances vocabulary acquisition and confidence, particularly among younger learners. These studies highlight the importance of external English exposure in fostering language development and motivation.

Table 5. *Correlation Between Variables and English Language Learning Motivation*

<i>English Language Learning Motivation</i>		
	<i>R-value</i>	<i>P-value</i>
English Language Exposure	0.326	<0.001
English Language Teachers' Creativity	0.625	<0.001

However, ELE's relatively weaker correlation with ELLM indicates that exposure alone may not be sufficient for sustaining motivation. Studies by Wang et al. (2023) and Lasagabaster (2011) suggest that intrinsic motivation mediates the relationship between exposure and achievement, contributing more effectively to learning outcomes. Chuane et al. (2023) emphasized fostering genuine interest in language activities to maximize the motivational benefits of exposure, underscoring the need for strategies that engage students intrinsically.

A stronger correlation ( $r = 0.625$ ,  $p < 0.001$ ) was found between English Language Teachers' Creativity (ELTC) and ELLM, demonstrating the substantial influence of creative teaching on motivation. Huriyah (2019) and Corsino et al. (2022) confirmed that innovative teaching methods enhance student motivation, while Liao et al. (2018) linked creative pedagogy to improved performance, critical thinking, and enthusiasm for language learning. These findings underscore the value of integrating creativity into teaching to boost motivation and engagement.

Comparing ELE and ELTC, the results suggest that while exposure establishes a motivational foundation, creative teaching has a more direct and profound impact. This aligns with Wang et al. (2023) and Dunn and Iwaniec (2021), who emphasized the importance of intrinsic enjoyment and personalized strategies. To maximize outcomes, institutions may integrate enhanced exposure opportunities with innovative, engaging teaching practices.

### Predictive Roles of ELTC and ELE on ELLM

This study investigated the predictive roles of English Language Teachers' Creativity (ELTC) and English Language Exposure (ELE) on English Language Learning Motivation (ELLM) among undergraduate students as shown in Table 6. ELTC was found to significantly predict ELLM, accounting for 39.6% of the variance ( $\beta = 0.593$ ,  $p < 0.001$ ), underscoring the critical role of teacher creativity in fostering student motivation. Huriyah (2019) highlighted the importance of innovative teaching strategies in boosting student engagement and enthusiasm for English learning. Similarly, Liao et al. (2018) demonstrated that creative pedagogical methods enhance both motivation and learning outcomes.

Table 6. *Predictive Roles of English Language Exposure and Teachers' Creativity on Undergraduate Students' English Language Learning Motivation*

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>p-value</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
(Intercept)	1.683	0.041		8.403	<0.001
ELE	0.095	0.061	0.077	1.56	0.120
ELTC	0.567	0.047	0.593	12.018	<0.001

The data showed that every unit increase in ELTC corresponds to a 0.567 increase in ELLM, emphasizing the powerful impact of dynamic teaching methods. This finding aligns with Ahmed et al. (2015), who noted that creative approaches significantly elevate student motivation. Ajmal (2021) further highlighted that creative teaching fosters stimulating learning environments, increasing student enthusiasm and commitment to language acquisition.

In contrast, ELE did not significantly predict ELLM ( $\beta = 0.077$ ,  $p = 0.120$ ), indicating that exposure alone has limited direct influence on motivation. This finding diverges from Fandiño et al. (2019), who emphasized the role of external exposure, such as media, in enhancing motivation when combined with formal instruction. The results suggest that while exposure is beneficial, its effectiveness is amplified when paired with structured and engaging learning environments.

The study underscores that a combined approach integrating ELTC and ELE provides a more comprehensive framework for enhancing ELLM. Corsino et al. (2022) supported this, demonstrating the synergistic effects of creative teaching and diverse language exposure in creating motivational learning contexts. Educators should prioritize innovative pedagogical practices and incorporate varied resources to foster dynamic, engaging environments that maximize student motivation.



## Implication

The findings of this study imply that while English language exposure in various contexts—such as through media, formal education, and teacher creativity—plays a crucial role in motivating students and enhancing their language development, the impact is limited by insufficient exposure at home, among peers, and in digital communication. On the other hand, teacher creativity is identified as a key driver of student motivation, significantly influencing engagement and language acquisition. However, there is room for improvement in fostering more interactive class discussions, utilizing visual aids, and incorporating listening activities and contextually relevant materials. Moreover, while instrumental motivations related to career and academic success dominate, cultural engagement also plays an important secondary role in motivating students. To maximize language learning outcomes, educational strategies should focus on combining increased exposure to English with innovative teaching practices that cater to both intrinsic and extrinsic motivations, creating a dynamic and engaging learning environment.

## Conclusions

This study highlights that undergraduate students' English language exposure varies significantly across different environments, with media and academic settings providing the highest levels of exposure. Moreover, while English language teachers demonstrate strong creativity across various dimensions, there is room for improvement in fostering deeper engagement. Furthermore, instrumental motivation, driven by career and academic aspirations, was the dominant factor in students' English language learning, with significant emphasis on practical benefits. However, integrative motivation, though secondary, remains important, particularly in fostering cultural appreciation.

On the other hand, Ho1, proposing no significant relationship between ELE and ELLM, was rejected. A weak to moderate positive correlation was found, suggesting that increased exposure to English enhances motivation, although the relationship is not strong. Ho2, stating no significant relationship between ELTC and ELLM, was also rejected. A strong positive indicated that teachers' creativity significantly boosts motivation, reinforcing the importance of creative teaching methods in fostering student enthusiasm. Ho3, which hypothesized that ELE does not significantly predict ELLM, was accepted. ELE did not significantly predict motivation, suggesting exposure alone is insufficient without other motivating factors. Finally, Ho4, proposing that ELTC does not significantly predict ELLM, was rejected. ELTC significantly predicted motivation, highlighting the powerful impact of creative teaching on student engagement.

Therefore, while exposure to English has a moderate impact on motivation, teachers' creativity plays a far more direct and influential role in fostering sustained language learning motivation.

Based on these findings, the study suggests that educational programs can prioritize professional development for teachers to foster creativity in language instruction and create dynamic, engaging learning environments. It also advocates for increasing students' exposure to English through a mix of formal, peer, and digital interactions. However, the study has limitations, such as a homogeneous participant pool and a specific context, which may limit the generalizability of the results. Future research may explore more diverse groups and contexts, examine the mediating role of intrinsic motivation, and consider demographic factors that might influence language learning. Longitudinal studies and qualitative research could provide deeper insights into the long-term impact of creative teaching and exposure on motivation and learning outcomes.

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