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## Next Chapter in Spanish as Heritage Language Pedagogy: Theoretical and Methodological Considerations

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### Message from the Guest Editors

Dear Colleagues,

The field of Spanish heritage teaching has seen significant growth in the last two decades. The main contributions of such change have been, on the one hand, problematizing normative approaches as the only pedagogical possibility for teaching Spanish to Latinx youth and, on the other, calling for interdisciplinary and critical theoretical approaches to design tracks/programs, pedagogical frameworks, curriculum, and teaching practices that better serve this population and communities.

Moving beyond deficit and normative perspectives, Spanish as a heritage language (SHL) research has clarified that strengthening speakers' translingual and multicultural identities should center our teaching mission, curriculum, and assessment design. In recent years, SHL pedagogy has been informed by theoretical frameworks such as the ecological perspective on language development; dynamic theories on bilingualism and translanguaging; critical language awareness; critical sociolinguistics and sociolinguistics...

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## Message from the Editor-in-Chief

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