

An English Intensive Course: How does it Work?

Henny Rahmawati, Dwi Fita Heriyawati

Universitas Islam Malang

hennyrahma@unisma.ac.id

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Abstract

This study is aimed at finding how an English intensive course enables the students have nice experiences in learning English, at tertiary level of education. This issue departs from the fact that when students come into the university, they have different level of English competences, for they come from diverse high schools with different majors, either social, science, language, or religion. The differing majors, undoubtedly, have the different portion of learning English, different English learning background. Furthermore, the students have just experienced the pandemic era, in which they learned fully virtual, and they have to come back to a fully face-to-face learning recently, the difference atmosphere of learning. Thus, to bridge the gap among students with the above-mentioned differences, an English intensive course possibly becomes one of the way outs, in which the students can intensively learn English with relatively easy materials. The method of this study is a narrative inquiry with two students as the participants with the highest improvement seen from the result of the test delivered in the very beginning compared to that given at the end of the class semester. The findings of this study highlighted the benefits of extensive reading materials, English as a medium of instruction, and the formative assessment for learning during IC program, though there remained some challenges within.

Keywords: English intensive course (IC), English competence, Learning experience

INTRODUCTION

Learning English may be either a daunting task for some students or a fun, joy activity for some others. How students perceive learning English depends on how their experiences towards English learning previously were. The diverse experiences result in the differing perspectives in learning English which can then lead the different competence levels among students.

The English intensive course (IC, from this point onward) has also been expected as a way out installing the students' memories in learning English with, if not all fun, relatively easy materials. Having relatively easy materials in learning English, the students will be more engaged in learning English, which then become life-long English learners, the top goal of English learning (Ng, Q.R., Renandya, W.A., & Chong, M.Y.C., 2019).

Such program has been executed in some universities in Indonesia, like Institute of Teacher Training and Education at Singaraja (IKIP Singaraja), Jember University (UJ), Mataram University (UNRAM), Riau University (UNRI), State University of Malang (UM), State University of Padang (UNP), State University of Semarang (UNNES), State university of Surabaya (UNESA) (Cahyono, 2002). The implementation of IC in such universities resulted in successful stories. For the successful IC program, it is possibly due to several major points; it is 1) given 18-credit semester for the freshmen majoring in English education; 2) carried out intensively with an average 28 to 30 semester-hours per week; 3) improving the students' fluency in English in some basic aspects of language skills and components; 4) specifically selected, organized, developed, and integrated materials for

overall English proficiency; 5) involving a team teaching in a good coordination; 6) evaluated periodically (Djiwandono, 1999; Weganova, et al: 2019).

Talking about such program, there were a little bit research studies which needed more deeply discussion over time investigating the overall aspects within the program having been (being) implemented, as well, evaluating the program. Cahyono (2002) confirmed that IC positively affected the IC students' English proficiency at all eight colleges participating in the study. Furthermore, using mix analysis of variance, a summer intensive program implemented in a large university in Northern China resulted in the improvement of the students' self efficacy beliefs after the program, yet their speaking and listening skills did not significantly increase (Xu, et al: 2022). In addition, following intensive program within classroom could result the better improvement of receptive grammar knowledge than those immersing in the English-speaking countries. Also, Steeg, M.V.D., Elk, R.V. & Webbink, D (2015) intensive coaching was proven contributing positively in reducing school drop out from 17% to 10%. Following the above research studies, this study investigated the newly established IC program in a private university in Indonesia regarding the students' experiences when following the program.

Back then, in the pandemic era in which the IC was firstly established in this private university, in which the study was conducted, after being nullified for decades, the learning process could not be conducted in a face-to-face mode of learning. Thus, a fully virtual learning was applied. The following year, that was in its second year for the first time IC was implemented in a fully face to face learning, with which this study concerns. The IC program in this university weighs 12-credit semester in one semester specifically for freshmen majoring in English education.

In the following presentation, the profile of IC program in which this study was conducted was briefly described encompassing some aspects—the instructional materials, the teaching and learning process, and the evaluation. In writing this profile, as the facilitators, we also crosschecked the overall profile to the IC coordinators to make sure that all the profile written has been following the truly right path.

The instructional materials

In the university in which the study conducted, the instructional materials were taken from Interchange Intro published by Cambridge University Press, fourth edition, within which all skills, listening, speaking, reading, and writing are showcased in integrated manner and of course ready-to-use materials. Besides the English skills mentioned previously, some language components—grammar and pronunciation—featured with Interchange activities are available within. For this pack, there are teacher's book, student's book, and workbook. The audio of the books is available online and it is free access in www.cambridge.org. The teaching and learning activities were various from one to other lecturers depending on the lecturers' creativity in managing the class. For the independent study, the students were asked to listen or to read English materials either online or offline they choose themselves and to write down the report afterward containing what, how long and how they feel of the materials they have finished with.

In the students' handbook, there were sixteen units, each of which consisted of one topic in integrated manner developed to some interesting activities pertaining to the English skills and components in a systematics showcases varied from one unit to another, let we take the sample from Unit 1, beginning from Conversation, Snapshot, Grammar Focus, Word Power, Listening, and Interchange Activities. In every other two units, there was a progress check by which the facilitator can check the students' understanding towards the materials stated in the preceding two units.

In the Conversation section, listening and speaking activities were introduced in the form of listening a short conversation with pictures followed by a speaking pair-work practice. In this section, new words or expressions were listed. The following section was Snapshot that was listening to some information stated in a photograph. There were proceeded some critical questions addressed to some diverse cultural background of the students. The next section is Grammar Focus that was again listening activity focusing on structures followed by a filling-the-gap conversation and a pair work practice. In this unit, the next section was about Spelling Names which was different topic from unit to unit. The further the unit, the broader the topic would be. After listening the materials, the students were asked to have a short conversation with their friends about their names and their spelling as well. The next section is Listening (First Names). Here the students must listen to the audio and answer the questions afterwards. Word Power was the next section. In this section, there was listening to some new-introduced words and filling the gap available based on the audio listened beforehand. The following section was about Saying Hello, listening to a short conversation with pictures, followed by a short conversation practice for students with their friend in the class. For the next activity, they were almost the same subsection name with the higher difficulty level—Conversation, Grammar Focus, Pronunciation, Personal Information, Listening (A Class List), Interchange Activity and the last one is Saying Goodbye.

Beside the students' book with the above representation, there were also students' workbook and the teachers' book. The students could get some enrichment materials enabling them to self-study at home through the workbook including writing for the missing information, for grammar booster, and for describing pictures. While the teachers' book guiding the teachers in delivering the materials stated in the students' book.

The Teaching and Learning Process

The teaching and learning process was brought off by a group of teachers lead by a coordinator. The coordinator, in this case the head of the department, made sure that all the activities in the teaching and learning process could run well as expected. There were two IC classes, each of which was with two facilitators. Those two facilitators taught for one session each, for about 100 minutes, after another in a day for three days in a week. In the same class, one facilitator continued teaching the materials given by the other facilitator based on the agreement made before teaching stated in the course outline.

As said before, the materials given to students in an integrated and intensive manner. Therefore, the facilitators in IC class had to be capable of teaching all English skills and components in one single session and had to make sure that the students got all the scheduled materials. In case the facilitator did not come to the class, s/he had to inform her/his co-teacher within the same class to switch the shift or to continue the not-yet delivered materials, so that all materials can be covered during semester. With the same facilitators in all session during semester, the students may supposedly get bored. In this case, the creativity in delivering the materials and doing the activities as well within class was indeed needed.

In delivering the materials, the facilitators were allowed to skip the materials when those were too much in one session. In skipping the materials, the facilitators could ask the students to only work for some numbers out of all numbers available. The other way around, too many materials for one session, the facilitators had to take the appropriate materials from other sources like games, songs, riddles featured with meaningful activities. After finishing two units, the facilitators gave the students Progress Check to check the students' apprehending of the materials given in two units before going on to the next unit.

In conducting IC program, thus, there must be a solid work of both the coordinator and classroom facilitators. Both of them have beneficial roles in conducting IC program, being responsible for well-run IC program as a whole and being responsible for facilitating the teaching and learning within classroom respectively.

The Evaluation

Concerning about the evaluation, the tests were given both at the very beginning of IC program and at the end of the semester to assess the students' progress over the semester. These two tests were totally identical consisting of listening, writing and reading. The listening section consisted of a short dialog with pictures (9 items), completion (7 items), answering questions (9 items). The writing-expression test was in the form of English-structure test (25 items). The last section that was reading-section test was divided into two parts: vocabulary test (40 items) and answering questions of reading passages (10 items). All the items were in the form of multiple choices, and the total is 100 items, each of which was given 1 for the right answer and 0 for the wrong one.

Beside Progress Check available in every other two units in the students' book as a part of formative tests, the evaluation of the students' progress whilst learning was in other forms of on-going evaluation, like giving them quizzes, observing the students' participation in mingling with the activities in the class, self/peer-evaluation, etc. In such case, the facilitators might provide some scoring rubrics evaluated both English skills and components. The rubrics consisted of some aspects with their own criteria ranging from 4 for very good, 3 for good, 2 for poor, and 1 for very poor.

Besides there was an evaluation of the IC program from the students' point of view in the form of online questionnaire distributed at the end of the semester asking about the aspects covering the materials, the teaching and learning process, self-study, and the evaluation. Within the questionnaire, those above-mentioned aspects were distributed into questions with the scores ranging from 4 to 1, very good to very poor respectively. The students were asked to choose the scores appropriate for answering the given questions.

As mentioned above, to fill the gap this study talks more deeply about the experiences of the students in following the course during one semester in a fully face-to-face learning after having fully virtual mode of learning due to the pandemic Covid-19. Based on these experiences, some reflections can be undergone to improve the teaching and learning process. By reflecting from the experiences, both the teacher and the students as well can possibly make improvements in teaching and learning English. To address the research finding as well as the discussion in this study, we formulate the research puzzle as the narrative beginning (Clandinin, 2016).

“In what aspects did the students benefit from IC class?”

METHOD

The method applied was a narrative inquiry (Bell, 2003; Clandinin & Connelly, 2000; Clandinin: 2022) telling the lived experiences of two students (female and male) when they followed the fully face-to-face intensive English course during one semester, 12-credit semester, taught by a team-teaching consisting of two facilitators. The participants were chosen based on their scores of two tests delivered at the very beginning and at the end of the semester. They are with the top two improvement seen from the score of the fully similar test distributed in the very beginning compared to that delivered at the end of the course. From this point forward, we call both tests as, the so-called, pre-test and post-test for the sake of easy referencing.

The population was three classes of intensive course consisting of about twenty-five students each. We randomly chose the class, to which the participants belonged, say, class A, and continued to purposively chose the participants. In this study, the participants were considered special for they have the highest improvement among the students in class A. Knowing their experiences, both the facilitators and the students are expected to reflect to their experience in order to improve the proceeding teaching and learning process so that the students can get the relatively high improvement during learning English in IC class to support their following level classes. For the facilitators, the finding can supposedly be the references for the better management in conducting the program.

The instruments used in this study were the students' pre-test, post-test scores and the result of the semi-structured interview. The two former instruments were used to choose the participants. While the latter was for gathering the field data. This such data were then processed successively into data interim and research data which was then qualitatively analysed.

In choosing the participants, the pre-test and post-test were compared; the result of comparison was, then, ranged from the highest to the lowest. The students with the top two scores were chosen as the participants. After purposively selecting the participants, we gave to them a sort of informed consent form asking whether they agreed becoming the participants. Then we have some-interview sessions with them asking their experiences during the learning process in intensive course during one semester. The result of the interview was then analysed descriptive qualitatively by comparing and contrasting to the previous relevant theories. The more detailed information of the students' raw scores in both tests is displayed in the following table. The method section consists of description concerning the research design, research site and participants or documents, data collection, and data analysis with the proportion of 10-15% of the total article length.

Table 1. The Students Raw Scores

Participants (P)	Pre-test	Post-test	Improvement
1	23.5	52	28.5
2	42	61.5	19.5

Based on the above table, it can be seen that from the students, their scores improve from test I to test II, 28.5 at the utmost improvement followed by 19.5 as the top two improvement. Those two students were purposively chosen as the participants of this recent study. Before inviting them to be the participants, we first confirmed to both students whether they agreed in participating in this study as participants by giving them a consent form, in which they must sign when they agreed. Fortunately, both of them all do not mind being the participants of this study. Besides for the sake of the confidentiality of the participants, we did not mention the real names of the participants, but the symbols P (participants) instead, P1 and P2.

Before the interview sessions, we prepared some questions guiding the participant to recall their experiences when participating in IC class for one semester. These guided questions covered the three aspects of narrative inquiry—sociality, place, and temporality—(Clandinin: 2022) which were classified into the instructional materials, the teaching and learning process, and the evaluation. The questions could be developed based on the participants' answers, a semi-structured interview questions, adapted from Kucsera & Zimmaro (2010).

FINDINGS AND DISCUSSION

As mentioned earlier, there were some instruments used in this study—tests and interview. In this section, the data got from the instruments are then displayed accordingly, one after another, and all the data gathered are analysed descriptively by comparing and contrasting to the theories at the end of this section. The result of the interview was then transcribed into English which was before in the form of Indonesian for the sake of clarity of the story told.

In addressing the stories told by the participants to the issues briefly stated above, we gave them some guided questions. The results of the interview were classified into some aspects as in the above-mentioned—the materials and activities, the classroom management, and the evaluation.

In this study, participant 1 and 2 (P1 and P2 from this point onward) told their experiences in learning English in IC class. The participants shared their experiences via Zoom meeting application and the questions just flew smoothly responding to the participants' answers. The results of the interview can be seen in the following.

Participant 1 (P1)

P1 is a male student. P1 shared the following experiences when following IC program for one semester. The experiences are classified into some topics presented in the following.

In terms of the materials and activities, P1 told some stories in the following responding to a question regarding the materials and activities.

In the English intensive course I remembered that many activities given by the lecturer beside lecturing, like 1) playing games i.e. finding someone who, catching the last letter, describing people or things, Wh-question game, etc.; 2) reading extensively in which the students are asked to choose themselves the interesting e-books in er-central.com or from any other sources or printed books we bring ourselves i.e. short stories, short novels etc. they want to read, 3) extensive viewing by watching interesting TEDx talks videos, interesting movie entitled 'Spelling Bee,' 4) watching some story reviews in storylineonline.net; 5) role-playing; 6) small-group discussion; 7) telling stories; 8) performances; and etc. Among those activities, telling story and extensive reading really help me in the following semester in class Literal Speaking and Literal reading respectively. In class Literal Speaking, I can retell short stories more easily, for I was accustomed to doing such activities in IC. In Literal Reading class, from the activity of extensive reading in IC, I can find out the main idea of a passage in ease. By following extensive reading, also, I know more about the uses of the words contextually which can elevate my speaking ability. Talking about the learning activities in IC, there are the most interesting to the least respectively, those are games, extensive reading, watching English videos, discussion and retelling stories.

Based on the above story, the activities given in the classroom varied greatly and the most five interesting activities were games, extensive reading, watching English videos or movies, discussion and telling story. Based on the top five activities mentioned earlier, playing games is the most interesting above all. P1 supposedly learned English through games which were less stressful and most attractive, for it was done in a fun way. Li (2024), in this case, proposed that game integrated to language learning can boost students' motivation, self-efficacy, and overall language learning process. Furthermore, integrating game in language learning can expose the students to enjoyment and powerful language learning (Chowdhury, et.al.: 2024). The second winner is extensive reading, within which the students chose their own reading materials to read in their own pace and of course interesting materials. Related to this finding, extensive reading has been proven as one of the most real and feasible ways-outs for beginners, whose inadequate English exposure (Taye & Teshome: 2025), which improved significantly in the students' motivation to read, self-assessment abilities, critical thinking, and academic well-being (Lin: 2025). These two activities, playing games while learning and extensive reading, have something in common that is learning in an interesting

and engaging way, about which Renandya (2017) proposed that interesting and engaging activities highly contribute to the most successful story of EFL learners. The next three remaining activities interesting to P1 were watching English movies or videos, discussion and retelling stories.

P1 added that the activities given in IC, based on the story told, were beneficial for the students to face the next level classes, like for instance, retelling the stories and extensive reading eventually assist the students in Literal Speaking and Literal Reading classes which were offered in Semester 2, the following semester. From the extensive reading, P1 can easily recalling the vocabulary needed in speaking when following Literal Speaking. Beside he also got ease when finding the main idea taught in Literal Reading class. Looking at the data got from the result of interview, it has been justified empirically that the more the students engaged to certain activities, the more they got experience which, then, made them capable of doing the same activities after supposedly reflecting from the experiences. Based on the reflection i.e. learning from past experience, the students could better over time. In this case, experience matters in language learning (Hiver, et.al.: 2020)

Regarding the teaching and learning process, the second aspect, P1 responded that, Furthermore, the lecturer used full English in explaining the materials, by which I was accustomed to listening English in IC so that I can listen to English more easily than before. This helps me a lot when I follow class Literal Listening. According to me, using English when explaining the materials is a must for the lecturer. If I rate from 1 to 5, the importance of using English in class when explaining the material is score 5. When the teacher explains the materials using English my vocabulary improves, I can speak up easily, I can use appropriate words easily though not in a good grammar, but the use of English as a medium of instruction in class really helps me a lot.

Based on the above story, in delivering the materials, the facilitator used English fully as the medium of instructions in the class, which enabled P1 frequently listened to English. It eased P1 in following Literal Listening in the following semester. Besides P1 also added the benefits of using English when the facilitator explained the materials. In the above story, he rated 5 as the most beneficial of using English for the facilitators when teaching, which was accustomed to the students listening to English which could, then, enabled the students recalled the appropriate words easily when speaking English. In the story, not only did P1 mention the benefits of using English as medium of instruction (EMI) in the class, but also those for the ease of speaking English, in which they produced his own English utterances. This finding confirmed a study done by Ahmed (2025) who proposed that EMI boosted students' language proficiency and ability to access English academic resources.

Concerning the implementation of IC program followed by P1 in one semester, he stated that,

I think IC is very good given at the very beginning to give the very basic English skill especially for those who come from language program. The successful of the EIC program practically depends on the materials given by the lecturer and the activities as well, on how the lecturer manages the class whether he or she gives an opportunity for student to ask questions, to choose the interesting materials to read and how the lecturer monitors the students' progress from day to day, and the evaluation given by lecturer.

For me, I learn a lot from IC. I always followed the class and the instruction from the lecturer though in some cases I also do not pay attention to the materials given. Yet, at least following the class can make me not left behind and of course when listening to materials given my vocabulary improve unconsciously. When following IC, my lecturer asked me to learn from any English materials that we like, so at that time I learned a lot from podcast, film, TV series etc. that I like much. Whenever I watch such video I use English subtitle, so I know exactly the English words the speakers are speaking. For IC, I suggest that the material be deeper, and the time allotment be added.

From the above told story, it can be known that IC benefits P1 in some cases. When following IC, P1 was informed by the facilitator to enjoy learning English, in which he could choose the materials from any sources they are interested in. Not only should he learn English from the textbooks, but also from interesting materials he liked much, for instance using podcast, film, TV series, etc. He used English subtitle when watching and/or listening such English materials. Enjoying learning English enabled him not mind spending a lot of time accessing the materials, and unconsciously he learned English from the authentic materials. In following IC class, P1 always paid attention to the materials delivered by the facilitator so that he did not leave behind. Doing these above mentioned, he got a nice improvement seen from his post-test compared to his pre-test. Regarding this, using relatively easy authentic materials with the proper task given guided by the facilitator can enhance equipped the students with the natural use of English and exposed the students to world-wide culture which are considered influential and meaningful (Beresova: 2015).

Talking about the third aspect of IC program, the evaluation, the told stories of P1 depicted in the following.

I'd be glad to share a bit about my experience in IC course, especially when it comes to the evaluation process. Honestly, it was a meaningful part for me. What I appreciate most was how the evaluation was created. The lecturers really pushed me to grow both in how I think and how I work with the others. I remember when every group discussion or even small task had it on feedback.

It wasn't always easy but for me it felt fair, and I could see how it helped me to improve our time. I also really like the balance between self-evaluation and peer feedback and the lecturers' input. It made the process felt more personal, reflective instead of just worrying about marks and I found myself focusing more on how to do better and think deeper overall. For me IC course is so great for me. It helped me develop myself and I enjoy the process. So yeah, that wasn't easy, but it's joyful.

Based on the above result of interview with P1, he added that referring to evaluation in IC class is influential for him to improve his English competence including self-assessment, peer assessment and lecture-assessment followed by meaningful feedback. Those all types of assessment assisted him to both develop his English and work with peers. He stated that he enjoyed the process of evaluation, for the lecturers did not focus on only the improvement, but they also paid attention to the process the students have been through to improve their English. Thus, at the end of the interview he said that though it wasn't easy, but it's joyful. This highlighted that the benefits of formative assessment, or the so-called on-going assessment, within which the students gradually can learn from the feedback given. Similarly, Demekash, et al. (2024) proposed that formative learning for the effective learning for the secondary level students.

Participant 2 (P2)

The representation of the results is likewise classified as before, those are the materials and activities, the teaching and learning process, and the evaluation. Unfortunately, the story told by P2 was quite random, but we tried figuring out based on the above aspects.

The way of teaching IC is enough interesting though it still needs some improvements here and there. From the various activities given by the lecturer like extensive reading, telling stories, and discussion respectively interest me a lot. In following EIC program, I often studied at home first before coming to the class so that I can follow the materials given by the lectures more easily. In the extensive reading activities, I often read the stories at home to get the overall understanding of the stories and read again at class. I often do extensive reading

on my own by reading interesting short stories, caption in Twitter TikTok and other social media to improve my vocabulary.

Talking about whether the use of English fully at class by the lecturer when explaining, according to me, it is still difficult to understand because of the lack of the vocabulary so that sometimes the explanation from the teacher cannot be caught easily. In this case, it is because the English exposures got by the students are still very limited for it is still in the very beginning, the first semester. I suggest translating English to Indonesian so that the students can understand easily the materials given. However, about the impact of the use full English by the lecturer in explaining material, if I rate from 1 to 5, it is the utmost impact for the students, that is 5. It looks contrastive, but that is it.

For the IC program, the materials given are enough easy, the lecturer communicates effectively the materials given in the class, he/she also gives a great opportunity to ask any questions related to the materials, but just few students asked questions for, perhaps, we were afraid of making mistakes in asking questions using English.

The first aspect, the materials and activities, P2 confirmed that the materials given in IC were quite easy for those with a little bit experience of learning English before. Besides the activities within class varied greatly from extensive reading, telling stories, and discussion which interested her a lot. Those three activities were rated from the most interesting for extensive reading to less interesting for discussion. Those are the top three activities which interested her when following IC class. In doing the extensive reading, she always did all activities instructed by the facilitator. She also did extensive reading at home, choosing her own materials and reading whenever, whenever, and at her own pace. In this case, no grading was given which made her less stressful in doing such activity and more fun enjoying the activity. In this very aspect, P1 assigned extensive reading as the most interesting activity. P1 and P2, thus, have shared perspectives regarding the interesting activities within IC program, though different in rating position. Undoubtedly, extensive reading in many cases possibly promoted a joyful atmosphere in learning English with the appropriate system and role from the facilitators as well (Ramirez-Leyva:2015).

Pertaining to the teaching and learning activities, the second aspect regarded in this study, P2 claimed that the facilitator delivered the materials almost fully using English, and according to her using English when delivering the materials was scored 5 for extremely impactful in learning English. However, she herself still felt some difficulties in understanding the explanation with full English because of lacking in vocabulary mastery. P2 said that this contrasted with the previous statement, but unfortunately that was the way it was. Beside this issue, based on the told story, there was another contrastive statement in relation to this issue saying that the facilitator communicated effectively in explaining the materials, yet she still felt difficult in understanding the explanation. Therefore, she suggested that the facilitator translate into Indonesian after explaining in English. She defended that that was still in the very beginning, the first semester. In teaching IC, the facilitator asked the students share the difficulties they faced in the class, but most of them were silent due to the fear having mistakes in using English when speaking. This is also another shared perspective from P1 and P2. Though, it is the most beneficial in using English as EMI, she felt rather anxious in some cases, for she got difficulties in understanding full English account for the lack of vocabulary. As mentioned by Ahmed (2025), though using EMI is considered influential as in the above-mentioned, it remained some challenges like comprehension difficulties and higher level of anxiety. This study highlighted that the gradual implementation of EMI and supplementary language support can be the solution to the challenges faced by the students. Talking about the overall IC program, she did not talk much about the overall program, but rather she talked more on the teaching and learning process

that have been mentioned in the earlier aspect that was very interesting but still needed more better improvement over time.

For the last aspect, the evaluation, P2 told her experience in the following brief elucidation,

To evaluate the students in IC class, the lecturers often discussed questions together and the lecturers also gave explanations. To train English skills, the lecturers in IC give individual assignments such as completing vocabulary and summarizing some videos or materials. For assessment in IC class, lecturers looked at the students' activeness and gave final assignments such as working on questions in class.

I think the evaluation in IC class was not only focused on the final test, but also the evaluation in the learning process which was in the form of feedback from lecturers, self-reflection and peer feedback. Evaluation here is not only given at the end of the semester, but also how we develop over time.

According to me, however, the evaluation in IC class is not so intense, for example, lecturers gave feedback during the writing process. Lecturers often gave evaluations in the form of assessments such as daily assignments, mid-term assignments, final assignments and feedback. At that time, I found it difficult because my basic English was lacking. But as time went by, and I received many evaluations, I felt that there was an improvement. During the evaluation process, I was also helped by feedback given from lecturers and peers.

Related to the third aspect, P2 stated that she was really helped in improving her English through the evaluation given by the lecturers, in the form of daily assignment, mid-term assignment, final assignment and feedback—self-reflection, peer-feedback, and lecturers' feedback. In addition, she also mentioned the way to assess the students in class, which was not in the form of summative but formative assessment in which the lecturers paid attention to every single process the students encountered in class to improve their English. At the end of the interview, P2 said that her English improved after having IC class by the help of the evaluation given followed by meaningful feedback, either from self-reflection, peer, or lecturers' feedback. This underlined that the formative assessment was one of the alternative ways for learning, not only for the sake of evaluating the students' competence. This finding empirically gave a credit for what Lee-Post and Huang (2025) who stated that assessment was highly recommended for boosting self-regulated learning. In this aspect both participants, indeed, again shared common perspective.

CONCLUSION

In this study, within the three aspects discussed in the above—the instructional materials, the teaching and learning process, and the evaluation, there are some emphases on the benefits of extensive reading materials, English as a medium of instruction, and the formative assessment for learning during IC program. Though, there were here and there challenges within, gradual implementation of the those three followed by the more various ways of teaching could possibly equip the students in a relatively supported environment for the successful stories for learning English.

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Authors' Information

Henny Rahmawati, is a lecture in in English Education Department Faculty of Education and Teacher Training (FKIP), Universitas Islam Malang. She received her magister degree from Universitas Negeri Malang, Indonesia and her master's degree in English Education from Universitas Islam Malang (UNISMA), Indonesia. She has written several papers in the areas of English literacy, extensive reading, academic writing, and teachers' professional development. (hennrahma@unisma.ac.id)

Dwi Fita Heriyawati, is an associate professor in English Education Department Faculty of Education and Teacher Training (FKIP), Universitas Islam Malang. Dwi Fita Heriyawati received her master's degree in English Education from Universitas Islam Malang (UNISMA) Indonesia and her Doctoral degree from Universitas Negeri Malang, East Java Indonesia. She has written several papers in the areas of English Education and Applied Linguistics, writing, reading comprehension, learning media and ICT for learning. Her research interests also include TEFL, EYL, reading comprehension, writing and learning through technology, etc.