Teaching Spanish pronunciation at the high school level: an honors thesis (HONRS 499)

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Abstract:
The pronunciation of a language is one of the first qualities a native speaker notices in a non-native. However, pronunciation receives relatively little attention in high school foreign language curriculum. The following is an investigation into this issue. The study first provides an overview of literature regarding current and past trends of teaching foreign language pronunciation. It then investigates current methods of teaching Spanish pronunciation at the high school level by means of personal interviews with eighteen current Spanish teachers from various East Central Indiana high schools. The research and interview findings suggest that although most teachers acknowledge the need to include pronunciation in their curriculum, they are not certain how to go about doing so. Finally, the study provides some insight into the importance of proper pronunciation and provides pedagogical suggestions for improving the quality of instruction.

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