

ENGLISH LANGUAGE LEARNERS' LEARNING ENGAGEMENT AT THE ENGLISH CAMP: A FABULOUS ENGLISH TEACHER'S NEW TEACHING INNOVATIONS

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Keywords	Abstract
English camp, Innovative teaching methods, Interactive activities, Learning engagement	This study investigates the impact of creative and engaging English language teaching strategies implemented by a female WL teacher during an immersive English camp at MAN 1 Kuansing in Riau Province. This present study used a qualitative method to explore the teaching strategies and interactive activities that the teacher used. Field observations were also conducted to understand how students were learning and the learning environment. The findings revealed that the camp utilizes a comprehensive and immersive approach to cultivate a genuine enthusiasm for English among participants. This includes engaging activities, multimedia elements, and culturally significant material to create a dynamic learning environment. The presence of a passionate and technologically proficient English teacher, who goes beyond conventional teaching, further enriches the language acquisition process. The study concludes that the English camp has successfully driven students' performance by encompassing a strategy that involves students residing together in the dormitory and fostering a supportive learning environment. The researchers suggest that these findings may be used as guidelines for the development of similar language learning programs, promoting the use of successful and captivating language teaching innovations, especially for young learners.
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INTRODUCTION

Acquiring proficiency in a new language, particularly for younger individuals, presents significant challenges but also yields considerable benefits. In the contemporary global landscape, mastery of the English language is essential for both personal development and career advancement. Acknowledging this necessity, an English female educator (WL) established an innovative English language camp at MAN 1 Kuansing in Riau to offer an immersive language acquisition experience. To accomplish this goal, the camp integrates culturally pertinent content alongside multimedia resources, intending to render language learning more captivating and applicable to the students' everyday experiences. Numerous studies have indicated that language immersion initiatives, particularly for younger learners, enhance linguistic capabilities and bolster students' motivation and engagement in utilizing the target language. Porter & Castillo (2023) conducted a comparative analysis of the effects of immersion learning versus traditional

methodologies and discovered that participants in immersion programs exhibited significantly greater improvements in TOEFL scores relative to those who underwent conventional study approaches.

The dynamic and technologically proficient educator at the English camp of MAN 1 Kuansing assumed a crucial position in establishing a stimulating and interactive educational environment. The primary objective of this educator was to nurture authentic curiosity and enthusiasm for language acquisition among learners by incorporating engaging activities, multimedia components, and culturally relevant content. Her duties transcended conventional teaching methodologies, as she also resided with the dormitory students, fostering a supportive and holistic educational setting. Moreover, she utilized innovative strategies to effectively immerse students in learning the English language. Through captivating and immersive experiences within the context of the English camp, she endeavoured to instil a fervour for the English language and enhance the linguistic competencies of the students.

The language camp allows students to get into using English as their primary language. This helps them understand and enjoy the language and its culture more deeply. The camp uses fun and interactive activities like games, acting out roles, and sharing cultural experiences. These activities make learning English exciting and enjoyable, which can significantly improve their language skills (Kannan & Munday, 2018). Also, the teachers are passionate and creative, and they use new and different ways to teach, which makes the learning experience even better.

This program runs for the whole semester and lets students practice their English in real-life situations. The English language camp at MAN 1 Kuansing is a special and hopeful way to teach English, and it could be a good example for other language programs. Earlier studies have shown that learning in environments that are full of real-life experiences helps students learn better and participate more. For example, students who participate in hands-on and interactive learning, like language camps, usually have more interest and use the language meaningfully. Ur (2012) states that learning English in real situations helps students remember and stay interested in the language. By encouraging a real love for the language and using new teaching methods, the camp wants to help students become confident and skilled in English.

The program ends with language proficiency tests in Malaysia and Singapore, which help show how well students can use their language skills in real-life situations. The English language camp at MAN 1 Kuansing includes fun and culturally meaningful activities that can greatly improve students' language abilities and overall skill level. The camp tries to build a real interest in the language, helping students use it well in everyday life, as seen through the language tests taken in Malaysia and Singapore. Johnson (2022) found that students in immersion programs, who only used the target language during classroom and other daily activities, made big improvements in their speaking skills, especially in how fast they speak and how few mistakes they make, with the biggest benefits coming from this approach.

Zhang (2023) states that a friendly and encouraging learning environment helps students feel more motivated and better able to learn English. The English camp at MAN 1 Kuansing has put this idea into practice by using new teaching methods and fun activities that make learning English more interesting and exciting for students. This kind of learning environment is more than just a regular classroom, and it helps students learn more completely and in a balanced way. Chen (2024) agrees, saying that ways of teaching that put students first, like using honest communication and technology, really help students get more involved, feel more in control, and become more confident in using the language.

This study looks more closely at the specific methods and techniques used by an English teacher at the English language camp at MAN 1 Kuansing. It aims to uncover

what makes language learning successful, especially for young students. The results could help create similar language programs and encourage better, more interesting language teaching methods. The study focuses on understanding new teaching methods and how interactive activities affect how well students learn language. The findings could help shape discussions about language education by showing how important it is to create fun and culturally relevant learning spaces that spark a love for learning languages. By sharing the successes and challenges faced by the teacher and students at the English language camp at MAN 1 Kuansing, this study could inspire the development of similar initiatives, ultimately promoting the widespread adoption of effective language learning practices.

Several research gaps are highlighted in the present study, including the introduction mentions "innovative approaches" and "captivating activities." but, the existing literature cited (Porter & Castillo, 2023, Kannan & Munday, 2018, Ur, 2012, Johnson, 2022, Zhang, 2022, Chen, 2024) broadly discusses the broader benefits of immersion or student-centred approaches without drilling down into the granular teaching strategies within a unique camp context. While the study mentions that interactive activities generally boost proficiency, there's no explicit mention of research detailing how these activities, particularly when integrated with daily living in a dormitory, measurably contribute to language acquisition within this specific type of program. The present study establishes this camp as a "unique and promising approach." There's no indication of prior research analysing this particular initiative, its teachers' methods, or its outcomes. This suggests a localized gap in understanding this specific model. Furthermore, the previous sets the stage for the importance of immersive language learning and the positive impact of English camps. However, it *underscores* a gap in specific, in-depth studies on the innovative pedagogical approaches and the direct influence of interactive activities within a particular immersive English camp context, especially one that extends beyond traditional classroom settings and includes dormitory living.

Therefore, this study examines explicitly the innovative strategies employed by the English teacher and the various engaging activities conducted in the dormitory during an English language camp at MAN 1 Kuantan Singingi. A key focus of this study was to understand these innovative pedagogical approaches and assess the influence of interactive activities on language acquisition outcomes. To this end, the main research questions guiding this study are: 1) What innovative strategies does the English teacher implement to engage her students in learning English at the English camp of MAN 1 Kuantan Singingi? 2) How can using interactive and immersive activities in the English language camp boost the English learners' language proficiency?

METHOD

This study utilized a qualitative approach, specifically a case study design, to explore the innovative strategies and interactive activities implemented by a female English teacher (WL) at the English camp in MAN 1 Kuantan Singingi, Riau Province. The key respondent for this study is "WL," a 29-year-old English female teacher who holds a bachelor's degree in English Education and is pursuing a master's degree in the same field. She has 6.5 years of teaching experience at SMP Muhammadiyah 1 Teluk Kuantan Singingi and also works as a supervisor and instructor at English Camp MAN 1 Kuantan Singingi. She has a lot of experience in studying and teaching English, which helps her understand how to use new and engaging teaching methods in English education. She is a female English teacher who taught at the English camp program in MAN 1 Kuantan Singingi. Her active participation in the MAN 1 Kuantan Singingi English camp gives researchers a good idea of the creative teaching methods and interactive activities used in that special language learning setting. This helps them understand better how language is learned in this unique program.

For this study, the main way of collecting data was through in-depth interviews with the female English teacher who taught at the English camp. These interviews were

done to get her detailed experiences, views, and ideas, which help the researchers understand the teaching methods and activities used at the camp. The researchers also observed the activities at the English camp to get more information about the interactive and immersive environment.

The data for this study were collected through in-depth interviews. These interviews were conducted face-to-face and audio-recorded with the participant's consent. The question items provided made it possible for the researchers to explore the teachers' experiences, teaching approaches, and perspectives on the effectiveness of the English camp program in detail. The interview took 30 minutes, was conducted face-to-face, and was audio-recorded with the consent of the participants. Apart from interview data, the researchers observed the English camp activities for secondary data sources, providing a more comprehensive understanding of the learning environment.

The following 10 question items were used together with the data needed, especially items 1 to 5 in Table 1, to answer research question 1: What innovative strategies does the English teacher implement to engage her students in learning English at the English camp of MAN 1 Kuantan Singingi?

Table 1. In-depth Interview Items for RQ 1

1	Can you describe some of the unique or innovative teaching strategies you employ in the English camp to engage students in learning the language?
2	How do you incorporate multimedia elements or technology into your English lessons to make them more engaging and interactive?
3	How do you incorporate culturally relevant content or materials into your English lessons to make them more relatable for the students?
4	Can you provide examples of how you create a dynamic and immersive learning environment in the English camp setting?
5	What role does your personal energy and creativity as a young teacher play in engaging students in the English camp program?

Meanwhile, items 6 to 10 in Table 2 were used to answer research question 2: How can interactive and immersive activities in the English language camp boost the English learners' language proficiency?

Table 2. In-depth Interview Items for RQ 2

6	Can you share some examples of interactive and immersive activities you use in the English camp that have been particularly effective in fostering a love for the English language among students?
7	How do you incorporate games, role-playing, or cultural exchanges into the English camp activities, and how do these activities contribute to improving language proficiency?
8	In what ways does the English camp setting, which is different from a traditional classroom, help create a more relaxed and enjoyable atmosphere for language learning?
9	Can you describe any specific instances where you observed a positive change in students' attitudes towards learning English after participating in the interactive and immersive activities of the camp?
10	How do you balance the use of interactive and immersive activities with more structured language learning exercises to ensure that students are making progress in their language proficiency?

These question items in Table 1 and Table 2 were designed to elicit detailed responses from the respondent, offering valuable insights into the innovative strategies and activities used at the English camp of MAN 1 Kuantan Singingi. Those items helped

researchers understand their impact on students' English language performance and proficiency.

The data from the in-depth interviews and observations were analysed using a descriptive qualitative approach, following the interactive model proposed by Miles and Huberman (1994). This model comprises three key components: data reduction, data display, and conclusion drawing/verification. The researchers transcribed the interview recordings, systematically coded the data to identify emerging themes and patterns, and then organized this information into meaningful categories. The observation notes served to corroborate and enrich the interview data. The final analysis describes the innovative strategies and interactive activities implemented by the English teacher at the English camp in MAN 1 Kuantan Singingi.

RESULTS

Innovative Strategies that English Teachers Implement to Engage Students in Learning English at the English Camp.

To understand the new teaching methods used by the respondent in teaching and learning at the English camp and to look into the interactive and engaging activities used, in-depth interviews with the respondent (WL) were carried out. Additionally, observations at the English camp were made to get a complete picture of the new strategies and interactive activities. The following are the results from the interview with the English teacher, "WL," at the English camp in MAN 1 Kuantan Singingi.

In response to the first question, "What innovative strategies does the English teacher use to engage her students in learning English at the English camp of MAN 1 Kuantan Singingi?" the findings show that WL uses various methods to create an exciting and engaging learning environment. A critical part of her approach is building emotional connections and using real-life situations in learning. At the MAN 1 Kuansing English Camp, WL uses a method that focuses on getting close to her students and being part of their daily lives. By living with them in the dormitory for six months, she gets to know each student well. This helps make the learning experience more personal and less strict. She tries to act like a friend rather than just a teacher, so students feel relaxed and are more willing to speak even if they make mistakes. WL also uses real-life activities to help students use English naturally. Her ideas are clearly shown in excerpt 1 as follows:

"At MAN 1 Kuansing English Camp, I apply an approach that emphasizes emotional closeness and togetherness with students. I lived with them in the dormitory for six months, allowing me to understand each student's character deeply. This approach makes the learning process more personalised and less rigid. I deliberately act like a friend, not just a teacher, so that students feel comfortable and are not afraid to try to speak up, even when they still make mistakes. I also emphasize contextual learning through daily activities that encourage the natural use of English." (WL 1).

Furthermore, the findings underscore WL's use of multimedia and technology. She utilizes simple yet effective tools such as smartphones and language-based apps. One of the apps used is Tandem, which allows students to practice speaking live with native speakers from different countries. In addition, WL often uses short videos from YouTube to introduce cultural context and reinforce listening comprehension. This is illustrated in excerpt 2:

"I utilize simple yet effective technology such as smartphones and language-based apps. One of the apps we have used is Tandem, which allows students to practice speaking live with native speakers from different countries. In addition, I often use short videos from YouTube to introduce cultural context and reinforce listening comprehension. This activity really helps students understand intonation, expression, and real situations in English usage." (WL 2).

Another significant strategy is the integration of culturally relevant content and materials. WL presents materials that are close to the students' lives and culture. For example, when learning expressions or vocabulary, she uses examples of everyday situations in their environment, such as conversations in stalls, schools, or during religious activities. In addition, the Tuesday night speeches conducted at the mosque use themes that are relevant to Islamic values and teenage life. This can be seen in excerpt 3:

"I try to present materials close to the students' lives and culture. For example, when learning expressions or vocabulary, I use examples of everyday situations in their environment, such as conversations in stalls, schools, or during religious activities. In addition, the Tuesday night speeches conducted at the mosque use themes that are relevant to Islamic values and teenage life. That way, English does not just become a foreign language, but a living language in their own context." (WL 3).

WL also builds an immersive environment through daily routines and practices. Students start their day with vocabulary learning after Fajr prayer, and English is used mandatorily in daily conversations at camp. In the evening, they learn expressions to practice communication. Regular speeches in the mosque and role plays in the schoolyard help them build confidence and fluency in public speaking. This is detailed in excerpt 4:

"Our English Camp environment is truly immersive. After Fajr prayer, students immediately learn 20 new vocabulary words every day. After school, they are required to use English in their daily conversations at camp. In the evening, they learn various expressions to practice their expression and communication skills. Regular speeches in the mosque and open role plays in the schoolyard get them used to public speaking. All this creates a dynamic, continuous, and highly interactive learning atmosphere." (WL 4).

Finally, WL's role as a young teacher brings unique value to the program. She brings passion, creativity, and a non-rigid approach to teaching. Her energy is directed toward creating a fun yet disciplined learning atmosphere. She acts not only as a teacher but also as a companion, discussion partner, and role-play partner in various activities. Her creativity is evident in how she designs weekly activities to motivate students. This is reflected in excerpt 5:

"As a young teacher, I bring passion, creativity, and a non-rigid approach to teaching. I channel my energy into creating a fun yet disciplined learning atmosphere. I am not only a teacher, but also a companion, discussion partner, and even a role-play partner in various activities. My creativity is seen in how I help design activities for role plays, thematic speeches, or spontaneous conversations that are always different every week so that students are not bored and always motivated." (WL 5).

Interactive and Immersive Activities in the English Language Camp to Boost the Learners' Language Proficiency.

In response to the second research question, *"How can interactive and immersive activities in the English language camp boost the English learners' language proficiency?"*, the findings highlight that WL utilizes various activities that promote confidence, vocabulary acquisition, and real-world communication skills. Some of the flagship activities that have proven highly effective include the Tuesday night speeches at the mosque, which boost students' courage to speak in public, role play in the schoolyard, which encourages creativity and confidence, mandatory English conversation throughout the camp, and consistent morning vocabulary and evening expression sessions. These daily routines significantly improve students' language skills. This is explained in excerpt 6:

"Some of the very effective flagship activities were the Tuesday night speeches at the mosque, which boosted their courage to perform in public. Then the role play in the schoolyard fosters their creativity and confidence. Chatter is mandatory in English in the camp area, and there is a simple punishment if they accidentally use Indonesian. As well as learning vocabulary in the morning and expressions in the evening. This activity is consistently done every morning and night, so it is very effective in significantly increasing their vocabulary." (WL 6).

WL also integrates fun and engaging methods such as games and cultural exchange. Light games like guessing games, word chains, and charades help build vocabulary enjoyably. Role plays focus on daily-life themes to enhance functional communication. Additionally, international visits to Singapore and Malaysia are real-life opportunities for students to use English with native speakers. This is described in excerpt 7:

"I often use light games such as guessing games, word chains, and charades to build familiarity and strengthen vocabulary in a fun way. We do serious role-play activities with daily life themes. This hones their functional communication skills. In addition, the visit to Singapore and Malaysia at the end of the program is a real form of cultural exchange, where students are required to communicate directly with native speakers, strengthening their confidence and language skills significantly." (WL 7)

The English camp setting creates a more relaxed and less pressured environment than traditional classrooms. There is no stress from formal exams, but goals and discipline are still maintained. A family-like atmosphere makes students feel safe to make mistakes and learn from experience, which supports language development. This is shown in excerpt 8:

"Camp provides a more relaxed and less burdensome atmosphere, as the learning process occurs in everyday life. There is no pressure of intense formal exams, but there are still targets and disciplinary supervision. The family atmosphere and togetherness make students feel safe to try, make mistakes, and learn from experience. They don't feel that learning English is a school obligation but part of a new and exciting lifestyle." (WL 8).

Specific success stories illustrate how effective these activities are. WL observed that students who were initially shy and fearful of speaking English became confident speakers capable of conversing with native speakers. One student, in particular, managed to interview with a native speaker in Malaysia without a translator after participating in the camp. This is explained in excerpt 9:

"I saw many students who were initially very shy and even afraid of speaking English in the early weeks, slowly started to change after a few weeks of participating in speech activities and daily activities at the camp. Students who initially always looked down and avoided when asked to speak. However, after several appearances in the Tuesday night speech shift, he became more confident. In fact, in the sixth month, he managed to interview with a native speaker in Malaysia without the help of a translator. This shows the amazing transformation that comes from the right learning environment." (WL 9).

Lastly, WL ensures that interactive and immersive activities are balanced with structured learning. The camp curriculum includes morning vocabulary sessions and evening expression practice. Mid-program evaluations are conducted with native

speakers acting as informal testers. Immersive activities align with the structured content to ensure practical fluency and academic progress. This is detailed in excerpt 10:

"I structure the Camp curriculum with a balance between interactive activities and structured learning. In the mornings, there are systematic vocabulary acquisition sessions. The evenings are focused on expressions and more formal speaking practice. In the middle of the program, we also evaluate progress and invite native speakers as informal testers. Immersive activities such as casual conversations, role plays, and speeches are tailored to the previously learned material, so they support each other and ensure students develop thoroughly in both technical mastery and language practice." (WL 10).

The findings of this study underscore the transformative potential of the English camp setting when combined with innovative teaching strategies, interactive activities, and a teacher's unwavering commitment to fostering a love for the target language. The insights gained from this research can inform the development and implementation of similar successful English language programs in other contexts, ultimately contributing to the broader goal of improving language proficiency and cross-cultural understanding among students. This research demonstrates the effectiveness of an English camp program when it integrates novel teaching methods and engaging activities, leading to significant positive changes. The results indicate that English instructor "WL's" holistic methodology successfully boosts student involvement and cultivates their passion for the English language.

The observation results revealed that the English camp activities also confirmed the positive and supportive learning environment fostered in the program. The atmosphere was lively and cheerful, and the students demonstrated a close relationship that seemed like a family. The teachers at the English camp were very welcoming and friendly, allowing the students to participate fully, such as speaking, answering, and performing in front of others without embarrassment and fear. Although regulations requiring the exclusive use of English at the camp have not yet been implemented, students constantly switch between English and Bahasa Indonesia in class lessons and in-group interactions. Discipline is strictly enforced from dawn to dusk in activities ranging from waking up, praying, eating, studying, phone usage, and sleeping. Interestingly, the students follow these rules very seriously, showing that the program is not just about learning English but also about building good character. The research found that using interactive presentations, video clips, and games helped catch the students' attention and made the learning process more fun and easier to remember. Also, using materials that are connected to their culture and teaching tools that are easy to use made the English lessons more meaningful and relevant for the students, helping them see how English is used in their own cultural context.

Likewise, the results show that WL plays a very important role as both a teacher and a supporter in the camp. By living with the students and spending time with them in the dorms, WL builds strong relationships and learns more about their individual needs and interests. This helps WL create personalized learning experiences that use each student's special talents and interests. This research shows how WL's special teaching methods and activities at the English camp in MAN 1 Kuantan Singi contribute to making the program successful. It also shows how the curriculum creates an exciting learning environment that helps students develop a love for English and improve their language skills. These findings can help create and run similar English programs in different places.

DISCUSSION

This study shows how creative teaching methods and fun activities are used in the MAN 1 Kuantan Singingi English camp program to help students improve their

English skills. The English teacher, WL, uses a complete approach that includes new ideas for the camp setting, which matches up with recent research on good ways to learn languages. The study found that the English camp uses technology and multimedia well in its classes. This matches what Kannan and Munday (2018) state about how digital tools can help make language learning more interesting. As WL says, "using different multimedia tools helps grab students' attention and makes learning more fun and memorable. Ur (2012) also states it's essential to use various interactive materials in language teaching to suit different learning styles and keep students motivated. Ur believe choosing the right tools and techniques is key to making learning more meaningful and easier for everyone.

Another important finding is that the English camp uses materials and content that are culturally relevant. This supports Johnson's (2022) idea that students learn English better when exposed to real-life language use in their own cultural context. WL says, "She strongly believes that using culturally relevant content helps students connect with the language more deeply. " This approach makes the learning environment more relatable and easier to understand, which agrees with Zhang's (2023) research that shows a meaningful learning environment based on familiar cultural and contextual elements can greatly improve students' motivation and understanding in language learning.

A major result from this study shows how important it is for teachers to bring their own energy, creativity, and youthful spirit into the classroom. This helps to inspire students and create a positive attitude towards learning a language. These findings match what Johnson found in Johnson's (2022) research, which highlights how active and involved teachers can greatly improve students' language skills and willingness to learn. This happens when teachers use their natural talents like enthusiasm, imagination, and being open to students' needs. WL uses stories, jokes, and lively, spontaneous moments to create an exciting and interactive learning setting. This approach clearly shows the kind of teaching method Johnson says is key to motivating language learners in a rich, immersive environment.

The value of immersive and interactive activities in an English language camp environment strongly supports the findings of Kannan and Munday (2018), who emphasise that integrating interactive, ICT-based, and socially-based language practices can increase student engagement and encourage authentic language use in meaningful contexts. The students at the camp were given ample opportunities to use English in relevant situations through games, role-playing exercises, and cultural exchanges. This active engagement has been shown to improve language proficiency dramatically. In line with this, Karim et al. (2022) found that creative, fun, and unstressed activities, such as using English songs, can reduce learners' anxiety, improve vocabulary acquisition, and create a safe environment that supports language experimentation. From a WL perspective, these activities create a safe and supportive environment where students can experiment with language without fear of failure.

A special and new discovery from this study is the special role that WLs play in the English language teaching environment, acting as both teachers and guides. This goes beyond regular classroom lessons. In this method, teachers stay in the same dorms as the students and spend much time with them. This close connection helps teachers better understand each student's learning style and what works best for them. These findings offer a new perspective on teacher-student dynamics in language education. They are in line with the research of Ammar et al. (2024), who highlight the importance of a learner-centred and relationship-based pedagogical approach. They say that when teachers do more than teach, like helping students in many different ways, they can help students grow, stay interested, and develop new ideas. This is because they can offer support and advice tailored to each student's needs in a learning environment that considers all aspects of a student's development.

The English camp program's effective integration of technology and multimedia components signals a developing trend in language instruction. According to Lai and Zheng (2018), incorporating digital technologies can significantly enhance students' motivation and engagement with language learning. WL uses interactive presentations, teaching games, and video clips to offer students many fun learning ways. These methods help students with different learning styles and preferences. The English camp curriculum strongly emphasises culturally relevant material, aligning with studies by Kramersch and Zhu (2020), who underscore the value of cultural context in language instruction. The program fosters a more relevant and relatable learning environment by utilizing resources and exercises that mirror the students' cultural experiences. This method improves language ability and cultivates intercultural competency, an essential skill in today's globalized world.

The study's findings regarding the influence of the teacher's personal energy and originality are consistent with research by Mercer and Dörnyei (2020) on the function of instructor excitement in language learning motivation. WL's way of teaching is full of energy and makes lessons enjoyable. Research by Tomlinson and Masuhara (2018) on the benefits of experiential language learning supports the efficacy of interactive and immersive activities within the English camp environment. The camp helps students improve their language skills by using games, acting out different situations, and sharing cultures. This lets students practice speaking the language in real-life scenarios.

The unique way WL mentors in the camp setting brings a new approach to teaching language, which is worth exploring further. This strategy aligns with research on the value of individualised learning experiences in language instruction, as discussed by Kumaravadivelu (2020). By living and interacting with students outside of the traditional classroom, WL can tailor instruction to meet each student's unique needs and interests, which may significantly improve language acquisition outcomes.

Recent studies show that using multimedia in language learning agrees with new research about how technology helps in learning languages. For example, Liu (2023) emphasizes that integrating text, graphics, music, video, and animation can significantly improve learner engagement and language acquisition. Incorporating interactive presentations, educational games, and video clips in English camp programs is a prime example of a multimodal learning environment reflecting this approach, which successfully promotes language development dynamically and engagingly.

The English camp curriculum has a strong emphasis on culturally relevant material that aligns with studies by Norton and De Costa (2018), which highlight the significance of identity in language acquisition. By incorporating materials and activities that represent their cultural experiences, the curriculum allows students to explore and express their identities through the target language. Norton and De Costa contend that this process is essential for successful language acquisition. The current findings on the value of teachers' passion and inventiveness align with findings by Plonsky et al. (2022), who emphasize the important role of emotional experiences in second language acquisition. WL's upbeat and innovative teaching style exemplifies the emotionally supportive environment that has been shown to increase students' motivation and engagement in the language classroom.

The efficacy of interactive and immersive activities in the English camp environment is further supported by Ellis's (2019) study on the advantages of task-based language instruction. Through games, role-playing exercises, and cultural interactions, the camp effectively implements a fundamental tenet of task-based language teaching: providing students with meaningful tasks that encourage authentic language use. WL's distinctive mentorship position at the camp incorporates a facet of language teaching that corresponds with Ushioda's (2020), which emphasises the significance of learner autonomy in language acquisition. Through engaging in activities and socializing with students outside of the traditional classroom setting, WL cultivates a feeling of

independence and the ability to take charge of one's own learning. Ushioda (2020) views these elements as essential for achieving sustained success in language acquisition.

The study's results regarding the utilization of multimedia components in language training corroborate the research conducted by Zhang and Zou (2023), who highlight the effectiveness of technology-enhanced language learning in fostering student motivation and engagement. Incorporating interactive presentations, video clips, and educational activities in the English camp program exemplifies the multimodal and game-based instructional environment that Zhang and Zou found to improve language learning outcomes in EFL contexts significantly. Including culturally relevant content in the English language camp curriculum corresponds with recent findings in language education research. For example, a study by Liao and Li (2023) showed that culturally responsive teaching significantly increased students' intercultural competence and openness in EFL settings. By integrating materials and activities that reflect students' cultural backgrounds, the curriculum enables students to engage more deeply and meaningfully with the language. According to Liao and Li, this approach is essential for effective and inclusive language learning.

The study's results regarding the influence of teacher enthusiasm and inventiveness align with a recent structural equation modelling study by Li et al. (2024), which found that teacher enjoyment and work engagement are strong predictors of teacher enthusiasm in an EFL context. WL's dynamic and innovative teaching style exemplifies the kind of motivating and emotionally supportive environment described by Li et al. as essential for enhancing teacher enthusiasm and student engagement in language learning settings. Moreover, the efficacy of interactive and immersive activities in English language camp settings is in accordance with the findings of Zhang and Zou (2023), who highlighted that technology-mediated multimodal pedagogies, such as using multimedia, online platforms, and digital games, improve not only cognitive outcomes but also students' motivation and active engagement. Through multimedia-supported games, role-playing exercises, and cultural exchanges, students participate in authentic language use that promotes meaningful interactions and improves language proficiency in line with Zhang and Zou's conclusions.

WL's distinctive mentorship position at the camp setting offers a dimension of language teaching that aligns with Wan's (2023) study, which found that teachers' mindfulness and emotional intelligence significantly enhance the quality of teacher-student relationships. By engaging in activities and communication with students outside the traditional classroom, WL fosters strong interpersonal bonds, crucial for creating a nurturing and effective learning environment. The study's findings about using multimedia components in language training corroborate Chang and Hung's (2019) meta-analysis, which highlights that technology-enhanced language learning—primarily through digital games and cooperative tools—significantly improves EFL learners' motivation, interaction, and language proficiency. The English camp's use of interactive presentations, video clips, and educational games exemplifies this effective multimodal instructional environment.

Including culturally relevant content in the English camp curriculum aligns with Liao's (2023) research, which shows how critical incidents and culturally grounded materials foster symbolic competence of the ability to interpret and use language as a cultural symbol system in advanced EFL learners. By incorporating activities reflecting students' cultural experiences, this camp builds students' capacity to navigate global communication contexts meaningfully. The research findings regarding teachers' enthusiasm and inventiveness also echo the research of Wang et al. (2024), who identified positive teacher emotions such as excitement and emotional intelligence as critical in improving teacher-student relationships and promoting effective learning environments. WL's dynamic and innovative teaching style exemplifies this nurturing atmosphere that supports successful language development.

To summarize, the results of this study not only support previous research on efficient language teaching methods but also present new aspects unique to the English camp environment. The diverse strategy implemented by WL, which incorporates inventive pedagogical methods, engaging activities, and a distinct mentoring function, provides a compelling framework for immersive language instruction.

CONCLUSION AND RECOMMENDATION

Conclusion

Key findings indicate that the female English teacher at the English Camp uses many new and creative ways to make learning English more fun and interesting for the students. She uses activities like games, role-playing, and cultural exchanges, which create an exciting and lively learning environment. These methods help students improve their English skills a lot. Also, the teacher is passionate and creative, and the school provides a supportive and complete learning experience beyond the classroom. In short, this article shows how creating a friendly and engaging learning environment is important for improving language learning, especially for young students. The approach used by WL at the English Camp in MAN 1 Kuansing can be a good example for other language learning programs.

Recommendation

To keep students excited and involved in learning English, program leaders at MAN 1 Kuansing's English camp should keep improving their teaching methods by using fun and interesting methods. Schools in Indonesia can also help students better use their English skills in real-life situations. Program leaders should check how well the program is working often and make changes if needed. Researchers could look at other schools or English camps in different areas to learn more about this topic. Future studies might also look into other factors that affect how much students engage and how well they do in English camps, like their family's income, their motivation, and how much help they get from their parents.

The results of this study are expected to help improve the development of good English teaching methods in the English camp program. These results can be helpful for teachers and decision-makers when designing fun and student-centred English learning activities. Also, this research can add to the existing knowledge about learning English in less formal environments, like the English Camp program.

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