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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Processing Perspectives on Task Performance; Editorial page; Title page; LCC data; Dedication page; Table of contents; Series editors' preface to Volume 5; Preface; The context for researching a processing perspective on task performance; Introduction; The structure of the book; Measurement issues; References; On-line time pressure manipulations; Introduction; Processes of L1 speaking; L2 speaking processing and time pressure; L2 speaking intervention targeting the bottleneck of time pressure; Research Questions; Method; Participants; English proficiency pre-test; Material</p> <p>Slowed video for on-line planning Task conditions and instructions; Measures of speaking performance; Coding; Analysis; Results; Pre-test; Speaking conditions; Discussion; Intervention targeting content conceptualization; Intervention targeting linguistic formulation; Intervention targeting speech monitoring; Conclusion; Author note; References; Appendix A The Material Content (story scenes); Story 1 Mr. Bean Had a 'Sleepless Night'; Story 2 Mr. Bean went 'Shopping'; Appendix B Task instructions; Task readiness; Introduction; A theoretical framework of task readiness; Methods; Participants</p> <p>Speaking tasks Proficiency criteria; Study design: Independent variables; Performance measures: Dependent variables; Data analysis; Results; Fluency; Accuracy; Complexity; Discussion; Topic familiarity; Strategic planning; Proficiency; The magnitude of task-internal and task-external readiness effects; Task-internal readiness in form-meaning connection; Compensation effects in fluency between task-internal and task-external readiness; Implications; Conclusion; References; Self-reported planning behaviour and second language performance in narrative retelling; Introduction</p> <p>Early publications on planning Ortega's research into planning; Motivation for the present research; Method; Research questions; Research methodology; Participants and setting; Tasks; Procedures; Performance measures; Segmenting the retrospective interviews; First coding: Constructing the coding scheme; Second coding: Real coding; Results; Basic quantitative analyses; The codes and the Levelt model; Quantitative data; Frequency of reported planning behaviour and performance levels; Discussion; Build your own structure; Avoid trouble, and be realistic; Handle trouble when it occurs</p> <p>Plan small or specific (versus Plan General)Avoid grammar focus; Conclusion; References; Appendix 1; Instructions for the Picture Story Telling Task; Instructions when you are a listener; Appendix 2; Retrospective interview prompts; Appendix 3; Coding Scheme: Planning activities of ESL speakers doing picture story telling task; Get it right in the end; Introduction; Literature review; Aims of the present study; Research methodology; Participants; Experimental tasks; Procedures; Research design; Data transcription and coding; Data analysis; Results; Results for Research Question 1</p> <p>Results for Research Question 2</p>