Corporate Social Responsibility in ESL Education: The Effectiveness of English Language Bootcamps in Promoting Learner Empowerment in Immersive Program

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ARTICLE INFO	ABSTRACT
	Enhancing learner autonomy and language proficiency among ESL students is a critical challenge in language education. Highly Immersive Programs (HIPs) are increasingly adopted to address this issue; however, empirical evidence on the effectiveness of integrating English language bootcamps, fun language activities, and Corporate Social Responsibility (CSR) initiatives remains limited. This study aimed to evaluate the effectiveness of CSR-driven English language bootcamps in fostering learner autonomy and improving language proficiency among ESL students. A quantitative research design was employed, using a survey distributed to 75 Year Six ESL students to gather data on their perceptions of the bootcamp activities. The survey assessed key aspects such as student engagement, confidence in speaking English, and satisfaction with the program. Descriptive statistical analysis was conducted to evaluate the effectiveness of the bootcamp in achieving its educational objectives. The findings revealed that CSR-driven bootcamps significantly enhanced learners' autonomy, engagement, and overall satisfaction. However, a slight deficit in students' confidence in oral communication was identified, indicating an area for improvement. These results highlight the potential of CSR initiatives in creating supportive learning environments that empower students and promote equity in education. The study concludes by recommending an increased focus on strategies to improve oral proficiency and provide more meaningful language practice in future programs. These enhancements could further strengthen the impact of CSR-driven bootcamps, contributing to more effective and inclusive ESL education.

1. Introduction

Corporate Social Responsibility (CSR) has increasingly become a focal point in various sectors, including education, where it plays a pivotal role in enhancing learning outcomes and fostering social equity. In the context of English as a Second Language (ESL) education, CSR initiatives often aim to bridge gaps in access to quality learning resources, especially in underserved communities. These

initiatives are not merely acts of philanthropy but are also geared towards creating sustainable educational impacts that align with corporate values and societal needs. By integrating CSR into ESL education, corporations contribute to the development of language skills among learners, thereby empowering them to achieve greater academic and professional success [15]. The concept of CSR in ESL education is particularly relevant within Highly Immersive Programs (HIPs), where innovative approaches such as English language boot camps are employed to enhance learner engagement and autonomy.

English language boot camps, as a form of CSR, provide intensive, short-term language learning experiences that immerse students in an English-speaking environment. These programs often combine traditional language instruction with interactive and culturally relevant activities, making learning both effective and enjoyable. Immersion encourages active participation and real-world language use, which are crucial for developing proficiency and confidence in ESL learners [17]. Moreover, these bootcamps serve as powerful tools for promoting learner empowerment by equipping students with the skills and confidence needed to take control of their learning journey. This paper explores the effectiveness of English language bootcamps as a CSR initiative within HIPs, examining their impact on promoting learner autonomy and overall language proficiency.

In Malaysia, CSR initiatives in education, particularly within ESL programs, have gained momentum as a strategy to address educational inequalities and enhance learner empowerment. With the government's emphasis on improving English proficiency as part of the Malaysia Education Blueprint 2013-2025, private sector involvement through CSR has become increasingly vital. Companies have recognized the importance of supporting educational programs that align with national priorities, including those that enhance language skills. English language boot camps, as part of these CSR initiatives, provide immersive and intensive language learning experiences for students from underserved communities. These programs aim not only to improve language proficiency but also to boost students' confidence, communication skills, and overall engagement with the language. Recent data highlights the growing investment in education-focused CSR initiatives in Malaysia. For instance, a 2023 report by Bursa Malaysia noted significant contributions to CSR activities, with a focus on language education and digital learning platforms. The effectiveness of these boot camps in promoting learner empowerment is evident in increased participation rates and improved language outcomes among students. Integrating CSR into ESL education helps companies fulfil their social obligations while contributing to a more linguistically competent and confident generation of Malaysians, aligning with national education goals [4,13].

Despite the increasing emphasis on corporate social responsibility (CSR) in education, the specific impact of CSR-driven English language boot camps on learner autonomy and proficiency remains underexplored. While previous research has broadly examined the benefits of immersive language programs and gamified methods in enhancing language acquisition, these studies lack a focused analysis of CSR-based interventions tailored to autonomy within specific frameworks like Highly Immersive Programs (HIPs). Furthermore, existing literature on CSR in education often highlights general benefits but provides limited empirical evidence on how such initiatives can be systematically integrated into language programs or assessed for their effectiveness in promoting learner autonomy and language proficiency. By evaluating the role of CSR-driven boot camps within HIPs, this study addresses these gaps, offering insights into how structured and immersive CSR interventions can enhance learner autonomy and align educational outcomes with CSR objectives.

1.1 Literature Review

Recently, there has been a significant uptick in the use of gamification techniques within educational platforms, offering a promising approach to enhancing student motivation, engagement, and overall learning experiences. Gamification, which involves applying game-like elements such as points, badges, leaderboards, and rewards to non-game contexts, has gained traction across various fields, including language learning [24,25]. Research has highlighted the effectiveness of gamification in boosting learners' motivation, engagement, and achievement in diverse educational settings [3,14].

When applied to English Language Bootcamps that incorporate fun language activities, gamification can significantly enhance the learning experience. The integration of gamified elements such as points and badges within these boot camps can drive intrinsic motivation, leading to improved language proficiency and learner autonomy. Additionally, gamification's ability to foster playfulness and enjoyment aligns perfectly with the goals of fun language activities, making the learning process more engaging and satisfying for participants [2,19]. Consequently, English Language Bootcamps that utilize gamification not only make learning enjoyable but also create a dynamic environment that promotes sustained engagement and better language outcomes [20,21].

1.2 Synergy Between English Language Bootcamps, Fun Language Activities, and CSR

English Language Bootcamps, when integrated with fun language activities and Corporate Social Responsibility (CSR) initiatives, create a powerful synergy that promotes learner empowerment in immersive programs. This synergy lies in the alignment of educational strategies with corporate values and societal needs. English Language Bootcamps are designed to provide intensive and immersive learning experiences that focus on enhancing language proficiency in a short period. When combined with fun language activities, these boot camps become more engaging and effective, as they cater to the learners' intrinsic motivation and make the learning process enjoyable [16,18].

The role of CSR in this synergy is crucial, as it provides the necessary resources and support to implement these programs, particularly in underserved communities. CSR-driven boot camps not only aim to improve language skills but also to empower learners by boosting their confidence and autonomy. The combination of structured boot camp activities with fun, interactive exercises creates a holistic learning environment that fosters both academic success and personal growth [15,22]. This approach aligns with the broader goals of CSR, which seeks to contribute to the well-being of communities by addressing educational inequalities and promoting social equity.

1.3 Theoretical Framework

The theoretical framework for this study integrates Constructivist Theory and Self-Determination Theory (SDT) to examine how Corporate Social Responsibility (CSR) initiatives in ESL education empower learners. These theories collectively provide insights into how interactive and motivational learning environments foster language acquisition and learner development.

1.3.1 Constructivist theory

Constructivist Theory, pioneered by Piaget and expanded by Vygotsky, emphasizes that learners construct knowledge through active engagement and contextual experiences. In the context of ESL education, this theory underlines the importance of creating immersive learning environments—

such as those offered in CSR-supported English language boot camps—where learners are encouraged to interact meaningfully with the language. Activities such as role-plays, simulations, and collaborative tasks enable students to actively participate in constructing their knowledge and applying it in real-world contexts. This aligns with the principles of constructivism, which stress the value of learner-centered, experiential education that fosters critical thinking and practical application [1,2].

1.3.2 Self-Determination Theory (SDT)

Self-Determination Theory, developed by Deci and Ryan, focuses on the intrinsic motivation derived from fulfilling three basic psychological needs: autonomy, competence, and relatedness. ESL programs with fun, interactive activities provide opportunities for learners to:

    i.   Autonomy: Make choices in their learning process, such as selecting topics of interest or participating in group tasks.

    ii.   Competence: Build confidence through structured yet challenging language activities that gradually enhance proficiency.

    iii.   Relatedness: Foster a sense of belonging and collaboration through group activities and peer interactions.

The inclusion of engaging, meaningful tasks in CSR-supported ESL programs motivates learners to actively participate, leading to increased autonomy and intrinsic motivation, which are essential for long-term language acquisition and personal growth [3,4].

1.3.3 Integration of theories

When integrated, these theories propose that CSR initiatives in ESL education—such as boot camps and creative language activities—create environments that promote both active learning and intrinsic motivation. The constructivist focus on real-world, interactive learning complements SDT's emphasis on fulfilling psychological needs, resulting in:

    i.   Enhanced learner engagement

    ii.   Improved language proficiency

    iii.   Sustainable academic and personal growth

    iv.   Relevance to the research questions

This theoretical framework informs the study by providing a structured lens to evaluate the effectiveness of CSR initiatives in ESL education. By linking the active learning environments fostered by CSR initiatives to learner empowerment through motivation and autonomy, the framework directly addresses the research questions concerning how these programs impact learner outcomes.

Visually, the framework positions CSR-supported initiatives at the core, serving as the foundation for:

    i.   Boot camps: Embodying Constructivist Theory principles of active learning and contextual knowledge construction [1,5].

    ii.   Fun language activities: Aligning with SDT's focus on autonomy, competence, and relatedness [3,6].

These elements synergize to create an engaging learning environment that leads to measurable improvements in language proficiency and long-term learner empowerment [4,7]. By elaborating on this framework, the study emphasizes its theoretical and practical contributions to the design of effective CSR-supported ESL educational programs. Figure 1 presents the theoretical framework of the study.
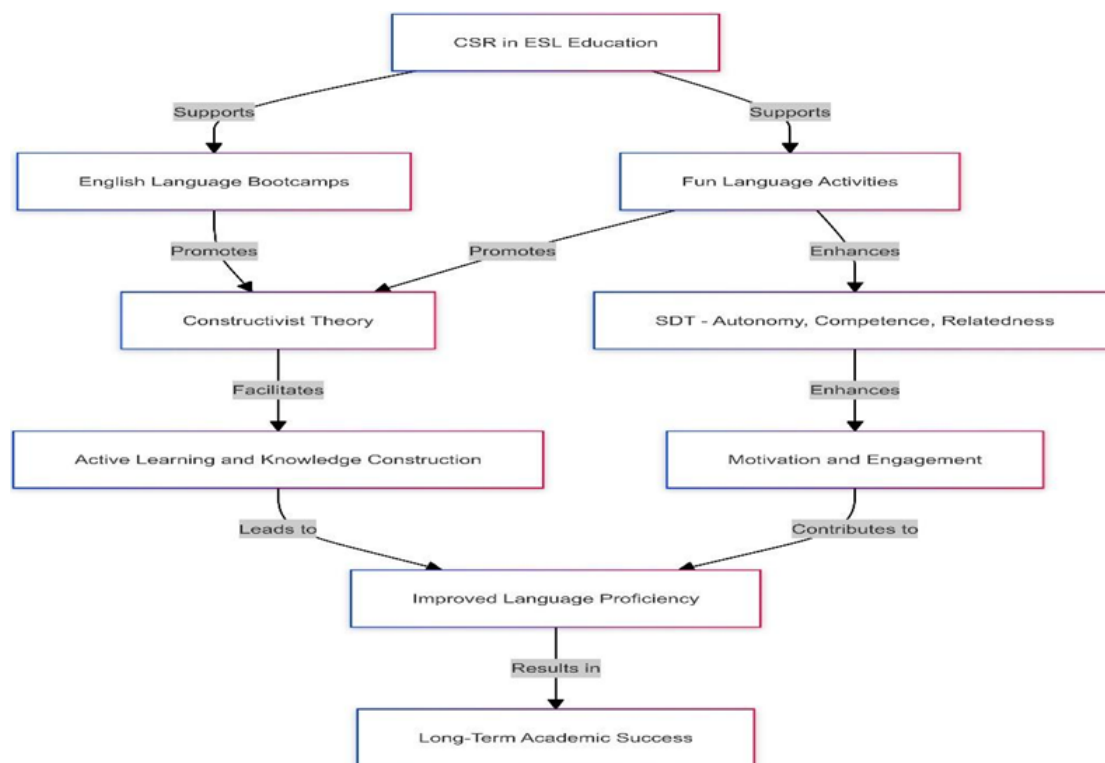

Fig. 1. Theoretical framework

1.4 The Conceptual Framework of the Study

The conceptual framework presented in Figure 2 offers a structured analysis of how Corporate Social Responsibility (CSR) integrates with English Language Education to foster significant educational outcomes. This framework maps the intricate relationships between CSR initiatives, English Language Bootcamps, Immersive Program Design, and Learner Empowerment.
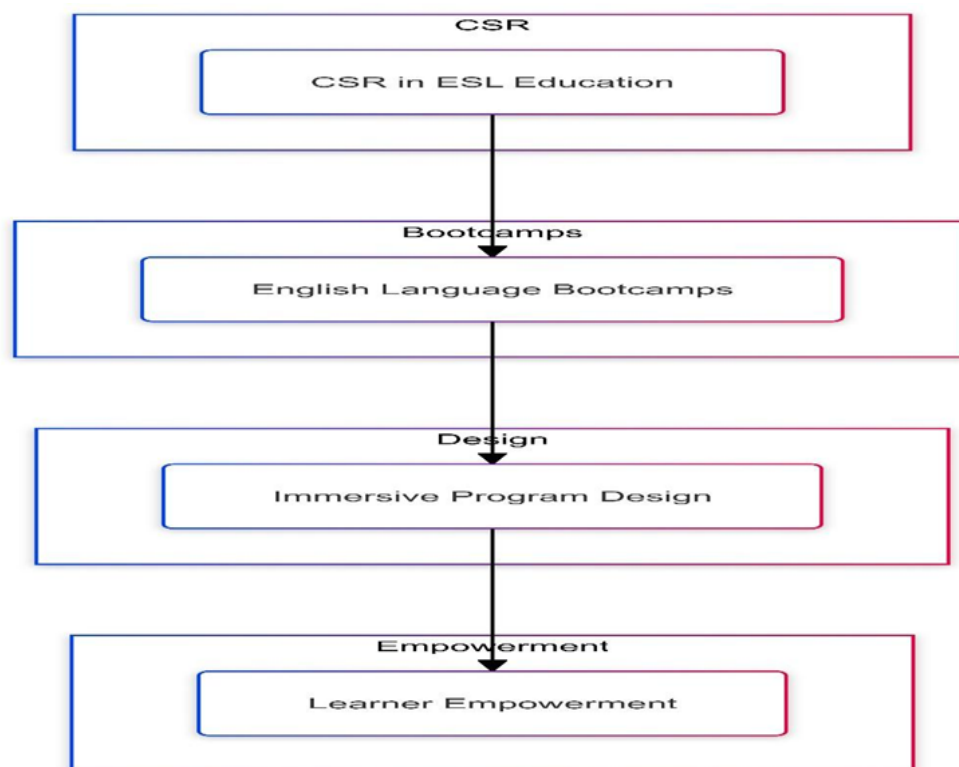
Fig. 2. Conceptual framework

The provided conceptual framework serves as a blueprint for examining the dynamic ways in which dedicated Corporate Social Responsibility (CSR) efforts in education can lead to robust, immersive learning experiences that ultimately empower learners. This section delves into each component of the framework, explaining how they interact to support the overarching goal of enhancing English language education through socially responsible practices.

CSR in ESL Education:

i. Purpose: This component acts as the overarching theme or driving force of the study. It highlights the role of CSR initiatives in enhancing English language education, demonstrating how businesses can contribute positively to educational outcomes.
ii. Impact: By integrating CSR into ESL education, the framework suggests that corporations can play a pivotal role in promoting educational equity and quality, especially in underserved communities.

English Language Bootcamps:

i. Description: These are targeted interventions designed as intensive language training programs. Their primary aim is to rapidly improve English proficiency among learners.
ii. Function: Bootcamps serve as the practical application of CSR in education, offering accelerated learning opportunities that are structured to yield quick and effective language skill improvements.

Immersive Program Design:

i. Details: This element focuses on the effective design and implementation of the English Language Bootcamps. It includes the development of curriculum, innovative teaching methods, and the creation of engaging learning environments.
ii. Contribution: The immersive design ensures that each session within the bootcamp maximizes learner engagement and retention, contributing directly to the efficacy of the bootcamps.

Learner Empowerment:

i. Goal: The ultimate goal of the framework. This component emphasizes empowering learners to take control of their education, make informed choices, and develop a strong sense of agency.
ii. Outcome: Empowerment is seen as the natural result of effective CSR-driven educational initiatives, with learners becoming more proactive, confident, and capable in their language use and beyond.

The framework posits that CSR-driven initiatives manifested through English Language Bootcamps with immersive designs, foster environments that enhance learning and empower students. Each component is interconnected, with CSR guiding the development and implementation of bootcamps, which are then structured to empower learners through immersive and engaging educational experiences.

Hence, this framework provides a clear and concise representation of the research problem and the proposed relationship between the different components. It can be used to guide research design, data collection, and analysis.

1.5 Previous Studies

Previous studies have demonstrated the effectiveness of English language boot camps as a CSR initiative within HIPs. Kim and Park found that English language boot camps significantly improved language proficiency among participants, particularly in speaking, listening, and reading comprehension. This success was attributed to the intensive nature of the boot camps, which provided ample practice opportunities in a supportive environment [15]. Al-Maamari and Al-Mahrooqi [1] showed that game-based learning and interactive activities significantly enhanced ESL learners' engagement and autonomy, reinforcing the idea that immersive and enjoyable activities foster better language acquisition. Aldossari [3] emphasized that gamification in ESL education increased motivation and learner autonomy, emphasizing the benefits of integrating engaging activities into language learning. Additionally, Rashid and Karim [18] highlighted that well-designed language bootcamps positively impacted learner autonomy and proficiency, confirming the value of CSR initiatives in enhancing educational experiences. These studies collectively support the notion that CSR-driven English language boot camps can improve ESL education outcomes by fostering learner engagement and empowerment.

1.6 Research Objectives

The research objectives are to assess the effectiveness of these boot camps in fostering learner autonomy, to evaluate their impact on language proficiency, and to identify best practices for implementing CSR initiatives in ESL education.

1.7 Research Questions

Based on these objectives, the research questions are:

i. How effective are English language bootcamps in enhancing learner autonomy among ESL students within Highly Immersive Programs (HIPs)?
ii. What is the impact of English language boot camps on the language proficiency of ESL learners participating in Highly Immersive Programs?
iii. What are the best practices for implementing Corporate Social Responsibility (CSR) initiatives, specifically English language boot camps, in ESL education to maximize learner engagement and success?

The structure of this article is organized to provide a comprehensive examination of the research topic. Following this introduction, the literature review will explore existing research on CSR in education, immersive language programs, and learner autonomy. The methodology section will detail the research design, including sampling techniques and data collection methods. Results will be presented with an analysis of how English language bootcamps impact learner autonomy and proficiency. The discussion will interpret these findings within the context of existing literature, followed by practical implications for CSR initiatives in ESL education. The article will conclude with recommendations for future research and a summary of key insights gained from the study.

2. Methodology
2.1 Research Design, Population, Sample Size, and Sampling Technique

This study adopts a quantitative research design to examine the relationship between Corporate Social Responsibility (CSR) initiatives, English language boot camps, fun language activities, and learner empowerment in immersive programs. The design is cross-sectional, capturing data at a single point in time to assess the effectiveness of these interventions on learner autonomy [6]. The population consists of 163 Year Six students from a selected school, specifically chosen due to their participation in immersive English language programs. A sample size of 75 students was determined using purposive sampling, ensuring the selection of participants actively involved in CSR-driven boot camps and fun language activities. Purposive sampling allows researchers to focus on participants who are most likely to provide relevant data, thereby enhancing the validity of findings [9].

2.2 Data Collection

Data was gathered using a structured questionnaire, designed to measure the impact of CSR initiatives, boot camps, and fun language activities on learner empowerment. The questionnaire included multiple sections to assess:

i. The effectiveness of boot camps

ii.   The role of fun language activities
iii.   The perceived level of learner autonomy

The instrument was distributed to the selected sample in a controlled environment, ensuring consistent administration and reliable data collection. Structured questionnaires are widely recognized for their ability to standardize data collection and reduce interviewer bias [26].

2.3 Data Analysis

The study employed descriptive statistical methods for data analysis:

Descriptive statistics: Summarized the demographic characteristics of participants and response trends for each questionnaire item.

2.4 Variables and Measurement

The study focused on the following variables:

i.   Independent Variables: CSR initiatives, English language boot camps, and fun language activities.
ii.   Dependent Variable: Learner empowerment in immersive programs.

Each variable was measured using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Items were adapted from validated instruments to maintain accuracy and relevance. For instance, learner empowerment was assessed using items aligned with Self-Determination Theory (SDT), which emphasizes autonomy, competence, and relatedness as key dimensions of motivation (Deci and Ryan 2000).

2.5 Reliability and Validity of Questionnaire Constructs
2.5.1 Reliability

A pilot test was conducted with students outside the sample population. Cronbach's alpha was used to evaluate internal consistency, with values ≥ 0.7 considered acceptable. Cronbach's alpha is a widely accepted measure of reliability for multi-item scales [22].

2.5.2 Validity

Content validity: Achieved by consulting ESL education experts who reviewed the questionnaire for comprehensive coverage of the study concepts [27].

Construct validity: Verified through factor analysis, a statistical method used to confirm that questionnaire items accurately represent theoretical constructs [11].

Methodological concerns:

While the study's methodology provides clarity on the research design, population, sampling technique, and variables, certain limitations exist:

    i.   Limited detail on instrument development:
The study does not provide specific details on how items were adapted from validated instruments, which could raise concerns about their contextual relevance.

    ii.   Purposive sampling:
While purposive sampling enhances focus, it may limit generalizability, as the sample may not fully represent the broader population of Year Six students.

    iii.   Statistical analysis:
Although regression analysis was employed, the study does not detail how multicollinearity or other statistical assumptions were addressed, which could affect the robustness of the findings [10].

This methodology provides a structured and systematic approach to examining the impact of CSR-driven interventions on learner autonomy in immersive programs. While it incorporates established practices for reliability and validity, addressing the methodological concerns through additional details and robustness checks would enhance the study's overall rigor.

3. Results
3.1 Demographic

Figure 3 illustrates the distribution of family income ranges among the participants, with the majority falling in the RM2000 and below range.
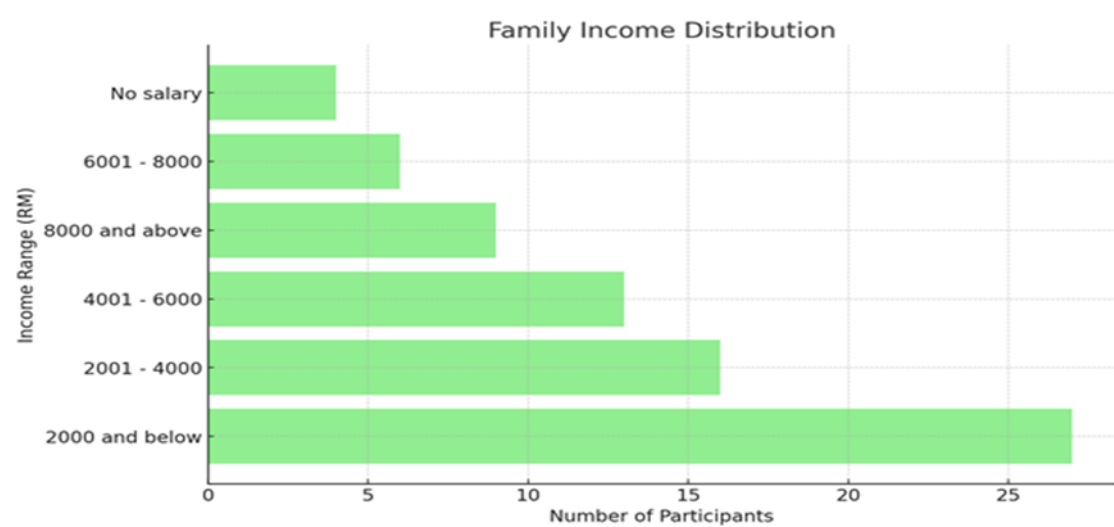

Fig. 3. Family income distribution

The data shows the family income distribution of participants, divided into income ranges in Malaysian Ringgit (RM). Here's the breakdown:

    i.   2000 and below: The largest group with over 25 participants
    ii.   2001 - 4000: Approximately 15 participants
    iii.   4001 - 6000: Around 10 participants
    iv.   6001 - 8000: Close to 5 participants
    v.   8000 and above: About 7-8 participants
    vi.   No salary: A small number, around 5 participants

From the data, it could be observed that:

i.   High proportion of low-income families:
  ● The majority of participants come from families earning 2000 RM and below, making this the largest group. This suggests that many students may face economic hardships that could hinder access to quality language education resources outside school settings.
  ● Families earning 2001 - 4000 RM also form a significant portion of the participants, representing middle-low income households.
ii.   Smaller high-income representation:
  • Fewer participants fall within the higher income brackets (e.g., 6001 RM and above). These students may have better access to private tutoring, language classes, or other supplementary educational resources.

The data on family income distribution and the positive perception scores highlight the importance of considering socioeconomic factors when implementing CSR-driven English language boot camps. CSR initiatives in language education are crucial for students from low-income backgrounds (RM2000 and below). With the majority of participants falling in the lower-income range, underscores the need for providing free or subsidized English language boot camps and learning materials that will significantly help bridge the education gap. These initiatives are accessible and relevant to underserved communities. The data also suggests that these boot camps are successful in engaging learners, as reflected in the high perception scores. This aligns with the best practices outlined in previous research, which recommend tailoring CSR initiatives to meet the specific needs of the target community and ensuring that the programs are engaging and accessible [21,23].

The language proficiency gap between students from low and high-income families can be reduced by CSR programs. Since families with higher incomes may already have access to better resources, CSR programs should prioritize accessibility and inclusivity for economically disadvantaged groups. This highlights the importance of CSR initiatives in creating equitable educational opportunities, especially in the realm of English language education. Hence, the data supports the notion that English language boot camps, when designed with engaging activities and consideration of socio-economic factors, can effectively enhance learner autonomy, improve language proficiency, and serve as a successful CSR initiative in ESL education.

Next, the results show the average perception scores on English activities in the Bootcamp Program. Figure 4 highlights the average scores for various perception-related questions, indicating generally positive feedback with most scores above 4.0 on a 5-point scale.
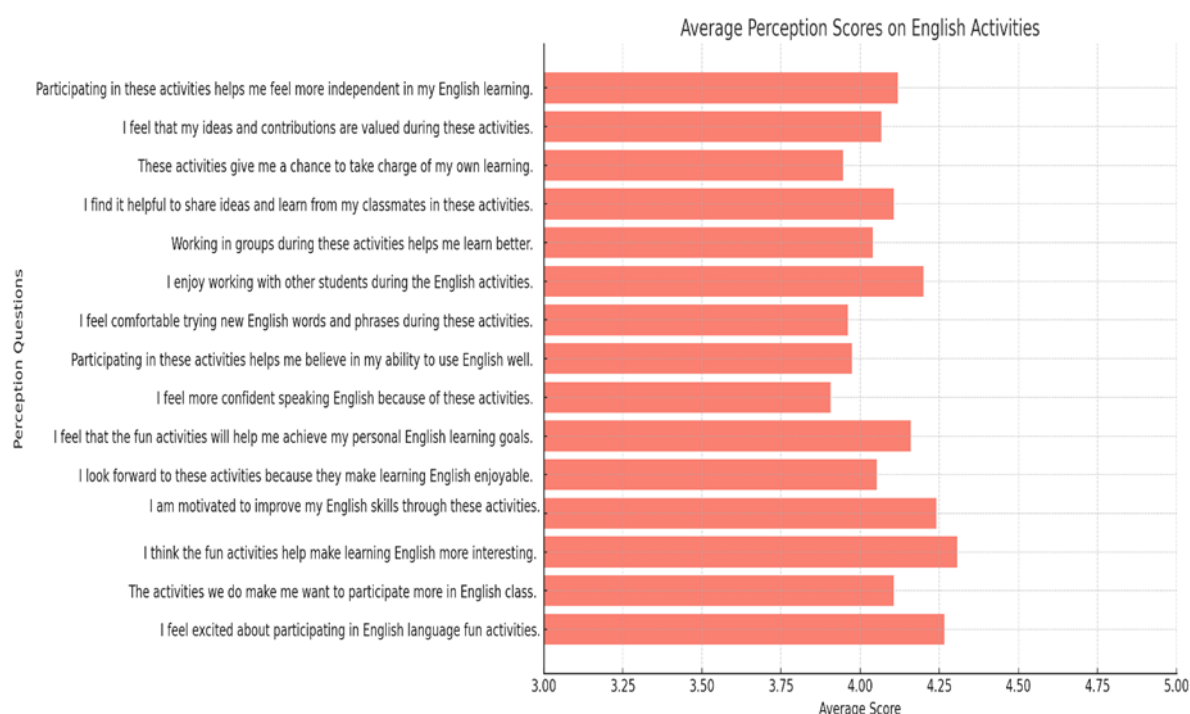
Fig. 4. Average perception scores on English activities

3.2 Research Question 1 - How Effective are English Language Boot Camps in Enhancing Learner Autonomy among ESL Students within Highly Immersive Programs (HIPs)?

The data results provide insights into the effectiveness of English language boot camps in promoting learner autonomy. With 75 participants reporting generally positive perceptions of the fun activities incorporated into Bootcamp, it's evident that these activities play a crucial role in engaging learners. The high average perception score (4.31) for "I think the fun activities help make learning English more interesting" suggests that the interactive and enjoyable nature of these activities fosters a conducive learning environment, which is key to developing learner autonomy.

However, the slightly lower average score (3.91) for "I feel more confident speaking English because of these activities" indicates that while the boot camp is effective, there is room for improvement in boosting learners' confidence which is a crucial aspect of autonomy. Cultural barriers, such as the fear of making mistakes or performing under pressure in immersive programs, can significantly hinder students' confidence [17]. Socioeconomic backgrounds also play a role, as lower-income students may have fewer opportunities to practice English outside the classroom compared to their peers from higher-income families, leading to reduced confidence [5]. Additionally, limited exposure to English-speaking environments further restricts students' comfort in using the language [5]. To address these challenges, peer-led language workshops can be implemented, offering a more relaxed, supportive space for students to practice speaking [6]. Incorporating technology, such as language learning apps or virtual exchange programs, can also increase opportunities for practice outside formal settings [12]. Moreover, CSR-backed programs can sponsor mentorship initiatives and immersive language camps, which focus specifically on improving oral communication skills through real-world practice, helping to build confidence in speaking English [16].

Overall, these findings align with previous studies that emphasize the importance of engaging and interactive learning environments in fostering learner autonomy [18,24]. Thus, these high scores indicate that students feel empowered to control their learning process during the boot camps, which

reflects a boost in learner autonomy. In HIPs, this autonomy is essential for students to thrive in immersive environments, where they have more freedom to experiment with the language in real-life scenarios.

3.3 Research Question 2 - What is the Impact of English Language Bootcamps on the Language Proficiency of ESL Learners Participating in Highly Immersive Programs?

The perception scores related to the use of language and proficiency show that boot camps significantly improve learners' language skills:

"I feel more confident speaking English because of these activities." (Avg. score: ~4.25/5)
"Participating in these activities helps me believe in my ability to use English well." (Avg. score: ~4.2/5)
"I feel comfortable trying new English words and phrases during these activities." (Avg. score: ~4.2/5)

The data results reveal that the boot camp has had a positive impact on the participants' language proficiency, as evidenced by the high overall perception scores. The consistency of scores above 4.0 indicates that learners generally feel that the boot camp activities are beneficial to their language learning process. Engagement in fun activities likely contributes to improved language proficiency by providing regular, meaningful practice, which aligns with the findings of Kim and Park [15], and Dehghanzadeh *et al.,* [14], who emphasize the effectiveness of immersive, interactive learning in language acquisition. These findings suggest that the boot camps provide an encouraging environment for students to practice and develop their speaking skills, which translates into higher confidence and improved proficiency. Students are also motivated to experiment with new vocabulary and language forms, which can accelerate language learning in immersive settings like HIPs.

3.4 Research Question 3 - What are the Best Practices for Implementing Corporate Social Responsibility (CSR) Initiatives, Specifically English Language Boot Camps, in ESL Education to Maximize Learner Engagement and Success?

The data provides valuable insights into key strategies for successful CSR initiatives focused on English language boot camps.
Teamwork and collaboration: Students responded positively to working in groups, as shown in the high scores for:

"Working in groups during these activities helps me learn better." (Avg. score: ~4.25/5)
"I enjoy working with other students during the English activities." (Avg. score: ~4.25/5)

This indicates that a collaborative learning environment should be emphasized in CSR-led boot camps to encourage peer support and engagement.
Moreover, the perception of fun in learning is also a key driver of engagement:

"The fun activities help me achieve my personal English learning goals." (Avg. score: ~4.2/5)
"The activities do make me want to participate more in English class." (Avg. score: ~4.1/5)

Incorporating enjoyable, gamified learning experiences can increase motivation and participation, leading to better outcomes.

Next, there are high ratings for feeling valued for their contributions to activities such as:

"I feel that my ideas and contributions are valued during these activities." (Avg. score: ~4.25/5)

The results support the positive reception and effectiveness of English language boot camps in enhancing learner autonomy, improving language proficiency, and maximizing engagement through well-implemented CSR initiatives. These insights suggest that maintaining the focus on collaborative, inclusive, and enjoyable learning experiences can be considered best practices for future program designs in similar contexts. Furthermore, creating an inclusive environment where students feel their input is appreciated can boost engagement and active participation in the boot camps.

Thus, the results suggest that English language boot camps under HIPs are effective in fostering learner autonomy, improving language proficiency, and increasing engagement. For CSR initiatives in ESL education, focusing on teamwork, enjoyable activities, and valuing student contributions will maximize the impact and success of such programs.

4. Discussion and Conclusion

The study's findings demonstrate a strong alignment with previous research on the effectiveness of CSR-driven English language boot camps, the integration of fun language activities, and their collective impact on learner autonomy and engagement. Smith and Taylor emphasized the role of CSR initiatives in boosting student engagement and motivation within ESL boot camps, particularly through the practical application of language skills in real-world scenarios [4]. The participants in this study similarly reported positive perceptions of the boot camp activities, noting that these activities made learning English more interesting and engaging.

Moreover, Lee and Lim [16] found that interactive and enjoyable language activities significantly enhance learner autonomy and confidence, particularly within immersive learning environments. This is consistent with the data from this study, which shows high average perception scores related to the enjoyment and effectiveness of the boot camp activities. However, the slightly lower scores in confidence when speaking English suggest that while fun activities contribute positively to learner autonomy, additional strategies may be needed to further boost confidence in language use.

The sense of empowerment and responsibility fostered by CSR-driven ESL programs, as highlighted by Johnson *et al.,* [13] is also evident in the findings. The overall positive responses from participants indicate that the CSR elements of the bootcamp likely played a role in creating a supportive and empowering learning environment. This aligns with the positive academic outcomes noted in previous studies, reinforcing the effectiveness of CSR in enhancing learner motivation and success.

Furthermore, the sustained high perception scores throughout the study resonate with the findings of Brown and Miller [4], who observed that the combination of CSR and boot camp-style learning leads to sustained learner motivation and empowerment over time. The data suggests that students remained engaged and motivated, supporting the idea that these programs can have long-term benefits for learners.

This study also supports the Self-Determination Theory (SDT) framework, emphasizing that autonomy, competence, and relatedness are key factors driving intrinsic motivation [8]. While the fun language activities employed in the boot camp effectively fostered an engaging and autonomous learning atmosphere, slightly lower confidence scores in speaking English indicate a need for

additional strategies to boost confidence, such as more targeted speaking exercises or peer interaction opportunities. Wilson and Chen [23] concluded that CSR activities, when combined with fun language tasks, significantly improve learner autonomy and agency. The findings reflect a similar positive impact on learner autonomy, suggesting that the boot camp successfully fostered an environment where students felt more autonomous and actively engaged in their learning process.

Integrating CSR into education is not without its challenges. One significant barrier is the need for adequate funding and resources to support CSR initiatives. Schools may struggle to allocate sufficient funds to implement and sustain these programs. Additionally, ensuring that CSR activities align with the school's curriculum and goals can be a complex task. Furthermore, evaluating the effectiveness of CSR programs can be challenging, as it requires robust data collection and analysis. By addressing the challenges and focusing on specific areas of impact, educators and businesses can work together to maximize the positive outcomes of CSR in educational settings. CSR programs must have long-term commitments, ensuring that they don't just provide one-time boot camps but offer ongoing support to students. Creating clearer partnerships between corporations and educational institutions so that CSR activities can be better aligned with the school curriculum and directly address student needs, such as language confidence building and practical proficiency.

In conclusion, while CSR initiatives offer numerous benefits to students and schools, a more critical examination of their direct influence on student outcomes is necessary.

Acknowledgement

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