

Special Issue

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

Message from the Guest Editors

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...

Guest Editors

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Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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