



## Processing Instruction: the Future of CLIL?

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### Abstract

The popularity of Content and language integrated learning (henceforth CLIL) is becoming the main trend in second language teaching in Europe. These programs offer the learning of content through a non native language. However, results are not and parallel those suggested by Swain [1]. Processing Instruction (henceforth PI) [2] is an input based instruction which assists the learner in making form-meaning connections during input processing. This article considers this second language acquisition theory and its appliance to CLIL programs. This article sets out the principles behind PI while providing examples and guidelines about material designing applied to CLIL.

### References

- [1] Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 64–81). Cambridge, England: Cambridge University Press.
- [2] VanPatten, B. (2000b). Processing instruction as form-meaning connections: Issues in theory and research. In J. F. Lee and A. Valdman (Eds.), *Form and meaning in language teaching* (pp. 43–68). Boston: Heinle & Heinle.