A Proposed Intensive English Program for the Credit System of Secondary Schools

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Abstract

*A*n introduction of Intensive English Program *(IEP) for the Credit System Secondary Schools (CSSSs) was explored. Mixed methods approach is embraced. Qualitative inquiries were addressed by the first round of Delphi overview and individual meetings while the quantitative request is addressed continuously round of Delphi review and organized polls. In the qualitative inquiry, fifteen members were locked in including English teachers, managers, and educational program engineers. While in the quantitative request, sixteen female English instructors and 480 female understudies from five CSSSs were included. The qualitative results indicate the perceived appropriateness of the initial IEP components. In addition, all the participants in the interview show positive attitude toward IEP as an idea. Moreover, some obstacles were mentioned such as the resistance to change by the community. The quantitative analysis of student and teacher questionnaires show a positive perception of the IEPs and the possibility of adopting IEPs at the CSSSs. In addition, the results show that students of a higher level of English proficiency support the idea of adopting IEP at the CSSSs more than students of a lower level of English proficiency.*
Keywords: A proposed program, Intensive English Instruction (IEI), Intensive English program (IEP), Credit System Secondary Schools (CSSSs).

Introduction:
1. Intensive foreign language instruction (IFLI)

IFLI represents "a concentrated period of foreign language study, usually of relatively short duration, which may contrast with traditional learning approaches. While a

number of different methods exist for intensive language work, the term is characteristically associated with both adult and younger school-based learners" (Byram, 2006:336).

However, IFLI has been referred to as an approach (Harris&ODibhir, 2011:47) and as a method (Laihiala-Kankainen, 1988). Although an approach differs from a method as an approach is defined as " a set of beliefs and principles that can be used as the basis for teaching a language", while a method is" a specific instructional design or system based on a particular theory of language and of language learning" (Richards&Rodgers, 2014:244-245). Yet, neither definitions are applicable, it would be more convenient to consider an IFLI as an organized structure of learning time that extends the opportunities to practice the target language over the school day within a compressed program duration.

Interestingly, the IFLI is often associated with immersion programs that offer "a type of foreign language instruction in which the regular school curriculum is taught through the medium of the foreign language" (Richards& Rodgers, 2014:206) and (Serdyukov, 2008:49). Indeed, both terms 'intensive' and 'immersion' are used as alternatives to each others in some contexts (MacIntyre, Baker, Clément& Donovan, 2003). Also, IFLI relates to Content-Based Instruction (CBI) that is defined as "an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus"(Richards& Rodgers, 2014:204) However, IFLI differs from CBI and immersion in that "the focus is on the language itself rather than on learning content through the

medium of the target language" (Harris& Duibhir, 2011:47).

According to Graves and Garton (2017), the curriculum in foreign language may be categorised based on its prevailing approach. Approach educates instructors on what and how to teach. It also has an influence on the process of developing educational objectives, selecting topics and their presenting sequences, deciding on strategies to utilize, and devising assessment systems (Barre-Parrales & Villafuerte-Holguín, 2021). Foreign language instruction in non-language schools is not an anomaly, and it necessitates significant modifications in the learning and teaching paradigms under the weight of "strong digital technology influence" (Kompen et al., 2019). As a result, learners are rarely given the chance to truly connect with foreign language (FL) worlds or explore identity-mediating materials; rather, they are positioned as code breakers rather than active partners in communication (Menke, 2018). In the context of foreign language learning, more emphasis should be placed on the development of learning strategies, creating organized interconnection for the most appropriate resources chosen and organised by a student, and creating education opportunities in which foreign language learning happens as a result of its use and is highly customised to the students ' personal needs and capabilities (Kupchyk & Litvinchuk, 2021).

Features of IFLI

At the point when IFLI rehearsed unexpectedly at the ASTP, it was portrayed by specific highlights, for example, an enormous number of instructional contact hours inside a moderately brief timeframe; a set number of understudies per class; a blend of introduction of language structure and

conversational practice and a weight on the everyday spoken type of the language(s) examined (Płoczińska& Fisiak, 1986:1195).

Be that as it may, the most unmistakable highlights of IFLI are escalating the contact long stretches of learning with the objective language and limiting the class size of understudies (Carroll, 1964:87). Besides, as IFLI created throughout the long term, different highlights arose. Such highlights are addressed by: focusing on a specific language ability, zeroing in on oral\aural guidance and relational abilities, dodging the primary language in the study hall, offering standard work in the language lab for valuable practice and keeping on consistent input and assessment of the understudies' advancement (Płoczińska and Fisiak, 1986:1196).

Also, some different highlights are observable in IFLI, as it is drilled as of late, for example, a compacted, momentary course arrangement, longer and typically incessant meetings (e.g., 4 hours 4-5 times each week) and a solitary subject conveyance which implies the courses of the educational program are instructed sequentially, each in turn, instead of various equal courses customarily showed all the while every day during a semester (Serdyukov, 2008:47).

It is critical to provide a high-quality education that is consistent with contemporary global patterns in terms of comprehensive use of digital technology, appropriate learning content, "inventive pedagogy, learning through doing, and knowledge construction" (Tarnopolsky, 2018), all of which may serve as solutions to contemporary foreign language instruction obstacles (Kupchyk & Litvinchuk, 2021).

Intensive English instruction in Saudi Arabia

There are two main forms of intensive English in Saudi Arabia.The first one represented by the preparatory intensive English programs that are offered by more than 50 colleges and universities both government and private (McMullen, M. G. ,2014:131). The other form found at several language centers that offer intensive English courses. Mostly, they are international language centers that spread all over the world and have their own branches at several cities in Saudi Arabia such as ELS (els.edu), the British council (britishcouncil.org) and Kaplan (kaplaninternational.com)

Intensive foreign language programs as innovation

Rogers (2010:132) defines an innovation as an idea, practice, or object that is perceived as new by an individual. Therefore, when an intensive foreign language program (IFLP) is introduced for the first time in an educational context, it can be considered as an educational innovation. For example, when the IFLI for the first time practiced at the ASTP, it was considered as "an innovative program" (Richards & Rodgers, 2014:51). Basically, the ASTP was providing IFLI as a military demand to equip soldiers with foreign languages of military or political importance during the World War II (Carroll, 1964:87).However, as the pedagogic advantages of IFLI were perceived by language scientists at the time, the IFLI had became a recognized language pedagogy of the post-war years (Stern, 1985:18) and been adopted by regular language programs all over the United States (Richards & Rodgers, 2014:51).

Furthermore, intensive English and intensive French programs in Canadian public schools are two perfect

examples of intensive foreign language programs as innovations. As mentioned in Muñoz (2012: 32-33),both intensive English and intensive French programs were offered the first time in the 1970s by a school board outside Montreal for students in grade 1(6 years old) and students in grade 6 (11 years old). The intensive English program was offered for five months while the intensive French program was offered for six months. Both programs were offered in one half of the school year while the other half was devoted to follow the regular curriculum. However, as evaluators reported an actual benefit and effectiveness of both programs, intensive English and French programs were widely implemented by other school boards in Montreal and other provinces in Canada (Muñoz, 2012: 34, 37-38).

2. Related Studies

A. Studies related to proposed English program in Saudi Arabia

Proposing an instructional program to improve English instruction is a recent trend in educational researches in SA. Some are mentioned in this section either to highlight the structure of each proposed program that resembles the structure of the proposed program of the present study or to support some of its aspects. However, among local studies that proposed English instructional program is Alwehaibi's study (2012).

Alwehaibi (2012), in her qualitative study, proposed a preparation program for English pre-administration female teachers or instructors. The program was proposed dependent on educating of reasoning ability. It was pilot tried on five fourth-year understudy instructors during their

field insight. After the program has been assessed, by utilizing overviews, interviews and a homeroom perception agenda, the outcomes have demonstrated that the proposed program can be viable in building up the pre-administration English language instructors' abilities in showing thinking abilities.

Be that as it may, Alwehaibi's program comprises of point, destinations, preparing content, preparing systems and apparatuses for surveying and assessing the proposed program. Moreover, it requires roughly 40 preparing hours over a time of 10 days and it tends to be directed with quite a few members, going from five to 20 members for every meeting.

Indeed, the program proposed by Alwehaibi varies from the proposed program in the current investigation in term of its unique circumstance (e.g., college setting), its expected audience(e.g., preservice teacher)and its pilot usage and assessment. While the proposed program in the current examination is focusing on more youthful understudies in an auxiliary school setting and isn't pilot executed or assessed. Something else, the two projects comprise of similar parts (points, instructional substance, showing procedures, span… ..). Concerning received planning, timetable and class size of the program, they are not considered as parts in the program, yet rather as necessities.

Another illustration of a proposed English program is recommended by Nather (2014). She built up an incorporated program named (Let's Speak English LSE) for EFL homerooms at female Saudi public halfway schools. The program point was to support and advance understudies' trust in communicating in English. It

comprises of new instructional substance that including subject based exercises. Notwithstanding new teaching methods that are diverse to those of the conventional Saudi study hall. The program was actualized inside 12 weeks more than four classes each week. A contextual analysis is led to explore the execution of the LSE program more than about four months. The members of this examination were instructor, onlookers (21 English educators and four chiefs) and 28 Grade7 understudies. Information sources included perceptions, interviews, language learning journals, field notes, tests of understudies' work and studies. As per the perceptions, meetings and review results, positive changes, for example, expanded certainty and improved ability in the understudies' English talking were noted.

Nather's program has similar aspects with the proposed IEP of this study in that both are designed for public school context. Also, both program sat certain aim, class time and program duration. In addition, the current study resembles Nather's in term of conducting interviews with teachers and supervisors. However, the difference between them is that Nather's program is a result of a case study. The program is targeting intermediate female students while the proposed IEP is targeting female secondary students at the CSSSs.

Alhamami (2018) examines language learners' willingness to attend classroom and learn a language in face-to-face and web based contexts using Ajzen's theory of planned behaviour (TPB). This study was carried out in a Saudi university's intensive English program. The program provided four core courses to freshmen from various university majors: reading, writing, listening, and grammar. The bulk of the pupils were all from Saudi Arabia, and that

they all embraced the same culture. They were between ages of 18 and 25. Their native language was Arabic, and they were all guys (public schooling in Saudi Arabia is sex-segregated at all levels). The program's professors come from a range of backgrounds and nations, including Algeria, Bangladesh, the UK, Canada, Egypt, India, Jordan, Romania, Saudi Arabia, South Africa, Sudan, Syria, Pakistan, the US, and Yemen.

The results suggested that language learners' intentions are influenced by their attitudes about the language-learning context, the beliefs of others in their immediate surroundings, and their assessments of their own capacity to operate in the language-learning surroundings. Understanding these three variables may assist in predicting students' intentions to participate in or avoid foreign language study in online and face-to-face situations.

Alhamami (2020) investigated the impact of language learners' subjective norm (SN) views on their English as a foreign language acquisition via a mixed-methods methodology (EFL). Two experiments were done at a Saudi university to assess perceived social pressure to acquire EFL: a face-to-face language learning (FLL) experiment and an online language learning (OLL) experiment. This study was place in an intense English language program at a university in Saudi Arabia that serves a homogenous population. The curriculum is required of students attending various university schools, such as engineering and scientific colleges, where English is the medium of instruction. It consists of four courses: reading, writing, listening, and grammar. The program's pupils are all native Arabic speakers between the ages of 19

and 25, and they are entirely male, since public education in Saudi Arabia is gender segregated at all levels.

Alhamami's (2020) findings indicated that knowing certain groups of people's SN beliefs may aid in predicting EFL students' perceived social pressure to participate or not engage in foreign language study in online and face-to-face situations. Comparing the findings of the two groups reveals that EFL learners had more favorable SN beliefs about language acquisition in face-to-face settings than in online ones.

B. Studies related to intensive English instruction in Saudi Arabia

As mentioned before, IEI is practiced in Saudi Arabia in most of Saudi universities and private language centers, such as Kaplan, British Council and Berltiz, that have branches in most of Saudi cities.The intensive English program implemented in the universities usually offered as a preparatory program for first year students in order to prepare them to study certain disciplines in an English-medium context.

Thus, this study shows the efficacy of intensive English instruction in the Saudi context since the ages of its participants , approximately18 years old, when enrolling in the preparatory year in the university are close to the ages of Saudi secondary students (e.g., 16-18 years old) for whom the IEP in this study is proposed. This can be applicable to any intensive English program, including the proposed IEP in terms of increasing intensity of learning English leads to promote students' attention and caution of their time of learning, within specific duration, and as a consequence, they tend to use certain learning strategies,

e.g. metacognitive and social learning strategies, to gain best result within the given time frame of the intensive program.

The module description consists of aims, objectives, instructional material, program duration, credit counting, attendance policy and stages of implementation. The duration of the Module was two weeks that consisted of 27 hours of composing, 9 hours of word study, 9 hours of sentence structure, and 9 hours of word reference abilities in an expansion to 5 hours for pre post testing for a sum of 59 hours.

The proposed module isn't viewed as a different course but instead a corresponding to the customary EFL course relegated to be concentrated in the PYP, in this way no particular credit will be expected. The timetable of the program was six hours every day from 8:00 a.m. to 2:50 pm, five days every week. The all out class participation, in the program, for all understudies (59 hours) was remembered for their all out hourly class participation for their ordinary English course. The program is intended for little gatherings of 20-25 understudies in each class.

For the execution of the module, it experienced three phases which are: before usage, during execution and after execution. After the module had been finished, the pre-post aftereffects of capability test were examined to assess the effect of the IPELM on creating PYP understudies English language abilities and the discoveries demonstrate that the proposed model is compelling in tending to amateur students' scholarly direction needs.

However, the structure of the proposed (IPELM) resembles the structure of the proposed IEP of the present study in

some aspects and differs in other aspects. For the similar aspects, both proposed programs consist of aims, objectives, instructional material and program duration. On the other hand, different aspects imply in the lack of specific teaching strategy in the proposed (IPELM) while it represents a major component in the proposed IEP. Also, the proposed IEP, contrary to IPELM, dose not include policy issues such as credit counting and attendance. In addition, the proposed IEP is only proposed to present a potential IEP that can be implemented at CSSS in the future. Hence, the stages of implementation, contrary to IPELM, are out of reach in this study. However, the methodology of teaching in the proposed IPELM follows the skill segregation approach of teaching language skills by which each skill is taught in a separate class. This is referred by some participants to be implemented if IEPs are adopted at CSSSs.

In addition, teaching staff in IPELM are both native and non-native English speaking teachers while in the proposed IEP context only Saudi teachers are available. However, as being commented on Alhaisoni's study, the participants' ages of this study are close to the ages of Saudi secondary students for whom the IEP in this study is proposed. Therefore, intensive English instruction can be effective for them as well. In addition, the study shows the efficacy of intensive English instruction in transferring Saudi secondary school students from Arabic medium instruction to English medium learning environment that exist in most of Saudi universities. This implies that Saudi secondary students need an intensive English instruction before starting study at many disciplines in Saudi universities and that can be accomplished in Saudi secondary schools as

implemented in many secondary schools around the world. Although the present study does not imply direct influence of intensity of English instruction on students' motivation, but it sheds light on the importance of increasing contact time with English on a daily basis in order to enhance students' motivation.

Aldawood and Almeshari (2019) performed a quantitative research to determine the effect of incorporating English-culture into English-language comprehending via an examination of the perspectives of Saudi English foreign language (EFL) trainees. Saudi students recognized that language and culture are closely intertwined and also that the process of learning cannot be completed without including both components.

Additionally, Aldawood and Almeshari's (2019) research revealed that studying English including its associated cultural characteristics accelerates and satisfies the learning process of Saudi students.

Aldawood and Almeshari's (2019) results also validated the importance of effectiveness, quickness, and fun in combining learning culture and English language acquisition for Saudi EFL learners. This demonstrates that by associating English words with English language culture, Saudi learners will pick up the language quickly and enjoyably.

Additionally, Aldawood and Almeshari's (2019) research reported that more than half of Saudi students had no trouble picking up on English culture. They do recognize, however, that the cultural distinctions between English and Arabic may   provide   some   challenges   in comprehending the target culture. As a consequence,

culture must be thoroughly incorporated into English language teaching and learning. Information and communication technologies are useful tools for acquiring an understanding of English culture while studying the English language.

C. Studies related to effectiveness of intensive English instruction at domestic contexts.

Intensive English instruction IEI in many studies is shown to be effective in improving the learner's proficiency of English as a second or foreign language. For instance, IEI in a homegrown setting is discovered to be just about as gainful as IEI in a local English speaker setting as demonstrated in an investigation led by Serrano, Llanes, and Tragant (2011). The investigation analyzes the impacts of three distinct settings of learning English, as a subsequent language, on composed and oral execution of three gatherings of Spanish-talking college understudies the two guys and females.

These settings are homegrown escalated, homegrown semi-concentrated and language concentrating abroad in an English talking nation (UK). The discoveries of the investigation propose that concentrating abroad and escalated homeroom learning at home nation are similarly gainful settings to empower L2 advancement. The impacts of these three diverse ESL settings of learning English on composed and oral execution of 131 Spanish-talking college understudies are analyzed in this investigation.

In the above mentioned settings, post and pretrial of understudies' composed and oral exhibition were administrated. As indicated by the consequences of the measurable examinations. Understudies abroad beat the

students in the "at home semi-concentrated" program in the post-test in the familiarity and lexical intricacy. However, the understudies' composed and oral exhibition after an escalated course at home and after the same time abroad was comparable. Consequently, the finding of the investigation infers that both serious study hall rehearses (as advanced in at the homegrown concentrated course) and genuine informative practice outside the class (as supported in the English-talking setting) give a more reasonable climate to second language learning than customary ESL guidance.

Similarly, IEI is believed to be effective when implemented for the first time at a public school context. As shown in Thelen et al. (2012), it is implemented for the first time at Vietnamese primary schools and has a positive effect on students' performance in English, teaching practices and parental involvement. In fact, the study investigates the effect of the IEP on young EFL students coming from 24 primary schools within a period of three months.

The study used a mixed method research. For its qualitative data gathering, individual and focus group interview is used. For the quantitative data gathering, surveys and test score data are utilized. The surveys were administered to teachers and parents(113 teachers and 2,683 parents of Grade 2 students from59 schools). Worthy to mention that this study is seen as Phase I of the investigation of the effectiveness of IEP with the intention to start Phase II in 2013–14. In fact, the IEP in this study is implemented according to the strategic decision taken by the Ministry of Education and Training in Vietnam to increase English language provision.

The results of this study indicate that positive indicators are observed in teaching practices such as focusing on speaking in teaching English and adopting better teaching practices such as collaborative teaching. In terms of students' language progression, students performed well on speaking and on other skills as well. Moreover, the intervention led to increased parental involvement in their child's learning in terms of encouraging them to learn English and taking them to extra English classes as provided by the IEP.

According to Alsairi (2018), learning a foreign language begins in childhood and produces superior results. Teachers should assist non-native students by providing activities that engage students in group interactions. There should be learning programs and environments that are favorable to learning, such as positive reinforcement via appreciation.

Alsairi (2018) discovered that the government should assure enough resources, such as textbooks, and should finance English instructors for higher education in order to progress the language. Extremely traditional and inflexible educational institutions do not benefit the community as a result of modernization and advancements in science and technology. To prevent interference with L2 learning, schools in Arabia can prioritise L1 acquisition during the first three years of the curriculum, after which the two languages can be learnt concurrently (Alsairi, 2018). In order to reap the full benefits articulated in the English curriculum, adequate time should be allotted for English language acquisition (Alsairi, 2018).

3. Research Design

This study aims at proposing an IEP for the CSSSs,

portending the snags that may face achieving the proposal and the possible solutions to overcome these snags. In addition, portending the possibility of adopting an IEP by female students and English teachers at the CSSSs. Hence, in order to achieve these aims, Delphi survey, in its first round, and individual interviews are utilized in collecting the qualitative data while a structured questionnaires are used to collect the quantitative data, including the second questionnaire of Delphi survey .

However, there are several types of mixed method designs. In this study, a convergent parallel design has been adopted since both data, quantitative and qualitative, are collected simultaneously (Creswell, 2002:540) and (Watkins& Gioia, 2015:29). In the convergent parallel design, each type of data can be collected and analyzed separately, then the findings are related and used in the interpretation phase of the study (Watkins& Gioia, 2015:29-30). The figure below (Figure 4.1) represents the convergent parallel design adopted in this study.
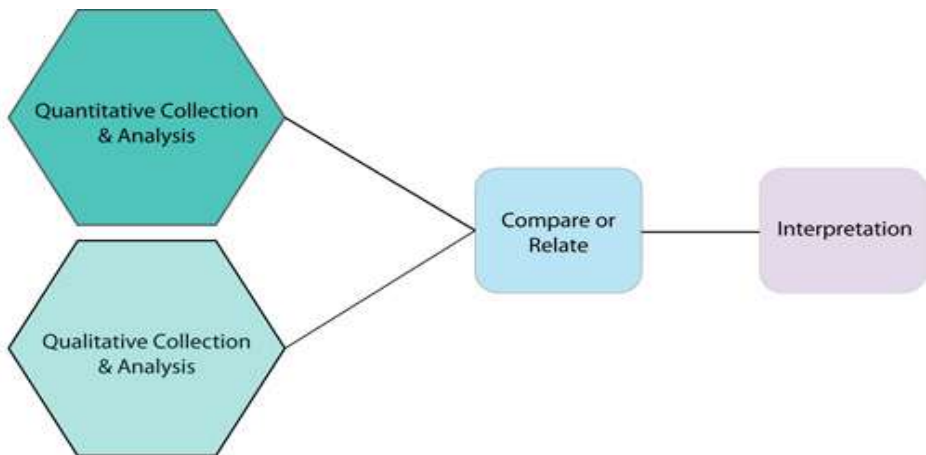

Figure (4.1): The convergent parallel design adopted in this study

Population and Sample

In this mixed approach study, the population for the qualitative inquiry is represented by English teachers and supervisors work at or supervise the CSSSs at Altaif zone. In addition, the developers of the English curriculum work at the MOE. While for the quantitative inquiry, the population is represented by the female students. (Table 4.1) study at the CSSSs in Altaif (Table 4.2) and English teachers who teach at these schools (Table 4.3)

Table (4.1): The total number of female students at the CSSSs at Al-taif Zone in the academic year 1438\1439 (Directorate of Education at Al-taif).

Secondary Stages	Number of female students	Percent of students from the total number
First Secondary Stage	2057	37%
Second Secondary Stage	1839	33%
Third Secondary Stage	1662	30%
Total number of students	5558	100%

Table (4.2): The total number of the CSSSs at Al-taif Zone in the academic year 1438\1439 (Directorate of Education at Al-taif).

No.	Name of the CSSSs at Al-taif Zone	Location
1	The First Secondary School	Al-Taif
2	The Third Secondary School	Al-Taif
3	The Fifth Secondary School	Al-Taif
4	The Sixth Secondary School	Al-Taif
5	The Seventh Secondary School	Al-Taif
6	The Nineteenth Secondary School	Al-Taif
7	The Third Secondary School	Al-Haweyah
8	The Fourth Secondary School	Al-Haweyah
9	The First Secondary School	Tarabah

Table (4.3): The total number of female English teachers work at the CSSSs in Al-taif Zone in the academic year 1438\1439 (Directorate of Education at Al-taif).

Name of the school	Number of English teachers
The First Secondary School	3
The Third Secondary School	3
The Fifth Secondary School	4
The Sixth Secondary School	4
The Seventh Secondary School	4
The Ninth Secondary School	3
The Tenth Secondary School	5
The Nineteenth Secondary School	5
The Third Secondary School	4
The Fourth Secondary School	4
The First Secondary School	3
The First Secondary School	4
Total number of English teachers	52

The Sample

In the mixed method studies, as mentioned by Teddlie & Tashakkori (2009:182), two different types of sample size are combined. The first is a large sample of a well-defined population, which is selected for the quantitative inquiry. The second is a small sample, which is selected for the qualitative inquiry.

In qualitative inquiry, "there are no universally accepted rules for the sample size" (Teddlie & Tashakkori, 2009:182). While in the quantitative inquiry, as mentioned in alukah.net, the accepted sample size is 23% if the population of the study is homogeneous and the researcher wants to achieve a high degree of accuracy or 10% if the researcher wants to achieve an appropriate degree of accuracy. Nevertheless, if the population of the study is heterogeneous and the researcher wants to achieve a high degree of accuracy, then, the accepted sample size is 23% if the sample is simple random and 10% if the sample is stratified random. And if the researcher wants to achieve an appropriate degree of accuracy, 13% is an accepted sample size.

In this study, the sample size for the qualitative inquiry is fifteen participants. Ten participants were engaged in the Delphi survey, including five female English teachers and five female English supervisors work at Al-Taif CSSSs (Table 4.4). While five participants were interviewed, two female English supervisors from the Directorate of education at Al-Taif and three developers of English curriculum from the agency of curricula at Al-Riyadh (Table 4.5). In fact, for conducting the Delphi survey, a group size of 15 to 30 participants is recommended if the participants are homogenous (experts of the same discipline) or 5 to 10 participants in each panel if the participants are heterogeneous (coming from different professional stratifications) (Clayton, 1997:378).

The following table shows the demographic data of the English teachers and supervisors participated in the Delphi survey

Table (4.4): participants in Delphi survey.

No.	Qualification	Experience	Profession	Work at
1		26	Head of English department	Taif directorate of education
2		25	Supervisor	Western office of supervision
3	Bachelor Degree in English	22	Supervisor	Eastern office of supervision
4		22	Supervisor	Western office of supervision
5		18	Supervisor	Eastern office of supervision
6		15	Teacher	4th CSSS, Hawiah
7		13	Teacher	6th CSSS, Taif
8		16	Teacher	10th CSSS, Taif
9		20	Teacher	10th CSSS, Taif
10		22	Teacher	9th CSSS, Taif

The following table shows the demographic data of the English experts who participate in the individual interview.

Table (4.5): participants in the individual interviews.

No.	Gender	Qualification	Experience	Profession	Work at
1	Male	MA. In administration	22 years	General director of scholastic textbooks	General agency of curricula and educational programs
2	Male	BA. In English and translation	26 years	General English supervisor at ELDP	General agency of curricula and educational programs
3	Male	MA in applied linguistics	26 years	Head of English department at MOE &CEO Of ELDP	General agency of curricula and educational programs
4	Female	BA in general English	25 years	Supervisor	The western educational office
5	Female	BA in general English	22 years	Supervisor	The eastern educational office

In fact, the appropriate student sample size is 555 female students and ten female English teachers. But after data collection, the returned responses from students were 530 (out of 600) and 17 (out of 20) from five schools and the excluded responses from students' sample were 50 and one response from teacher sample for its incompleteness. However, the remained responses from students are 480 which represents more than 8% of the population (n. 5558) and 16 from teachers which represent 30% of the population (n. 52).   However, the total number of the student and teacher sample is shown in the following tables (Tables 4.6; 4.7; 4.8).

Table (4.6): The total number of student sample according to their stages.

Stage	Number	Percent
1st stage	182	37.9 %
2nd stage	117	24.4 %
3rd stage	181	37.7 %
Total	480	100 %

Table (4.7): The total number of student sample according to their schools.

The school	Number	Percent
10th	91	19 %
3th	95	19.8 %
4th	18	3.8 %
6th	146	30.4 %
9th	130	27.1 %
Total	480	100 %

Table (4.8): The total number of teacher sample according to their schools.

The school	Number	Percent
10th	3	18.75%
3th	4	25%
4th	3	18.75%
6th	4	25%
9th	2	12.5%
Total	16	100 %

Sampling

In the mixed method studies, both kinds of sampling techniques, probability and purposive sampling are combined (Teddlie & Tashakkori, 2009:187). In this study, sampling occurs parallely and independently. For the qualitative inquiry, the researcher contacts with few English teachers and supervisors and invites them to participate in the study or to recommend other individuals for participation. While for the quantitative inquiry, five different CSSSs were visited personally by the researcher and 150 questionnaires for students and 5 questionnaires for English teachers were distributed randomly at each school .

Instrumentations

In this study, three instruments are used. First, individual interview for gathering qualitative data. Second, a structured questionnaire for gathering quantitative data. Third, Delphi survey for gathering both types of data,

qualitative and quantitative. However, all the instruments are designed by the researcher and validated by a group of reviewers).In addition, an authorized letter of permission from the directorate of education is gained in order to administrate the instruments of the study.

3.1. Delphi survey

It is also known as a research methodology, procedure, method and technique (Hanafin, 2004:4). As an instrument, it is used in collecting both types of data, qualitative and quantitative data (Hsu& Sandford, 2007:4). In the educational context, it has been used "to generate ideas and forecast changes for a wide variety of educational purposes such as curriculum development"(Clayton, 1997:377).

In addition, it is used in constructing proposed paradigm (Zain al-deen, 2013). Therefore, it is used in this study to come up with the proposed IEP. However, the proposed paradigm is defined as a future planning based on actual field results through systematic qualitative or quantitative tools to build a general framework of thought adopted by researchers or educators (Zain al-deen, 2013).

Actually, the topic explored by Delphi technique should be within the participants' domain of knowledge (Hsu& Sandford, 2007:1). In this study, English teachers and supervisors are chosen because teaching English is their domain and they can predict, according to their experience in the field, what components should the proposed program consists of.

As mentioned in Hanafin (2004:4-6) ,the Delphi technique aims at acquiring agreement through a progression of rounds of polls, typically a few, where data and results are taken care of back to board individuals between each round. There are three sorts of Delphi method. One of them, which is embraced in this investigation, is the

traditional Delphi since it is described by anonymity, iteration, controlled, feedback, statistical group response and in reactions among those with skill on a particular issue.

With respect to interaction of the Delphi procedure, as referenced in Hsu& Sandford (2007:1-2), it very well may be constantly iterated, by a progression of polls, until agreement is resolved and as a rule, three cycles are regularly adequate to gather the required data and to arrive at an agreement. Notwithstanding, the first round as referenced in Hsu& Sandford (2007:2), should start with an open-finished survey. At that point, in the wake of getting subjects' reactions, specialists need to change over the gathered data into an all around organized survey. This poll is utilized as the study instrument for the second round of information assortment. As needs be, Delphi specialists might be needed to rate or rank request things to set up fundamental needs among things.

In this study, two rounds of Delphi survey are submitted. The first round is represented in an open-ended questionnaire that requires the participants to suggest appropriate components for the proposed IEP(Table 3.4). An example is provided in the same questionnaire to guide participants in their suggestions. Then, all suggestions written by participants are listed in a form of structured questionnaire. Nevertheless, in the second round, each participant receives a second questionnaire and is asked to review the items summarized by the researcher, the proposed components, according to its appropriateness.

3.1.a. Validity of Delphi survey

Member checking is one procedure that can be used for verifying validity of qualitative data (Given, 2008:715) and for verifying the validity in the Delphi survey as well

(Okoli& Pawlowski, 2004:5). In addition, the face validity can be considered in verifying validity of the Delphi survey (Hanafin, 2004:32).

3.1.b. Reliability of Delphi survey

To determine the inter-judge reliability, Kendall's coefficient can be used (Habibi, Sarafrazi, & Izadyar2014:11). However, "the iteration characteristics of the Delphi process provide the opportunities for investigators and subjects to improve the accuracy of the results" (Hsu& Sandford: 2007:5).

3.1.c. Procedure of conducting the Delphi survey

First, reviewing the literature related to the intensive EFL and ESL programs to elicit the components that should compose the proposed IEP.

Second, designing a descriptive booklet that consists of nine major components, as shown in the following table (Table 4.9), which are usually found in the description of IFLPs. In addition, the rationale of the proposed program and its conceivable scenario is discussed in few lines.

Table (4.9): The initial components of the proposed IEP

No.	List of components of the proposed IEP
1	Vision
2	Mission
3	Main goal
4	Short-term goal
5	Instructional content
6	Block scheduling format
7	Duration
8	Teaching strategies
9	Assessment methods

Third, checking the validity of nine components for the proposed IEP by eight reviewers. In this respect, a checklist was emailed to the reviewers in order to get their suggestions referring to the criteria of appropriateness of the components for the proposed IEP, relation of the

components to the proposed IEP and clarity of the description of each component linguistically.

Fourth, applying some modification in the proposed IEP such as the first two components (mission and vision) are deleted as being not essential (AS &SM), the major aim of the program should be modified as being not logical(SM), the main goal is recommended to be combined with the short term goal as one component (AS), the proposed teaching technique, flipped classroom, is eliminated since it was considered not related (AB), the class size is recommended to be added as an additional component (EM) and some educational terms and information are modified (AB). For example, the mutual program is modified to the compulsory program, the optional program to the elective program and the number of English levels is modified to seven levels.

Fifth, designing the initial questionnaire of the Delphi survey that composed of the validated components of the proposed IEP as shown in (Table 4.10).

Table (4.10): The modified components of the proposed IEP

No	A modified list of components of the proposed IEP
1	The instructional goal
2	The instructional content
3	Teaching strategies
4	Assessment methods
5	Schedule
6	Duration
7	Timing
8	Class size
9	Teaching load

Sixth, sending the initial Delphi questionnaire attached with the information sheet by email to the selected participants. Then, setting appointments for meetings or telephone calls to collect their suggestions personally by the researcher.

Seventh, collecting data of the first Delphi round from ten participants. The number of the participants is small since conducting a Delphi study is time-consuming (Hsu& Sandford, 2007:4) and increasing the size of the participants would require more time in data collection. Eighth, summarizing data of the first Delphi round. Then analyzing data of the first Delphi round. Ninth, forming a structured questionnaire represents the second Delphi questionnaire. Tenth, analyzing data of the second Delphi round and interpreting the results.

Individual interview

An interview can be defined as a general, open-ended questions being given to the students by the investigator (Creswell, 2002:217). In this study, an individual interview is adopted either face to face (in-person interview) or by telephone call (telephone interview). However, both types of interview were recorded by using voice memos, which is an application on Apple devices, and saved on the google drive to avoid data lost. Then, all the interviews were transcribed, coded, translated and manually analyzed. To Creswell (2002:220) the process of conducting an interview includes several steps such as the identifying of interviewees, the determination of the most feasible type of interview, the Usage of adequate recording procedures, taking brief notes, the choosing of a suitable place, obtaining consent from the interviewee to participate in the study, etc.

Validity of the interview

The interview questions are reviewed by seven reviewers to verify its content validity. In addition, the validity of qualitative data can be verified by member checking which

is defined as "sharing interview transcripts, analytical thoughts and\ or drafts of the final report with researcher participants to make sure you are representing them and their ideas accurately" as posted by Glesne (2006: 36).

Reliability of the interview

The reliability of qualitative inquiry can be achieved by triangulation, which means looking at multiple data sources (Given, 2008:714). In this study, data collected by teacher and student questionnaires in addition to Delphi survey support and clarify the result of interviews' data analysis as shown in the coming section.

Procedure of constructing the interview

First, reviewing the literature related to the intensive EFL or ESL programs.

Second, designing a list of interview questions that consists of four sub-topics and ten questions, as shown in the following Table (4.11).

Third, examining the validity of the interview questions was conducted by seven reviewers. In this concern, a checklist was emailed to the reviewers in order to get their suggestions concerning the following criteria: appropriateness of the questions for each sub-topic, relation of the questions for each sub-topic and clarity of the questions linguistically.

Table (4.11): Number of interview questions before validation

No.	Sup-topics	Questions
1	**Exploring respondent's attitude toward IEPs**	**Three**
2	**Exploring suitability of the CSSSs as administrative environment**	**Three**
3	**Exploring feasibility of the proposed IEP according to students ' needs and abilities**	**Two**
4	**Exploring benefits and challenges of implementing IEPs at the CSSSs.**	**Two**
	Total	**Ten**

Fourth, modifying some interview questions, for example, the first question is deleted since it is considered not appropriate as being an opening question to start the conversation with (MA), the third question is deleted since it implies a similar meaning of the second question (SM), the fourth and sixth questions are combined in one question since they imply the same meaning (SM).

Thus, the second sub topic is shifted to the bottom of the list and modified to: determining the appropriateness of the CSSSs to implement the IEPs. The following table shows the modification applied on the sub-topics:

Table (4.12): Number of interview questions after validation

No	Sub-topics	Questions
1	**Determining the importance of the IEPs according to the respondents' perspectives.**	**Two**
2	**Determining the expected obstacles of implementing IEPs at Saudi secondary schools and the potential solutions to overcome these obstacles.**	**Two**
3	**Determining the appropriateness of the CSSSs to implement the IEPs.**	**Two**
	Total	**Six**

- Fifth, translating the validated interview questions into respondents' language, since it is an acceptable procedure in conducting qualitative interviews (Willig, 2012:73). Indeed, conducting the interview in Arabic made the conversation more comfortable for the participants and accordingly more responses are elicited.

- Sixth, setting appointments with the participants by telephone calls.

- Seventh, collecting all the interview data by recording them via voice memo app.

- Eighth, transcribing the interviews and sending each interview transcript to its informant in order to check its validity.

- Ninth, coding the interviews and translating the codes.

- Tenth, interpreting and discussing the results.

Structured questionnaires

The questionnaire is "a system for collecting information to describe, compare, and explain knowledge, attitudes, perceptions, or behavior" (Bernhardt, 2008:2).   In this study, two structured questionnaires are designed. One for students and one for teachers. Both aims at exploring the participants ' perception towards adopting IEPs if implemented in the future.

The questionnaires are based on the diffusion of innovation theory which stated that any new idea to be adopted, five attributes, which are relative advantage, compatibility, complexity, trialability and observability, of that innovation should be perceived by individuals to whom the innovation is introduced (Rogers, 2010:15).

These five attributes represent five dimensions of both questionnaires. In addition, the rationale, upon which this study is based, is added as an additional dimension to identify students and teachers attitudes toward IEI and IEPs in general.

Validity of the questionnaires

The content validity of a questionnaire can be verified when its content matches a situation that is being studied (Bernhardt, 2008:3). Therefore, four EFL professors reviewed the content of the questionnaire to verify their validity. In addition, the intrinsic validity is calculated from the square root of the reliability coefficient for both questionnaires as shown in the following Table (4.14).

Table (4.14): The intrinsic validity of the questionnaires

The intrinsic validity of the students' questionnaire	**0.94**
The intrinsic validity of the teachers' questionnaire	**0.89**

This means that both questionnaires have a high degree of intrinsic validity coefficient and they are valid to be used as instruments for the study.

Reliability of the questionnaires

Reliability means that "if we give the same instrument over time, we will get the same results"(Bernhardt, 2008:3). Therefore, after the questionnaire were validated, they were administrated to a sample 33 out of 480 and 10 out of 16 of the sample of the study. This pilot testing was conducted in order to obtain the internal consistency and reliability of the questionnaires.

Internal consistency of the questionnaires

The correlation between the scores of every item and the total score of both questionnaires are calculated at (33) student and (10) teachers. The results are in the following Tables (4.15; 4.16).

Table (4.15) : r – value of the correlation between the items degree and total degree of the students' questionnaire [**] *the value is significant at 0.01*

No	Correlation	No	Correlation	No	Correlation
1	0.50[**]	6	0.76[**]	11	0.77[**]
2	0.54[**]	7	0.83[**]	12	0.90[**]
3	0.83[**]	8	0.77[**]	13	0.67[**]
4	0.77[**]	9	0.84[**]	14	0.86[**]
5	0.71[**]	10	0.82[**]	15	0.84[**]

Table (4.16): r – value of the correlation between the item degree and total degree of teachers' questionnaire[**] *the value is significant at 0.01 & at 0.05*

No	Correlation	No	Correlation	No	Correlation
1	0.79[**]	10	0.78[*]	19	0.90[**]
2	0.91[**]	11	0.82[*]	20	0.79[*]
3	0.86[**]	12	0.73[*]	21	0.67[*]
4	0.77[*]	13	0.84[**]	22	0.79[*]
5	0.71[*]	14	0.82[*]	23	0.75[*]
6	0.80[*]	15	0.78[*]	24	0.84[**]
7	0.93[**]	16	0.82[*]	25	0.84[**]
8	0.84[**]	17	0.73[*]	26	0.82[*]
9	0.69[*]	18	0.84[**]	27	0.86[**]

The previous tables show that there is a significant correlation at (α= 0, 01) between every item and the total score of the students' questionnaire and a significant correlation at (α= 0, 01 & 0.05) between the scores of every item and the total score of the teachers' questionnaire; which indicates that the items of both questionnaires measure what they are supposed to measure.

The reliability of the questionnaires

To verify the reliability, the Cronbach's Alpha of both questionnaires are calculated as shown in the following Table (4.17)

Table (4.17): The reliability of the questionnaires

The reliability of the students' questionnaire	0.88
The reliability of the teachers' questionnaire	0.79

This means that both questionnaires are highly reliable to be used as an instrument for the study.

Procedure of constructing the questionnaires

First, reviewing the literature related to adopting IEPs as an educational innovation in order to generate questions that

would explore the participants ' perception towards adopting IEPs if implemented in the future.

Second, designing two questionnaires. One for teachers and one for students. Both questionnaires consist of six dimensions; they are: rationale of the study, relative advantages of t IEPs, compatibility of IEPs, complexity of IEPs, trilability of IEPs and observability.

Third, examining the validity of both questionnaires as being conducted by four reviewers.

- Fourth, modifying some questions linguistically according to the reviewers' suggestions.

- Fifth, translating the students' questionnaire into respondents' language (Arabic), since it helps in making the items of the questionnaire more understandable.

- Sixth, distributing the questionnaires on five CSSSs personally by the researcher.

- Seventh, collecting all the questionnaires personally also by the researcher.

- Eighth, transferring all the collected data into excel document.

- Ninth, analyzing the data by using SPSS.

- Tenth, interpreting and discussing the results.

4. Results and Discussion
Results related to the first question:
The first question of the study is: What is the IEP proposed in the present study to be implemented in the CSSSs. To answer this question, Delphi survey is used to collect suggestions of ten participants, including five English teachers and five English supervisors, work at the CSSSs

or at the English departments of the supervisory centers in Altaif. For more information see the following analysis.

Data analysis of the first Delphi round (qualitative analysis):

Regarding to the thematic approach of qualitative data analysis, the first round of the Delphi survey resulted in four major themes that stated as follows:

First, the perceived appropriateness of the initial components proposed by the researcher. This theme is deduced from the majority agreement on the appropriateness of most components in the first round. This can be interpreted in two ways. One way, it can refer to a positive attitude toward the idea of the proposed IEP since the participants are truly convinced with most of the proposed components. Another way, it implies that the participants do not have valuable suggestions to add or do not have enough enthusiasm to participate in the study for their limited knowledge of the IEPs or for their inner feelings related to resistance of change.

Second, the positive attitude toward IEP. This theme is implied in some responses of the participants when mentioning the benefits of IEPs. For example, the participants refer to the importance of the IEP in "preparing students for university study and work market" and in "increasing the communication in English". In addition, it is shown as the participants perceived the IEP as an encouraging environment, for its extended time of instruction, for English teachers to activate multiple teaching strategies and techniques such as jigsaw activities and "the strategies that encourage the use of high level thinking skills". Also, it is shown when the proposed IEP is perceived as beneficial for all students. For example, two

supervisors advised that the opportunity of enrolling at an IEP should be offered for all students regardless of their level of English since IEI can be as a remedial program for them and it can improve their level of proficiency.

Third, the alternative suggestions under each component of the proposed IEP. In fact, the alternative suggestions made by the participants represent the major point of the first Delphi round. However, the first round resulted in forty suggestions which are listed below to form the questionnaire of the second round; they are: 1.The main goals of the proposed program. 2. The short term goals, i.e., the goals of each level in FH. 3. The instructional content (FH). 4.The teaching strategies supported with games, cooperative learning, brainstorming , etc. and teaching strategies also should encourage the use of high level thinking skills such as analyzing, evaluating, etc. 5. The assessment tools such as periodical quizzes, oral tests, practical tests, homework, projects, etc. 6. The program schedule and duration. 7. The timing of the proposed IEP. 8. The class size. 9. Teaching load.

Data analysis of the second Delphi round (quantitative analysis):

As mentioned in Habibi, Sarafrazi& Izadyar (2014:11) and after gathering the experts' opinions in the last round of Delphi survey, the mean scores of their opinions on each dimension are calculated. Regard Table (5.1).

Table (5.1): The participants' mean score in Delphi second round

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
1. The instructional goal A\ The main	1-To promote English language proficiency of secondary stage students by providing IEPs at secondary	4.30	.67	EA	1

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
goal	schools since they are effective in achieving this goal.				
	2-To prepare secondary stage students for studying at universities by providing IEPs at secondary schools since they usually offered to achieve this goals.	2.90	.88	N	3
	3-To increase communication in English at secondary schools by providing IEPs since they will offer more opportunities of communication in English among students.	4.00	.67	A	2
B\The short-term goals	4-The goals of each level of Flying High can be achieved in the proposed IEP within three weeks because it seems appropriate as shown in the example(figure 1).	2.00	.47	I	2
	5-The goals of each level of Flying High can be achieved in the proposed IEP in a duration less than three weeks if the instructional content is modified by deleting the repeated items.	1.30	.48	EI	3
	6-The goals of each level of Flying High can be achieved in the proposed IEP in a duration more than three weeks because each level will need 4 weeks, a month, to be taught in such program.	4.3	.48	EA	1
2.The instructional content (Flying High\FH)	7-FH can be an appropriate instructional content for the proposed IEP without any modifications since it is designed by experts in English.	1.40	.52	EI	4
	8-FH can be an appropriate instructional content for the proposed IEP if modified by separating language skills because each skill (listening, speaking, reading & writing) should be taught in a separate	4.30	.82	EA	1

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
	lesson .				
	9-FH can be an appropriate instructional content for the proposed IEP if modified by deleting repeated items(e.g., some grammatical rules are repeated in several levels of FH).	**3.80**	**.78**	**A**	**2**
	10-FH can be an appropriate instructional content for the proposed IEP if the drawbacks of FH are solved (such as focusing on the quantity more than the quality,small fonts and lack of information recycling).	**3.60**	**.96**	**A**	**3**
3.Teaching strategies	**11-Active teaching strategies are appropriate teaching strategies for the proposed IEP since they represent the current trend of teaching and most of English teachers received training courses to implement them in their classes.**	**4.30**	**.67**	**EA**	**2**
	12-Teaching strategies that encourage the use of high level thinking skills(such as analyzing, evaluating ,synthesizing and imagining) can be appropriate teaching strategies for the proposed IEP because they require longer class time, which will be available in the proposed IEP (English will be taught all or most the school day) .	**3.80**	**.78**	**A**	**3**
	13-Teaching strategies of the proposed IEP can be classified according to its suitability for each language skill (e.g., discussion for listening and speaking, reading circle and jigsaw reading for reading and situational strategy and role play for sentence structure and grammatical rules).	**4.60**	**.51**	**EA**	**1**
	14-Teaching strategies	**2.20**	**.91**	**I**	**5**

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
	mentioned in the manual books of teacher would be appropriate teaching strategies for the proposed IEP .				
	15-Teaching strategies used in the proposed IEP can be determined by teachers who will teach in the program according to their teaching ability and the nature of the lessons.	3.40	1.42	A	4
4.Assessment methods	16-The current assessment methods that utilized in assessing students at the secondary stage are appropriate to be used in assessing students in the proposed IEP in addition to a diagnostic test at the beginning of the IEP to select only excellent students in English and highly motivated toward learning the language.	4.10	.87	A	1
	17-The current assessment methods that utilized in assessing students at the secondary stage are appropriate to be used in assessing students in the proposed IEP and the opportunity of enrolling in the IEP should be offered for all students regardless of their level of English.	2.10	1.19	I	2
5.Schedule (English classes per day)	18-Six English classes per day will be appropriate because it is an intensive program.	1.70	.82	EI	4
	19-Six classes per day will be appropriate if delivered one or two days every week, but not all the days of the week to avoid delaying study of the other subjects (e.g. One or two days for English and the rest of the week for other subjects).	2.10	.87	I	3
	20-Four classes of English per day in the proposed IEP	4.30	.48	EA	1

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
	seems appropriate because more than four classes of English can be overloaded for students.				
	21-One subject or two other than English should be offered in the same program to be selected according to students desire and ability to avoid the boredom of teaching one subject all the school day.	4.10	.74	A	2
	22-The proposed IEP should start with only two classes a day,then students who can study English for longer periods of time are selected to study intensive English for four classes a day.	1.50	.52	EI	5
6.Duration	23-Within a term which equals 4 months (16 weeks).	4.70	.48	EA	1
	24-Within a year (two terms) which equals 8 months (32 weeks) , because each level will require more than a month.	1.70	.94	EI	2
	25-Within a term and one month which equals five months because each level will require three weeks.	1.30	.48	EI	3
7.Timing	26-During the 1st level(1st semester of the 1st year) to help students to improve their English language from the first level.	4.10	.87	A	2
	27- During the first year (1st &2nd levels) to give students a solid foundation in English.	2.50	1.17	I	5
	28- During the 3rd level (1st semester of the 2nd year) because the first two levels of FH will be already taught in the first year, so it will be easier to study the rest 4 levels of FH within one term.	4.60	.51	EA	1
	29- During the second year (3rd & 4th levels) because if the program is offered in the first year, the students might forget what they learned	1.50	.52	EI	7

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
	when they reached to the sixth level, and if it is offered in the last year, the students might forget what they learned during the intermediate stage. So the third and fourth level is the most appropriate timing for the proposed program.				
	30- During the 5th level (1st semester of the 3rd year) because students can study level 5 of FH as a compulsory subject and level 6 and 7 as elective subjects.	3.60	.84	A	3
	31- During the third year (5th & 6th level) to prepare students for universities at which English is the medium of instruction of all major disciplines.	2.20	.91	I	6
	32-During the summer semesters.	3.30	1.33	N	4
8.Class size	33-10 to 15 students in each class to enable the teacher to take care of all of them at the same time.	3.80	1.03	A	2
	34-15to 20 students in each class to allow more students to enroll in the program.	4.40	.51	EA	1
	35-20to 25 students in each class because the credit system secondary schools usually include a large number of students.	2.50	1.08	I	3
9.Teaching load	36-Three teachers for each level. 2 classes a day for each teacher because cooperated teaching is an acceptable practice in IEPs to avoid overloaded teaching.	3.20	1.03	N	3
	37-Three teachers for each level .One teacher can teach listening and speaking,one teacher can teach writing and one can teach reading .	3.00	.81	N	4
	38- Three teachers for each level .One teacher can teach listening and speaking; one teacher can teach writing and	3.20	1.02	N	2

Components of the proposed IEP	Suggestion of participants	Mean	S.d	Level	Rank
	reading and one teacher can teach vocabulary and grammar.				
	39-One teacher for each level. And three classes a day for each level will be appropriate because it equals 15 classes a week, which is an acceptable teaching load for one teacher in the credit system secondary schools.	1.30	.48	EI	5
	40-Two teachers and each teacher can teach two classes per day.	4.10	.87	A	1

The previous table shows the items which agreed upon as appropriate components for the proposed IEP in the present study as follows:

1. The instructional goal: A\ The main goal of the proposed IEP can be: To promote English language proficiency of the secondary stage students by providing IEPs at secondary schools. B\ The short term goals that are represented by the goals of each level of Flying High can be achieved in the proposed IEP in a duration of four weeks.

2. The instructional content: Flying High can be an appropriate instructional content for the proposed IEP if modified by separating language skills because each skill (listening, speaking, reading & writing) should be taught in a separate lesson.

3. The Teaching strategies: Active teaching strategies are appropriate teaching strategies for the proposed IEP since they represent the current trend of teaching and most of English teachers received training courses to implement them in their classes.

In addition, teaching strategies of the proposed IEP can be classified according to its suitability for each language skill (e.g., discussion for listening and speaking, reading circle and jigsaw reading for reading and situational strategy and role play for sentence structure and grammatical rules).

4. The assessment methods: The current assessment methods that utilized in assessing students at secondary stage are appropriate to be used in assessing students in the proposed IEP in addition to a diagnostic test at the beginning of the IEP to select only excellent students in English and highly motivated toward learning the language.

5. The Schedule: Four classes of English per day in the proposed IEP seems appropriate because more than four classes of English can be overloaded for students.

6. The Duration: Within a term which equals 4 months (16 weeks).

7. The Timing: During the 3rd level (1st semester of the 2nd year) because the first two levels of FH will be already taught in the first year so it will be easier to study the rest 4 levels of FH within one term.

8. The Class size: 15to 20 students in each class to allow more students to enroll in the program.

9. The Teaching load: Two teachers and each teacher can teach two classes per day.

Results related to the second question:

The second question is: What are the expected obstacles that may face implementing IEPs at the CSSSs and the potential solutions to overcome these obstacles? To answer

this question, five interviews are analyzed manually by hand. See the following discussion.

Data Analysis of the interview

The two major themes emerged after coding the transcription of the five interviews are represented by the attitudes of the participants toward the IEP as an idea, an educational innovation, and as a real practice in the secondary context at SA.

The first theme:

All the five participants have a positive attitude toward the IEP as an idea. This positive attitude is shown by the affirmative tone of the participants when talking about the importance of the IEI. For instance, some participants show their positive attitude toward IEI and IEPs as an idea by saying" I think it is very important to implement IEPs at secondary stage" or by saying,"I personally support IEI at secondary stage"

In addition, most of the participants mention justifications of the urgent need of IEI at the secondary stage which imply their support of IEI at this particular context. Some of these justifications, that imply the positive attitude, are: IEI could overcome some deficiencies occurred in the regular English classrooms; IEI can be as an alternative of privet lessons when providing the students with sufficient time of learning and practicing; IEI can prepare secondary students to study at universities; IEI at the secondary stage can be considered as a remedial solution for the poor English proficiency of most Saudi students resulted from the previous stages. In addition, some participants refer to the importance of IEI in other stages and the intensive instruction for other subjects as well.

Also, the positive attitude toward IEI is shown when the

participants refer to the potential aspects in the CS that could support implementing IEPs at the CSSSs. One of these aspects is the availability of students and academic advisors at the CS that can play a role in guiding students who want to enroll at IEP according to their abilities and motivation. Another aspect is represented by the instructional material utilized that is designed by specialized international companies. Hence, such instructional material can be used as an instructional material if IEPs are implemented.

Also, the similarity between CS and the university system, in term of the credit hours, represents another aspect that can be supported factor to implement IEP at the CSSSs. Therefore, one participant suggested implementing IEP at the first year in secondary school similar to the preparatory year at the university. In general, all the participants support IEI as an idea and consider it as a response to an urgent need of Saudi secondary students. Moreover, IEI as an idea is perceived as "a pioneering idea", "an initiation" and as "a qualitative change".

The second theme:

All the five participants' have a conservative attitude toward the IEP as an actual implementation. This attitude is implied when the participants show an extreme degree of concern regarding the possibility of the practical implementation of IEPs at the CSSSs in Saudi Arabia. Such attitude is observed from their tone of speaking, that was very conservative, and their hesitant responses throughout the conversation.

 In addition, one participant asks several rhetorical questions and set several expected scenarios for the

implementation of IEPs at the CSSSs to clarify the difficulty of implementing IEPs at the current situation of the CSSSs. However, regarding the difficulty of implementing IEPs, the word" difficult" is repeated several times in reference to the obstacles that will hinder implementing IEPs at the CSSSs.

However, several obstacles are mentioned. The first major obstacle is represented by the central education system adopted in Saudi Arabi. The central system, unlike the other systems at which IEPs are implemented, prevents implementing such program unless it is authorized by the "official party" of that system. Therefore, implementing IEPs at the CSSSs required the legal permission of the MOE which is represented the first requirement to implement IEPs at the CSSSs.

The second obstacle is related to the limited number and limited teaching abilities of English teachers. Accordingly, to configure the CSSSs for an actual implementation of the IEPs, a sufficient number of competent English teachers should be hired at the CSSSs and trained to teach in such programs. In addition, incentive back up for English teachers should be offered by the school administration in order to guarantee the quality of teaching.

The third obstacle is the huge number of students at the CSSSs and the individual differences among the students. Hence, in order to prepare the CSSSs for the IEPs, additional classrooms at every CSSSs should be opened and equipped with the required instructional material to serve this end. In addition, enrolling in the IEPs should be determined according to a diagnostic test of students' aptitude in English. Indeed, the academic advisors in the CSSSs can be responsible in selecting the students who

should enroll in the IEPs.

The fourth obstacle that could hinder implementing IEPs is the resistance to change by the community, including the students, teachers and parents. Hence, preparing the community for such change is a crucial step in preparing for implementing IEPs. This can be achieved by setting a clear goal of the IEPs, by pilot testing the IEPs at few CSSSs and by informing the community with the importance of IEI at the secondary stage.

The fifth obstacle is represented by several administrative issues. For example, the fixed plan of the academic year should be modified in order to integrate the IEP with the compulsory program in the CS. This required condensing all or some of the English courses in one semester and the other courses in the other semesters. It requires also a strong administration with a cooporated administrative staff.

The sixth obstacle is the procedures by which students will be assessed in the IEP. In this regard, a special procedure should be added to Noor system in order to calculate students score at the IEPs and facilitate the transition between the regular English program and the IEP.

Results of the quantitative data:

The third question is: to what extent intensive English programs are possible to be adopted by female English teachers and students at CSSSs? To answer this question, a semi-questionnaire based on the diffusion of innovation theory is designed and distributed to a random sample of 480 female students and 16 female English teachers. This question is branching to three sub-questions as follows:

a. To what extent IEPs are possible to be adopted by female secondary students at the CSSSs?

b. What is the significance of the differences between the means of students' agreement on the possibility of adopting IEPs at the CSSSs according to their stage?

c. What is the significance of the differences between the means of students' agreement on the possibility of adopting IEPs at the CSSSs according to their level of English proficiency?

The first sub-question:

To answer the first sub-question, the means, standard deviations are calculated for every item in the students' questionnaire, and then arranged according to the means of each item by using the following criteria Table (5.2).

Table (5.2): The criteria used in determining the level of agreement

The level of agreement	Weighted Mean	
	From	**To**
Strongly Agree	4.20	5
Agree	3.40	Less than 4.20
Neutral	2.60	Less than 3.40
Disagree	1.80	less than 2.60
Strongly Disagree	1	Less than 1.80

The following Table (5.3) shows the mean, standard deviation and the ranking of each item in the students' questionnaire.

Table (5.3) averages, standard deviations, and ranking in the students' questionnaire.

N	Items	Mean	Std. Deviation	Ranking	The level
1	Studying English few times every week(4 to 5 classes) can be considered as a reason of the low proficiency level.	2.47	1.25	15	Disagree
2	Intensive English instruction improves students' linguistic proficiency in English.	3.88	1.11	6	Agree
3	IEPs offer more time to	3.64	1.08	11	Agree

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N	Items	Mean	Std. Deviation	Ranking	The level
	practice English than regular English programs.				
4	I prefer studying English intensively (all school day over several months) than studying it extensively (one class per day over three years) at the secondary stage.	3.10	1.39	14	Neutral
5	If I received intensive English instruction during secondary stage, the learning opportunities available to me when I enter the university will be increased (e.g., I can enroll in special disciplines such as medicine and engineering).	4.12	1.11	2	Agree
6	In my opinion, the secondary schools of Credit system are more compatible for implementing IEPs than secondary schools of the annual system.	3.34	1.29	12	Neutral
7	I think I possess the compatible capabilities to study the language intensively (such as a high concentration, enthusiasm for language learning, commitment).	3.79	1.14	8	Agree
8	Secondary school students, in particular, need IEPs in preparing them to study at university.	4.08	1.09	3	Agree
9	I think Flying High is a suitable instructional content to be studied in an IEP.	3.15	1.16	13	Neutral
10	Focusing on the study of English language alone is easier than studying English with other school subjects at the secondary stage.	3.93	1.24	4	Agree
11	Only professional teachers can teach in IEPs.	3.73	1.32	9	Agree
12	I would be motivated to attend an IEP at the secondary stage if other students who enrolled in such a program recommended me.	3.68	1.08	10	Agree
13	To verify the benefit of IEPs at the secondary stage, it has to be tested first on a small scale at several secondary schools.	3.85	1.06	7	Agree
14	IEPs have an observable impact on improving learners' linguistic proficiency (Such as the improvement in English of	4.15	1.06	1	Agree

N	Items	Mean	Std. Deviation	Ranking	The level
	Saudi students studying abroad after studying the language intensively)				
15	Improvement in the language proficiency of students who enroll in IEPs during summer vacation can be obviously observed.	3.91	1.18	5	Agree
Total		3.65	0.46	Agree	

1.   Most of the questionnaire's statements received a high degree of students' agreement except the following two statements upon which students were hesitant: 1). I prefer studying English intensively (all school day over several months) than studying it extensively (one class per day over three years) at the secondary stage. 2). I think Flying High is a suitable instructional content to be studied in an IEP.

2. The first statement in the questionnaire which states that " Studying English few times every week (4 to 5 classes) can be considered as a reason of the low proficiency level" received very low degree of students' agreement.

3. The 14th statement which states that "IEPs have an observable impact on improving learners' linguistic proficiency (Such as the improvement in English of Saudi students studying abroad after studying the language intensively "received the highest degree of students' agreement with an average of 4.15.

4.The overall mean of the questionnaire is (3.65), which indicates the approval of the questionnaire content, indicating that the attributes, that are represented by the items of the questionnaire, are positively perceived by the students and the possibility of adopting IEPs at the CSSSs in the future can be predicted.

The second sub-question:

To answer the second sub-question, the one-way analysis of variance test (ANOVA) was used as follows Table (5.4):

Table (5.4): f- value of the differences between students in the possibility of adopting IEPs according to their stage

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	283.484	2	141.742	1.431	.240
Within Groups	47249.747	477	99.056		
Total	47533.231	479			

The previous table shows that the value of (F) for the differences between the means of students' agreement on the possibility of adopting IEPs at the CSSSs according to their stage is not significant, which means that there are no differences between the students according to their stage in predicting the possibility of adopting IEPs at the CSSSs in the future.

The third sub-question:

To answer the third sub-question, the one-way analysis of variance test (ANOVA) was used as follows Table (5.5):

Table (5.5): f- value of the differences between students in the possibility of adopting IEPs according to their proficiency in English

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4522.003	3	1507.334	16.68	.000
Within Groups	43011.228	476	90.360		
Total	47533.231	479			

The previous table shows that the value of (F) for the differences between the means of students' agreement on

the possibility of adopting IEPs at the CSSSs according to their level of English proficiency is significance which means that there are differences among the students according to their level in English in estimating the possibility of adopting IEPs at the CSSSs in the future.

To identify the direction of these differences, Scheffe' Test for Post Hoc Comparisons is used as shown in the following Table (5.6):

Table (5.6): The direction of differences among the students according to their level in English

The level	Mean	Good	Very good	Excellent
Weak	44.66	9.07*	11.58*	12.88*
Good	53.72	-	2.51	3.81*
Very good	56.24	-	-	1.30
excellent	57.82	-	-	-

The previous table shows that:
1. There are differences between the students of low proficiency level and the students of good proficiency level in favor of the students of good proficiency level.
2. There are differences between the students of low proficiency level and the students of very good proficiency level in favor of the students of very good proficiency level.
3. There are differences between the students of low proficiency level and the students of Excellent proficiency level in favor of the students of Excellent proficiency level.
4. There are differences between the students of good proficiency level and the students of Excellent proficiency level in favor of the students of Excellent proficiency level.
5. There are no differences between the students of the good level and the students of the very good level.

6. There are no differences between the students of the very good level and students of the excellent level.

This finding indicates that higher-level female students support the idea of adopting IEP at the CSSSs compared to the lower-level students.

The fourth sub-question:

To answer the fourth sub-question, the frequencies of the choices made by students for each alternative are calculated by using Chi-Square test and the results are as follows in Table (5.7):

Table (5.7): Chi-Square – value of differences between the frequencies of the options made by the students in selecting the best timing for implementing IEPs at the CSSSs

TIMING	Frequency	Percent	Chi-Square	Sig.
1st level	232	48.3		
2nd level	28	5.8		
1st summer semester	57	11.9		
3rd level	23	4.8		
4th level	17	3.5	708.5	0.001
2nd summer semester	14	2.9		
5th level	21	4.4		
6th level	34	7.1		
3rd summer semester	54	11.2		
Total	480	100 %		

From the previous table, the value of the Chi-Square test is significant in favor of the first level, which means that secondary students prefer to implement the program during the first level.

The fifth sub-question:

To answer the fifth sub-question, the means, standard deviations were calculated for every item, and then arrange these according to the mean for each item, with using of

same previous criteria (table 4.2), the following table (5.8) show the results**:**

Table (5.8): averages, standard deviations, and ranking in the teachers' questionnaire.

N	Items	Mean	Std. Deviation	Ranking	The level
1	The English low proficiency level can be attributed to weekly few classes (4-5 classes).	4.13	.81	17	Agree
2	Intensive English instruction improves students' linguistic proficiency in English.	4.50	.63	5	Strongly Agree
3	IEPs offer more time to practice English than regular English programs.	4.69	.48	1	Strongly Agree
4	IEPs are more useful for students in learning English than regular English programs.	4.63	.50	2	Strongly Agree
5	Implementation of IEPs at Saudi secondary schools will lead to an increased enrollment in certain disciplines at universities like Medicine and Engineering.	4.38	.62	11	Strongly Agree
6	The extended time of teaching English in IEPs provides English teachers with opportunities to utilize multiple teaching strategies.	4.44	.63	7	Strongly Agree
7	The extended time of teaching English in IEPs enables English teachers to engage students in sustained learning activities.	4.56	.63	4	Strongly Agree
8	The extended time of teaching English in IEPs implies increased student-teacher and student-student interaction in English.	4.50	.73	6	Strongly Agree
9	In my opinion, the credit system secondary schools are more compatible for adopting IEPs than the annual system secondary schools.	4.13	.82	18	Agree
10	My students possess the compatible	3.31	1.14	25	Neutral

N	Items	Mean	Std. Deviation	Ranking	The level
	capabilities to study the language intensively (such as high concentration, enthusiasm for language learning and commitment).				
11	Secondary school students, in particular, need IEPs to be prepared to study at the university level.	4.63	.81	3	Strongly Agree
12	Flying High, as an instructional content, is feasible to be taught in an IEP.	3.63	1.08	23	Agree
13	The assessment methods used at secondary schools, such as periodical quizzes, oral tests, practical tests, and portfolios, are feasible to be used in an IEP.	3.75	.86	19	Agree
14	The school, at which I teach, has adequate facilities (e.g.classrooms & linguistic labs) that can be utilized in implementing IEPs.	2.44	1.21	27	Neutral
15	I am capable of teaching in an IEP with my existing skills of teaching English.	3.69	1.01	22	Agree
16	Teaching in an IEP is easier than teaching in a regular English program.	3.25	1.06	26	Neutral
17	Implementing IEPs at Saudi secondary stage requires complicated structural changes in the schools that will adopt them.	4.31	.79	12	Strongly Agree
18	Teaching in an IEP could be overloaded for English teachers.	3.75	.87	20	Agree
19	English teachers will be motivated to teach in an IEP if they receive sufficient training to teach in such a program.	4.44	.64	8	Strongly Agree
20	English teachers will be motivated to teach in IEPs if they are recommended by other English teachers who taught in such a program.	4.19	.74	15	Agree
21	To verify the benefit of IEPs at the secondary stage, it has to be tested first on a small scale at several secondary schools.	4.44	.65	9	Strongly Agree
22	Improvement in the language proficiency of students who enroll in IEPs during summer vacation can be	4.25	.68	13	Strongly Agree

N	Items	Mean	Std. Deviation	Ranking	The level
	obviously observed.				
23	An improvement in teaching skills is expected after English teachers teach in IEPs.	4.19	.75	16	Agree
	Total	4.08	0.53		Agree

The previous Table (5.8) shows that:

1. The degree of teachers' agreement on most statement of the questionnaire ranges between strongly agree and agree .

2. Only the following three statements come under a neutral level:

- My students possess the compatible capabilities to study the language intensively (such as high concentration, enthusiasm for language learning and commitment).
  - The school, at which I teach, has adequate facilities (eg .classrooms & linguistic labs) that can be utilized in implementing IEPs.
  - Teaching in an IEP is easier than teaching in a regular English program.

3. The overall mean of the questionnaire is (4.08), which indicates the approval of the content of the questionnaire, indicating that the attributes, that are represented by the items of the questionnaire, are positively perceived by the English teachers and the possibility of adopting IEPs at the CSSSs in the future can be predicted.

4. The third statement which states that" IEPs offer more time to practice English than regular English programs "received the highest degree of agreement with means of (4.69).

5.Conclusions and Recommendations

According to the results of qualitative and quantitative studies, IEP is an idea being perceived as positive from the majority of the participants including secondary students, English teachers, English supervisors and the developers of the English curriculum. Therefore, IEP as a new experience is worthy to be considered in the Saudi educational system.

Regarding the results and conclusions of current study, the following recommendations are presented.

1. Implementing the proposed IEP presented in this study in one female CSSS at Al-Taife after achieving the following requirements: a) Getting the legal permission of the MOE. b) Preparing a sufficient number of English teachers to be engaged in the pilot testing experience. c) Preparing the English lab to be used as a special classroom for the IEP at every CSSSs. d) Selecting the very good or excellent students in English to enroll in the IEP. e) Informing the enrolled students and their parents with with the importance of IEI at the secondary stage . f) Modifying the academic plan in order to integrate the IEP with the compulsory program. h) Figuring out a special procedure that can be added to Noor system in order to calculate students score at the IEP and facilitate the transition between the regular English program and the IEP.

2.Reconsidering the time of teaching English at the secondary stage in SA.

3.Sending a professional committee to the countries that have a broad experience in implementing the IEPs at their secondary schools, such as Canada, in order to get benefit of the actual experience and to observe the practical implementation of such programs.

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