# The Axiology Aspect Should Be Encouraged, Not The Jargon As
## *Kampung Inggris Sawai*

**Thobias Sarbunan**
Institut Agama Kristen Negeri Ambon, Ambon.
E-mail: **t.sabunan@iaknambon.ac.id**

**Abstrak :** The Kampung Inggris research sought to identify points of distinction in the methodological and conceptual framework of the English course at Kampung Inggris, which was developed in the administration of non-formal educational institutions and is adaptable to a diverse range of language course initiators. However, the chronology in this article is mostly based on information on grants for community service in Sawai village and the absence that followed the service; consequently, the focus is on learning about non-formal educational institution development, research, and development and forming English language course institutions in distant areas. Through the investigation of scientific papers on the Google Scholar database, with the year of publication covered in 2022 as the major study period, the qualitative paradigm was highlighted in the literature review approach. In a series of research based on scientific inquiries, it was shown that the growth of English language course institutions was not exclusively dependent on the goals and linguistic abilities of the initiator. Nevertheless, it went beyond that; the initiator was capable of cooperative action with a valuable network that intersects mutually to promote graduate outcomes and course programs—besides, combined with the most recent literacy, managerial skills, awareness of innovation, research and development competency, and expectations.

Keywords: Authentic learning and Experiences, Based Initiation, Inductive and Contemporary


*Abstract* **:** Penelitian Kampung Inggris berusaha untuk mengidentifikasi poin-poin perbedaan dalam kerangka metodologis dan konseptual kursus bahasa Inggris di Kampung Inggris, yang dikembangkan dalam administrasi lembaga pendidikan non-formal dan dapat diadaptasi ke beragam pemrakarsa kursus bahasa. Namun, kronologi dalam artikel ini sebagian besar didasarkan pada informasi tentang hibah untuk pengabdian masyarakat di desa Sawai dan ketidakhadiran yang mengikuti pengabdian; akibatnya, fokusnya adalah mempelajari tentang pengembangan, penelitian, dan pengembangan lembaga pendidikan nonformal dan membentuk lembaga kursus bahasa Inggris di daerah yang jauh. Melalui investigasi makalah ilmiah pada database Google Scholar, dengan tahun publikasi yang dicakup pada tahun 2022 sebagai periode studi utama, paradigma kualitatif ditonjolkan dalam pendekatan tinjauan literatur. Dalam serangkaian penelitian berdasarkan penyelidikan ilmiah, terlihat bahwa pertumbuhan lembaga kursus bahasa Inggris tidak semata-mata bergantung pada tujuan dan kemampuan linguistik pemrakarsa. Namun demikian, itu melampaui itu; pemrakarsa mampu bertindak kooperatif dengan jaringan berharga yang bersinggungan satu sama lain untuk mempromosikan hasil lulusan dan program kursus—selain itu, digabungkan dengan literasi terbaru, keterampilan manajerial, kesadaran akan inovasi, kompetensi penelitian dan pengembangan, dan harapan.

Kata Kunci: Pembelajaran Otentik dan Pengalaman, Berbasis Inisiasi, Induktif dan Kontemporer

**PENDAHULUAN**

Following a study that showed a non-native Southeast Asian refinement, the notion of educational programs developing camp boarding, the system is renowned for creative techniques. Park (2006) asserts that "groups" might take satisfaction in their accomplishments and express influence throughout their behaviour. For LI (2005), students of various ages who used various pedagogies to educate themselves assessed the effectiveness of CP using their academic knowledge. Regular supervisors engage in the CP process and discuss their successes (Rugasken & Harris, 2009). As stated (Mustakim & Ismail, 2018; Satriani et al., 2022), autonomy would directly increase an individual's capacity to learn a foreign language. This study demonstrated how each participant's belief system was rigorously shaped throughout camp procedures. Nurlaela and Idawati (2022) observed that CP emphasized the idea of open learning setting is going to increase to navigate better forthcoming language skill exploration (Aswad, 2017; Manan, 2018; Noguchi, 2019; Garhani & Supriyono, 2021; Dinan, 2022; Xu et al., 2022; Arifin, 2022; Syaifuddin, 2022; Munzaini et al., 2022; Jaya et al., 2022; Chan et al., 2022; Keen et al., 2022).

SMEETS et al. (2022) developed the framework for conducting intensive courses might consider the following paradigm, as researchers write: Realist evaluation (RE) is an emerging and promising research approach for evaluating integrated care, addressing what works, how, for whom, and in what circumstances. The rich philosophical foundation of RE, critical realism, can help systematically unravel an integrated care program's initial theory before implementation as the first step within RE. RE can be considered a robust methodological asset in integrated care research by facilitating a deeper level of insight into program functioning than traditional forms of evaluation do and by shaping a realist-informed monitoring and evaluation process. (p. 151)

Since rigorous programs are implemented, psychological and academic needs balance assessment and evaluation, as stated by (Findlater et al., 2022; Gagné et al., 2022). Furthermore, (Held et al., 2022) focused on similar stress with the portion "Since neurons and the brain will transmit information into action and reaction in a systematic" and is comparable to intensive English language programs in objectivity. Intensive programs represent two sorts of focus. The first is fostering the inquiry process, and the second should aim at skill exposure. Marschalek et al. (2022) the idea, as shown in (QSI International School Of Yerevan, n.d.), for the English language focus of an intensive program, the output of participants and course content should be shaped as in the following figure below.

Figure 1.



Note: *The Example of Constructing Idea to Develop Intensive English Language Course. Adapted from Intensive English Program - At a Glance, by QSI International School Of Yerevan., n.d., https://yerevan.qsi.org/student-services/intensive-english. Copyright n.d. by Quality Schools International. It was reprinted with Permission.*

Based on past studies, this research aimed to extend the examination of community service reports in *Sawai* Village, North *Seram*, The Regency of Central *Maluku*, *Maluku* Province, Indonesia, till 2021. This study's contribution to the understanding of the "Kampung Inggris (KP)" framework, which outlines an intense English education program as it was depicted in Indonesia a few years ago and is still being acknowledged today, is its most salient feature. In reality, KP is a volunteer organization dedicated to enhancing English language competency in Indonesia that developed the renowned Kampung Inggris curriculum of demanding English courses, which

includes practicing both soft and hard language skills. It goes under the non-formal education category.

In general terms, Kampung Inggris provides all of these because it is currently operating in Indonesia, for example, in *Kediri* (East Java) and *Pare* (South Sulawesi), locations familiar to middle-class Indonesians, and as a way to transfer the learning process through authentic experience, including a dynamic approach with diverse people in one Village (Kampung in Bahasa). The term "Kampung" [Village] should not only be understood in terms of its linguistic origins; it can also refer to a group of people who live in a particular place, such as Kampung, but who nevertheless advance civilization and share their knowledge of English on both an academic and noncognitive level. The readers can understandably use the online information to learn more about the Kampung [Inggris/English] (it)system in depth. Therefore, *Kampung Inggris* is an important center for indigenous inhabitants to learn English. The whole design of *Kampung Inggris*, founded by foreign visitors and hence supports both internal and external tourism, is noteworthy. According to one of the official websites, *Kampung Inggris* is a tourist attraction that engages directly with individuals from various cultures (PT Kampung Inggris Paredise, 2022).

Additional information is being provided today to support the axiology aspect of the Kampung Inggris scholarship for all Indonesians who are willing to improve their English skills through intensive English courses [1 year] of training and are ready for individuals with common sense to convince them. As the scholarship service is open to a wide range of ages to study in *Kampung Inggris*, the following website could be interesting to seek [that] opportunity, for instance (Titik Nol English Course, 2022; NURJAYA, 2015; Admin Interpeace, 2019). However, for this study, the different situation in Sawai village is outside the description and purposes of *Kampung Inggris*. One of the gaps in *Sawai*, which is a popular tourist attraction on a national level due to the nature of its location, and the local people of *Maluku* and the satellite islands surrounding *Sawai* [in Seram Island] highly recommend and are familiar with planning a trip to *Sawai*.

Additionally, *Sawai* has a setting that can further develop as a prominent tourist destination. On the other hand, they [the founders] only can operate *Kampung Inggris* if, based on experience doing community service in *Sawai*, there are insufficient human resources to educate, manage, and administer *Kampung Inggris*. Because certain groups of [local] young people who act as informants and guides for us [the Institut Agama Kristen Negeri Ambon/English Language Lectures-community service team] lack adequate qualifications [and abilities] to teach English as a language on both academic and non-academic bases. Aside from that, the tension of government irritation toward system assistance since the development of *Kampung Inggris* in *Sawai* is ambiguous. As prior research findings and community service experience engaged a certain discourse, as reported in the community service report, this paper investigated by emphasizing the discourse of how to develop 'intensive English language courses [IELC], non-formal education, and what the specific requirements are to support IELC in remote areas. In light of the need for more background knowledge on *Kampung Inggris* and its environment, this study focused on quantifiable framework investigation to build [at least] an intensive English language program relevant to the *Kampung Inggris* context.

In terms of the history of non-formal education for improving English language abilities, the idea for the *Kampung Inggris* organization emerged from an expatriate living in Indonesia, which provides an important context for the study of particular literature on *Kampung Inggris*. The expatriate, a native English speaker, works alongside a local leader proficient in the foreign language. From then on, English- language education centers became established and soon expanded to Kediri and Pare. The two towns emerged with a reputation as the most dependable English-course providers among Indonesia's numerous course agencies. On the websites following (admin, 2021; World English Pare, 2019; kampunginggrisla, 2021), people may find out more about the history of the [Kampung Inggris].

**METHOD**

The research method that was used, the explorative research method with the library research strategy, fostered the qualitative paradigm. Then, the study selection parameters were updated to the year of publication, 2022, and the Google Scholar database was integrated as an article data search.

**RESULT AND DISCUSSION**

**Result**

The primary data were collected from the 2021 community services report [CSR/annual funding scheme] at Institut Agama Kristen Negeri Ambon, with the report paper available on the website listed under (Thobias Sarbunan, 2022). The discussion subject stressed three major issues connected to the research question based on preceding data from the CSR report.

**Discussion**

The table in the discussion consists of three categories connected to scientific problems, specifically how to establish an English language course framework, then construct non-formal education, and what criteria are quantifiable in developing English courses for undeveloped, outermost, and remote places.

**Table 1**
**How to Develop IELC**

| |
|---|
| ❖ Teo et al. (2022) focus on diagnosing and analyzing curriculum construction, including content generation, content bias, and classification of participant prior knowledge, external influences, assessment categorization, and differentiation of teaching approaches. |
| ❖ According to Khojasteh et al. (2022), the framework for constructing IELC might begin with an analysis of the substance and content of teaching and learning and then proceed to analyze the degree of participant proficiency, teaching paradigm and its scenarios, and optimal educated teaching recourse. |
| ❖ According to this research, they [researchers] inferred to enhance practical pedagogic abilities with critical thinking in intense program design, including instructors' thinking skills (Arslan & George, 2022). Furthermore, the fulfillment of praxis phases is that paradigms and pedagogical competency praxis are followed by the provision of actual teaching and learning materials and, afterwards, the development of a participation class. |
| ❖ Said (Abdala, 2022) Additional analysis was prompted to determine the pros and cons of adopting the course and its rigorous course plan into practice. As researchers experimented, planning the assessment and reflection approach to achieve impartiality was equally challenging. The next phase is to have the participant ready to think beyond the box as a potential instructor. |
| ❖ The trainer should consider language as communication instead of academic proficiency in an English language-intensive course (Toro et al., 2018). Participants should be constantly nurtured with methods, authentic materials, and real experience. |
| ❖ Bian (2022) asserts that the educational paradigm of interactional communication considers the coexistence of communicative abilities. As it grows considerably, communication skills have the potential to offer cutting-edge media to improve participant experience as well as real learning. |
| ❖ The road map implies that the communicative approaches for intensive schemes are functionally determined by outlining each language skill dimension, considering the nature of participants' native and second languages, deciding what teachers and students should do and an extended pathway, and finally outlining quantifiable communicative paradigm actions (Losi & Muslim Nasution, 2022, p. 98). |
| ❖ A. & Khalaf (2022) IELC could be developed based on two main models and underlying critical thinking:<br>• The process has followed the scheme such as:<br>    ✓ Scheme Phase---defined---infer---synthesize and exploration<br>    ✓ Selection Phase ---mind mapping---providing implication---------constructing novelty and gap<br>    ✓ Auxiliary Phase---------provides an alternative framework |
| • Assessment and Evaluation is comprising :<br>    ✓ Assessment--creating a mind map of theory and practical process---generating the strength -----providing the scheme to re (practice) weaknesses |

| |
|---|
| ✓ Reflection: extending the novelty of the program, then building the support system for sustaining the course |

| |
|---|
| • Assessment and Evaluation are comprising the following: |
| ✓ Assessment--creating a mind map of theory and practical process---generating the strength -----providing the scheme to re (practice) weaknesses<br>✓ Reflection: extending the novelty of the program, then building the support system for sustaining the course |

| |
|---|
| ❖ The requirement for a specific technique to distinguish between ordinary language courses, such as educational processes and intense courses, is what (Endacott et al., 2022) intend. For further information, please evaluate (pp. 4-8). |
| ❖ Pedagogical competence and professional educator performance toward the second variable of participant output are often determined by adopting a quantifiable framework of intensive courses. González & Pan believe that the control variable, such as a board member responsible for putting up the organization, is considered (2022). |
| ❖ The fourth issue with designing intensive courses is keeping up with the current knowledge and technological merit trend, according to (Tütüniş et al., 2022). Details include addressing facility-specific technological problems and identifying participation candidates by assessing each participant's past knowledge. Since the course is conducted [through and without advancement in information and technology], encouraging guidance for participants is the next step, followed by the initial stage of a professional educator and trainer of language skills toward a contemporary knowledge approach. The trainer should have access to high-tech tools and be able to distinguish between acceptable technologies. |
| ❖ According to Mopos et al. (2022), developing and applying professional character to control dynamic processes worldwide is the primary gateway for building and maintaining rigorous courses in the contemporary age. Through rigorous training, language skills shape professional learning. |
| ❖ According to Ennis et al. (2022), it must be an inductive approach to the concept of the intensive course. |

**Table 2**
**How to Develop Non-Formal Education**

| |
|---|
| ❖ The core framework of non-formal education relates to the entire description of teaching and learning activities where students feel satisfaction and enjoyment, which researchers refer to non-cognitive induction, as (Debarliev et al., 2022) found after completing an inquiry. |
| ❖ How to accommodate and respond to several concerns that concretely occur in the circle of society life phase is what (Ferrer-Fons et al., 2022; Wright et al., 2022) believe regarding the social inclusion framework to be adopted in the non-formal education curriculum. |
| ❖ According to critics such as Castiglioni and Cisani (2022), methodology and context are two scientific characteristics that have yet to be investigated in non-formal education. |
| ❖ A comprehensive strategy and context are combined (Beek, 2022) to promote non-formal education and associated social challenges. |
| ❖ According to Simpson & Feyerabend (2022), sustainability should be based on cross-information exchange to investigate issues and opportunities. |
| ❖ According to them [the researchers], not all individuals can accept language based on the root of language, which is exploited as an origin as well as a mother tongue, since the privileged, for example, the bilingual person as a speaker. Therefore, certain perspectives will become distorted if individuals cannot distinguish between languages and their language roots. Some individuals think that perceptions of emerging languages will be diverse (homogeneous perception/HP). As Costa, Waetzold & Melo-Pfeifer (2022) Identified and connected, more research into the association between HP and multilingual populations is also necessary, particularly in enforcing non-formal language. teaching (Yang & Xin, 2020). |
| ❖ Lifelong learning is ongoing because experience from academic and cross(social) stages must be nurtured together to enable each individual at work and socially (Susilawati et al., 2022, p. 1). |
| ❖ What does it mean to be holistic in teaching and learning? A 21st-century education paradigm encompasses 21st-century courses. Furthermore, ability relates not only to a |

graduate's production but also to how a graduate will accept the work environment and sustainably grow their creativity. (International mentions this objective Baccalaureate Organization, 2020; McGunagle & Zizka, 2020; Gao, 2021; Stauffer, 2020; Suarta et al., 2017; Ross, 2019; The Education and Training Foundation, 2012).

❖ Rose and Todd (2022) advised developing a research and development collaboration on non-formal education as a conclusion to this research.

❖ Furthermore (Tabroni et al., 2022), researchers observed that one of the subjects that have the potential to be investigated by research and the development of non-formal education is learner attributes.

❖ What does it mean to "[.] Students with Limited or Interrupted Formal Education (SLIFE)" (Frydland, 2022)? Concerns are raised that the system of non-formal education is at the mercy of individual experiences in which people are victims of multi-sector disasters, influencing their ability to participate directly in various forms of education. Furthermore, such [catastrophes] are faced by people from all phases of society and should be addressed through alternative academic activities that reach as many people as possible. For example, consider how stakeholders and academies collaborated to create and implement such a [course]. It means that two industries are working hard to raise awareness. Moreover, various literacies provide literature on the concept of SLEFIE and the key ideas to solve it, such as (Solorzano, 2018; WIDA, 2015; Saint Paul Public Schools, 2022; Custodio & O'Loughlin, 2020).

❖ Non-formal education (NFE) can be evaluated based on relevance and quality (Budiarto & Salsabila, 2022, para. 2-4). The NFE management could then outline their preparation in the praxis phase by concentrating on topics like (pp. 14–15):
  ✓ 21st-century curricula
  ✓ Social justice practice
  ✓ Learners' process and output
  ✓ Quality assurance system
  ✓ Encouraging the habit of peer collaboration among learners
  ✓ The government support system
  ✓ Encouraging the trust value of courses to collaborate across sectors
  ✓ Moreover, creating and managing sustainable schemes to train and explore professional educators

**Table 3**
**What are Specific Requirement to Support IELC in Remote Area**

❖ ELSAYED (2022) In remote areas, where advancements in technology and information are frequently insufficient, a change to the traditional teaching and learning process only needs creativity to plan and practice.

❖ The ongoing discussion of the incentive scheme within the context of feedback is not only the obligation of the board institution; both the top and the bottom should concurrently contribute input through constructive dialogue, an idea of Cornelius & Cornelius-Bell (2022).

❖ Sandagsuren et al. (2022) published their findings. It implies that the objectives of policies should be consistent with such social occurrences.

❖ The characteristics, method, and impact of courses are discussed in this article by Virtue et al. (2022). Such as political will, catastrophe, the culture of courses, policy manifestation, Moreover, the welfare of professional educators must be taken into account for the impact.

❖ According to Thomas and Xu (2022), this research raises questions about the need to alter homeland affairs policy, of which education is experience. Thomas and Xu assert that education will face the same proportion of problems because education is not only a national issue but also inextricably linked to international issues.

❖ An educator, according to Haufiku et al. (2022), is an actor with genuine influence on teaching and learning systems and settings, even through pedagogical approaches and training courses. Furthermore, studying a foreign language as a language of instruction is explored in broad areas of development and should be fostered, such as learning how to communicate effectively and constructively. External elements, on the other hand, such as

| |
|---|
| infrastructure, will stimulate educational innovation but have been contradicted and debated for decades. |
| ❖ The important point, according to Duarte & Riedl (2022), is how the educator may engage creativity to increase their expertise in classroom management requirements, including the teaching function, and use media as efficiently as feasible. |
| ❖ Implementing a specific approach, such as in distant places, may promote a workforce transition, according to Trecee (2022).9. Administrators and instructors for non-formal courses must be able to accept the critical thinking of pedagogical processes in addition to doing systematic research to solve the |
| ❖ remote education if teaching and learning are distinct and dependent on media sources (Tomczyk et al., 2022). |
| ❖ It is asserted that conventional classroom management and financial assistance support systems are essential because of evidence and developments from earlier studies (Spitzer et al., 2022, pp. 25–27). |
| ❖ The procedures that should be followed to manage an intense course, including preparation for pedagogical competency, for example, evaluation and reflection, are outlined by researchers (Clemmons et al., 2022). |
| ❖ The first need is to promote intense training; the second is to sustain the system's advantages; and the third is to discover a way to define the service's vital driving distinctiveness (Dagiene et al., 2022, p.5). |
| ❖ Experts claim that the prior evaluation would focus on the setting to provide intensive training (Pruski & Hensel, 2022). |
| ❖ Hong et al. (2022) discovered that the high risk of mental disorder might result in ultra-catastrophic impairments of individual capacity in some situations of intense courses. Selective mutism (SM) is noted in the statement, too. They [the researchers] discovered that people whose personal problems have been identified as SM would find it difficult to talk at a regular tempo, meaning that people will be trapped performing their thoughts to the audience. As a result, while designing an intensive program (IP), the teacher should consider the SM condition. In order to assist IP if the SM situation intensifies, researchers advised looking into "Remote Intensive Group Behavioral Treatment (IGBT)." |
| ❖ Chen et al. (2022) claim that team management and instructors motivate students when the course is being taught by integrating monitoring techniques; this is also applicable to tasks if complex information and technology are needed to operate IP, yet distant environmental circumstances exist |

**CONCLUSION**

The main lesson that can be drawn from the research is that the context of KI is not merely a brand that is recognized by the people who live and work in this [location] for the community of *Sawai*, which has been classified as [Kampung Inggris/KI]. Instead, it is developing, researching, and strengthening a robust non-formal education system for languages. The phrase and the brand have a particular history connected to KI, educational institutions, or English language courses. These characteristics developed over time through pedagogy and the growth of English knowledge. Furthermore, common remarks regarding integrating the markers above of character strength include teacher abilities, learning environment, teaching and learning methodologies, assessment and evaluation, and initiatives required. The initial indicators reflect educational advancement and the outcomes of English course graduates. People are methodically getting ready, and after the English course graduates, they will be ready to apply English knowledge based on academic and non-academic skills.

The community in *Sawai* village could thereby study a range of empirical indicators for the growth of non-formal English courses, whether they take the structure of KI or non-KI. The course structure exemplifies how the process of placing informal practices into practice will be addressed from a dynamic stance based on all the concepts classified based on the study of various non-courses. Therefore, the concept of non-formal education might be included in the relevant aspects: adaptable curriculum design to contemporary skills, driving a dynamic teaching and learning process through establishing the integration of cognitive and non-cognitive skills in a reciprocal process. In addition, non-formal education board members should engage in critical thinking

concerning the context of their ongoing work, notably the distant area. The board should consider unconventional approaches to overcome technical and non-technical bottlenecks.

**References**

A., W., & Khalaf, M. (2022). The Effectiveness of Visual Mind Mapping Strategy for Improving English Language Learners' Critical Thinking Skills and Reading Ability. *European Journal of Educational Research*, *11*(1), 141–150. https://doi.org/10.12973/eu-jer.11.1.141

Abdala, A. H. E. H. (2022). Evaluation of English Textbook Taught as an Intensive English Course at King Khalid University from Communicative Competence Perspective | International Journal of Linguistics, Literature and Translation. *International Journal of Linguistics, Literature and Translation*, *5*(2), 162–178. https://www.al-kindipublisher.com/index.php/ijllt/article/view/3276/2833

admin. (2021, July 9). *Kampung Inggris - Sejarah Kampung Inggris*. Kampung Inggris Hitz; Academy of Expert Learners AXL. https://kampunginggrishitz.com/sejarah-kampung-inggris/

Admin Interpeace. (2019, January 10). *Beasiswa Kampung Inggris Pare INTERPEACE 2022*. INTERPEACE; Kampung inggris interpeace pare. https://interpeacepare.com/beasiswa-kampung-inggris-pare-interpeace/

Arifin, M. Z. (2022). The Traditionalism of the Islamic Boarding School Education System in the Era of Modernization. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, *4*(1), 286–396. https://doi.org/10.37680/scaffolding.v4i1.1367

Arslan, S., & George. (2022). Fostering preservice teachers' perceived ability to implement dialogic teaching in Turkey: Examining the contributing factors of an intensive shortterm teacher education program from the teacherlearners' vantage point. *Language Teaching Research*. https://doi.org/10.1177/13621688221093755

Aswad, M. (2017). The Effectiness English Camp (A Model in Learning English as the Second Language). *ASEAN/Asian Academic Society International Conference Proceeding Series*, *0*(0), 234–239.

Beek, A. (2022). Sustaining Non-formal Refugee Education Programs in a Covid-future World. *Annual Review of Comparative and International Education 2021*, *42A*, 47–58.

Bian, Y. (2022). Dialogic Learner and Identity Changes. *L2 Journal*, *14*(3), 1–9. https://doi.org/10.5070/l214354541

Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, *3*(1), 1–19.

Castiglioni, B., & Cisani, M. (2022). The complexity of landscape ideas and the issue of landscape democracy in school and non-formal education: exploring pedagogical practices in Italy. *Landscape Research*, *47*(2), 142–154.

Chan, N. P. X., Chia, J. L., Ho, C. Y., Ngiam, L. X. L., Kuek, J. T. Y., Ahmad Kamal, N. H. B., Hanifah Marican Abdurrahman, A. B., Ong, Y. T., Chiam, M., Lee, A. S. I., Chin, A. M. C., Mason, S., & Radha Krishna, L. K. (2022). Extending the Ring Theory of Personhood to the Care of Dying Patients in Intensive Care Units. *Asian Bioethics Review*, *14*(1), 71–86.

Chen, V., Sandford, A., LaGrone, M., Charbonneau, K., Kong, J., & Ragavaloo, S. (2022). An exploration of instructors' and students' perspectives on remote delivery of courses during the COVID-19 pandemic. *British Journal of Educational Technology*, *53*(3), 512–533.

Clemmons, A., Lebovitz, L., Fulford, M., Greene, K., Franks, A., Branan, T., & Kimberly Illingworth Plake. (2022). Impact of the COVID-19 pandemic on faculty at research-intensive United States schools/colleges of pharmacy. *Currents in Pharmacy Teaching and Learning*, *14*, 145–152.

Cornelius, K., & Cornelius-Bell, A. (2022). Systemic racism, a prime minister, and the remote Australian school system. *Radical Teacher*, *122*(2022), 64–73.

Costa Waetzold, J., & Melo-Pfeifer, S. (2022). How is the bilingual development of Portuguese heritage children perceived by their parents? Results from an ethnographic case study of a non-formal learning setting in Germany. *International Journal of Bilingual Education and Bilingualism*, *25*(3), 942–962.

Custodio, B., & O'Loughlin, J. B. (2020, March 11). *Understanding Who They Are*. Students with Interrupted Formal Education; American Federation of Teachers, AFL-CIO. https://www.aft.org/ae/spring2020/custodio_oloughlin

Dagiene, V., Jasute, E., Navickiene, V., Butkiene, R., & Gudoniene, D. (2022). Opportunities, Quality Factors, and Required Changes during the Pandemic Based on Higher Education Leaders' Perspective. *Sustainability*, *14*(3), 1–18.

Debarliev, S., Janeska-Iliev, A., Stripeikis, O., & Zupan, B. (2022). What can education bring to entrepreneurship? Formal versus non-formal education. *Journal of Small Business Management*, *60*(1), 219–252. https://doi.org/10.1080/00472778.2019.1700691

Dinan, A. (2022, March 7). Subverting Summer Slide - ELL Camp Program. *National Youth Advocacy and Resilience Conference*.

Duarte, A., & Riedl, K. (2022). Perceived Learning Effectiveness and Student Satisfaction: Lessons Learned From an Online Multinational Intensive Program. In *Handbook of Research on Teaching Strategies for Culturally and Linguistically Diverse International Students* (p. 19). IGI. https://www.igi-global.com/chapter/perceived-learning-effectiveness-and-student-satisfaction/303753

ELSAYED, M. (2022). Exploring Benefits And Challenges Of Using Blackboard Collaborate As A Remote Learning Tool Among Qassim University Efl Intensive Course Program Students During Covid-19 Pandemic. *IJAEDU- International E-Journal of Advances in Education*, *8*(12), 13–23.

Endacott, R., Scholes, J., Jones, C., Boulanger, C., Egerod, I., Blot, S., Katerina Iliopoulou, Francois, G., & Latour, J. (2022). Development of competencies for advanced nursing practice in intensive care units across Europe: A modified e-Delphi study. *Intensive and Critical Care Nursing*, *71*(103239), 1–10.

Ennis, M. J., Barchi, K. A., Merello Astigarraga, A., & Wimhurst, A. (2022). A pilot course with project-based learning in an intensive English program. *Language Learning in Higher Education*, *12*(1), 57–85.

Ferrer-Fons, M., Rovira-Martínez, M., & Soler-i-Martí, R. (2022). Youth Empowerment Through Arts Education: A Case Study of a Non-Formal Education Arts Centre in Barcelona. *Social Inclusion*, *10*(2), 85–94.

Findlater, C. K., Gerges, S., Litynsky, J., & Robson, K. (2022). Implementation of a Meds to Beds Medication Use Program and Parent Experience at the Time of Transition From a Neonatal Intensive Care Unit to Home. *The Journal of Pediatric Pharmacology and Therapeutics*, *27*(4), 300–305.

Frydland, N. (2022). Our Book: Creating a Scroll-Based Curriculum to Serve Adult SLIFE. In L. J. Pentón Herrera (Ed.), *Educational Linguistics* (pp. 263–284). Springer Nature Switzerland AG.

Gagné, N., French, L. M., & Hummel, K. M. (2022). Investigating the contribution of L1 fluency, L2 initial fluency, working memory and phonological memory to L2 fluency development. *Language Teaching Research*.

Gao, X. (2021). *The goal of employability development | Advance HE*. Advance HE; Advance HE. https://www.advance-he.ac.uk/news-and-views/goal-employability-development

Garhani, B. C., & Supriyono, Y. (2021). EFL Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, *5*(1), 45–60.

González, O. R. G., & Pan, S. N. H. (2022). A Correlational Study Of Intensive English Program Students' Perceptions Of Teacher Rapport And Delivery, Motivation For Learning And Academic Achievement In The Intensive English Class At The Institute Of Liberal Arts And Sciences, Maijayang, Kachin State, Myanmar. *Scholar: Human Sciences*, *14*(1), 388–388. http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/4868/3376

Haufiku, I., Mashebe, P., & Abah, J. (2022). Teaching Challenges of English Second Language Teachers in Senior Secondary Schools in the Ohangwena Region, Namibia. *Creative Education*, *13*(06), 1941–1964.

Held, P., Smith, D. L., Pridgen, S., Coleman, J. A., & Klassen, B. J. (2022). More is not always better: 2 weeks of intensive cognitive processing therapy-based treatment are noninferior to 3 weeks. *Psychological Trauma: Theory, Research, Practice, and Policy*.

Hong, N., Herrera, A., Furr, J. M., Georgiadis, C., Cristello, J., Heymann, P., Dale, C. F., Heflin, B., Silva, K., Conroy, K., Cornacchio, D., & Comer, J. S. (2022). Remote Intensive Group Behavioral Treatment for Families of Children with Selective Mutism. *Null*, 1–20.

International Baccalaureate Organization. (2020). *21st century employability skills (2020)*. International Baccalaureate®; International Baccalaureate Organization. https://ibo.org/research/outcomes-research/diploma-studies/21-century-employability-skills/

Jaya, L. S., Amrullah, & Sahuddin. (2022). English Teachers' Strategies In Increasing Students' Learning Motivation: A Case Study At Cake English Course Kampung Inggris Pare Mataram. *Journal of English Education Forum (JEEF)*, *2*(1), 33–41.

kampunginggrisla. (2021, August 21). *Sejarah Kampung Inggris, Bagaimana ini Tenar Seperti Sekarang*. KAMPUNG INGGRIS LA; Language Academy.

Keen, A., Lu, Y., & Claire Burke Draucker. (2022). Connecting and disconnecting: Experiences of people with opioid use disorder in intensive outpatient treatment. *Journal of Substance Abuse Treatment*, *135*, 108657. https://doi.org/https://doi.org/10.1016/j.jsat.2021.108657

Khojasteh, L., Karimian, Z., Farahmandi, Amir Yousef, Nasiri, E., & Salehi, N. (2022). Econtent development of English language courses during COVID19: a comprehensive analysis of students' satisfaction. *Journal of Computers in Education*, 1–27.

LI, K. (2015). A Study of Vocabulary Knowledge and Reading Comprehension on EFL Chinese Learners. *Studies in Literature and Language*, *10*(1), 33–40. https://doi.org/10.3968/n

Losi, R. V., & Muslim Nasution, M. (2022). Students' Attitudes toward Communicative Language Teaching (CLT) in English Speaking Intensive Program. *International Journal of English and Applied Linguistics (IJEAL)*, *2*(1), 95–102. https://doi.org/10.47709/ijeal.v2i1.1428

Manan, N. A. (2018). Commitment, community and bravery: the core activities in endorsing speaking skill by english camp program. *English Review: Journal of English Education*, *6*(2), 77.

Marschalek, J., Kuessel, L., Stammler-Safar, M., Kiss, H., Ott, J., & Husslein, H. (2022). Comparison of a practice-based versus theory-based training program for conducting vacuum-assisted deliveries: a randomized-controlled trial. *Archives of Gynecology and Obstetrics*, *305*(2), 365–372.

Mata, M. B., Santos, A., & Ugale-Wilson, J. (2022). Setting up a Pediatric Intensive Care Unit in a Community/Rural Setting. *Pediatric Clinics of North America*, *69*(3), 497–508.

McGunagle, D., & Zizka, L. (2020). Employability skills for 21st-century STEM students: the employers' perspective. *Higher Education, Skills and Work-Based Learning*, *ahead-of-print*(ahead-of-print), 591–606.

Мороз, Н., Щеголєва, Т., Гришко-Дунаєвська, В., & Петраш, А. (2022). Current Trends In The Professional English Language Teaching Of The Ukrainian Border Guard Agency Personnel. *Збірник наукових праць Національної академії Державної прикордонної служби України. Серія: педагогічні науки*, *28*(1), 147–160.

Munzaini, M., Sugiyo, S., & Hasyim, D. (2022). Implementation of the Concept of Multiple Intelligences Learning in an Islamic Perspective at Bayt Al-Hikmah Junior High School Pasuruan Islamic Boarding School (SBP). *Journal Research of Social, Science, Economics, and Management*, *1*(9), 1316–1335.

Mustakim, M., & Ismail, I. (2018). The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang. *Edumaspul: Jurnal Pendidikan*, *2*(2), 61–70.

Noguchi, T. (2019). The Impacts of an Intensive English Camp on English Language Anxiety and Perceived English Competence in the Japanese EFL Context. *Journal of Pan-Pacific Association of Applied Linguistics*, *23*(1), 37–58.

NURJAYA. (2015, August 21). *Beasiswa TOEFL Kampung Inggris LC*. Kampung Inggris Pare; Kampung Inggris LC. https://www.kampunginggris.id/beasiswa

Nurlaela, N., & Idawati, I. (2022). Exploring the impression of university students on "Teaching Camp" based on "Free to Learn-Independent Campus" program in developing students' speaking skill. *International Journal of Humanities and Innovation (IJHI)*, *5*(2), 41–45.

Park, J.-K. (2006). Korea-Japan English Camp: A Case Study of English Immersion Program in Korea. *English Language & Literature Teaching*, *12*(4), 91–115.

Pruski, C., & Hensel, D. S. (2022). The Role of Information Modelling and Computational Ontologies to Support the Design, Planning and Management of Urban Environments: Current Status and Future Challenges. In A. Chokhachian, M. U. Hensel, & K. Perini (Eds.), *Informed Urban Environments* (pp. 51–70). Springer Cham.

PT Kampung Inggris Paredise. (2022). *Kampung Inggris*. Kampung Inggris; PT Kampung Inggris Paredise. https://www.kampunginggris.co.id/

QSI International School Of Yerevan. (n.d.). *Intensive English - QSI International School of Yerevan*. Yerevan.qsi.org. Retrieved July 23, 2022, from https://yerevan.qsi.org/student-services/intensive-english

Ravenscroft, A. (2022). Participatory internet radio (RadioActive101) as a social innovation and co-production methodology for engagement and non-formal learning amongst socially excluded young people. *International Journal of Inclusive Education*, *26*(6), 541–558.

Rose, J., & Todd, L. (2022). Theme 2 – Building Relationships, Building Structure: Working Together in Research on Outofschool Learning. In J. Rose, T. Jay, J. Goodall, M. Smith, & L. Todd (Eds.), *Repositioning OutofSchool Learning* (pp. 131–139). Emerald Publishing Limited.

Ross, D. (2019, February 15). *Mapping 21st-Century Skills to SEL Competencies*. Getting Smart; GETTING SMART. https://www.gettingsmart.com/2019/02/15/mapping-21st-century-skills-to-sel-competencies/

Rugasken, K., & Harris, J. A. (2009). English Camp: A Language Immersion Program in Thailand. *Learning Assistance Review*, *14*(2), 43–51.

Saint Paul Public Schools. (2022). *Students with Limited or Interrupted Formal Education (SLIFE) / Overview*. Multilingual LearningStudents with Limited or Interrupted Formal Education (SLIFE); Saint Paul Public Schools.

Sandagsuren, D., Sukhbaatar, S., Navrasov, A., & Sultonov, Z. (2022). Lifelong language learning: Voices from the remote regions. In V. Kononova, N. Kersh, & T. Dobrydina (Eds.), *Adult English Language Teaching Transformation through Lifelong Learning* (pp. 83–99). Springer International Publishing.

Satriani, S., Amiruddin, & Razaq, Y. (2022). English Training Using Birkenbihl Method to Improve Receptive Skills of Grade VII Students at MTs Putri As'adiyah. *PATIKALA: Jurnal Pengabdian Kepada Masyarakat*, *1*(3), 100–108.

Simpson, A., & Feyerabend, M. (2022). TugofWar: the Pull of Formal Institutional Practices and Structures and the Desire for Personal Change. *International Journal of Science and Mathematics Education*, *20*(1), 149–168.

SMEETS, R. G. M., HERTROIJS, D. F. L., MUKUMBANG, F. C., KROESE, M. E. A. L., RUWAARD, D., & ELISSEN, A. M. J. (2022). First Things First: How to Elicit the Initial Program Theory for a Realist Evaluation of Complex Integrated Care Programs. *The Milbank Quarterly*, *100*(1), 151–189.

Solorzano, H. (2018). *Students with Limited or Interrupted Formal Education (SLIFE)*. Matsol; Massachusetts Association of Teachers of Speakers of Other Languages. https://www.matsol.org/slife-resources

Spitzer, L., Mulder, M., & Potts, B. (2022). Exploring Remote English Language Instruction Using the Communities of Inquiry Framework. *The Northwest ELearning Journal*, *2*(1), 1–33.

Stauffer, B. (2020). *What Are 21st Century Skills?* 21ST CENTURY SKILLS; Applied Educational Systems, Inc. https://www.aeseducation.com/blog/what-are-21st-century-skills

Suarta, I. M., Suwintana, I. K., Sudhana, I. F. P., & Hariyanti, N. K. D. (2017). Employability Skills Required by the 21st Century Workplace: A Literature Review of Labor Market Demand. *Proceedings of the International Conference on Technology and Vocational Teachers (ICTVT 2017)*, *102*, 337–342.

Susilawati, S., Aprilianti, D., & Asbari, M. (2022). The Role of Islamic Religious Education in Forming the Religious Character of Students. *Journal of Information Systems and Management (JISMA)*, *1*(1), 1–5. https://doi.org/10.4444/jisma.v1i1.1

Syaifuddin, M. (2022). Harmonizing Religious Science and Technology Through Boarding School System: A Case at a State Islamic Senior High School. *Tadibia Islamika*, *2*(1), 23–33.

Tabroni, I., Erawati, D., Mspiah, I., & Sa'adatunnisa, H. (2022). Pendidikan Agama Islam Dalam Tuntunan Syari'at Rasulullah SAW. *Journal of Education and Culture*, *2*(1), 53–56. https://www.jurnalindrainstitute.com/index.php/jec/article/view/141

Teo, L., Imtiaz, N., & Muhammad Hafiz Ummah. (2022). Listening Difficulties and Strategies in Preparing for IELTS Listening Test Using Online Learning: A Case Study of Intensive English Learners. *TEKNOSASTIK*, *20*(1), 1–15. h

The Education and Training Foundation. (2012). Career learning for the 21st century: CPD series Module 9 - Learning and Earning | Excellence Gateway. In *EXCELLENCE GATEWAY* (pp. 1–62). The Education and Training Foundation.

Thobias Sarbunan. (2022, July 24). *Revitalisasi kampung inggris berbasis wisata di negeri sawai kecamatan seram utara kabupaten maluku tengah*. Internet Archive Community Video; Internet Archive. https://archive.org/details/laporan-pk-m-kampung-inggris-seminar-hasil

Thomas, M. A. M., & Xu, R.-H. (2022). The Emergence and Policy (mis)Alignment of Teach For Taiwan. *Journal of Education Policy*, 1–24.

Titik Nol English Course. (2022). *Mau belajar bahasa Inggris dari dasar sampai dapat skor TOEFL/IELTS tinggi? Daftar Beasiswa Titik Nol English aja! Belajar intensif 5 bulan di Kampung Inggris*. Kampung Inggris Pare; Titik Nol English Course. https://kampung-inggris-pare.id/beasiswa-kursus-di-kampung-inggris/

Tomczyk, Ł., Mróz, A., Potyrała, K., & Wnęk-Gozdek, J. (2022). Digital inclusion from the perspective of teachers of older adults - expectations, experiences, challenges and supporting measures. *Gerontology & Geriatrics Education*, *43*(1), 132–147.

Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*, *12*(1), 110–118.

Treceñe, J. K. D. (2022). COVID-19 and Remote Learning in the Philippine Basic Education System: Experiences of Teachers, Parents, and Students. In *Socioeconomic Inclusion During an Era of Online Education* (p. 19). IGI.

Tütüniş, B., Ünal, K., & Babanoğlu, P. (2022). ICT (web tools) for english language teaching in primary schools: tpack framework and usage. *International Journal of Education, Technology and Science*, *2*(1), 95–107. https://globets.org/journal/index.php/IJETS/article/view/39

Virtue, D. C., Ellerbrock, C. R., & Main, K. M. (2022). Middle Level Teacher Preparation across International Contexts. In C. R. Ellerbrock , K. M. Main , & D. C. Virtue (Eds.), *Middle Level Teacher Preparation across International Contexts* (pp. 278–297). Routledge. https://doi.org/10.4324/9781003213789-23

WIDA. (2015). *Students with Limited or Interrupted Formal Education (SLIFE) | wida*. Wida Resource Library; The Wisconsin Center for Education Research WIDA at the University of Wisconsin-Madison. https://wida.wisc.edu/resources/students-limited-or-interrupted-formal-education-slife

World English Pare. (2019, November 28). *Sejarah kampung inggris*. Kampung Inggris Pare; World English Pare We. https://kampunginggris.online/sejarah-kampung-inggris/

Wright, P., Down, B., & Davies, C. (2022). Learning, making and flourishing in non-formal spaces: Participatory arts and social justice. *Education, Citizenship and Social Justice*, *17*(1), 54–68. https://doi.org/10.1177/1746197920971809

Xu, M., Wang, C., Chen, X., Sun, T., & Ma, X. (2022). Improving self-efficacy beliefs and English language proficiency through a summer intensive program. *System*, *107*, 102797. https://doi.org/https://doi.org/10.1016/j.system.2022.102797

Yang, Z., & Xin, Z. (2020). Heterogeneous Risk Perception amid the Outbreak of COVID-19 in China: Implications for Economic Confidence. *Applied Psychology: Health and Well-Being*, *12*(4), 1000–1018. https://doi.org/10.1111/aphw.12222