

## **Teaching Spanish Pronunciation: Trends, Techniques and Tools**

Gillian Lord

University of Florida

By way of anchoring and introducing the subsequent Ignite session on best practices, this session explores the state of classroom instruction in Spanish pronunciation. Instructed pronunciation has had a bit of a checkered history in language classrooms in general, and often finds its relative importance assigned at the whim of the current pedagogical trends. So my talk begins by providing a justification for a continued – yet enhanced – role of explicit instruction in our classrooms, at all levels. From there, I provide a brief historical overview of the role that pronunciation instruction has played in our classrooms over the past several decades, highlighting previous work in the area. I consider investigations that have spanned various learner levels, adopted differing theoretical underpinnings, and employed a wide range of tools and tactics. The review of these works will allow us to establish a state of the field, from which vantage point we can proceed to explore some remaining questions that warrant further investigation. I also propose potential avenues for continued work, both pedagogical and empirical. The talk concludes by introducing the Ignite speakers and explaining how the logistics of such a session work.