APA练习

* A multitude of studies have shown that learners who begin acquisition of a second language after the age of 12 can rarely produce a sentence or even a word in a second language (L2) without a noticeable accent (Moyer, 1999; Asher & Garcia, 1969; Bongaerts, 1999; Flege & Fletcher, 1992; Major, 2001; Pisoni, Aslin, et al, 1982). Likewise, many studies have found that L2 learners have trouble perceiving certain contrasts in the L2 that are simply not difficult for native speakers (NS) of the language to perceive (for example, Best 2001 for Zulu plosive versus implosive bilabial stops perceived by native English speakers; Brown (2001) for American English /r/ and /l/ perceived by native Japanese speakers). Hao & Yang (2021) also found problems with tonal acquisition. Asher and Garcia（1966,pp.125） state that “nonnative speaker phonologies range from nativelike to barely understandable”. These facts are clear, but researchers investigating the L2 acquisition of phonology have still not identified to the satisfaction of all the factors that can lead to success (or hinder the learners) in the production and perception of L2 phonology.

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