

LANGUAGE PLANNER

CLIL Language Triptych Planner

Plan the language of learning, for learning and through learning

Practical planning material for use with the CLIL AI application or independently

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Three language layers

Use the triptych to make language needs visible without turning the subject lesson into a general language class.

Language of learning	Subject terms, phrases, structures, symbols and genres.	What language is essential to understand the content?	A primary key identifies...
Language for learning	Language for participating, asking, comparing, clarifying and collaborating.	What must students say or write to complete the task?	Our group chose... because...
Language through learning	New language that emerges when students think, interact and refine understanding.	What useful language should I notice and record during the lesson?	Students discover the word efficient while comparing designs.

Practical rule

Select the smallest amount of planned language that makes the subject task possible. Recycle it in input, interaction and assessment.

Complete for one lesson

Topic and content goal What will students understand or do?	
Language of learning 6 to 10 essential terms, phrases, structures or symbols.	
Language for learning Sentence starters and functional phrases for the task.	
Likely language through learning Words or phrases likely to emerge. Leave space to add more during the lesson.	
Where language will be used Reading, listening, speaking, writing, practical work or a combination.	
How language will be recycled Plan at least two later uses after first introduction.	

Application prompts

01. Extract the triptych

Use with an existing lesson or reliable source.

Paste into the application

Analyse this lesson for CLIL language needs. Identify language of learning, language for learning and likely language through learning. Keep the list tied to the stated content objective and main student task. Limit language of learning to the 8 most necessary items. Provide practical sentence frames for participation.

Teacher edit: Remove general phrases that students already know and verify technical definitions.

02. Turn language into support

Use after identifying the triptych.

Paste into the application

Create a compact language support box for this lesson. Include 6 key terms with concise definitions, 5 sentence frames for the main communication functions, one model explanation and one student self-check. Keep the support visible and usable during the task without giving away the subject answer.

Teacher edit: Reduce support for students who no longer need it.

03. Notice emerging language

Use when reflecting after the lesson.

Paste into the application

Create a short teacher observation grid for language through learning. Include space to record useful words students needed, language they created successfully, recurring communication problems and phrases worth teaching in the next lesson. Keep the grid focused on language used to learn the subject.

Teacher edit: Add actual examples immediately after teaching.