



Language Policy

IBDP 2025-2028

German International School Riyadh (DISR)

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End of the school year 2027-2028

Zertifizierte "Exzellente Deutsche Auslandsschule", IB-World School

Anerkannte Deutsche Auslandsschule: Kindergarten, Primarstufe, Sekundarstufe I & II, „Gemischtsprachiges International Baccalaureate“



Exzellente
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1. Mission statement

Our mission is to empower students to thrive in an interconnected world by fostering intellectual curiosity, intercultural understanding, and a commitment to lifelong learning. As a German School Abroad in the Kingdom of Saudi Arabia, we are rooted in German values and traditions while embracing our cosmopolitan identity, offering a unique environment where students learn with and from one another to become responsible, compassionate global citizens.

2. Rationale of this policy

We aim with this policy to demonstrate how we foster the international backgrounds of our students at DISR through multi language learning. Learning multiple languages is an integral part of our daily life at school as this promotes our students' personal growth and intercultural understanding.

3. Language profile up to Grade 10

The first language at our school is mainly German. Students whose mother tongue is not German are offered extra tutorials in the form of German as Foreign Language (**DaF**) classes.

All teachers consider themselves as language teachers responsible for their students' language acquisition and development in subject-specific content, like Mathematics and Sciences.

A coordinator for content and language-integrated learning (**DFU**) is appointed at DISR to continuously train teachers to integrate the needed techniques that help students to understand scientific terminology in German.

Located in Saudi Arabia, the DISR offers Arabic classes. These classes are divided into classes for native speakers and classes for non speakers which makes it easier for the students to integrate in the local environment.

Multilingual education has become a necessity. And so we offer the following languages in addition to German at our school: **English starting from grade 1. French from grade 6.**

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4. Language Profile of the IBDP

As most of our students are international students, especially in the DP section, the DP program is taught at our school **bilingually**: We offer as the „Language A: Language and Literature“ the subject English. Language A is offered at the higher level (HL) with 240 teaching hours.

For „Language B: Language Acquisition“, the students learn German as well at the higher level (HL) of 240 teaching hours over the two program years.

As a GIB school, we are obligated to offer the History of Europe in German. As the available DP History course books are only written in English, the teacher supplements the range of teaching material with high-quality material in German. The students manage to generate their knowledge with the combination of both linguistic sources and write their answers in German. According to the IB regulations, we offer bilingual dictionaries to our students during class and assessments. Based on the previous results at our school up to grade 10, we confirm that our students don't have any difficulties with bilingual instruction.

Biology HL is taught in German and Mathematics Analysis and Approaches SL are also offered in English.

According to our Access and Inclusion Policy, we grant extra German courses up to grade 10 to “additional learners” whose first language of instruction isn't German.

Stemming from our efforts to create a challenging and motivating bilingual environment that fosters the international-mindedness of our students, the students can choose to write their TOK essay in German or English, taking into consideration that the languages of instruction of this subject are German and English.

Our students also have the privilege of acquiring a new foreign language in the DP program at our school; this is Spanish ab initio.

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5. Teachers' Profile

The DISR teachers are committed to being both language and subject teachers.

The pedagogical team at our school consists of the following:

- German native teachers with a German teaching qualification (Staatsexamen i/II) for German and/or subject-specific courses like Mathematics, Biology and History.
- German native speakers whose competence in English is very high due to extended stays and professional commitments in an English-speaking country.
- Foreign language teachers (Jordan, France, Egypt, Mexico) with an undergraduate or postgraduate degree in the respective subjective with a good understanding of both English and German.
- Arabic native speakers with a postgraduate degree in the respective subjective with a good understanding of both English and German.

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6. Minimum Weekly Hours of Foreign Language Teaching

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------|---|---|---|---|---|---|---|---|---|----|
| Arabic | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| English | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| French | | | | | | 2 | 3 | 3 | 3 | 3 |
| DaF* (add.) | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| DaF* (int.) | 2 | 2 | 2 | 2 | | | | | | |

DaF* (add.) = German as a Foreign Language additional

DaF* (int.) = German as a Foreign Language integrated: An additional teacher fosters the non-native German speakers in the German language within the regular lesson.

7. Sources used

- Language Policies from German Foreign Schools in Jeddah (KSA), Ho Chi Min (Vietnam), Doha (Qatar), Addis Abeba (Ethiopia) and Sharjah (UAE).

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