

1. Record Nr.	UNINA9910778202603321
Autore	Lee James F
Titolo	Research and perspectives on processing instruction [[electronic resource] /] / by James F. Lee, Alessandro G. Benati
Pubbl/distr/stampa	Berlin ; ; New York, : Mouton de Gruyter, c2009
ISBN	1-282-29653-1 9786612296536 3-11-021533-0
Descrizione fisica	1 online resource (230 p.)
Collana	Studies on language acquisition, , 1861-4248 ; ; 36
Classificazione	CP 6500
Altri autori (Persone)	BenatiAlessandro G
Disciplina	418.001/9
Soggetti	Second language acquisition Language and languages - Study and teaching - Psychological aspects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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.
