**Some Introductory Phrases:**

 X states that . . .

 X claims that . . .

 X asserts that . . .

 X agrees that . . .

 X strongly argues . . .

 X comments that . . .

 X suggests that . . .

 X comments that . . .

 X says that . . .

 X observes that . . .

 X takes the view that . . .

 X contends that . . .

 X believes that . . .

 X proposes that . . .

 X concludes that . . .

 X maintains that . . .

 X concedes that . . .

 X notes that . . .

 According to X . . .

 As X states . . .

Examples:

1) The pilot study **suggested that** the perceived attractiveness of the foreign language to be mimicked did not affect the performance of most participants, and that mimicry skill was fairly constant across languages.

2) That study also confirmed the results of my previous experimental work **showing that** mimicry skill is correlated to some degree with English language pronunciation and that both pronunciation and mimicry are negatively affected by high levels of anxiety.

3) Throughout this paper it is **assumed that** learners of foreign language should, and to a large extent actually do, aim at a standard pronunciation model approved by the native speaker community.

4) The impact of age of learning is generally associated with the Critical Period

Hypothesis (CPH) which **states that** after a certain point, children lose the ability to develop accent-free speech in a new language.

5) This fits with Vidal (2011) and Webb (2007a, 2007b), but **according to** Waring and Takaki (2003) and Brown, Waring, and Donkaewbua (2008) may be a bit too few.

6) He **believes that** this traditional conception 'does not do justice to the dynamic, fluid and continuously fluctuating nature of learner factors and neither does it account for the complex internal and external interactions that we can observe' (Dornyei 2010: 253).

7) It should be **noted that** no measure for motivation was included because in previous experiments all participants had claimed to be highly motivated, and perhaps believed their answers to be truthful.

8) The choice of languages was based on an informal survey of students which **suggested that** Romance languages were the most pleasing to the ear and exotic Asian languages the least.

9) The results **show that** mimicry scores, when they include only examples of good mimicry, do correlate with foreign language accent scores and could, therefore, be used as a way of predicting likely success or failure in that field.

10) Cobb **argued that** given the difficulty of the material and the time available, learners could not get through enough reading to meet the words at each level, let alone have enough repetitions to learn them.

11) The teacher **pointed out that** the purpose of the peer-review activity was not only to provide feedback, but also to give the students some ideas on how to improve their own work.