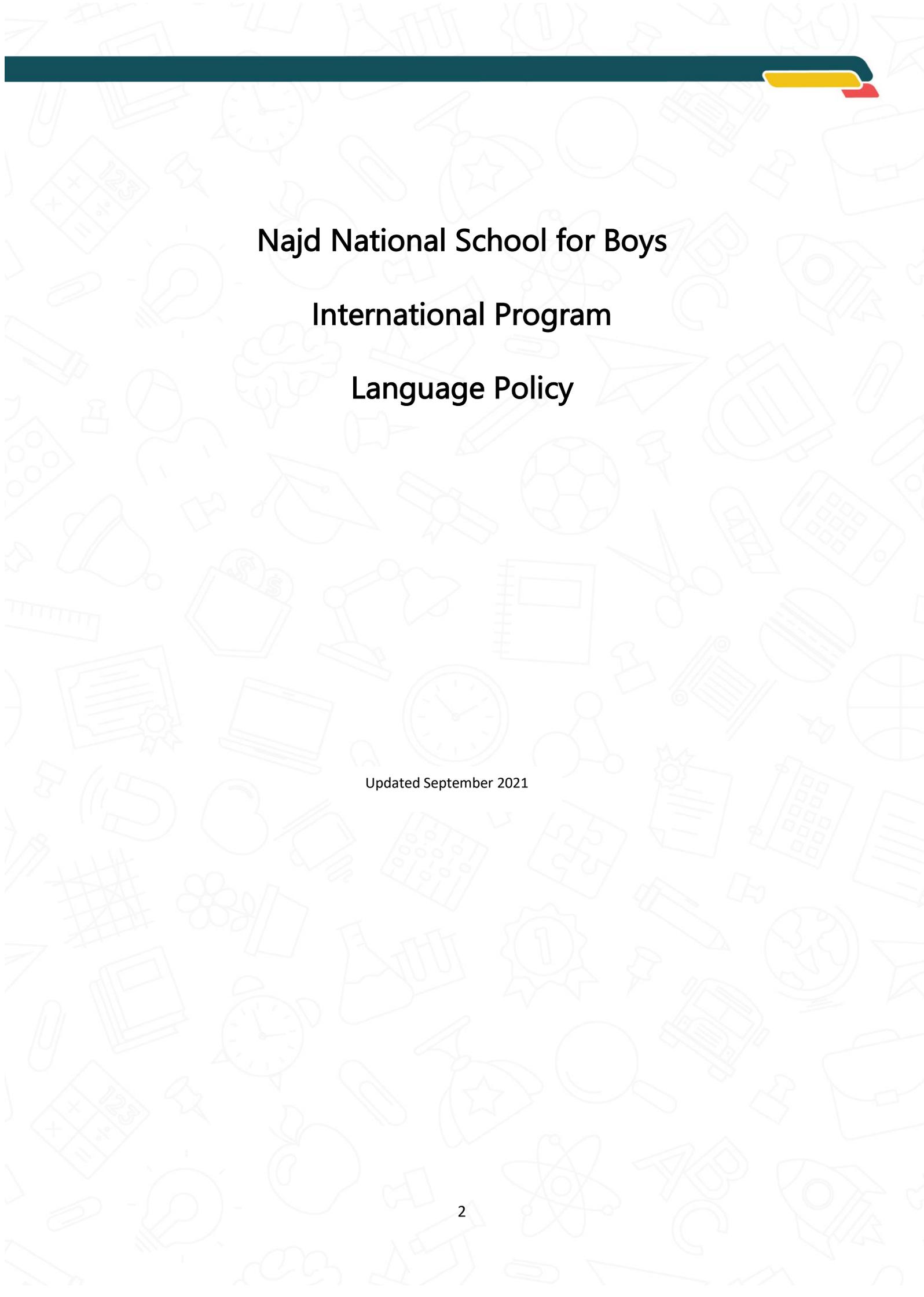




Najd National Schools
International Program

Language Policy



Najd National School for Boys

International Program

Language Policy

Updated September 2021

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Najd National Schools-International Program Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

I. Purpose

This policy outlines Najd International School's linguistic objectives and the responsibilities that arise thereof. We intend to provide the fundamental basis for the acquisition of English as an international language and suggest a well-specified framework that drives students as they advance towards advanced fluency. This language policy encompasses our view of language in relation to social life and meaning-making processes.

II. Scope

This Policy applies to students, parents, faculty, staff, and Najd International Schools' community in Riyadh.

III. Philosophy Statement

Najd International School seeks to frame a dynamic multilingual learning environment that values English as the primary medium of instruction, whilst concurrently endorsing the development and continuance of our students' mother-tongues. We motivate our students to value and comprehend their own cultural and linguistic identities while also being receptive to others' perspectives, traditions, and values.

We recognize that languages are fundamental features of learning and mediums for educational development into which students shape their knowledge through communication and collaboration with their peers. Besides their communication role, languages extend into various subdivisions of knowledge, human sciences, and the arts. Language is essential to the construction of meaning as well, and it unites all of the curriculum elements and facilitates our school's mission.

We are using every endeavor possible to promote linguistic diversity because we believe that diversity promotes our constant coexistence as humans and is essential for our collective existence, diligence, and advancing evolution. We also understand that the capacity to use numerous languages is intelligent and functions as a



principal asset that ensures purposeful intergenerational and intra-generational continuity.

IV. Guiding Principles

The following are general guidelines for the design and implementation of the Najd International School language policy:

- Languages must expand and develop if they are to remain dominant.
- A solid foundation in the native language enhances academic achievement in a second language.
- Establishing students' grammatical accuracy and vocabulary development should be applied at appropriate grade levels.
- Framing a curriculum that strikes a balance between all macro skills is crucial to our students' communicative ability.
- Instruction, assessments, and reporting in foreign languages should be informed by curriculum frameworks and standards formulated on sound research on second language acquisition.
- Language teachers should be dynamic and inspiring, and they should demonstrate proficiency in the language being taught.
- Faculty and staff should take training and development sessions in suitable and up-to-date teaching methods and strategies for both parent language and second acquisition.
- Baseline performance indicators must be founded to measure language proficiency and development.
- Valid assessment procedures and assessment tools must be established or adopted, and the outcomes are the foundation for planning, implementation, and instructional program design.
- Competence in our school-designed standardized test should be an entry requirement into school and should incorporate writing and practical skills.

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- Instructional approaches and resources should be ideally suited to the language needs of students.
 - Evaluation procedures and assessment tools must be established for local and foreign languages.
 - Formative assessment can support students' learning and mastery.
 - Failure and challenges are opportunities to grow.

V. Learning Standards

Najd International School provides students the chance to hone their language competence. We brought about a learning progression map that details the sequence of skills and knowledge students are expected to acquire as they advance through language. This road map does not replace the School's curriculum policy.

VI. 1. Elementary Level

At the elementary level, students are offered Arabic, English, and French. Najd International School believes that students' mother tongue is fundamental in enhancing their skills to learn a second language. Students will master the basics of English in order to communicate basic needs. The focus here is on accuracy and vocabulary building. The following skills listed here are non-inclusive; please refer to our curriculum policy for more details.

VI. I. 1. Fourth Grade

Students will build new vocabulary words and understand idioms. They will compare similar themes and topics, determine the main idea, and explain supporting details. They will use technology when they write, and apply the basic English rules and apply them in their writing. Students will paraphrase information and provide a list of sources. In listening and speaking, they will participate in conversations, prepare oral reports and conduct research projects.

VI. I. 2. Fifth Grade

Students will explain the development of a topic and spot metaphors and similes. They will summarize, identify themes, make inferences, learn new words and phrases. They will write opinion paragraphs and apply correct punctuation, spelling, and capitalization. They should acquire and apply the rules of spoken English, summarize ideas, contribute to group discussions, and conduct presentations.

VI. I. 3. Sixth Grade

Students should read between the lines, summarize, make inferences, understand the tone, trace an argument, and identify any passage's central theme. They will apply grammar rules to write informative essays and use facts, details, and necessary information for topic development. Students will write argumentative essays and support their arguments using reliable sources. They are required to use technology and produce at least three pages in one sitting. Students will participate in complex class discussions and use valid claims, reasoning, and evidence to support their viewpoints. Students will conduct research, gather reliable information, evaluate sources, paraphrase and summarize them, and write a list of sources.

VI. 2. Middle Level

At the middle level, students will study advanced English. They will build on the skills they already know. At this level, the focus is on fluency; students will read more extended and more complex texts and write advanced-level essays. They will also learn how to infer, analyze and develop ideas, and develop strategies for writing advanced essays.

VI. 2. 1. Seventh Grade

Students will summarize, explain, infer, cite evidence, identify themes, and trace an argument. They will analyze word choice, tone, and literary device in a poem or play. Students will apply grammar rules efficiently when they write essays, such as explanatory papers. They will locate information efficiently, evaluate sources,



evidence, support claims, and cite research. They will conduct a presentation, participate in class discussions about complex issues and topics, evaluate others' arguments. Students will also conduct research where they will summarize, paraphrase, quote properly to avoid plagiarism.

VI. 2. 2. Eighth Grade

Students will read passages thoroughly, summarize, analyze themes, cite evidence, outline, and evaluate arguments. They will write informative and argumentative papers and work in groups to create and publish well-sequenced stories with a plot and details. Students should also contribute to class discussion, evaluate claims and counterclaims, and use sound research to support viewpoints. Students will also conduct research projects, locate valid information, and cite sources using APA referencing style.

VI. 2. 3 Ninth & Tenth Grade

Students will read predominantly challenging texts with guidance from the teacher. They will indicate what evidence implies or suggests, analyze theme development, summarize, outline arguments and evaluate the reasoning behind them. Students will comment on word choices, tone, and imagery. They will use strategies like context clues to comprehend new words and phrases. Students will develop arguments and counterarguments and use valid reasoning and evidence to support claims or thinking. They will develop story elements such as characters, plot, and details, and they will vary their sentence style and structure. They will also apply English grammar like punctuation, colons, semicolons, and parallel structure. They will participate in-class debates, establish new associations based on reasoning or evidence that other students present, and listen carefully to evaluate another student's reasoning or point of view. They should also conduct a coherent presentation, reporting details or research findings concisely, and rationally. Students will write longer research papers and display a complete understanding of



the topic. They will include summaries and paraphrases with precise citations in their research.

VI. 3. Secondary Level

At the secondary level, students will take advanced English. They will learn to analyze with a critical eye classic and contemporary works from British and American literature. Students will deconstruct texts to examine the word choice, language, craft, structure, conventions, and style. Students will give their opinions about a particular text or issue, and they will support these opinions by reasons, evidence, and counterclaims.

VI. 3. 1. Eleventh & Twelfth Grades

Students will build upon the information and skills they have learned in earlier grades. Students will read thoroughly and independently from rich texts. They will cite solid evidence to clarify what a literary text says, implies, suggests, or is uncertain about, and they will evaluate theme development. Students will rationalize and assess the reasoning supporting arguments, including narrative argumentative about renowned pieces of literature. Students will read and comprehend 11th and 12th-grade vocabulary and examine words with multiple meanings or language that is incredibly engaging. They will write argumentative pieces and reinforce claims using sound reasoning and relevant supporting evidence. Students will develop claims and counterclaims objectively, providing sufficient and relevant evidence. During this process, they will point out the strengths and limitations of any argument. Students will utilize a well-sequenced plot and illustrative details, and they will establish a blog and publish stories or persuasive brochures.

Students will apply advanced grammar rules such as compound and complex sentences, infinitives, gerunds, advanced verbs, and passive voice for more impressive writing in grammar. They will participate in class debates about intricate 11th and 12th-grade topics or issues in listening and speaking. Students will draw on



documented evidence or relevant research when expressing ideas, respond considerately to diverse standpoints, resolve disagreements, and suggest further research to deepen the study. Students will evaluate another student's reasoning and standpoint. They will conduct a coherent presentation, conveying a distinctive standpoint on a topic and tackling different or contrasting viewpoints. Students will also conduct brief and extensive research projects to address a common or self-created research question or tackle a problem. They will evaluate every source's strengths and drawbacks, summarize, paraphrase, quote, and cite sources appropriately using APA referencing style to avert plagiarizing.

VII. Language Profile

The international track at Najd Schools serves the educational needs of 397 students in grades Four to Twelve. Students enrolled in the International Track usually come from diversified backgrounds. They typically learn English for communication purposes and mainly to better their chances of being accepted in local universities or abroad. Our friendly staff comprises 54 teachers and six assistants that are committed to helping students.

The objective of our language profile is to keep our teachers well informed about students' linguistic skills. The language profile should include basic information about students' names, birth dates, contact details, and a detailed chronological history of test results, including the entrance exam results. Students who transition into our school will need to provide previous English language results. Parents should communicate any existing language or learning concerns about their child. Parents of children with special needs should report any behavioral, emotional, physical, or learning disability. All of this information shall be documented in the students' language profile.

VIII. Mother Tongue

Arabic is the mother tongue of the nearly all of Najd International Schools' students. Arabic teaching at school is supervised by the Ministry of National Education which provides the books free of charge for students. Graduating students who wish to study in Saudi Arabia are required to sit for both a Standard Admission Achievement Test and a General Aptitude Test, and these tests have sections in Arabic.

IX. Admissions Policy

We all accept all students from diverse ethnic, cultural, and linguistic backgrounds. All students applying to our school will sit for an English proficiency test to prove their English language proficiency as part of their applications. This test will help us understand the students' proficiency level and figure out the type and degree of support we need to offer. Students enrolling in our middle-level and secondary level programs should demonstrate their ability to address the level-equivalent English language requirements.

X. Students with Special Needs

Najd International School is fully committed to equal opportunity strategies and policies. We celebrate inclusion and empower students with special needs because we believe that a school environment that embraces people with disabilities is a better environment for everyone.

We abide by Article 27 of the Saudi law for protecting children with special needs which necessitates that we accept all male and female students with disabilities who are capable of learning in all primary education stages, regardless of their types of disabilities. We provide educational and rehabilitative services to groups such as those with learning difficulties, autism, multiple disabilities, language and speech disorders, or health and physical disabilities.

XI. Professional Development

Najd International School provides learning and support for our teachers to help them develop their skills and enhance their proficiency. Our ongoing development program prioritizes the following areas: teaching techniques, assessment, class management, curricula, and international mindedness. We advise our teachers to pursue professional development to ensure an optimal learning experience for our students.

We have designed training courses for specialized teachers to improve our professionals' performance and abilities in dealing with students with disabilities.

These professionals enjoy job privileges in order to encourage them to engage in this work and perform well. They will be granted scholarships or sabbatical opportunities to pursue higher studies in various fields of special education.

XII. Instructional Methods

We have adjusted our instructional methods to focus predominantly on students and their needs. We intend to narrow the gap between students and learning and eliminate the daunting parts of literacy. Also, we understand that students' cognitive development relies on interaction with peers and adults. We suggest using the following instruction practices:

- Cooperative learning
- Presentations
- Brainstorming
- Media creation
- Class discussion
- Small group learning
- Case studies
- Jigsaw
- Experiments

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- Role-play
 - Simulation
 - Demonstration
 - Inquiry-based tasks
 - Problem-based tasks
 - Mental models
 - Projects
 - Discovery
 - Question and answer session
 - Games
 - Debates
 - Competitions
 - Social media

XIII. Second Language Acquisition

Motivation is a critical factor in second language acquisition. Learners are sometimes motivated to learn when external stimuli are involved. External stimuli could be any reward, including different grades, praise, or gifts. This kind of motivation has adverse long-term effects on language acquisition because the link between external stimuli and motivation to compete and learn is temporary. The moment external stimuli provision ceases, motivation to learn may come to an end.

Contrarily, intrinsic motivation, which is the internal desire to learn, has been linked to improved second language acquisition. Students who are intrinsically motivated usually study out of interest, curiosity, and personal satisfaction. Intrinsically motivated students typically find the learning experience inherently enjoyable and rewarding. We understand that the core framework for a student environment that endorses motivation, including intrinsic motivation should be characterized by:

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- *Autonomy*: Students are motivated when they are in charge of their learning. Students are presumably persistent at frustrating academic tasks. Students, for example, should be provided a reading list to choose from instead of being assigned to a specific book.
 - *Connectedness*: Group projects are an excellent opportunity for students to connect with others. Group projects give students a sense of association and acceptance, higher self-esteem, and a desire to prove themselves.
 - *Mastery Motivation*: Challenging tasks would stimulate the students' hidden potential. Students who are aware of their competence in a subject matter will establish a more intrinsic learning basis and hone their ability to overcome impediments.
 - *Syntactic Awareness*: Young language learners should build syntactic awareness at a young age via exposure to spoken and written language. Learners should have the opportunity to hear someone read a text or practice was reading texts aloud and independently.
 - *Communication Strategy*: We believe that language learners should be exposed to rich, significant, and graspable language input to ensure that they achieve success in second language acquisition. Besides, learners require more opportunities to produce language to enhance their communicative competence. Students should be given a chance to reason, argue, and express ideas using the target language.
 - *Comprehensible Input*: English language learners often struggle with auditory awareness. They often work with comprehending what they see and hear, resulting in miscommunication in class. English language learners should understand the core of what is being uttered or presented. Sometimes learners miscomprehend instruction regardless of the degree of their word knowledge. Learners acquire a new language best provided they receive an education that is slightly challenging to them.

XIV. Short-Term and Long-Term Memory

We intend to target both the short-term memory and long-term memory of our students. Numerous studies have verified the mutual correlations between language and memory, and it has also been well-established that this association may be used in language acquisition. In an educational context, students usually forget two-thirds of the information they took during a session. If we want to target short-term memory, we will need to use attention-grabbing materials and activities. On the other hand, targeting long-term memory is somehow tricky because of the nature of the intricate processes that include retention and retrieval. To enhance memory retention, we need to make sure that class activities involve:

- *Dual Coding*: activities should combine words and visuals with being stored in both verbal and visual memory. By combining the spoken and the visual, we ensure a successful dynamic associative processing within our students' brains.
- *Active Learning*: We should actively engage students in their learning process. We should use various techniques that include hands-on practice, discussion, debates, and role play.
- *Linguistic Knowledge*: Various language tasks usually require specific linguistic demands made by tasks along the continuum. In this scenario, the interaction between the short-term and long-term memory takes place on lexical, semantic, and phonological levels of representation. Language intake becomes part of the short memory of the student. The process of transmitting information from the long-term knowledge to support short-term processing becomes subconscious and acquired.

- *Spaced Learning Method*: Spaced learning is considered the most efficient technique for retaining new information. It is the process of "repeating content with distractor activities." In other words, the teacher should refresh students' knowledge regularly because the human brain tends to eliminate information that is not used. Once a student learns new information, our task is to reinforce the knowledge after a pause or break. The consolidation hypothesis theory suggests that we should have more extended interludes between knowledge reinforcement to ensure better gradual absorption into the long-term memory.

XV. Learning Styles

To draw students' attention, we use materials that incorporate all learning styles to ensure an ideal learning experience that would increase our students' self-confidence and self-image. Involving a combination of learning styles would amplify our students' learning potential and their preferential way of processing and absorbing information. The English language session should accommodate the following learning styles as much as possible:

- Auditory
- Visual
- Kinesthetic
- Experiential
- Solitary
- Social
- Analytic

XVI. Materials Development

The features of the materials that teacher use in class have a considerable influence in determining the success of its outcome. We believe that materials should should be developed to facilitate learner self-investment and self-discovery. Materials should be:

- **Attractive:** The presentation should be simple and should incorporate a visual theme. Teachers should use appropriate and practical charts, colors, and fonts.
- **Varied:** Teachers should break up the dullness of repetitious lesson plans by introducing unexpected activities that would rekindle students' interest and motivation.
- **Appealing:** Teachers should carefully choose exciting topics that are at the same time engaging. Topics should be authentic and should also offer an opportunity to learn something new.
- **Novel:** Topics should not only be new, but instead, they should be something unordinary, unfamiliar, or unprecedented.
- **Feasible:** Materials should be logical and reasonable. Students should be exposed to tasks that are challenging and at the same time achievable.
- **Communicative:** Materials should help generate meaningful and authentic communication. Activities should be unique and should focus on communicative outcomes.
- **Stimulating:** Materials should stimulate our students' ability to recall information and stimulate mental processing.
- **Cross-Cultural:** Materials should contribute to the cross-cultural competence of our students. Materials should also contribute to the intellectual, artistic, and social development of our students.
- **Gender Fair:** Materials should help reduce gender stereotyping and discrimination. Materials should help neutralize gender hierarchy.

- Inclusive: Teachers should use diverse images in resources such as people with disabilities or sexual orientation. Materials should also include people from different positions or statuses to show students that diversity is accepted and celebrated.

XVII Assessment

Please refer to our assessment policy for information about assessment processes and procedures.

XVIII. Library

We believe that the school library has a positive influence on student accomplishment. Our materials play a vital role in promoting language learning. We aim to develop a reading culture and improve our students' ability to acquire, evaluate, and use information. The school library provides a social space for students who wish to work on group projects and gives individual students the chance to learn, research, and share. The school librarian frequently upgrades the school library to ensure that the most recent publications that serve our students' linguistic needs are available. Our school librarians can assist students and staff in accessing diverse curated resources that satisfy their linguistic needs. We offer various local and international resources to help inquisitive and versatile learners bridge the gap between their national and global cultures. To assist metacognitive growth, we empower students to choose that books that match their interests and abilities.