



Language Policy

10X International School

Mysuru

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1. 10X International Vision and Mission Statement

Vision-

To empower a student to create their own future through agency, purpose, and innovation,

Mission-


Academic Excellence X Human Values X Innovation

2. IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.




IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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3. Policy objectives:

At 10X International School, Mysuru, we understand the importance of language in human existence as a medium of knowledge and meaning. Our objective is to nurture language learning among our students, facilitating their academic, social, and emotional growth. We at 10X ensure that language development is the onus of every teacher.

While English serves as the primary language of instruction at 10X, it is not the mother tongue of our diverse student body. Proficiency in English empowers our students to explore and access a wealth of international resources. The school is committed to providing comprehensive support, including materials and coaching, to ensure students become proficient in English. Furthermore, we extend the same support for a second language of their choice, recognizing the importance of promoting India's official languages and fostering multicultural learning environments. Mother tongue/home languages are valued and supported. And Multilingualism is celebrated as a tool for global citizenship.

At 10X, we believe that learning multiple languages helps students become confident communicators and global citizens. While English is the main language of instruction, we also encourage students to learn other languages based on their interests. Our language programs focus on building skills in listening, speaking, reading, writing, and understanding. We respect each student's learning style and support their growth through varied teaching methods.

We see language as more than just a way to talk—it's a tool for thinking, creativity, and learning. That's why we include parents in planning their child's language journey and use resources like books, technology, and online platforms to support learning. We also value students' home languages and make sure they can access information in ways that help them understand better. Our classrooms and libraries are designed to promote language development in fun and meaningful ways.

10X is committed to creating a language policy that supports diversity and meets international standards like those of the IB. We train our teachers regularly and review our policies to keep improving. Everyone in our school—students, teachers, parents—is involved in promoting language learning and cultural understanding. Starting from MYP4, students take part in multilingual programs that help them explore different languages and cultures, making their education more complete and enriching.

4. Language Courses:

Program	Required Languages	Additional Options
MYP	English + Spanish/French	German (if students demand)
DP	English (Group 1) + Hindi /Other (Group 2)	School-Supported Self-Taught

5. Language and Curriculum Alignment:

At 10X International School, Mysuru, language learning is an integral part of the IB MYP and DP, designed to meet diverse linguistic needs while fostering multilingualism, cultural appreciation, and academic excellence. Our approach blends structured progression with tailored support, empowering students to become confident communicators and globally minded learners.

5.1. Language in the Middle Years Program (MYP):

- Our MYP language learning framework combines English as the language of instruction with opportunities to study additional languages, enabling students to develop proficiency, versatility, and cultural awareness.
- Multilingual Opportunities – Students access the curriculum in English while choosing an additional language — Hindi, French, German, or Spanish — as either a first or foreign language.
- Guided Language Selection – During admissions, families receive detailed guidance on available language options to align choices with student interests and academic goals. Students entering MYP 4 select their language at the start of the year, with provisions for late entrants based on availability.
- Structured Progression – Language acquisition follows three proficiency levels — Emergent, Capable, and Proficient — each divided into two phases (1–6). Once chosen in MYP 4, a language is studied through MYP 5 to ensure continuity and mastery, with an option to continue into the DP or explore new languages.
- Dual Language Requirement – Indian students from English-speaking backgrounds study two languages, one being English. Non-native or intermediate speakers receive English as a Second Language (ESL) instruction until ready to transition to mainstream Language and Literature.
- Assessment and Placement – Diagnostic assessments determine initial placement, followed by regular formative and summative evaluations. Transparent reporting ensures parents are informed about placement decisions and progress.
- Phase Advancement – Students achieving Phase 6 transition to Language and Literature (First Language English), while ESL learners work within Phases 1–4 or beyond until they meet the criteria for mainstream placement.
- Global Context Integration – From Phase 2 onwards, lessons incorporate global contexts, enriching learning and connecting language acquisition to broader world perspectives.
- Holistic Development – Our language learning approach extends beyond grammar and vocabulary, embedding critical thinking, cultural appreciation, and real-world communication skills into every phase.

5.2. Language in the Diploma Program (DP):

- In the DP, our language offerings are designed to deepen linguistic ability, cultural competence, and analytical skills while preparing students for higher education and global engagement.
- Group 1: Language A – English Language and Literature – Offered at Higher Level (HL) and Standard Level (SL), focusing on critical analysis, literary appreciation, and personal response.
- Group 2: Language Acquisition – Options include Hindi B (HL/SL), French B (SL), and Spanish ab initio (SL). Levels are structured to match prior exposure and proficiency, ensuring challenge and growth. Students may not take ab initio if they have over two years’ prior experience in that language.
- Bilingual Diploma – Students are offered a Bilingual Diploma completing two language courses, one of which must be from Group 1 (Studies in Language and Literature) and another from either Group 1 or Groups 2-4.
- Ab Initio Pathway – Designed for complete beginners, focusing on everyday communication skills and cultural introduction.
- Language as a Way of Knowing – Through Theory of Knowledge (TOK), students explore the role of language in shaping understanding, encouraging critical thinking and intercultural awareness.
- Rigorous Curriculum – Aligned with IB assessment criteria, the DP language curriculum develops analytical writing, reflective thinking, and interpretive skills.
- Resource Support – Teachers provide curated resources, grammar tools, and cultural references. Dictionaries are permitted for learning but not for summative assessments. Students are encouraged to explore literature in translation in their mother tongue for broader perspectives.
- Cultural Competence – Our language programs foster respect for diversity, cross-cultural understanding, and the ability to communicate effectively in varied contexts.

5.3 Language Learning Pathway (MYP to DP)

At 10X International School, Mysuru, we ensure a clear and structured language learning pathway that supports continuity, progression, and student choice across the MYP and DP.

- **MYP Phase (MYP 4–5):**
Students study English as the language of instruction along with an additional language (French or Spanish). Placement is based on proficiency phases (Phase 1–6), ensuring differentiated learning and progression.
- **Transition from MYP to DP:**
Students are guided to select appropriate DP language courses based on their MYP achievement levels, teacher recommendations, and language proficiency.
- **DP Pathways:**
 - Students may continue their MYP Language Acquisition language into DP (e.g., French B, Spanish ab initio).
 - Students with **limited or emergent proficiency** in a language are offered **ab initio courses** (e.g., Spanish ab initio, French ab initio), which are designed for beginners and focus on foundational communication skills.

- Students who demonstrate **higher levels of proficiency** may opt for **Language B courses** (e.g., Spanish B, Hindi B), which develop advanced communication, comprehension, and cultural understanding.
- Beginners may enter **ab initio courses**, ensuring inclusivity and accessibility.
- **Support and Guidance:**
The school provides counselling, diagnostic assessments, and academic guidance to ensure students choose appropriate language pathways aligned with their future academic and career goals.

This structured pathway ensures **continuity, progression, and informed choice**, supporting multilingualism and international-mindedness.

5.4 Language Placement and Proficiency Levels

At 10X International School, Mysuru, students are placed into language learning groups based on proficiency and prior experience:

- **Emergent Level:**
Designed for students who are new to the language or have limited prior exposure. All new students are initially placed in this level.
- **Capable Level:**
Students with prior knowledge or exposure to the language are placed in this level to further develop their skills.
- **Assessment-Based Placement:**
All students undergo a **language proficiency assessment**, which determines their appropriate level (Emergent or Capable). Placement is not based solely on grade level but on demonstrated ability.
- **Continuous Monitoring:**
Students' progress is regularly reviewed through formative and summative assessments, allowing movement between levels when appropriate.

This structured approach ensures **differentiation, inclusivity, and progression** in language learning.

6. Promoting Language Proficiency:

At 10X International School, Mysuru, we are deeply committed to fostering language proficiency in all its dimensions. Through a rich variety of activities embedded within the English Language and Literature curriculum, we inspire students to take pride in fluent communication while continually expanding their vocabulary.

School Newsletter

- The school publishes a **newsletter in English**, this includes the updates from the school, events, student work and other relevant updates.

7. Our Key Language Development Initiatives:

- **Specialized Educators:** English language teachers provide targeted support for students beginning their English language journey, ensuring a smooth and confident transition.
- **Student-Driven Publications:** Students actively contribute poems, articles, and reports to school publications, with opportunities to lead editorial teams and shape content.
- **Special Assemblies:** Each class hosts assemblies that showcase linguistic skills through skits, plays, debates, group discussions, and street plays — boosting communication and presentation confidence.
- **Co-Curricular Clubs & Societies:** Clubs such as Debating, Creative Writing, and Drama offer engaging platforms for competitive and non-competitive language enrichment activities.
- **Annual Literary Showcase:** A celebration of student literary work, featuring theatrical performances, poster design, wall magazines, and reading programs — nurturing creativity and a love for literature. 10X school is always an integral part of Mysuru Literature Fest. Students are encouraged to participate in this fest.
- **Language Support for Individual Needs:** Through English as a Second Language (ESL) and Elementary Hindi Language (EHL) programs, we address diverse learning needs using strategies such as prior knowledge assessment, differentiated planning, remedial sessions, and parent collaboration.
- **Integration Across Programs:** Oral, visual, and written language skills are developed consistently across the MYP, and DP, enhancing creativity, critical thinking, and analytical ability.
- **Language Competence Across Subjects:** Beyond fluency, we encourage students to think and reason in English, applying language skills in analysis, evaluation, and creative expression. Visible thinking routines, debates, theatre, persuasive writing, and public speaking are integral to this approach.
- **Enriched Language Resources:** Our extensive library, online resources, journals, and magazines provide continuous access to high-quality reading and research materials.
- **Language Integration in Inquiry:** Language learning is embedded within our Program of Inquiry, with key concept questions, research projects, and higher-order thinking activities enriching vocabulary and deepening communication skills.

Promotion of International Languages (French and Spanish)

At 10X International School, Mysuru, the promotion of international languages such as French and Spanish is an integral part of fostering global citizenship and intercultural understanding.

- **Audio-Visual Learning:**
Use of films, music, podcasts, and digital platforms to enhance listening and cultural exposure.

- **Experiential Learning:**
Classroom activities, language festivals, role plays, and cultural celebrations that immerse students in authentic linguistic contexts.
- **Field Trips and Cultural Exposure:**
Students participate in field visits and events that deepen their understanding of Francophone and Hispanic cultures.
- **Interdisciplinary Integration:**
Language learning is connected with humanities, arts, and global contexts to reinforce real-world application.
- **Student Blog:**
The school maintains a student-led blog where learners publish articles, reflections, creative writing, and multilingual content, encouraging authentic language use.
- **Teacher Contributions:**
Teachers contribute prompts, feedback, and model writing to guide students in developing their communication skills.
- **Collaborative Digital Spaces:**
Online platforms are used to promote discussion, peer feedback, and global communication.
- **Ongoing Initiatives:**
The school continues to explore additional digital and collaborative language initiatives in consultation with academic leadership.

7.1. English as Second Language (ESL):

- Diagnostic Testing.
- Tiered Support:
 - Emergent: Small-group ESL classes.
 - Proficient: Mainstream with in-class scaffolding.

7.2. Mother Tongue Support:

At 10X International School, Mysuru, we actively promote the use and development of local and mother tongue languages, particularly Kannada and Hindi, through meaningful and authentic practices:

- **Multilingual School Environment:**
IB learner profile attributes and school signage are displayed in Kannada, Hindi, and English across the campus.
- **Use of Local Language in Learning:**
Students are encouraged to conduct interviews, research, and community interactions in their mother tongue or local language and present their findings in class.
- **Celebration of Language and Culture:**
The school celebrates **Kannada Rajyotsava (Kannada Language Day)** annually in October through assemblies, performances, and cultural activities.
- **Classroom Integration:**
Teachers allow strategic use of mother tongue to support conceptual understanding and speaking on relevant language related topics.

- **Multilingual Library Resources:**

The school library houses a wide collection of **books and magazines in Kannada and Hindi**, supporting mother tongue development.

A **dedicated section for French and Spanish** includes books, magazines, and audio-visual materials to support language acquisition.

Students are encouraged to use these resources for independent reading and cultural exploration.

Parent Involvement: Encourage home language literacy (e.g., storytelling sessions).

7.3. Technology Integration:

- AI Tools: Use of LLMs (e.g., ChatGPT) for language practice.
- Digital Library: Multilingual e-books and audiobooks.

8. Local Context – Promoting the Mother Tongue:

India's rich linguistic and cultural heritage is vividly reflected in the diverse community of 10X International School, Mysuru. We recognize that the mother tongue is far more than a means of communication — it is a vessel of cultural identity, emotional connection, and social belonging. Preserving and promoting these languages within our school is both a responsibility and a celebration.

8.1. Our Integrated Approach:

- **Learning Through the Mother Tongue:** Students are encouraged to undertake projects, research, and presentations in their mother tongue. This not only strengthens conceptual understanding but also reinforces pride in their linguistic heritage.
- **Cultural and Creative Expression:** Stage performances, theme-based skits, and artistic presentations in the mother tongue provide a platform for creativity, self-expression, and cultural storytelling.
- **Parental Engagement:** Parents actively participate through storytelling, puppet shows, folk music, cooking demonstrations, and cultural practice sharing — all conducted in their native languages. Dedicated slots each month and themed celebration days honour different languages within our community.
- **Cultural Exchange and Peer Learning:** Structured interactions and student exchange opportunities allow learners from varied linguistic backgrounds to share expressions, traditions, and daily life experiences, promoting mutual respect and cross-cultural appreciation.
- **Supportive Learning Tools:** Translation dictionaries, multilingual handouts, and vocabulary lists are provided to bridge comprehension gaps. For students with limited English proficiency, teachers may explain complex ideas in their mother tongue to ensure clarity.

- Access to Multilingual Resources: Our library houses a wide range of books in multiple languages, complemented by curated online resources, enabling students to explore literature and language beyond the classroom.

9. Alignment of the Language Policy with Other IB Policies:

At 10X International School, Mysuru, our Language Policy is closely interwoven with our Inclusion, Assessment, and Admissions Policies. Together, these frameworks ensure that every learner — regardless of linguistic background, proficiency level, or learning needs — can access equitable opportunities to succeed in our diverse, inclusive community.

To uphold this commitment, particularly in delivering effective ESL support and remedial interventions, we adopt targeted strategies designed to maintain fairness and academic excellence.

- Inclusion and Assessment: Personalized Assessment Accommodations- We recognize that students learn and demonstrate understanding in different ways. In collaboration with classroom teachers, our Individual Learning Needs (ILN) team designs tailored assessment adjustments that respect students' unique needs. This ensures that all learners, including those with specific linguistic or cognitive challenges, can fully demonstrate their abilities.
 - Comprehensive ESL Program: Our English as a Second Language (ESL) provision supports students in developing the language proficiency required for academic success. A fully equipped Language Lab supplements classroom teaching, offering interactive resources, practice tools, and guided learning sessions to build confidence and competence in English.
 - Admissions and Language Readiness: English Language Proficiency Screening- As part of the admissions process, we assess applicants' English skills to determine the level of support they may require. This early identification enables us to plan targeted interventions from the outset. Parents are informed of the assessment outcomes, along with details of available ESL support, ensuring transparency and clarity before enrolment.
 - Language-Inclusion Integration: Removing Barriers to Learning- All students facing language challenges, regardless of cause, receive ESL support at no additional cost. This reflects our belief that inclusive education means ensuring access to resources without financial barriers.
- Specialized Remedial Instruction: For students with diagnosed language-based learning difficulties, our ILN department conducts both formal assessments and informal screenings to create customized remedial programs. These sessions focus on building foundational skills, overcoming specific language-related obstacles, and enabling learners to participate confidently in the full academic program.

10. Roles and Responsibilities:

Stakeholder	Responsibilities
Students	Actively engage in language learning.
Teachers	Differentiate instruction; model academic language (e.g., lab reports, essays).
Parents	Support home language development; provide English/Hindi/Kannada texts at home.
Leadership	Allocate resources (e.g., ESL teachers, translators); review policy annually.

11. Policy Review:

- Annual Audit: By IB Coordinators + other stakeholders.
- Feedback Loop: Surveys from parents, students, and teachers.

To enhance the language, we have used various AI models with the prompt <improve it>.

12. Appendix A: Language Placement Guidelines:

MYP Language Acquisition

Level	English	Hindi/Kannada	Other Languages
Emergent	Level 1–2	Beginner (MOE Curriculum)	Beginner (A1 CEFR)
Capable	Level 3–4	Intermediate	Intermediate (A2/B1)
Proficient	Level 5–6	Advanced (MOE Standards)	Advanced (B2/C1)

DP Placement: Follows IB’s DP Language Courses: Overview and Placement Guidance.

13. References:

1. International Baccalaureate. “Guidelines for Developing a School Language Policy”. *International Baccalaureate®*, www.ibo.org, 2008.
2. Ministry of Education, Government of India. “Hindi/Kannada Curriculum for International Schools”. *Ministry of Education*, 2015.
3. 10X Mysuru. “Admission Policy”. 2025.

