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An observer noticed that in the classroom Leo's teachers gave him attention whenever he was by himself but tended to ignore him when he played with others. The teachers were instructed to give Leo attention when he played with others and ignore him when he played alone. This example illustrates:

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instructed language learning (Ellis, 1994) all address the role of instruction in L2 acquisition. However, the research and theory do not afford a uniform account of how instruction can best facilitate language learning. There is considerable controversy (see Ellis, forthcoming).

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