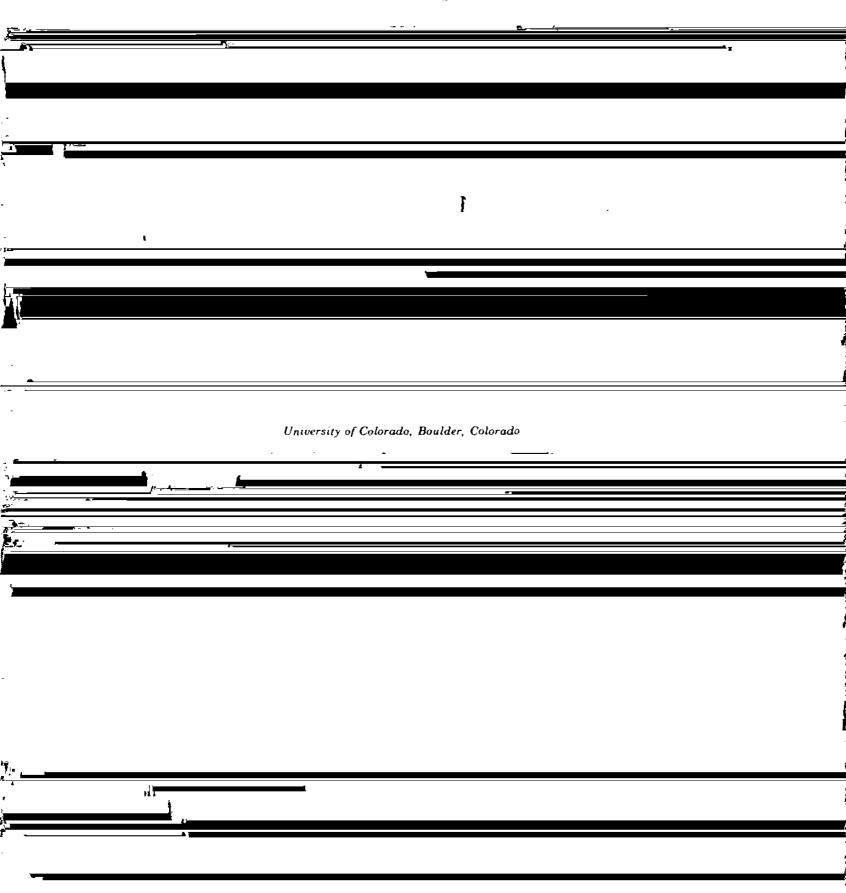
## Contributions of different feedback assistance to text memorial representation

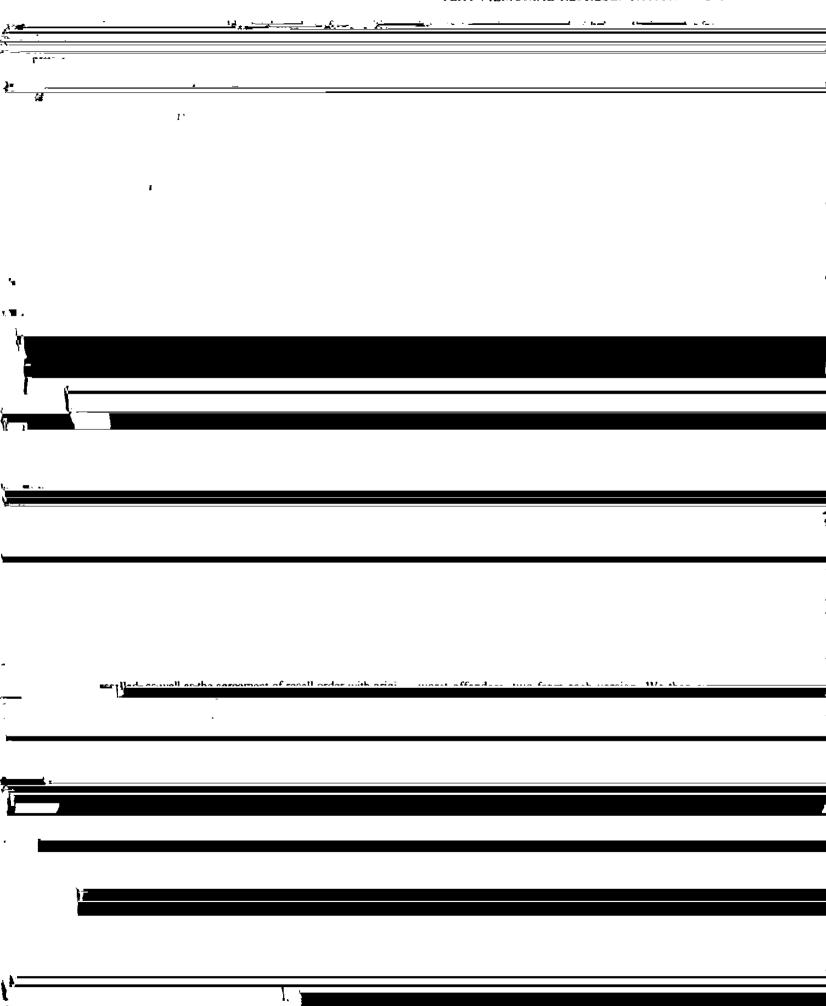


## LANGER, KEENAN, AND BERGMAN

irism contributed to the problem, insofar as an as-

mist model was accepted as a given. This model so we chose to call our town Mapleton. As in Perrig and archers to decompose more complex learning into Kintsch's research, there are two descriptive versions of vey description, while the other is a route version that /y & Anderson, 1972). 12 pthos hand the abconce of any circumstin om mides the driver through the town. The stories were nined

nal description of the town has been slightly modified,



## LANGER, KEENAN, AND BERGMAN

<b>2.8 π±0</b>	g supplemental information to assist processing for the text pro	BERLINER, D. C., & ROSENSHINE, B. (1977). The acquisition of knowledge.
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	tive function. Again, when subjects request assistance, we a	s- vague (Eds.), Schooling and the acquisition of knowledge (pp. 375-
	at it is the outcome of a direct decision to test certain assum out understanding. Indeed we have argued in the past that te	p- 404), Hillsdale, NJ: Erlbaum.
	Asi 1 'v 1 f <u>talan nobine innoberno en</u>	n Hellodale All Leibnum
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