



Language Policy

10X International School Mysore

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1. 10X International Vision and Mission Statement

Vision- 10X International School, Mysore

10X International School will harness the positive power of academic excellence, exponential technologies, and innovative competencies, to create leaders of tomorrow, who will be future-ready as life and business entrepreneurs.

Our Mission

To create humane individuals who are future-ready and life-ready.

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:

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 believe that all teachers are language teachers so 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) + French/Spanish	German or Hindi (if 5 or more than 5 students demand).

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 Spanish B (SL) and French B (SL), French B ab initio (SL), Spanish ab initio (SL). Levels are structured to match prior exposure and proficiency, ensuring challenge and growth. Students may not be offered ab initio if they have over two years’ prior experience in that language.
- 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.

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.

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), we address diverse learning needs using strategies such as prior knowledge assessment, differentiated planning, remedial sessions, and parent collaboration. Apart from supporting student's learning guided and curated by our English teachers routed through British Council online interactive resources, we may offer personalized online courses to individual students through British Council.
- **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.

7.1. English as Second Language (ESL):

- Diagnostic Testing.
- Tiered Support:
 - Emergent: Small-group ESL classes.
 - Proficient: Mainstream with in-class scaffolding.
 - Well curated and guided interactive resources through British Council.
 - Personalized selected English learning and improvement courses through British Council.

7.2. Mother Tongue Support:

- **Library Resources:** Books in home languages (e.g., Kannada, Tamil, Telugu, Hindi).
- **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 ESL support team may 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. We provide interactive curated resources to supplements classroom teaching through British Council online subscriptions, 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.

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:

Language	Course & Level	IB Group	Who is it for?	Prior Exposure Required
English	Language A1 HL (Higher Level)	Group 1	Students with strong English proficiency targeting literary analysis, language in context, and in-depth critical writing. Suited to students pursuing English-intensive university programmes.	Native or near-native English proficiency
English	Language A1 SL (Standard Level)	Group 1	Proficient English users with solid reading, writing and analytical ability. Default placement for most DP students. Emphasis on personal response, critical thinking and reflective analysis.	Native or near-native English proficiency
French	Language B SL (Standard Level)	Group 2	Students with some prior French learning who are ready to develop language skills further. Focuses on the five IB themes, authentic texts, and an Individual Oral (IO) component.	Some prior French exposure required. Less than 2 years of prior formal study.
French	Ab Initio SL (Standard Level only)	Group 2	Complete beginners with no prior French experience. Course introduces basic language skills for everyday use and cultural awareness. Exit proficiency is introductory.	None required. Must be a genuine beginner in French. NOT offered to students with 2 or more years of prior French.
Spanish	Language B SL (Standard Level)	Group 2	Students with some prior Spanish learning who are ready to extend language skills. Covers the five IB themes through authentic texts, written	Some prior Spanish exposure required.

			tasks, and an Individual Oral (IO).	Less than 2 years of prior formal study.
Spanish	Ab Initio SL (Standard Level only)	Group 2	Complete beginners with no prior Spanish experience. Course builds foundational language skills for everyday contexts and introduces Hispanic cultures. Exit proficiency is introductory.	None required. Must be a genuine beginner in Spanish. NOT offered to students with 2 or more years of prior French.

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.