



The InTA Signature Planning Tool

How to use Bloom's Taxonomy in language learning

Anchoring both content and language in meaning

Why this tool exists

Language teaching becomes truly powerful when **nothing is taught in isolation** — not content, and not language.

When vocabulary floats without purpose,
when grammar exists without ideas,
students may practise... but they don't engage.

Bloom's Taxonomy helps language teachers design lessons where **language objectives are rooted in content**, and **content is explored through language**.

This is not a CLIL-only approach.
It is **good language teaching**.

STEP 1 — Anchor everything in meaning

Start here. Always.

Ask yourself:

What idea, topic, situation, or problem will my students explore?

This might be:

- a theme
- a text
- a real-world issue
- a story or conflict
- a question worth answering

Then define **two objectives**, both grounded in that content:

Content objective

→ What students should understand about the topic

Language objective

→ What students will do with language *about* that topic

Examples:

- Content: Understand why people migrate
Language: Explain causes using because / due to / as a result
- Content: Explore different opinions on social media
Language: Compare viewpoints using contrast markers
- Content: Understand a narrative conflict
Language: Describe characters' motivations using the past tense

Language is no longer *the lesson*.

It becomes **the means to think about something**.

✅ Access gain:

Students know *what they are thinking about* and *why language is needed* before they begin working.

💡 InTA reminder:

If learners don't know what the lesson is about, language has nothing to attach to.

STEP 2 — Design access before expression

Before asking students to speak, write, analyse, or create, pause.

Ask yourself:

What do my students need in order to access this content linguistically?

Bloom's lower levels help you plan **entry points**, not low expectations.

You might:

- identify key vocabulary linked to meaning
- model sentence structures that carry ideas
- scaffold comprehension with visuals or guiding questions
- break texts into meaningful chunks

At this stage, language supports **understanding**, not performance.

This is where many learners either **enter the lesson — or stay out of it**.

✅ Access gain:

Students know what to look for before they start decoding language.

💡 InTA reminder:

We don't teach forms in isolation; we notice how language (**sentence and verb patterns**) works inside meaning.

STEP 3 — Use language to think with the content

Once students can access meaning, language becomes the **tool for thinking**.

Design tasks that invite them to:

- apply ideas to examples
- analyse causes, effects, or relationships
- evaluate perspectives
- create meaning for an audience

Bloom's helps you ensure that:

- thinking remains high-level
- language remains purposeful
- students are not reduced to repeating forms

Language accuracy still matters —
but it serves **clarity**, not silence.

 **Access gain:**

Students are able to use language to process ideas, even if their language is still developing.

 **InTA reminder:**

Thinking comes first; accuracy grows through use.

STEP 4 — Evaluate understanding through language use

Assessment asks a different question:

What does this student understand about the content, and how are they using language to show it?

You look for:

- coherence of ideas
- appropriate use of language for meaning
- progress in expression over time

Errors become indicators of **where to support next**, not reasons to stop speaking.

 **Access gain:**

Students feel safe to express ideas without fear of being shut down by correction.

 **InTA reminder:**

Errors are part of learning; silence is not.

What this changes for you, the language teachers

When language objectives are anchored in content:

- Students see *why* language matters
- Engagement increases naturally
- Thinking becomes visible
- Language grows through use, not drills

And teaching feels more aligned, more human, and more intellectually honest.

InTA anchor

Language learning is not about mastering forms first.

It is about using language to make sense of the world.

Bloom's Taxonomy helps us design that journey —
from meaning, through language, to thinking.