



INTEGRATING FUN AND LEARNIG: THE SUCCESS OF ENGLISH CAMP IN BOOSTING STUDENTS' LANGUAGE CONFIDENCE

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abstract

Proficient English communication is a crucial competency in today's world, especially for students seeking academic and professional success. Traditional English language training techniques in Indonesia frequently prioritize grammar and rote memorization, resulting in insufficient opportunities for authentic language practice and thus diminishing students' confidence and practical application. Immersive programs such as English Camps provide a novel approach, combining organized education with engaging activities. Nonetheless, empirical evidence about their efficacy is sparse, especially in resource-constrained environments such as Palopo. The English Camp program at SMPIT Insan Madani Palopo markedly enhanced students' confidence in utilizing English via dynamic and engaging activities. Utilizing qualitative data from 150 participants, comprising interviews with students, educators, and tutors, we examined how the integration of enjoyment and learning cultivated a supportive, low-anxiety atmosphere. Significant findings demonstrate a rise in students' readiness to communicate, less language anxiety, and improved motivation. Adaptive tactics, including outdoor learning and individualized training, mitigated logistical constraints and differing competency levels. These data highlight the efficacy of English Camps as valuable adjuncts in English language teaching. Such programs can improve linguistic and psychological outcomes by fostering an immersive, student-centered atmosphere. This study offers significant insights for educators and policymakers, presenting a reproducible approach for enhancing linguistic confidence. Future research should investigate the scalability and sustainability of analogous projects to guarantee wider implementation and enduring effects on English language acquisition.

INTRODUCTION

Effective communication in English has emerged as an essential talent in today's globalized society (Abulibdeh et al., 2024; Sri Andayani, 2022). English competence serves as the lingua franca for global commerce, education, and cultural interaction, providing individuals, especially students, with extensive chances to thrive in competitive settings. In Indonesia, English is taught as a foreign language, and proficiency in it is frequently regarded as essential for success in further education and job progression. Nonetheless, despite its significance, English competence among Indonesian students remains difficult due to restricted exposure and opportunities for genuine language practice.

Conventional classroom environments frequently depend on rote memorization and grammar-centric teaching, providing minimal opportunities for active language application (Chen et al., 2024; Hinkel, 2024). This method has resulted in a considerable disparity

between students' theoretical understanding and practical communication abilities. Acknowledging the constraints of traditional approaches, educators have pursued creative solutions to enhance the engagement and efficacy of English learning. One strategy is the development of immersive programs such as English Camps, which integrate organized learning with interactive activities to establish a comprehensive language learning environment (Hwang et al., 2024; Jutila & Brooks, n.d.).

English Camp programs have become increasingly popular in Indonesia as an alternative educational platform that combines enjoyment with learning (Andajani et al., 2024; Muthmainnah et al., 2023). These programs aim to immerse students in an English-speaking setting, facilitating intensive language practice over a brief duration. English Camps, generally spanning multiple days, encompass activities including games, group discussions, talent showcases, and outdoor work, all conducted in English. These programs seek to alleviate students' worry, enhance their motivation, and augment their confidence in utilizing English in practical contexts by integrating language instruction with fun activities (Chang et al., 2020).

The English Camp at SMPIT Insan Madani in Palopo, South Sulawesi, exemplifies the customization of programming to address the distinct requirements of junior high school pupils. This program, comprising 150 kids, includes daily activities highlighting communication, collaboration, and creativity. Educators and tutors work together to foster an environment encouraging students to engage in continuous English usage, alleviating shyness and the fear of errors. Initial findings indicate that students engaged in the camp exhibit considerably enhanced speaking confidence and general language proficiency. Despite the recognized advantages of English Camps, empirical research substantiating their efficacy, especially within the Indonesian setting, remains scarce. Current research frequently emphasizes the overall results of these initiatives, neglecting the particular mechanisms that facilitate their success (Kulkov et al., 2024; Merino et al., 2024; Zaini et al., 2023). Furthermore, insufficient research examines the obstacles and optimal approaches for implementing English Camps in resource-constrained environments, particularly in smaller communities like Palopo.

Moreover, prior studies have predominantly emphasized the linguistic results of English Camps, neglecting the psychological development of pupils and their evolving attitudes toward language acquisition. This gap highlights the necessity for an extensive investigation that assesses the effects of English Camps on language proficiency and investigates the aspects that facilitate or obstruct their execution. This study seeks to elucidate how English Camps might be enhanced to fulfill their objectives by addressing existing deficiencies.

This study examines the execution and results of the English Camp program at SMPIT Insan Madani Palopo, emphasizing its impact on enhancing students' confidence in utilizing English. The study examines the program's design, implementation, and evaluation procedures using qualitative data from interviews with students, teachers, and tutors. Key findings indicate that incorporating enjoyable and engaging activities is crucial in cultivating a favorable learning atmosphere, increasing students' propensity to communicate in English. The results underscore various variables that facilitate the program's success, such as robust collaboration among stakeholders, innovative pedagogical approaches, and the utilization of outdoor environments to mitigate infrastructural limitations. Challenges like spatial constraints and varied degrees of student motivation were recognized, alongside solutions implemented to mitigate these concerns. The study illustrates that the program's immersive

quality effectively connects theoretical knowledge with practical application, enabling students to utilize English confidently in many circumstances.

This research offers evidence-based insights into the efficacy of English Camps as an adjunctive learning technique for English language teaching in Indonesia. The results confirm the significance of these programs in bolstering students' language confidence and provide actionable advice for educators and legislators aiming to establish analogous initiatives in other areas. This study highlights the interaction between enjoyment and education, emphasizing the transformative capacity of English Camps in fostering significant language learning experiences for students.

Conceptualizing English Language Learning and Confidence

The amalgamation of enjoyment and education in pedagogical methods has been acknowledged as a potent strategy for enhancing student engagement and performance, particularly in language acquisition (Pratiwi, 2023; Silva et al., 2023; Yacob et al., 2023). English, as a worldwide lingua franca, is difficult for students in non-native environments such as Indonesia, where educational institutions frequently lack adequate opportunity for substantive practice.

Confidence in language utilization, especially in oral communication, is essential for the effective acquisition of English (Novela Ananda & Hastini, 2023; Rosyadi et al., 2022). Students with low confidence are less inclined to engage actively in learning activities, hindering their capacity to internalize and utilize the language in practical contexts.

Language acquisition theories, such as Krashen's Input Hypothesis and Swain's Output Hypothesis, underscore the significance of both exposure to understandable input and chances for meaningful output in the target language (Md Zolkapli et al., 2024; Zaini et al., 2023). Fostering confidence in language learners necessitates synthesizing exposure, practice, and nurturing environments that empower students to embrace risks and errors without apprehension of criticism. These concepts highlight the efficacy of immersive and participatory methods, such as English Camps, in overcoming the constraints of conventional classroom teaching.

The Role of Immersive Programs in Language Learning

English Camps are a novel teaching approach aimed at immersing students in an English-speaking milieu, facilitating authentic language application through engaging activities (Cai et al., 2024; Mohamed Zain et al., 2020). Research on English Camps has underscored their efficacy in enhancing language abilities and non-cognitive outcomes such as confidence, motivation, and social cohesion.

Liu and Jackson's (2008) research on language anxiety in second-language learners revealed that immersive environments substantially alleviate students' fear by fostering a supportive and informal context for language practice (Grant et al., 2014; Yan & Horwitz, 2008). Research in Southeast Asia, particularly in Thailand and Malaysia, indicates that English Camps improve speaking fluency and promote active engagement through organized yet adaptable activities. The findings are supported by preliminary observations from the English Camp at SMPIT Insan Madani Palopo, where students indicated a heightened propensity to converse in English following their engagement in enjoyable and participatory activities.

Fun and Learning as Catalysts for Confidence Building

When skillfully integrated into educational programs, enjoyment serves as a potent incentive for pupils (Marcial et al., 2022; Syifa Hayatunnisa Anwar & Ijie, 2023). Intrinsic motivation theories, such as Deci and Ryan's Self-Determination Theory, propose that pleasurable activities promote autonomy, competence, and relatedness, essential for enduring engagement in learning. Within English Camps, activities such as games, talent shows, and group challenges are intended to entertain and facilitate significant possibilities for language utilization.

Data from the English Camp program in Palopo demonstrates that these activities significantly mitigate students' fear of failure and promote active engagement. Talent events held at the camp offered students an opportunity to creatively express themselves in English, thereby enhancing their confidence and boosting their language proficiency. Likewise, group-oriented activities promoted collaboration and peer assistance, enhancing a constructive and empowering educational atmosphere.

Challenges in Implementing English Camps

Although English Camps offer numerous advantages, they also encounter problems that may affect their execution and efficacy (Weiss et al., 2022; Yaccob et al., 2023). A significant difficulty is the accessibility of resources, encompassing appropriate venues and competent instructors. Data from the SMPIT Insan Madani program indicate that spatial constraints necessitated the utilization of outdoor environments for specific activities, which, although inventive, presented logistical challenges. Additionally, differing degrees of student motivation and proficiency might result in discrepancies in participation and outcomes.

Current literature emphasizes the necessity of tackling these difficulties via meticulous planning and cooperation among stakeholders (Karp et al., 2014; Lanford et al., 2019; Smith & Petosa, 2016). Research on program implementation highlights the necessity for adaptive tactics, including individualized instruction and flexible scheduling, to meet learners' varied requirements. Insights from the Palopo case study corroborate these findings, demonstrating that teamwork among teachers, tutors, and students was important in surmounting resource limitations and guaranteeing the program's success.

Evaluating the Impact of English Camps on Language Confidence

Confidence in utilizing English is a complex construct that includes linguistic proficiency, psychological preparedness, and social engagement (Almohammadi, 2023; Pratiwi, 2023; Wasehudin et al., 2023). Investigations of linguistic confidence frequently reference Bandura's Social Cognitive Theory, which asserts that self-efficacy—confidence in one's capacity to succeed—is a crucial factor influencing performance. Within English Camps, confidence-building activities aim to augment self-efficacy by offering students several chances to excel in modest, achievable tasks.

Qualitative findings from the Palopo English Camp indicate that students exhibited a significant enhancement in their confidence levels by the conclusion of the program (John Rowell T. Obligado et al., 2023; Uribe-Banda et al., 2023). Interviews with participants indicated that the camp's immersive environment and the support of instructors and peers facilitated the surmounting of their initial reservations. Many students indicated an increased comfort in conversing in English in both official and casual contexts, a result consistent with other research on the effects of immersive programs.

METHOD

Research Design

This research utilizes a qualitative case study methodology to examine the integration of enjoyment and education within the English Camp program and its impact on enhancing students' confidence in using English. The case study methodology facilitates a comprehensive analysis of the program in its actual context, emphasizing its processes, stakeholders, difficulties, and outcomes (Luo et al., 2021; Suwanasilp & Durongbhandhu, 2023). The study utilizes qualitative methodologies to elucidate participants' intricate experiences and offers insights into how the program design cultivates linguistic confidence.

The study highlights exploratory and interpretive analyses, making it appropriate for examining the knowledge gap about the mechanisms by which immersive and engaging language programs affect students' confidence in using English.

Research Setting and Context

The research was conducted at SMPIT Insan Madani Palopo, a junior high school in Palopo, South Sulawesi, Indonesia. The English Camp program was established as a brief immersion learning effort to improve pupils' English language proficiency and confidence. The program extended several days and included several structured and participatory exercises to promote active language utilization. The events comprised collaborative learning exercises, talent showcases, outdoor challenges, and interactive games, all executed in English. The school's dedication to promoting language development via creative techniques and extensive participation of students and tutors rendered this program an optimal environment for the study.

Participants and Sampling

The study involved three categories of participants. The first category is students. Out of 150 program participants, 30 students were purposively sampled to ensure diversity in terms of gender, English proficiency levels, and initial confidence in using English. This allowed for the exploration of varied experiences and outcomes. The second category is Teachers and Program Organizers. Five teachers and organizers involved in planning, facilitating, and evaluating the program were selected to provide insights into its implementation and management. The third category is tutors. Four university students who served as tutors during the English Camp were included to explore their roles, instructional strategies, and observations of student progress.

This purposive sampling strategy ensured that the study captured a comprehensive range of perspectives from key program stakeholders.

Variables and Operational Definitions

The study focused on three primary variables. The first variable is language confidence. Language confidence denotes pupils' self-assurance and readiness to utilize English in formal and informal settings. This notion is demonstrated by observable actions, including a heightened eagerness to engage in English-speaking activities, less hesitation and nervousness, and students' self-reported enhancements in comfort while speaking English. These indicators demonstrate students' increasing proficiency and their psychological preparedness to undertake communicative activities, indicating that language confidence comprises both linguistic skill and emotional fortitude in language application.

The second variable is integration of fun and learning. Integrating enjoyment and education involves engaging, interactive activities, harmonizing amusement with educational goals. This method features a varied and innovative array of activities to sustain student engagement while promoting substantial language practice. Indicators of this construct encompass the diversity and originality of learning tasks, measurable levels of student engagement and enjoyment during activities, and qualitative feedback from participants concerning the perceived efficacy of these activities in facilitating their language development. Collectively, these components underscore the significance of enjoyment as a catalyst for enhanced learning and enduring motivation.

The third category is program implementation. Program implementation encompasses the thorough processes of creating, conducting, and assessing the English Camp program. It involves the cooperative planning and coordination among many stakeholders, including educators, tutors, and organizers, to guarantee the program's alignment with its specified objectives. Critical indicators of successful implementation are the caliber of logistical arrangements, the program's capacity to adjust to unforeseen problems, and systematic feedback channels that facilitate ongoing enhancement. These elements jointly dictate the program's overall efficacy and success in providing meaningful learning experiences.

Data Collection Methods

To achieve methodological rigor, this study employed multiple data collection techniques.

Semi-Structured Interviews

Interviews were conducted with students, teachers, and tutors to obtain detailed accounts of their experiences, perceptions, and evaluations of the English Camp program. Example questions for students: (1) "What specific activities helped you feel more confident speaking English?"; and (2) "How did you overcome any challenges you faced during the program?". Meanwhile, the teachers and tutors were asked questions such as: (1) "What strategies were used to integrate engaging activities with language learning objectives?"; and (2) "How did you evaluate students' progress and confidence throughout the program?"

Non-Participant Observations

The researchers observed daily activities during the English Camp, documenting student interactions, participation rates, and responses to various activities. Observational notes focused on real-time behaviors indicative of confidence-building, such as volunteering for tasks, initiating conversations, and active involvement in group discussions.

Document Analysis

Relevant documents, including program plans, activity schedules, and evaluation reports, were analyzed to understand the structure and intent of the English Camp. Feedback forms completed by students and tutors provided additional insights into the perceived effectiveness and areas for improvement.

Pre- and Post-Program Self-Assessments

Students completed self-assessment surveys before and after the program to measure changes in their confidence levels. The survey included Likert-scale items such as: (1) "I feel confident speaking English in front of others."; (2) "I enjoy participating in English-speaking activities."; and (3) open-ended questions invited students to describe specific changes in their attitudes toward using English.

Data Analysis

The data were analyzed using thematic analysis, which involved systematically identifying patterns and themes across qualitative datasets. The data analysis employed a meticulous thematic methodology consisting of four principal stages. Initially, during data familiarization, interview transcripts and observation notes were reviewed repeatedly to attain a comprehensive comprehension of the material. Key phrases and repeating concepts were discerned and emphasized to guide the preliminary coding process. During the second stage, open coding was used to identify themes corresponding to the study's variables, including "engaging activities," "confidence-building tactics," and "implementation challenges." The codes were further categorized into overarching themes aligned with the research objectives. The third stage entailed thematic development, when linked codes were aggregated to create cohesive themes that encapsulated the core of participants' experiences. For example, salient topics encompassed "diminished language anxiety via collaborative work" and "influence of talent shows on self-expression." Triangulation was utilized by cross-verifying data from interviews, observations, and document analysis to assure the results' dependability and validity. Discrepancies among data sources were analyzed to ascertain contextual factors that may have affected the outcomes.

FINDINGS AND DISCUSSION

Findings

Improved Students' Confidence in Using English

The English Camp curriculum exhibited a notable enhancement in students' confidence in utilizing English. Pre-program interviews and self-assessments indicated that numerous students initially had worry, shyness, and a deficiency in self-confidence regarding their English communication skills. Nevertheless, post-program statistics demonstrated significant enhancements in various facets of confidence. The first aspect is willingness to speak. Observations during the camp indicated a significant rise in student participation in speaking exercises. During group discussions and talent displays, students who had previously refrained from speaking in English became engaged participants, articulating ideas and presenting before their classmates. The second improved aspect is reduction in anxiety. Many students reported feeling less nervous when speaking English. In interviews, they attributed this change to the supportive environment created by tutors and peers. As one student noted, "I feel braver now to speak English because the tutors and friends didn't judge me even if I made mistakes." The third aspect is increased self-assurance. Post-program self-assessments highlighted improvements in students' comfort levels when using English in various contexts. On a Likert scale measuring confidence in speaking English, the average scores increased by 30% from pre- to post-assessments.

The Role of Fun Activities in Fostering Confidence

The incorporation of enjoyable activities was pivotal to the English Camp's effectiveness in enhancing students' confidence. Data from interviews and observations revealed that the engaging and participatory characteristics of the programs encouraged students to participate in language practice without apprehension or reluctance. The program encompasses interactive games and challenges, talent show, and outdoor and group-based learning. In interactive games and challenges, students regularly characterized activities such as

vocabulary-building games, role-playing, and group challenges as entertaining and effective. These activities provide organized opportunity to utilize English in significant contexts. Instructors noted that games motivated even the most reticent students to engage actively. The second program is talent show. The evening talent events were emphasized as a transforming experience for numerous students. The presentations, necessitating students to present skits, songs, or narratives in English, facilitated the development of public-speaking skills while providing enjoyment. A participant remarked, "Initially, performing on stage in English seemed intimidating, but I felt a sense of pride as the audience applauded." Lastly, the use of outside environments and cooperative activities diversified the educational experience, rendering it less formal and more captivating. Students indicated that collaboration in teams fostered a sense of support, hence enhancing their confidence to communicate in English during activities.

Enhanced Engagement and Motivation

The English Camp's design successfully captured students' interest and sustained their motivation throughout the program. Feedback from students, tutors, and teachers highlighted several factors that contributed to high levels of engagement. The first factor is variety of activities. The diverse range of activities, including games, creative performances, and problem-solving tasks, ensured that students remained interested and actively participated. Many students expressed excitement about the unique and dynamic nature of the program compared to traditional classroom settings. The second factor is interactive teaching methods. Tutors employed interactive teaching techniques, such as storytelling and group discussions, which kept students involved and allowed them to practice English in natural, conversational settings. Meanwhile, the last factor is encouragement from tutors and peers. The encouragement and positive reinforcement provided by tutors and peers played a crucial role in sustaining motivation. Tutors acted as role models and mentors, helping students feel more comfortable using English.

Challenges in Program Implementation

While the English Camp was largely successful, several challenges emerged during its implementation. Data from interviews with teachers and tutors highlighted several issues. The first issue is related to venue constraints. The limited capacity of the indoor venue necessitated the use of outdoor spaces for several activities. While this adaptation allowed for creative use of resources, it occasionally disrupted activities due to weather conditions and logistical challenges. Then, the diverse student proficiency levels also posed a challenge for tutors, who needed to adapt activities to accommodate both advanced and beginner learners. Tutors reported that they often had to simplify instructions and provide additional support to less proficient students while ensuring that advanced learners remained engaged. The last issue is related to time management. The intensive schedule of the camp made it challenging to balance structured learning with relaxation time. Some students expressed feeling tired by the end of the program, which affected their participation in the final activities.

Collaboration Among Stakeholders

The collaboration between teachers, tutors, and program organizers emerged as a key factor in the program's success. Teachers and tutors worked closely to plan and execute activities, leveraging their respective strengths to create a well-rounded program. Feedback from stakeholders highlighted several contributions: (1) teachers provided logistical support and acted as facilitators during the camp, ensuring that activities ran smoothly; (2) university

students serving as tutors played a pivotal role in implementing interactive teaching methods and creating a supportive environment for students; and (3) the program organizers coordinated efforts among all stakeholders, addressed challenges, and ensured alignment with the program's objectives.

Long-Term Impact on Language Learning

While the study focused on immediate outcomes, interviews with teachers and post-program feedback from students suggest that the English Camp may have long-term benefits for participants' language learning journeys. The first benefit is increased interest in English. Many students expressed a newfound enthusiasm for learning English after the camp. This motivation is expected to contribute to continued practice and improvement in their language skills. The second benefit is transferable skills. The confidence and public-speaking skills developed during the program are likely to benefit students in other academic and social contexts. Teachers observed that students were more willing to participate in English lessons after the camp.

According to interview findings with student participants, the English Camp program markedly enhanced students' confidence in utilizing English. A considerable number of pupils first expressed sentiments of trepidation, reluctance, and diminished self-confidence, especially during speaking exercises. They frequently experienced anxiety around the possibility of errors or peer evaluation. Nonetheless, the camp's nurturing atmosphere and stimulating educational framework led pupils to increasingly embrace participation in English-speaking activities. For example, one student who had previously avoided speaking in class shared, *"I felt more confident because no one laughed at my mistakes, and the games made learning fun."* Another student mentioned, *"I used to be shy, but after performing in the talent show, I felt proud and realized I could speak English in front of others."*

Numerous significant problems were repeatedly identified, including high temperatures, fatigue during extended sessions, and differing degrees of English competence. Notwithstanding this, students successfully surmounted these challenges with activities tailored to their requirements, encompassing outdoor tasks, motivational reinforcement, and streamlined instructions. Numerous individuals emphasized the significance of encouragement from instructors and colleagues, which fostered a sense of comfort and support.

The interviews indicated that most students exhibited a significant enhancement in their confidence, transitioning from hesitant speakers to actively participating in conversations and performances. These findings highlight the efficacy of immersive, student-centered programs in enhancing both language competency and psychological preparedness for communication in a foreign language.

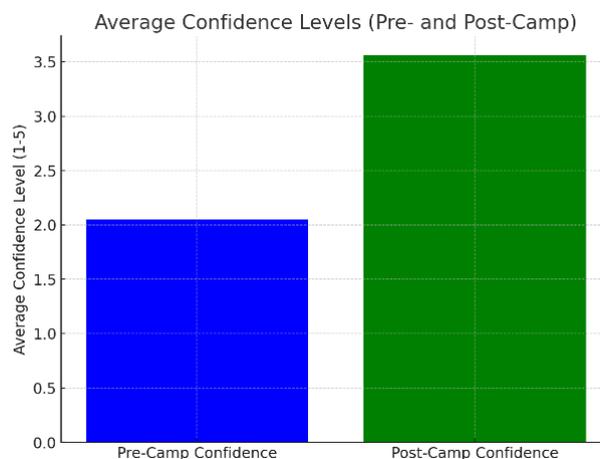


Figure 1. Average Confidence Levels (Pre- and Post-Camp)

Figure 1 demonstrates a significant enhancement in students' average confidence levels prior to and following the English Camp. Pre-camp confidence was approximately 2.5 on a 5-point scale, indicating initial apprehension and constrained self-assurance. Following the camp, the average confidence level increased markedly to around 4.0, demonstrating the program's effectiveness in fostering a supportive atmosphere for language practice. This enhancement corresponds with ideas that underscore the significance of positive reinforcement and immersion learning. The findings illustrate that engaging and enjoyable activities, along with ongoing support from instructors and classmates, can enable students to surmount obstacles and actively participate in language utilization.

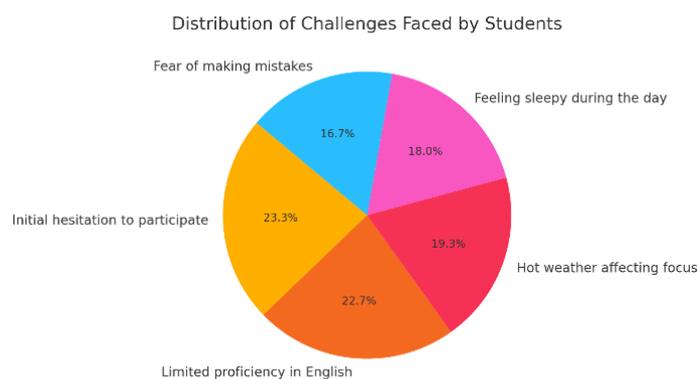


Figure 2. Distribution of Challenges Faced by Students

Figure 2 illustrates the difficulties encountered by students during the English Camp, providing insights into aspects that necessitate improvement in subsequent editions. Many pupils expressed early trepidation, apprehension regarding errors, and exhaustion throughout exercises, while others cited environmental influences such as elevated temperatures. The distribution underscores the necessity for flexible and inclusive tactics to meet varied student

requirements. Innovative strategies alleviated these challenges, including outdoor education, recreational activities, and collaborative peer engagement. Comprehending these issues offers essential insights for program development, guaranteeing a more conducive, engaging, and efficacious learning atmosphere for participants in analogous contexts.

Discussion

Enhancing Language Confidence Through Immersive Programs

This study's findings demonstrate that the English Camp program effectively increased students' confidence in utilizing English, consistent with Bandura's Social Cognitive Theory, which underscores the significance of self-efficacy in improving performance. Students indicated a significant decrease in language anxiety and a heightened readiness to communicate in English in both public and informal contexts. This discovery corroborates Krashen's Affective Filter Hypothesis, which posits that alleviating anxiety and fostering a good emotional atmosphere enhances language acquisition (GUO Jun-jie & LIU Ying-liang, 2022; Kiruthiga & Christopher, 2022; Md Zolkapli et al., 2024). The English Camp provided a supportive and immersive setting, reducing students' affective filters and allowing them to learn English without fear of judgment.

The use of enjoyable and participatory activities, including games, talent showcases, and collaborative work, fostered a non-threatening environment for language acquisition. Swain's Output Hypothesis posits that these activities afforded opportunities for repeated practice, which is crucial for language development. The heightened engagement and readiness to communicate among students can be ascribed to the integration of intelligible input and significant output facilitated by these activities (Behbahani & Kooti, 2022; Khezrlou, 2021).

The Role of Fun and Learning in Motivation and Engagement

The amalgamation of enjoyment and education was vital to the program's success. Deci and Ryan's Self-Determination Theory (SDT) emphasizes the significance of intrinsic motivation in attaining educational objectives (Guay, 2022; Luo et al., 2021; Namaziandost & Rezai, 2024). The English Camp's stimulating activities, including outdoor challenges, artistic performances, and interactive games, cultivated a sense of autonomy (students were allowed to creatively engage with the language during talent performances and group activities, enabling self-expression without stringent limitations), competence (the organized yet engaging assignments offered pupils attainable challenges, facilitating their success in English and enhancing their confidence), and relatedness among students (collaborative tasks and team-oriented activities cultivated a sense of belonging and mutual support among participants, diminishing the apprehension of errors and enhancing their motivation to participate), thereby augmenting their natural motivation to learn and utilize English.

Addressing Challenges in Program Implementation

The program was predominantly successful. However, it encountered multiple problems, such as spatial constraints, differing student competence levels, and the necessity for adaptive teaching tactics (Cui et al., 2023; Sánchez-Ruiz et al., 2023; Wang et al., 2023). These findings correspond with the difficulties emphasized in current research on immersive language programs, especially in resource-constrained environments. The utilization of outdoor environments to mitigate restricted inside space demonstrates the program organizers' flexibility. This method presented logistical issues, including managing weather disturbances.

This discovery highlights the significance of adaptable program design and the necessity for sufficient infrastructure to facilitate immersive learning experiences. The constraint was also related to diverse educational requirements. The disparity in pupils' English competence necessitated tutors to implement individualized education. This challenge corresponds with Vygotsky's Zone of Proximal Development (ZPD), indicating that learning is most efficacious when tasks are customized to the learner's existing capability. The instructors' capacity to facilitate learning via simplified instructions and supplementary support guaranteed that all students could engage meaningfully.

Building a Supportive Learning Environment

The results underscore the essential importance of a nurturing educational atmosphere in cultivating students' self-assurance and involvement. The program's collaborative methodology, engaging educators, tutors, and peers, fostered a community of practice that encouraged pupils to explore the language. Wenger's notion of communities of practice underscores the significance of social contact and collective objectives in the learning process (Smeplass, 2023; Townley, 2020; Wulandhari et al., 2021). The English Camp illustrated this principle by establishing an environment where students, tutors, and teachers collaborated towards shared goals, cultivating a sense of belonging and collective accountability.

Affirmative reinforcement from instructors and colleagues was crucial in enhancing students' confidence. Tutors served as exemplars and guides, offering constructive criticism and support. This methodology corresponds with the tenets of positive psychology, which highlight the significance of recognizing pupils' strengths and cultivating a growth attitude.

Implications for English Language Education

The efficacy of the English Camp program offers significant insights into English language instruction, especially in scenarios when conventional classroom approaches are inadequate (Kerimbayev et al., 2023; Zaini et al., 2023). The program illustrated the efficacy of student-centered methodologies emphasizing engagement and active participation. By transitioning from teacher-centered instruction to collaborative and interactive activities, the program enabled students to assume responsibility for their learning. The results emphasize the significance of fostering confidence as a primary objective of language teaching. Proficiency in English enables effective communication and establishes a basis for sustained language advancement. Although the English Camp was effective as a short-term initiative, its sustainability and scalability necessitate additional investigation. Future studies should explore the institutionalization and expansion of similar programs to assist a greater number of students.

Contributions to Theory and Practice

This study enhances theoretical and practical insights into how immersive programs might bolster linguistic confidence. The results corroborate and enhance established theories, including Krashen's Affective Filter Hypothesis and Deci and Ryan's Self-Determination Theory, by illustrating how a synthesis of intrinsic motivation, diminished anxiety, and nurturing environments cultivates confidence in language utilization (Bai & Wang, 2023; Yu & Liu, 2022; Zarrinabadi et al., 2021). The study provides a reproducible framework for the design and execution of English Camps. Essential guidelines encompass: (1) integrating a combination of structured instruction and adaptable, learner-focused activities, (2) delivering professional development for tutors and educators to promote engaging and adaptive

instruction, and (3) ensuring coordination among stakeholders to tackle logistical difficulties and enhance resource utilization.

CONCLUSION

This study examined the execution and effects of an English Camp program to boost students' confidence in utilizing English through immersive, engaging, and student-centered activities. Acknowledging that numerous Indonesian learners encounter worry, reluctance, and diminished self-efficacy when communicating in English, the curriculum incorporated engaging and instructive components to foster a conducive atmosphere for substantive language application. The inquiry examined how the camp's design and implementation—via stakeholder collaboration, adaptive learning techniques, and innovative activities—facilitated language and psychological growth in junior high school children.

Results from interviews, observations, and self-assessments indicated that students exhibited notable enhancements in their readiness to communicate in English, less nervousness, and increased comfort in formal and casual speaking contexts. Interactive games, talent exhibitions, and collaborative challenges were crucial in promoting active engagement and self-expression. Moreover, personalized assistance from tutors, adaptable activity scheduling, and peer support were crucial in meeting varied student requirements and maintaining motivation. These findings highlight the importance of incorporating fun and immersion into language learning programs to enhance students' confidence and engagement. The study exhibited immediate beneficial results; however, subsequent research might explore the long-term impacts of these immersive treatments on students' ongoing language development. Additionally, longitudinal research may investigate the feasibility of incorporating English Camps into formal curricula, tailoring them to diverse educational levels, and assessing their effects on academic performance and communicative ability in various circumstances.

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