

**Placing accent marks in the Spanish heritage language classroom:  
Does explicit spelling instruction make a difference?**

In this talk, I consider the challenges that Spanish heritage language learners face in acquiring spelling skills, and report the findings of a semester-long experimental study on the impact of explicit instruction on normative written accent mark usage in the classroom. In the analysis, I highlight types of errors, the effect of task, and individual variability. Pedagogical implications will be discussed in light of student perceptions.