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| Autore | Lee James F |
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| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and indexes. |
| Nota di contenuto | Frontmatter -- Table of contents -- Introduction -- Chapter 1. The theory of input processing underlying Processing Instruction -- Chapter 2. What makes Processing Instruction effective? -- Chapter 3. How does Processing Instruction compare to other types of instruction? -- Chapter 4. Can Processing Instruction be delivered effectively online as well as in classrooms? -- Chapter 5. Can you increase the positive effects of Structured Input on language development by enhancing it aurally and/or textually? -- Chapter 6. What are the transfer-of-training effects for Processing Instruction? -- Chapter 7. Are the effects of Processing Instruction durative (short-term) and longitudinal (long-term)? -- Chapter 8. How have the effects of Processing Instruction been measured? -- Chapter 9. Conclusion: What does the research on Processing Instruction tell us? -- Backmatter |
| Sommario/riassunto | This volume tracks the impact Processing Instruction has made since its conception. The authors explain Processing Instruction, both its main theoretical underpinnings as well as the guidelines for developing structured input practices. They review the empirical research conducted to date, so that readers have an overview of new research carried out on the effects of Processing Instruction. The work concludes |

with reflections on the generalizability and limits of the research on Processing Instruction and offers future directions for Processing Instruction research.
